



**LAUSD**  
**UNIFIED**

**Kristalyn Smith**  
**Standard English Learners Language Instructional Coach**

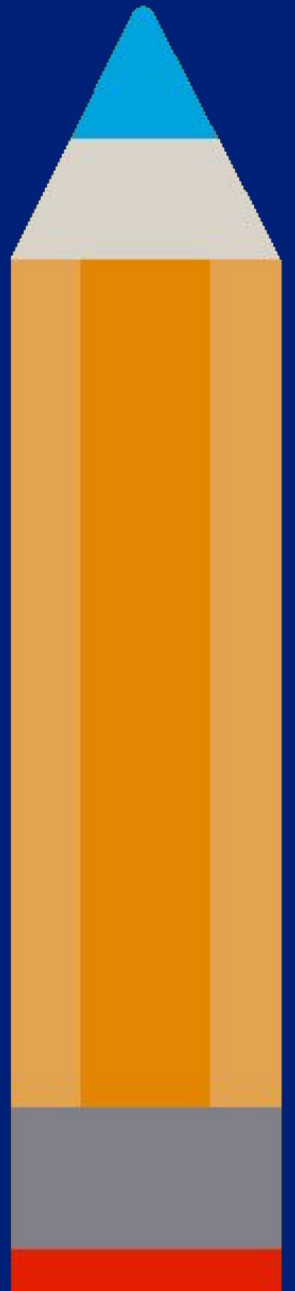
# AEMP Parent Presentation

September 13, 2023



# Objectives:

- **Academic English Mastery Program (AEMP)**
- **SEL Coach Essential Duties**
- **Instruction and Support**
- **Signature Events**





