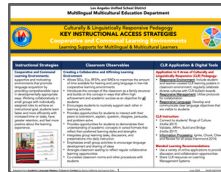




Academic English Mastery Program

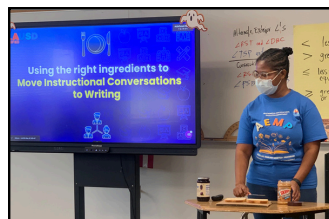
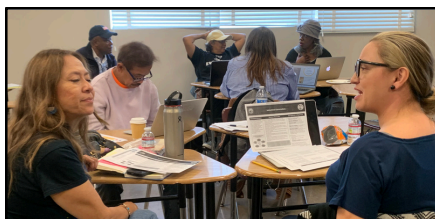
NEWSLETTER

DISTRICTWIDE CLRP KEY INSTRUCTIONAL ACCESS STRATEGIES WORKSHOP



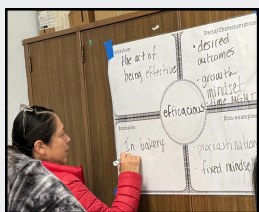
Approximately 500 L.A. Unified TK-12th grade teachers and coaches explored ways to advance learning and language acquisition for all students through culturally and linguistically responsive pedagogy. This workshop granted the opportunity for participants to reflect on their current pedagogical strengths and self-select the session most appropriate to meeting their instructional needs.

Saturday, October 19, 2024: John C. Fremont High School



During the session pictured above, participants observed a live demonstration of how to engage students in **instructional conversations**. The connection was then made to writing and how students can transfer their conversational skills to expository and informational writing across all grade levels and content areas.

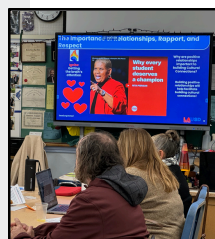
Saturday, November 16, 2024: Portola Charter Middle School



The session on **Advanced Graphic Organizers (AGO)** challenged participants to see these tools through the lens of the finished product and lesson objective. Participants engaged in cooperative learning to reflect on the Depth of Knowledge (DOK) thinking levels that an AGO can elicit.

Saturday, December 7, 2024: James A. Foshay Learning Center

Making Cultural Connections is about connecting the instruction to students' lives and experiences in an authentic and responsive way. This session moved participants to consider their discipline through the deep levels of culture referenced in Zaretta Hammond's *Culturally Responsive Teaching & the Brain* and Dr. Sharroky Hollie's work on the Rings of Culture.



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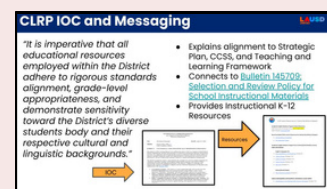


On September 26, 2024, the Academic English Mastery Program presented to the [Curriculum and Instruction Committee of the LAUSD Board of Education](#). This presented the opportunity for AEMP to share the goal of the program, its extended reach to all educational partners, and how the program is helping schools move closer to realizing the District's instructional priorities.

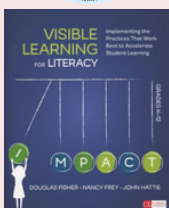
Elizabeth Pratt, Administrator of the Access, Equity, and Acceleration Unit (AEA), and Javier San Roman, Administrative Coordinator of the Academic English Mastery Program (AEMP), presented on the Culturally and Linguistically Responsive Pedagogy Trifold. They covered the six high yield access strategies, their purpose, and connection to the strategic plan.

See below for the six key instructional access strategies, their connection to the Teaching and Learning Framework Focus Elements, and the effect sizes related to student achievement as measured by John Hattie's Barometer of Influence.

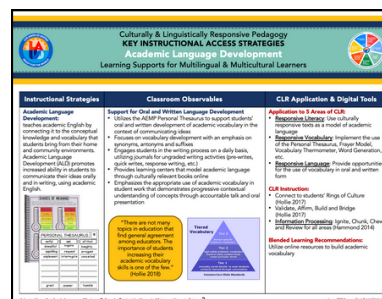
To what extent does our instruction reflect research and best practices?



Instructional Conversations	.82
Academic Language Development	.67
Making Cultural Connections	.65
Advanced Graphic Organizers	.59
Cooperative & Communal Learning	.42
Contrastive Analysis	.37



CLRP KEY INSTRUCTIONAL ACCESS STRATEGIES TRIFOLD



Every School, Every Teacher!

