Los Angeles Unified School District

ACADEMIC ENGLISH MASTERY PROGRAM

STAKEHOLDER AGREEMENT

For AEMP Support Network Schools

Principal
SEL Data Coordinator
MELD Teachers
*Parent Representative
INTRODUCTION: ACADEMIC ENGLISH MASTERY PROGRAM SUPPORT NETWORK

The Los Angeles Unified School District’s Academic English Mastery Program (AEMP) is a comprehensive research-based program designed to address the language, literacy, and learning needs of Standard English Learners (SELs), which includes African American, Mexican American, Hawaiian American, and Native American students for whom standard English is not native. The primary goal of the Academic English Mastery Program is to increase their access to core standards-based curricula and to increase academic achievement.

Chapter 4 of the EL Master Plan outlines the District’s instructional goals and program for Standard English Learners. The AEMP Service Delivery Model is designed around Chapter 4 and reflects an entirely new reconfiguration from the legacy AEMP Program. Five AEMP demonstration sites are emerging within each ESC as well as an extended learning community of schools throughout the District. The extended learning community will be able to avail themselves of AEMP PD, interact with the demonstration sites, and receive access to resources that demonstrate best practices for SELs. This learning community of schools is referred to as the AEMP Support Network. Schools in the AEMP Support Network will have access to the latest and best information as to how to implement culturally and linguistically responsive instruction in the District.

Becoming a member of the AEMP Support Network reflects a strong commitment to supporting SELs. Schools are provided with funds to send teachers to AEMP PD, receive AEMP instructional resources, receive targeted support, and potentially receive additional parent representative funding.

Please fax the accompanying signature sheet with the appropriate information to the AEMP office if your school is interested in remaining with the AEMP Program. Also scan and email the signature sheet to javier.sanroman@lausd.net. We would love to help you best serve all of your students through the medium of culturally and linguistically responsive learning.

AEMP Office Fax No: 213-241-8495
Phone: 213-241-3340
Coordinator: Kandice McLurkin- kandice.mclurkin@lausd.net

Academic English Mastery Program Support Network

Stakeholder Agreement
AEMP PRINCIPAL

RESPONSIBILITIES:
As a principal at an AEMP Support Network School, in order to maintain the integrity of the program, I am committed to:

- Maintaining an ongoing collaborative partnership with the AEMP Central Office staff, AEMP LD staff, and a cadre of at least 6 MELD Teachers at the school site to uphold the mission statement of the Academic English Mastery Program

- Scheduling time for AEMP Semesterly PD (at least 2 sessions/yr) led by the qualified and knowledgeable school-site staff.

- Developing the knowledge base of all stakeholders around culturally and linguistically responsive teaching and learning

- Integrating a systematic approach to make *MELD Connections* during ELA as well as other core curricular areas for the school’s Standard English Learners.

- Ensuring appropriate allocation and utilization of resources to support the implementation of culturally and linguistically responsive pedagogy

- Ensuring that AEMP is an integral part of the assessment and evaluation of the school’s instructional program

- Utilizing data-based instruction for academic achievement

- Monitoring and Supporting the implementation of Culturally and Linguistically Responsive instruction for Standard English Learners

- Providing Leadership and Support to all stakeholders in the implementation of the AEMP program

- Overseeing the operation and function of parent and community engagement that supports the learning of Standard English Learners

*MELD Connections* refers to an instructional approach that is integrated throughout the curriculum and designed to provide access and language support for Standard English Learners. MELD Connections is based on SDAIE methodology. AEMP Support Network schools are also expected to implement a MELD walk-to model in conjunction with *MELD Connections* to provide integrated and designated support and access to the core curricula.
SEL DATA COORDINATOR

PREREQUISITES: Equal Access to Effective Teaching for SELs Certification or equivalent experience

RESPONSIBILITIES:
As a SEL Data Coordinator at an AEMP school, in order to maintain the integrity of the Program, I am committed to:

1. Perfect attendance at all AEMP Meetings. If I cannot make a meeting for any reason I will find a MELD teacher designee and notify the AEMP office. AAA Coordinators will be paid a differential and professional expert rate for meeting attendance and extended duties, attendance is crucial for full-payment.
2. Delivering consistent exemplary Mainstream English Language Development (MELD) instruction.
4. Act as a facilitator for AEMP school site demonstration workshops, planning sessions, and school site observations.
5. Serving as THE point person for the assessment (LAS Links) and collection of data that informs the instruction of SELs.