# The AEMP Program





age

orientation

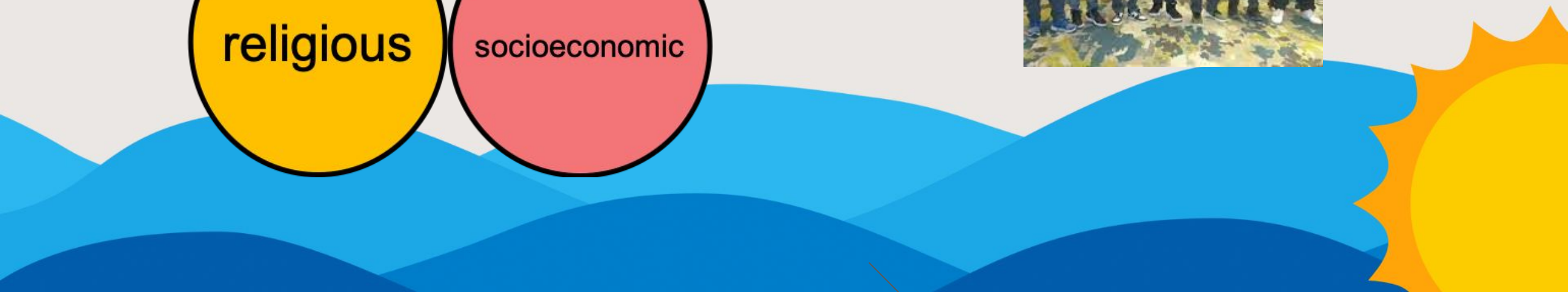
gender

ethnic

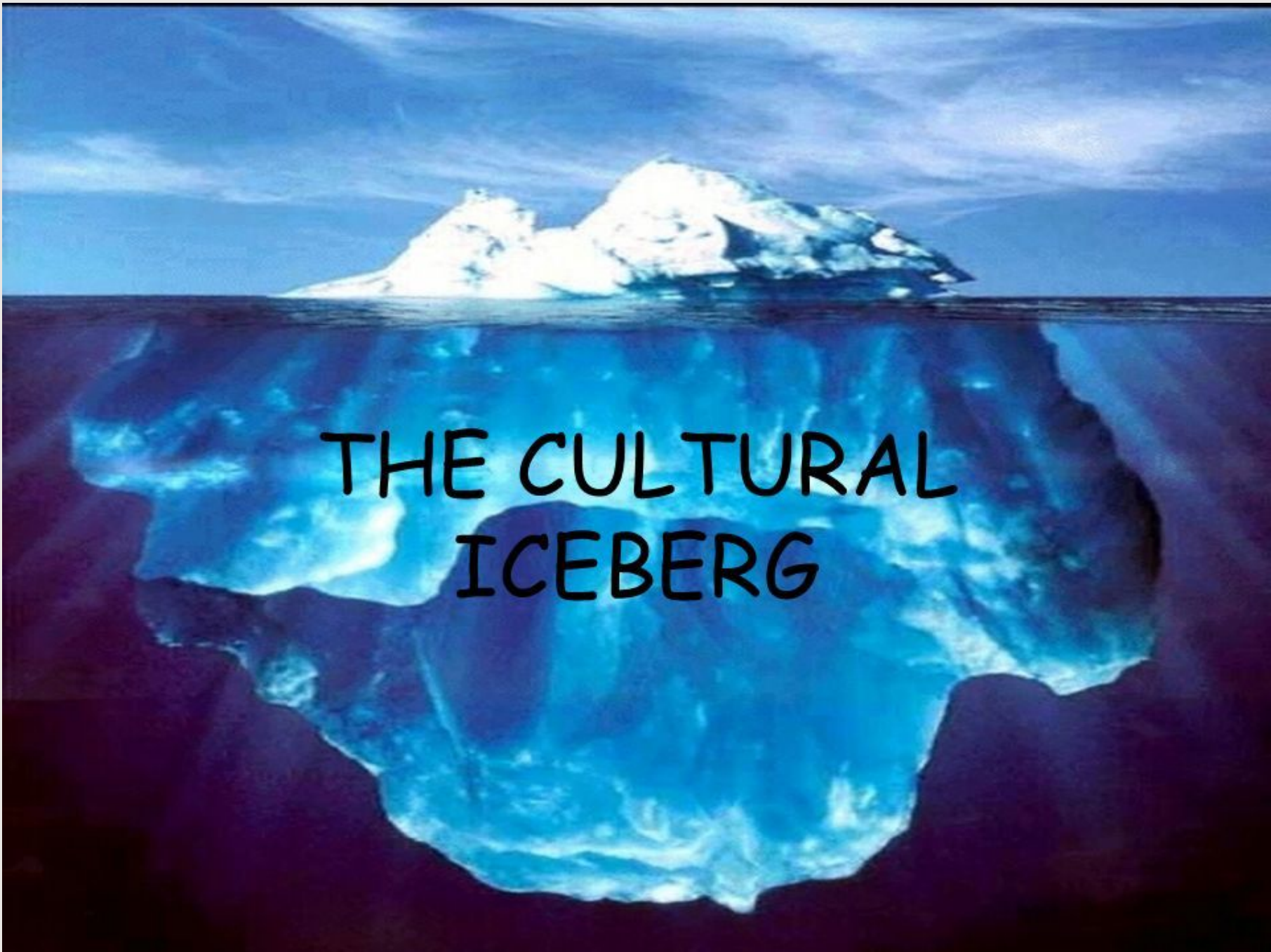
nationality