See your principal for your copy of the trifold. Use it to plan lessons, as a self-check of classroom practices, and for tips to increase student engagement in a culturally responsive way.

In this issue...

CLRP Key Instructional Access Strategies Workshop

Board of Education Presentation

Latinx Heritage Month Art Contest Winners

AEMP Teachers Helping Teachers

AEMP Educational Partners & Model Schools

Native American Heritage

AEMP PRINCIPALS

Is Your School Better Because You Lead It?

To answer this question, you must establish your leadership identity, mission, purpose, and vision.

-Baruti Kafele

- ➡ **Leadership Identity (Who):** What does your presence mean in the eyes of your students, staff, parents, and the community?
- ➡ **Leadership Mission (What):** With all that is on your plate, what's the one thing you feel you must accomplish?
- ➡ **Leadership Purpose (Why):** Why did you make the decision to lead a school?
- ➡ **Leadership Vision (Where):** Where will your school be in 5 years as a result of your direction?
- ➡ **Leadership With Confidence (How):** Is my school a better school because I lead it?



Next Meeting

February 6, 2025
3:00 pm - 4:00 pm

DISTRICTWIDE LATINX HERITAGE MONTH ART CONTEST WINNERS

The Academic English Mastery Program and the Association of Mexican American Educators collaborated to host the annual Latinx Heritage Month Art Contest reception. It was a festive event bringing together students, families, and administrators to promote and advance the visual arts. Among the special guests were Dr. Karla Estrada, Deputy Superintendent of Instruction, who spoke to the importance of arts in education and thanked each family for supporting their child. Dr. Rocio Rivas, LAUSD Board Member, District 2 also attended and encouraged each student and their family under the contest's theme of "Shaping the Future Together."

Kindergarten - 1st Grade

Rio Vista ES
Region North



"Shaping the Future with Friends"

2nd - 3rd Grade

Fishburn ES
Region East



"Caring Mother Shaping the Future"

4th - 5th Grade

Hillcrest Drive ES
Region South



"A Special Day"

6th - 8th Grade

Peary MS
Region South



"Be the Change You Want to See"

9th - 12th Grade

Virtual Academy Business and
Entrepreneurship
Option School



"La Calle Humana: The Street of Humanity"

Latinx Heritage Month Art Contest Awards Ceremony



AEMP, in partnership with the Association of Mexican American Educators (AMAE), hosted a grand prize winner reception on December 5, 2024, at Tamayo Restaurant and Art Gallery.

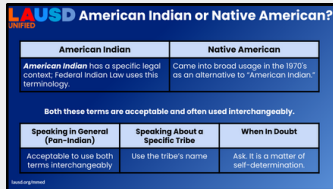
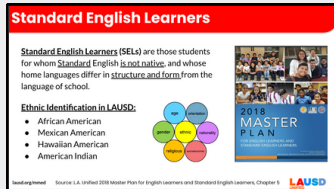
District leaders, family, and school site staff members attended in support of the students who received a certificate, prizes, educational resources, and special recognition from both AEMP and AMAE.



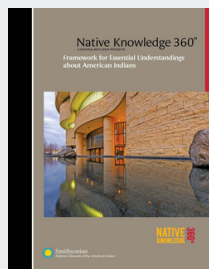
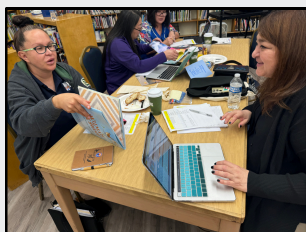
TEACHERS HELPING TEACHERS

On Saturday, October 26, 2024, AEMP and the Title VI American Indian and Indigenous Education programs launched the 2024-25 Teachers Helping Teachers (THT) program. Teachers and coaches selected as Mentors and Mentees engaged in cooperative and communal learning on the following topics:

- Standard English Learner Identification
- The Five Areas of CLR Pedagogy
- The Six Key Instructional Access Strategies
- American Indian vs. Native American Terminology
- Native American (In)Visibility
- The 10 Essential Understandings About American Indians



The day's agenda included an intentional focus on culturally responsive literacy instruction across all content areas. Participants analyzed fiction and non-fiction literature to broaden their understanding of responsive K-12 literacy instruction. Through collaboration and discussion, participants expanded their thinking and exchanged ideas around ways to apply their new learning to current and future curriculum plans. The Native Knowledge 360° is one document that participants will explore and apply in the classroom.