I Will:
• Attend all 2016-2017 CLR Institutes, in order to remain informed and current with program, being accountable for all classroom responsibilities in the MELD teacher agreement, and completing all adjunct assignments
• Provide school-wide Professional Development focusing on the five areas of CLR to ensure school-wide implementation (minimum of 1 per semester)
• Display an exemplary, caring, and culturally responsive classroom environment that fosters increased academic achievement and the acquisition of academic language
• Develop expertise in the areas of academic language development and literacy acquisition as related to effectively educating Standard English Learners (SELS)
• Build knowledge through the simultaneous study and practice of culturally and linguistically responsive instruction
• Act as a chief liaison between the AEMP office and school for the purposes of updating and disseminating information about program goals and providing input on implementation issues and concerns
• Utilize data-based instruction for academic achievement
• Monitor attendance at school-wide AEMP activities by keeping agendas and sign-in sheets, documenting events, and compiling evidence in the AEMP portfolio
• Set-up and maintain a centrally located AEMP bulletin board at my assigned school to keep all stakeholders informed of AEMP activities and to display student work
• Compile an AEMP Implementation Portfolio for the school with semesterly evidence, pictures, sign-ins, agendas, student work samples, etc…
Grade Level MELD Teachers

RESPONSIBILITIES:
As a MELD Teacher at an AEMP Support Network School, in order to maintain the integrity of the Program, I am committed to actively participating in:

1. The required Annual CLR Institutes
2. Ongoing AEMP professional development and professional growth activities.
3. Daily Mainstream English Language Development (MELD) instruction.
4. Daily culturally and linguistically responsive instruction.
5. AEMP school site demonstration workshops and collaboratives.

I Will:
• Maintain a caring and culturally appropriate classroom learning environment through the use of the Protocols for Participation and Discussion
• Conduct Mainstream English Language Development (MELD) instruction 45-60 minutes daily
• Balance my approach to literacy acquisition with authentic, meaningful experiences through the use of authentic cultural literature, reading to students, and daily writing
• Infuse culturally relevant and responsive strategies and materials into instruction
• Perform assessment of student progress through the use of formative assessment tools
• Incorporate culturally relevant classroom libraries, centers, and representative cultural realia into the classroom
• Engage students in systematic contrastive analysis with listening, speaking, reading, and writing activities
• Utilize a motivating and engaging approach to instruction, i.e. hands-on activities, manipulatives, movement, music and instructional conversations to enhance critical thinking skills
• Evidence student progress through student writing, videotaped role-playing, oral language activities, class projects and academic English language assessments
AEMP PARENT REPRESENTATIVE

RESPONSIBILITIES:
As a Parent Representative at an AEMP School within the Support Network, in order to maintain the integrity of the Program, I am committed to:

- Becoming knowledgeable of the Academic English Mastery Program goals and objectives for improving student achievement and the role of parents in supporting equal access to the curriculum for underserved students

Actively participating in:
1. The maintenance of an active AEMP Parent Information/Involvement Center (PIIC)
2. AEMP Parent Representative meetings.
3. Delivering 2 AEMP Parent Workshops.
4. Compiling an AEMP Parent Information/Involvement Center Portfolio of activities.
5. AEMP-related school events and activities.