religious

socioeconomic



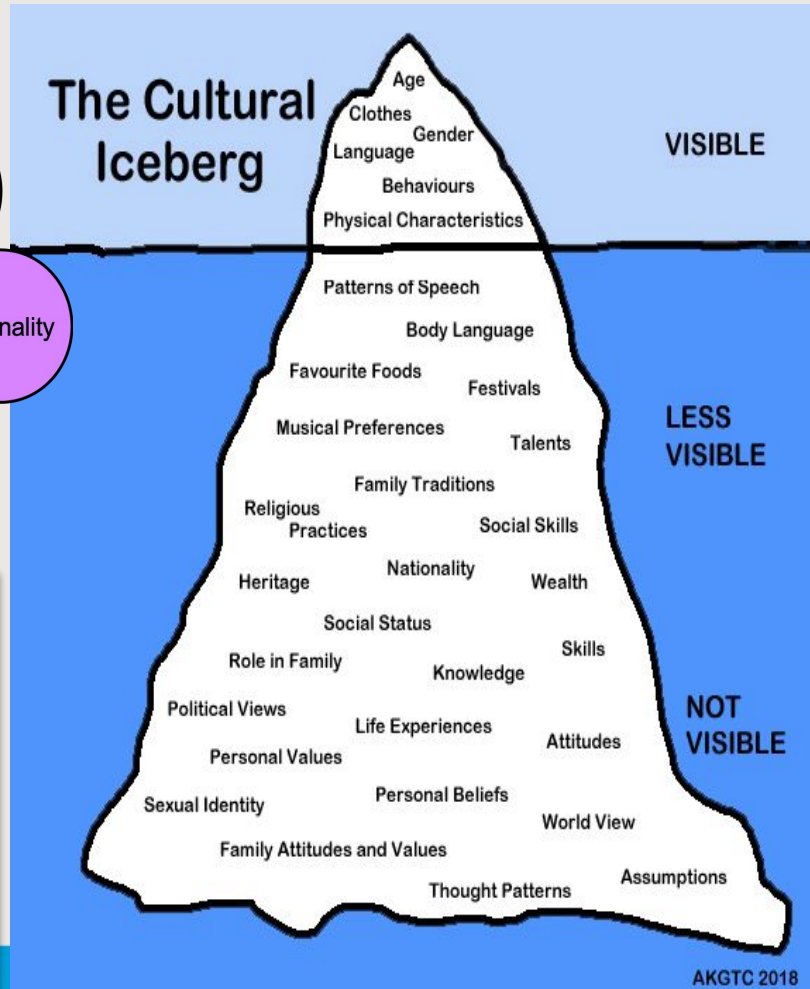
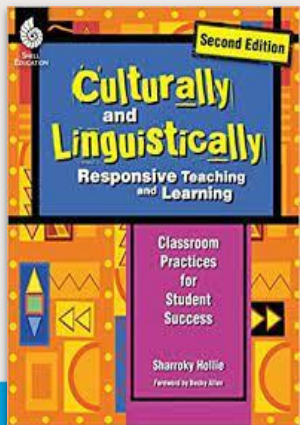
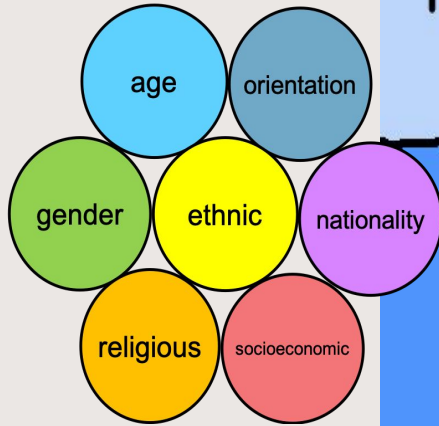