Native Knowledge 360°

There are 10 Essential Understandings about American Indians that help educators to...

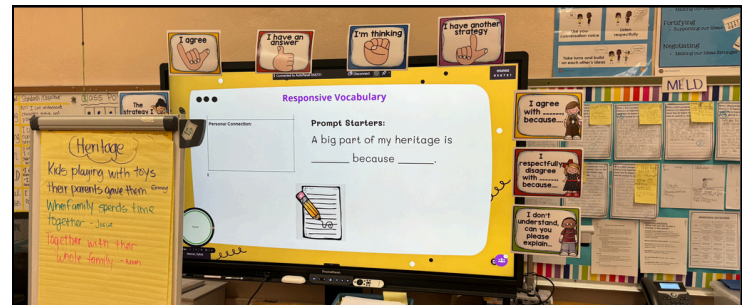
- Layer more comprehensive narratives of Native Americans
- Expose students to multiple perspectives, including Native voices
- Help dislodge common misconceptions and narratives of Native Americans

Each participant walked away with this document and other digital resources. These resources will support their understanding of Native American topics in K-12 curriculum and ways to make those connections when not explicitly stated. Teams will continue this work throughout the school year as they work together to build collective teacher efficacy. We look forward to the closing of the THT program where participants will share CLR lessons and reflect on their journey.

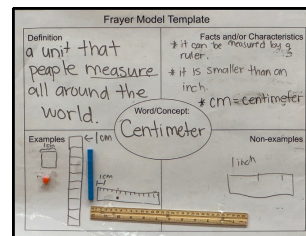


CLRP IN ACTION

Teachers and SEL Language Instructional Coaches at AEMP schools support Standard English Learners through Mainstream English Language Development and integrated CLR Pedagogy. In the photo below, a first grade teacher uses responsive vocabulary instruction to teach tier 2 vocabulary and engage students in academic discourse using the target word.

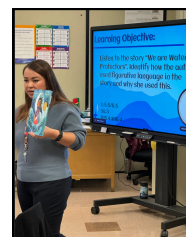
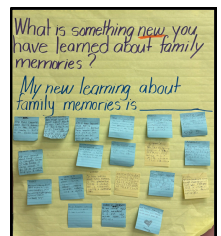


Students use the Frayer Model during math instruction to learn tier 3 vocabulary and apply their knowledge of these words to oral and written explanations of math problems



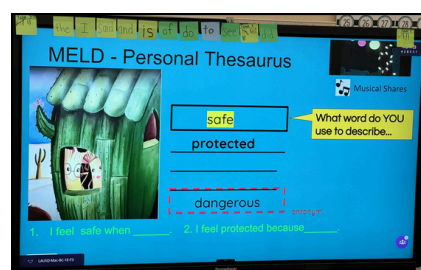
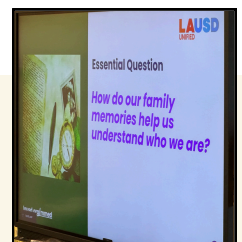
Students reflect on their learning

The teacher checks for understanding



This 4th grade AEMP teacher uses an authentic Indigenous text to make interdisciplinary and cultural connections, engage students in academic discourse, and analyze author's craft. Students engage in cooperative and communal learning groups to achieve consensus on the use of figurative language to reinforce the theme.

In a 5th grade class, the AEMP teacher effectively uses an essential question to guide student thinking and analysis throughout the four domains of literacy--listening, speaking, reading, and writing.