Overseeing the operation and function of the AEMP Parent Information/Involvement Center (PIIC) including:

• Conducting at least 2 semesterly workshops for parents through the use of parent education resources provided by the AEMP Central Office

• Compiling an AEMP Parent Center Portfolio with evidence of activity, including pictures, work samples, etc…

• Reproducing and distributing family literacy, learning, and language development materials

• Developing and maintaining an AEMP Resource Library containing culturally relevant book sets, parent information/education books, and other informational materials;

• Actively recruiting parents to become involved in AEMP Parent Information/Involvement Center workshops, activities, and other school-related functions

• Serving as a resource to parents at the local school site

• Assisting with planning and conducting parent/community workshops at the school site
SIGNATURE SHEET: 2016-2017 SCHOOL YEAR

This is not a contract. It is a statement of commitment to work toward the goals of the Academic English Mastery Program, a comprehensive research-based program designed to improve achievement outcomes for Standard English Learners.

As a Stakeholder in the AEMP Support Network, I acknowledge the importance of addressing the learning needs of Standard English Learners and commit to doing my best to assure excellence in education for SELs and all other underserved students.

SCHOOL: ___________________________________________ LD: __________

ADDRESS: ____________________________________________

CITY: ________________________________________________

PHONE: # (_______) ________________________________

PRINCIPAL’S NAME: ______________________________________________

SIGNATURE: _____________________________________________________

SEL DATA COORDINATOR’S NAME: ________________________________

SIGNATURE: _____________________________________________________

PARENT REPRESENTATIVE NAME: _________________________________

SIGNATURE: _____________________________________________________

MELD TEACHER’S NAME: ___________________________ Grade: K

SIGNATURE: _____________________________________________________

MELD TEACHER’S NAME: ___________________________ Grade: 1

SIGNATURE: _____________________________________________________
MELD TEACHER’S NAME: ___________________________ Grade: 2
SIGNATURE: ________________________________________________

MELD TEACHER’S NAME: ___________________________ Grade: 3
SIGNATURE: ________________________________________________

MELD TEACHER’S NAME: ___________________________ Grade: 4
SIGNATURE: ________________________________________________

MELD TEACHER’S NAME: ___________________________ Grade: 5
SIGNATURE: ________________________________________________

**ADDITIONAL MELD TEACHERS**

MELD TEACHER’S NAME: ___________________________ Grade: ___
SIGNATURE: ________________________________________________

MELD TEACHER’S NAME: ___________________________ Grade: ___
SIGNATURE: ________________________________________________

MELD TEACHER’S NAME: ___________________________ Grade: ___
SIGNATURE: ________________________________________________
Los Angeles Unified School District

ACADEMIC ENGLISH MASTERY PROGRAM

STAKEHOLDER AGREEMENT

For AEMP Support Network Schools

Principal

SEL Data Coordinator

CLR Teachers

*Parent Representative
INTRODUCTION: ACADEMIC ENGLISH MASTERY PROGRAM SUPPORT NETWORK

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Please fax the accompanying signature sheet with the appropriate information to the AEMP office if your school is interested in remaining or joining the AEMP Support Network. We would love to help you best serve all of your students through the medium of culturally and linguistically responsive learning.

AEMP Office Fax No: 213-241-8495

Phone: 213-241-3340

Coordinator: Kandice McLurkin- kandice.mclurkin@lausd.net

Academic English Mastery Program Support Network

Shareholder Agreement
AEMP PRINCIPAL

RESPONSIBILITIES:
As a principal at an AEMP Support Network School, in order to maintain the integrity of the program, I am committed to:

- Maintaining an ongoing collaborative partnership with the AEMP Central Office staff, AEMP LD staff, and a cadre of at least 5 CLR Teachers at the school site to uphold the mission statement of the Academic English Mastery Program.
- Scheduling time for AEMP Semesterly PD (at least 2 sessions/yr) led by the qualified and knowledgeable school-site staff.
- Developing the knowledge base of all stakeholders around culturally and linguistically responsive teaching and learning.
- Ensuring appropriate allocation and utilization of resources to support the implementation of culturally and linguistically responsive pedagogy.
- Ensuring that AEMP is an integral part of the assessment and evaluation of the school’s instructional program.
- Utilizing data-based instruction for academic achievement progress monitoring.
- Monitoring and Supporting the implementation of Culturally and Linguistically Responsive instruction for Standard English Learners.
- Providing Leadership and Support to all stakeholders in the implementation of the AEMP program.
- Overseeing the operation and function of parent and community engagement that supports the learning of Standard English Learners.
SEL DATA COORDINATOR

PREREQUISITES: Equal Access to Effective Teaching for SELs Certification or equivalent experience

RESPONSIBILITIES:
As a SEL Data Coordinator at an AEMP school, in order to maintain the integrity of the Program, I am committed to:

1. Perfect attendance at all AEMP Meetings. If I cannot make a meeting for any reason I will find a MELD teacher designee and notify the AEMP office. ASN Coordinators will be paid a differential and professional expert rate for meeting attendance and extended duties, attendance is crucial for full-payment.
2. Serving as THE communication hub between AEMP Central Office, ESC Office, and the school site.
3. Act as a facilitator for AEMP school site demonstration workshops, planning sessions, and school site observations.
4. Serving as THE point person for the assessment (LAS Links) and collection of data that informs the instruction of SELs.

I Will:
• Attend all 2016-2017 CLR Institutes, in order to remain informed and current with program, being accountable for all classroom responsibilities in the CLR teacher agreement, and completing all adjunct assignments
• Provide school-wide Professional Development focusing on the five areas of CLR to ensure school-wide implementation (minimum of 1 per semester)
• Compile an AEMP Implementation Portfolio for the school with semesterly evidence, pictures, sign-ins, agendas, student work samples, etc…
• Display an exemplary, caring, and culturally responsive classroom environment that fosters increased academic achievement and the acquisition of academic language
• Develop expertise in the areas of academic language development and literacy acquisition as related to effectively educating Standard English Learners (SELs)
• Build knowledge through the simultaneous study and practice of culturally and linguistically responsive instruction
• Act as a chief liaison between the AEMP office and school for the purposes of updating and disseminating information about program goals and providing input on implementation issues and concerns
• Utilize data-based instruction for academic achievement
• Monitor attendance at school-wide AEMP activities by keeping agendas and sign-in sheets, documenting events, and compiling evidence in the AEMP portfolio
• Set-up and maintain a centrally located AEMP bulletin board at my assigned school to keep all stakeholders informed of AEMP activities and to display student work
CLR Teacher Team

RESPONSIBILITIES:
As a CLR Teacher at an AEMP Support Network School, in order to maintain the integrity of the Program, I am committed to actively participating in:

1. The required Annual CLR Institutes
2. On-going AEMP professional development and professional growth activities.
3. Daily culturally and linguistically responsive instruction.

I Will:
• Maintain a caring and culturally appropriate classroom learning environment through the use of the Protocols for Participation and Discussion
• Balance my approach to literacy acquisition with authentic, meaningful experiences through the use of authentic cultural literature, reading to students, and daily writing
• Infuse culturally relevant and responsive strategies and materials into instruction
• Perform assessment of student progress through the use of formative assessment tools
• Incorporate culturally relevant classroom libraries, centers, and representative cultural realia into the classroom
• Engage students in systematic contrastive analysis with listening, speaking, reading, and writing activities
• Utilize a motivating and engaging approach to instruction, i.e. hands-on activities, manipulatives, movement, music and instructional conversations to enhance critical thinking skills
• Evidence student progress through student writing, videotaped role-playing, oral language activities, class projects and academic English language assessments
AEMP PARENT REPRESENTATIVE

RESPONSIBILITIES:
As a Parent Representative at an AEMP School within the Support Network, in order to maintain the integrity of the Program, I am committed to:

- Becoming knowledgeable of the Academic English Mastery Program goals and objectives for improving student achievement and the role of parents in supporting equal access to the curriculum for underserved students

Actively participating in:
1. The maintenance of an active AEMP Parent Information/Involvement Center (PIIC)
2. AEMP Parent Representative meetings.
3. Delivering 2 AEMP Parent Workshops.
4. Compiling an AEMP Parent Information/Involvement Center Portfolio of activities.
5. AEMP-related school events and activities.