THE CULTURAL  
ICEBERG



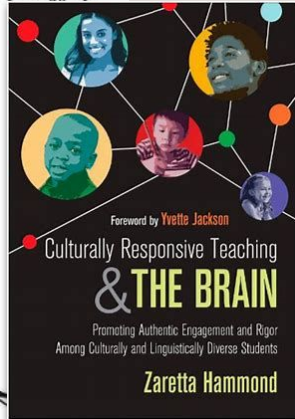
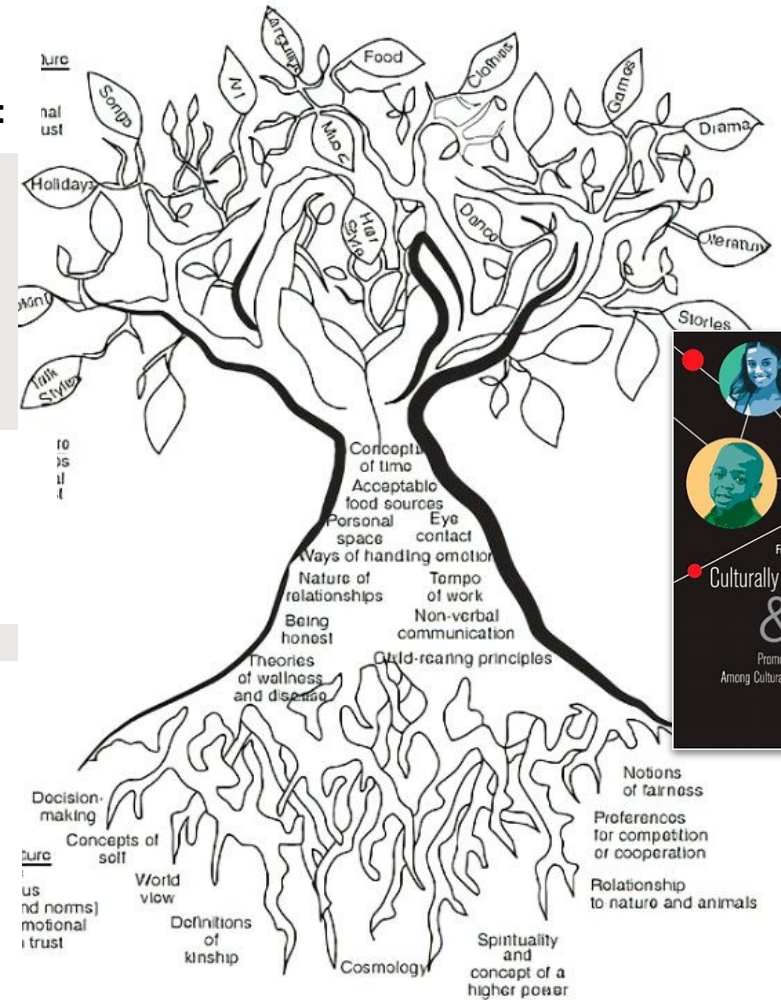
# Culture Types & Levels of Culture



**Surface**  
**Observable**  
**Low emotional impact on trust**

**Shallow**  
**Unspoken Rule**  
**High emotional impact on trust**

**Deep Culture**  
**Collective (beliefs and norms)**  
**Intense emotional impact on trust**





# The Three R's and the 3 P's

## RAPPORT

Teacher builds a special connection with the student

## RELATIONSHIPS

Teacher builds a relationship of trust

## RESPECT

Teacher is able to convey knowledge with understanding and sensitivity

## POSITIVE

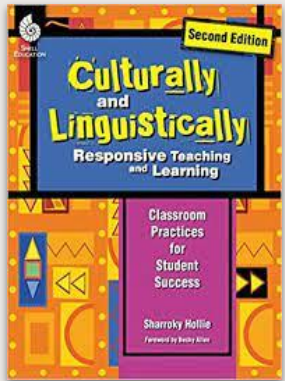
Teacher shows care, kindness, and patience

## PROACTIVE

Teacher can predict potential problems

## PROCEDURES

Teacher develops procedures that are consistent and understandable





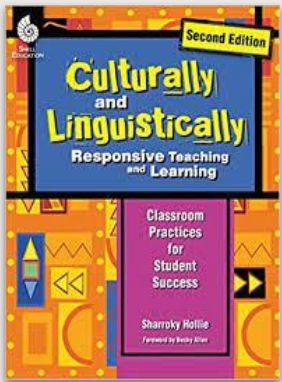
# VABBIing

**V**alidate

**A**ffirm

**B**uild

**B**ridge



“The **validation** and **affirmation** of the home (indigenous) culture and home language for the purposes of **building** and **bridging** the students to success in the culture of academia and mainstream society.”

(Hollie, 2015)



# How do Protocols Support Standard English Learners?

## Culturally Responsive Participation Protocols

### **Pick-a-Stick**



To show what we know, only the student whose stick is picked shares his/her thoughts with the class. All of us are ready to share, and we use turn-taking.

### **Roll 'Em**



To show what we know, only the student who is sitting in the rolled seat and table shares thoughts with the class. All of us are ready to share and use turn-taking.

### **Give a Shout Out**



To show what we know, all of us answer aloud. Sometimes we have the same answers, and sometimes our answers are different. We shout out our answers no more than 3 times, if necessary.