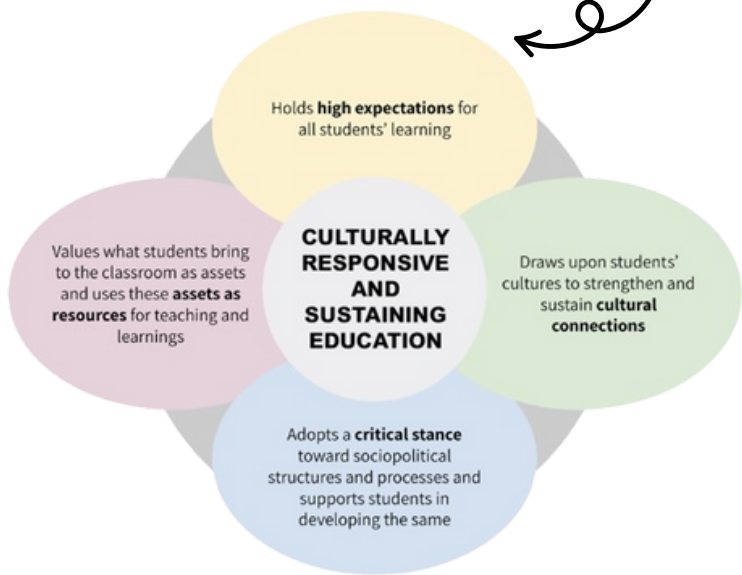
In this kindergarten class, the teacher uses the AEMP Personal Thesaurus to help students make meaning of the concepts in a text during the Mainstream English Language Development instructional block.

“My job as a teacher is not to teach the curriculum or even to just teach the students; it is to seek to understand my kids as completely as possible so that I can purposefully bend the curriculum to meet them.” — Cornelius Minor

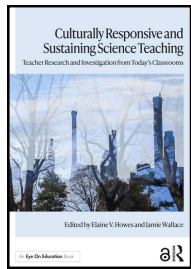
CLRP CORNER

Culturally Responsive and Sustaining Education (CRSE)

GUESS WHAT?



CULTURALLY RESPONSIVE AND SUSTAINING SCIENCE TEACHING



"...The notion that learning science is grounded in irrefutable facts and the accumulation of knowledge with clear right and wrong answers is a fallacy that fundamentally contradicts what we know about how people learn and how people do science, both of which are steeped in cultural processes."

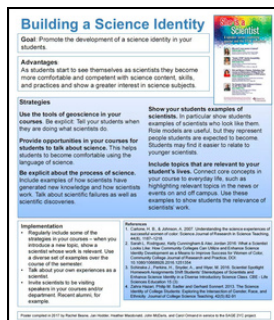
"...It is important that culturally responsive and sustaining teaching is not approached as formulaic or prescriptive, nor can it be considered an add-on or checklist; rather, it is intentionally and thoughtfully planned and enacted for the specific students in the classroom (Ladson-Billings, 2021a; Mensah, 2021; Wallace et al., 2022)."

Help Students Establish and Build a Science Identity



"The context of a story can be a culturally rich backdrop to present scientific problems and concepts."

Autumn Kelly
Education Week



READ MORE



edutopia



Interested in becoming an
AEMP SCHOOL



LEARN MORE

AEMP PARENT REPRESENTATIVES

The AEMP Parent Representatives meeting was held on Wednesday, December 11, 2024 at Woodcrest Elementary School. Parents were informed about the 2025 LAUSD Multilingual Multicultural Master Plan and provided feedback to assist with its drafting. The first of two AEMP Parent Representative PD's were modeled. They focused on building awareness of the AEMP Program Menu of Services, as well as the program's vision and mission. In honor of the holiday season, parents engaged in an art activity that they could replicate in their parent centers.

Next AEMP Parent Representative Meeting
February 19, 2025, 9:00 am - 11:30 am, Location: TBA



SEL LANGUAGE INSTRUCTIONAL COACHES

In October and November, the SEL Language Instructional Coaches participated in the Fall MMALC/SEL & International Newcomer Coach and Counselor Data Dig Dialogues. This was an opportunity for each participant to share their work with central office and regional MMED staff, directors, and principals. Each SEL coach had eight minutes to share the data for their specialized population and their response to the data in the following areas:

- Successes** experienced in relation to instruction and LAS Links, i-Ready, and DIBELS proficiency level targets
- Challenges** faced in relation to instruction and LAS Links, i-Ready, and DIBELS proficiency level criteria; or in monitoring student growth
- Vision and strategies** for addressing specific focus student needs over the next two months
- Additional supports needed** to accelerate academic discourse and student achievement to accelerate SEL progress on the LCAP targets

Attendees and fellow coaches asked questions about push-in and pull-out support, building teacher capacity around CLR pedagogy, and Mainstream English Language Development (MELD) instruction for SELs.



SPRING DATA DIGS COMING SOON!