Overseeing the operation and function of the AEMP Parent Information/Involvement Center (PIIC) including:

- Conducting at least 2 semesterly workshops for parents through the use of parent education resources provided by the AEMP Central Office
- Compiling an AEMP Parent Center Portfolio with evidence of activity, including pictures, work samples, etc…
- Reproducing and distributing family literacy, learning, and language development materials
- Developing and maintaining an AEMP Resource Library containing culturally relevant book sets, parent information/education books, and other informational materials;
- Actively recruiting parents to become involved in AEMP Parent Information/Involvement Center workshops, activities, and other school-related functions
- Serving as a resource to parents at the local school site
- Assisting with planning and conducting parent/community workshops at the school site
This is not a contract. It is a statement of commitment to work toward the goals of the Academic English Mastery Program, a comprehensive research-based program designed to improve achievement outcomes for Standard English Learners.

As a Stakeholder in the AEMP Support Network, I acknowledge the importance of addressing the learning needs of Standard English Learners and commit to doing my best to assure excellence in education for SELs and all other underserved students.

SCHOOL:__________________________________       LD:______________

ADDRESS:__________________________________________________________

CITY:______________________________________________

PHONE: ( )_________________________

PRINCIPAL’S NAME:_______________________________________________

SIGNATURE:_____________________________________________________

SEL DATA COORDINATOR’S NAME:___________________________________

SIGNATURE:_____________________________________________________

PARENT REPRESENTATIVE NAME:_____________________________________

SIGNATURE:_____________________________________________________

ENGLISH TEACHER:_________________________________________ Grade: ____

SIGNATURE:_____________________________________________________

MATH TEACHER:_________________________________________ Grade:____

SIGNATURE:_____________________________________________________


SCIENCE TEACHER: ____________________________ Grade: ___
SIGNATURE: ____________________________________________

HISTORY TEACHER: ____________________________ Grade: ___
SIGNATURE: ____________________________________________

ELECTIVE TEACHER: ____________________________ Grade: ___
SIGNATURE: ____________________________________________

RESOURCE TEACHER: ____________________________ Grade: ___
SIGNATURE: ____________________________________________

**ADDITIONAL CLR TEACHERS**

CLR TEACHER: ____________________________ Grade: ___
SIGNATURE: ____________________________________________

CLR TEACHER: ____________________________ Grade: ___
SIGNATURE: ____________________________________________
ACADEMIC ENGLISH MASTERY PROGRAM

Los Angeles Unified School District

ACADEMIC ENGLISH MASTERY PROGRAM

STAKEHOLDER AGREEMENTS

For AEMP Accelerated Academies (AAA’s)

Principals

SEL Data Coordinator

MELD Teachers

Parent Representative

INTRODUCTION: AEMP Accelerated Academies
The Los Angeles Unified School District’s Academic English Mastery Program (AEMP) is a comprehensive research-based program designed to address the language, literacy, and learning needs of Standard English Learners (SELs), which include African American, Mexican American, Hawaiian American, and Native American students for whom standard English is not native. The primary goal of the Academic English Mastery Program is to increase their access to Common Core standards-based curricula through the use of culturally and linguistically responsive teaching (CLR).

Chapter 4 of the EL Master Plan outlines the District’s instructional goals and programs for Standard English Learners. The AEMP Service Delivery Model is designed around Chapter 4 and reflects an entirely new reconfiguration from the legacy AEMP Program. Five AEMP demonstration sites are emerging within each ESC as well as an extended learning community of schools throughout the District.