### **Call and Response**



To show we are ready for the next activity or directions, we provide the appropriate response to our teacher's call for our attention. Our hands are free, eyes on the teacher and our voices are off.

### **Raise a Righteous Hand**



To volunteer for something, we raise our hands silently. Not all of us may be able to volunteer the requested information or have a question, so only some of us will raise our hands to share.

### **Whip Around**



To show what we know, we each take a turn sharing our very quick thoughts. All of us are ready and share our ideas aloud, and we use turn-taking.

### **My Turn, Your Turn**



We listen when it is someone else's turn. When it is passed off to us, we can ask questions or take our turn with a discussion protocol.

### **Moment of Silence**



The room is completely silent because we are showing reciprocity to our classmates by providing them with the silence they need to concentrate.



**Student  
Accountability**

**Provides Scaffolds**

**Non-Volunteerism**

**Incorporates  
Movement**

**Equitable  
Participation**

**Cooperative and  
Communal  
Learning**

## Culturally Responsive Discussion Protocols

### **Numbered Heads Together**



My team discusses a problem together and agrees on an answer through consensus. The student sitting in the rolled numbered seat answers for the group.

### **Give One, Get One**



I use order to walk around the room and find a partner to discuss our learning. When we are finished listening and sharing, we return immediately to our seats and I am ready to share what I heard from my partner.

### **Put Your Two Cents In**



In groups of four, we each take turns talking by putting one cent in the center of the table and sharing. Once everyone has shared, we then put one more cent in and respond to what someone else in our group has shared.

### **Round Robin Brainstorming**



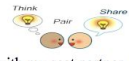
At our table group, we each take turns sharing our thoughts about our learning while the assigned Scribe takes notes about our ideas. When we are finished, we are all ready to share with the class what we discussed.

### **Jigsaw**



In groups of four each of us are assigned material to learn. Then, students across the class focusing on the same material get together to decide what is important and how to teach it. After practicing, in our "expert" groups we return to our original group to teach each other.

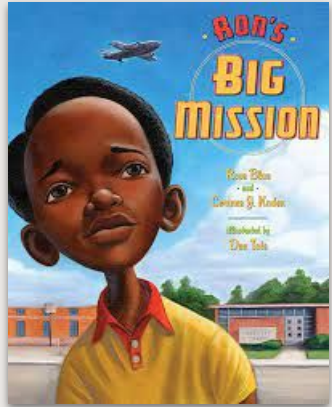
### **Think-Pair-Share**



I think about my learning first. Then, I listen and share my thoughts with my seat partner. Finally, some of my classmates and I are asked to share what we heard with the whole class.



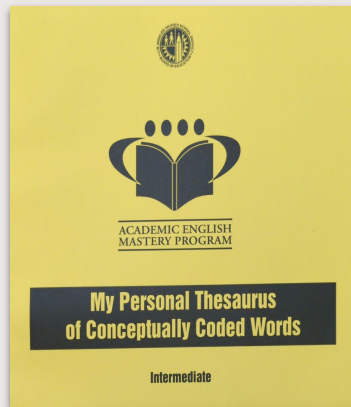
# AEMP's Signature Responsive Vocabulary Strategies: Personal Thesaurus



To add an Image:

- Click Insert.
- Click Image.
- Click Search the Web.

Sentence:



separation

**segregation**

**isolation**

**division**

integration

Ss

Known Word: What word do you use for \_?

**Target word**

Synonym (same)

Synonym (same)

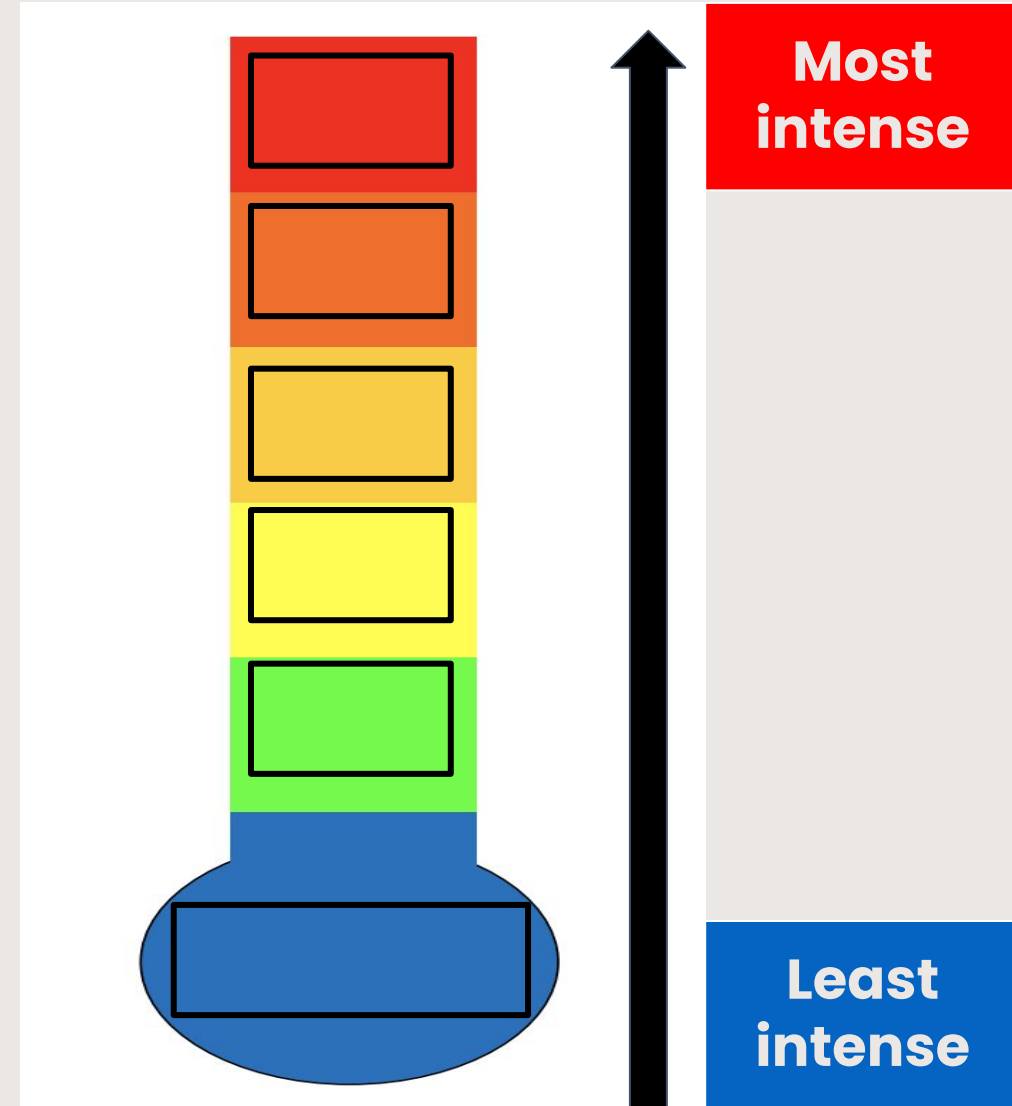
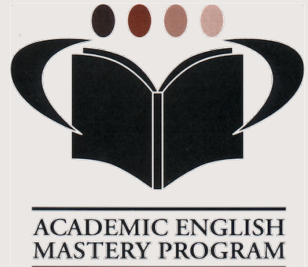
Antonym (opposite)



# Shades of Meaning Thermometer

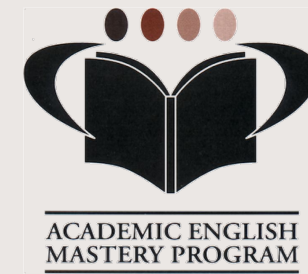
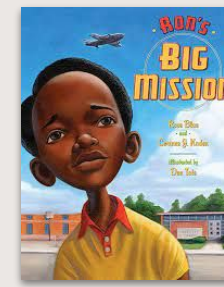
The Shades of Meaning Thermometer uses synonyms that have varying degrees of intensity to deepen understanding of Tier 2 vocabulary (adjectives and adverbs).