Each demonstration site is given 3 years to develop excellence in the 5 pedagogical areas of culturally and linguistically responsive teaching. These areas are:

1. **Responsive Classroom Management**- Structured ways for responding and discussing in the classroom that are culturally responsive.

2. **Responsive Academic Literacy**- Use of culturally responsive text and media, interaction with text strategies, and writer’s workshop.

3. **Responsive Academic Vocabulary**- Vocabulary building through the use of schema, i.e., personal thesaurus, personal dictionary, word squares, Frayer Models, etc…

4. **Responsive Academic Language**- Dual grammar study of home language and standard English (contrastive analysis).

5. **Responsive Learning Environment**- An optimal culturally responsive learning space includes the following 8 elements: 1) is print rich; 2) has learning centers; 3) is culturally colorful; 4) is arranged optimally; 5) has multiple libraries; 6) utilizes technology; 7) has relevant bulletin boards; and 8) displays student work and images of students.

The most critical instructional component of the AEMP Accelerated Academy model (AAA) is the 45-60 minutes of daily Mainstream English Language Development (MELD) for SELs. Instruction during the MELD block is based on the new MELD Instructional Guide, the CA Treasures Suggested Activities for MELD (elementary), and is backward-mapped to Periodic Assessments through writing units of study. Culturally and linguistically responsive pedagogy at AAA model schools is also integrated throughout the curriculum and can be readily observed at any time.

Please fax the accompanying signature sheet with the appropriate information to the AEMP Office-Fax No: 213-241-8495

Coordinator: Kandice McLurkin- kandice.mclurkin@lausd.net

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**Academic English Mastery Program Support Network**

**Stakeholder Agreement**
# AEMP ACCELERATED ACADEMY (AAA) PRINCIPAL

**RESPONSIBILITIES:**

As a principal at an AEMP Accelerated Academy, in order to maintain the integrity of the program, I am committed to:

- Maintaining an ongoing collaborative partnership with the AEMP Central Office, AEMP LD staff, SEL Data Coordinator, and MELD Teachers in order to uphold the mission statement of the Academic English Mastery Program

- Ensuring common understanding of CLR in all classrooms by embedding CLR into school-wide PD plan

- Integrating the AEMP Continuous Improvement Lesson Study Cycle into the core instructional plan of the school

- Developing the knowledge base of all stakeholders around culturally and linguistically responsive teaching and learning by promoting and sending staff to ongoing AEMP training or other CLR PD

- Sending MELD/CLR team of teachers to the 2016-2017 CLR Institutes

- Integrating a systematic walk-to model approach to deliver Mainstream English Language Development to the school’s Standard English Learners

- Ensuring appropriate allocation and utilization of RFP resources to implement key components of the AAA demonstration model

- Providing planning time so that the site AAA Coordinator and MELD teachers can coordinate AEMP activities at the school site, evaluate formative assessments to engage in data-driven instructional planning for designated and integrated MELD

- Committing to classroom walkthroughs (CWT’s) as an integral component of the schools Continuous Improvement Lesson Study Cycle

- Utilizing the CLR RtI Plan (SEL Profile) for academic achievement & behavior success

- Monitoring and supporting implementation of MELD instruction for Standard English Learners through the use of SEL profiles

- Serving as a leader of an emerging model of excellence in CLR teaching and learning for their respective Educational Service Center

- Overseeing the operation and function of parent and community engagement center that supports the learning of Standard English Learners
SEL DATA COORDINATOR

PREREQUISITES: Equal Access to Effective Teaching for SELs Certification or equivalent experience

RESPONSIBILITIES:
As a SEL Data Coordinator at an AEMP school, in order to maintain the integrity of the Program, I am committed to:

1. Perfect attendance at all AEMP Meetings. If I cannot make a meeting for any reason I will find a MELD teacher designee and notify the AEMP office. AAA Coordinators will be paid a differential and professional expert rate for meeting attendance and extended duties, attendance is crucial for full-payment.
3. Delivering consistent exemplary Mainstream English Language Development (MELD) instruction.
4. Serving as THE communication hub between AEMP Central Office and the school site.
5. Act as a facilitator for AEMP school site demonstration workshops, planning sessions, and school site observations.
6. Serving as THE point person for the assessment (LAS Links) and collection of data that informs the instruction of SELs.