**Note: For the Shades of Meaning Thermometer only synonyms are used.**





# Frayer Model

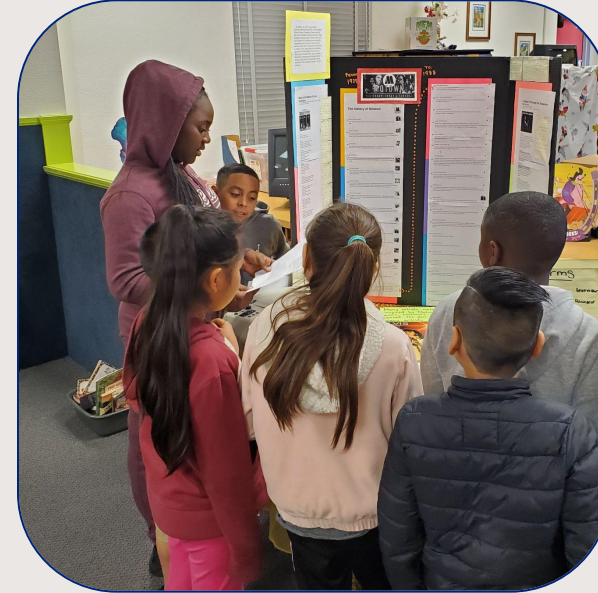
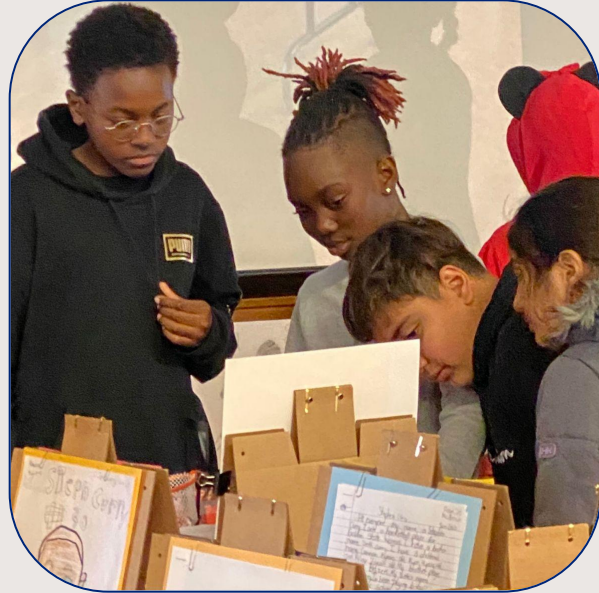


The Frayer Model (Personal Dictionary) is used for Tier 3 vocabulary development. Text and visuals can be used to support student understanding.

Frayer Model Template	
<p><b>Definition</b></p> <p>Treating people differently than others</p>	<p><b>Facts and/or Characteristics</b></p> <ul style="list-style-type: none"> <li>• Usually unfair</li> <li>• Done by people in power</li> </ul>
<p><b>Word/Concept</b></p> <p><b>discrimination</b></p>	
<p><b>Examples</b></p> <ul style="list-style-type: none"> <li>• African Americans were treated unfairly because of the color of their skin</li> <li>• Ron could not check out books because he was not white</li> </ul>	<p><b>Non-examples</b></p> <ul style="list-style-type: none"> <li>• Everyone being treated equally</li> <li>• Everyone can check out books, even if they are not white</li> </ul>