I Will:
• Act as a chief liaison between the AEMP office and school for the purposes of updating and disseminating information about program goals and providing input on implementation issues and concerns
• Provide school-wide Professional Development focusing on the five areas of CLR to ensure school-wide implementation (minimum of 1 per semester)
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• Set-up and maintain a centrally located AEMP bulletin board at my assigned school to keep all stakeholders informed of AEMP activities and to display student work
• Compile an AEMP Implementation Portfolio for the school with semesterly evidence, pictures, sign-ins, agendas, student work samples, etc…
RESPONSIBILITIES:
As a MELD Teacher at an AEMP AAA School, in order to maintain the integrity of the Program, I am committed to actively participating in:

1. The required Annual CLR Institutes
2. Ongoing AEMP professional development and professional growth activities.
3. Daily Mainstream English Language Development (MELD) instruction.
4. Daily culturally and linguistically responsive instruction.
5. AEMP school site demonstration workshops and collaboratives.

I Will:
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• Incorporate culturally relevant classroom libraries, centers, and representative cultural realia into the classroom
• Engage students in systematic contrastive analysis with listening, speaking, reading, and writing activities
• Utilize a motivating and engaging approach to instruction, i.e. hands-on activities, manipulatives, movement, music and instructional conversations to enhance critical thinking skills
• Evidence student progress through student writing, videotaped role-playing, oral language activities, class projects and academic English language assessments
AAA AEMP PARENT REPRESENTATIVE

RESPONSIBILITIES:
As a Parent Representative at an AEMP Accelerated Academy (AAA), in order to maintain the integrity of the Program, I am committed to:

Becoming knowledgeable of the Academic English Mastery Program goals and objectives for improving student achievement and the role of parents in supporting equal access to the curriculum for underserved students

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- Actively recruiting parents to become involved in AEMP Parent Information/Involvement Center workshops, activities, and other school-related functions

- Serving as a resource to parents at the local school site

- Assisting with planning and conducting parent/community workshops at the school site.
SIGNATURE SHEET: 2016 - 2017 SCHOOL YEAR

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As a Stakeholder in the AEMP Support Network, I acknowledge the importance of addressing the learning needs of Standard English Learners and commit to doing my best to assure excellence in education for SELs and all other underserved students.

SCHOOL:__________________________________  LD: ______________
ADDRESS:______________________________________________
CITY:_____________________________________________________
PHONE:# (____)_______________________________

PRINCIPAL’S NAME:________________________________________
SIGNATURE:______________________________________________

SEL DATA COORDINATOR
NAME:_____________________________________________________
SIGNATURE:______________________________________________

PARENT REPRESENTATIVE NAME:____________________________
SIGNATURE:______________________________________________

MELD TEACHER’S NAME:_________________________  Grade: K
SIGNATURE:______________________________________________
MELD Teacher’s Name: ___________________________ Grade: 1
Signature: ____________________________________________

MELD Teacher’s Name: ___________________________ Grade: 2
Signature: ____________________________________________

MELD Teacher’s Name: ___________________________ Grade: 3
Signature: ____________________________________________

MELD Teacher’s Name: ___________________________ Grade: 4
Signature: ____________________________________________

MELD Teacher’s Name: ___________________________ Grade: 5
Signature: ____________________________________________

Additional MELD Teachers

MELD Teacher’s Name: ___________________________ Grade________
Signature: ____________________________________________

MELD Teacher’s Name: ___________________________ Grade________
Signature: ____________________________________________