# Standard English Learners Differentiated Support



**Universal Screening**

**LAS Links**

**SEL Linguistic  
Screeners**

**for Targeted  
Language Support**

**Mainstream English Language  
Development (MELD)  
or  
Academic Language  
Development (ALD)**

**Progress  
Monitoring**





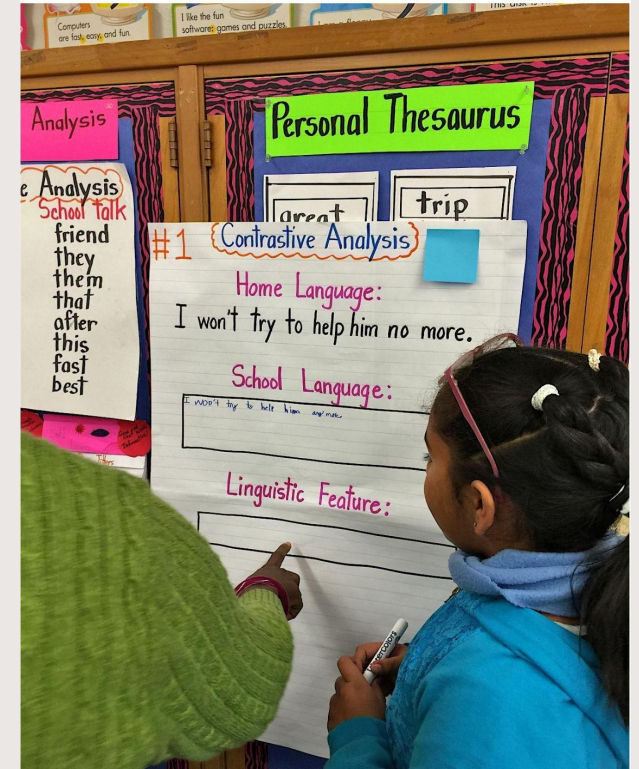
# Essential Responsibilities





# MELD Instruction

**Mainstream English Language Development** is targeted language development to support Standard English Learners (SELs) in Academic English Language Development by addressing linguistic differences using culturally and linguistically responsive pedagogy which can be used as an intervention or to accelerate language development.





# Essential Responsibilities and Duties

## Supporting Language Development for SELs

### Mainstream English Language Development

is targeted language development to support Standard English Learners (SELs) in Academic English Language Development by addressing linguistic differences using culturally responsive pedagogy which can be used as an intervention or to accelerate language development.



**Self-Contained:** The classroom teacher delivers a whole group MELD lesson



**Push-In:** A coach pushes into the classroom to deliver MELD small group instruction



**Centers:** Students work at centers independently to reinforce the skill taught





# Latinx Heritage Month Contest





# 2022 Contest Flyer



Los Angeles Unified School District  
Division of Instruction  
Academic English Mastery Program



## HONORING LATINX HERITAGE MONTH ARTS CONTEST

THROUGH JOY AND WELLNESS:  
INCLUSIVITY FOR A STRONGER NATION  
SUBMISSIONS DUE: OCTOBER 31, 2022




The Academic English Mastery Program in partnership with the Association of Mexican American Educators (AMAE), will feature a Visual and Performing Arts contest that showcases students' cultural diversity through honoring students' "Joy and Wellness." Student artwork should reflect unity, joy, wellness and inclusivity of others. Submissions should be original works or works inspired by Latin(x) artist that students relate to or that contributes to students' joy and wellness. Works should be based upon personal experiences, beliefs, cultural heritage and cultural identity.

All L.A. Unified students are invited to participate.

Grand prize winners will be recognized and their work showcased on the AEMP website.  
For more details see the contest guidelines at: <https://bit.ly/LatinxArt2022>

For additional information, contact:  
Catalina Silvestre, SEL Specialist, [catalina.silvestre@lausd.net](mailto:catalina.silvestre@lausd.net)  
Kimberly Mitchell-Dismukes, Administrative Coordinator, [kmitc1@lausd.net](mailto:kmitc1@lausd.net)



Approved By:  Elizabeth Pratt, Administrator AEA

Approved By:  Lydia Acosta Stephens, Executive Director MMED



# Grade 2 Finalist 2022



Título del trabajo/medio:

A girl walking in the Mountains. Colored crayons.

Descripción/Inspiración:

This is a mountain and a girl standing on a mountain.  
It inspired me to make about a girl and a mountain

¿Cómo se conectaron su obra de arte original o la obra de arte inspirada por el artista con su identidad cultural a través de los "Anillos de la cultura"?

This art brings joy and wellness to make me happy.  
Making pictures of mountains makes me happy.





# Grade 3 Finalist 2022



Title of Work/Medium: ¡Azúcar! : Celia Cruz

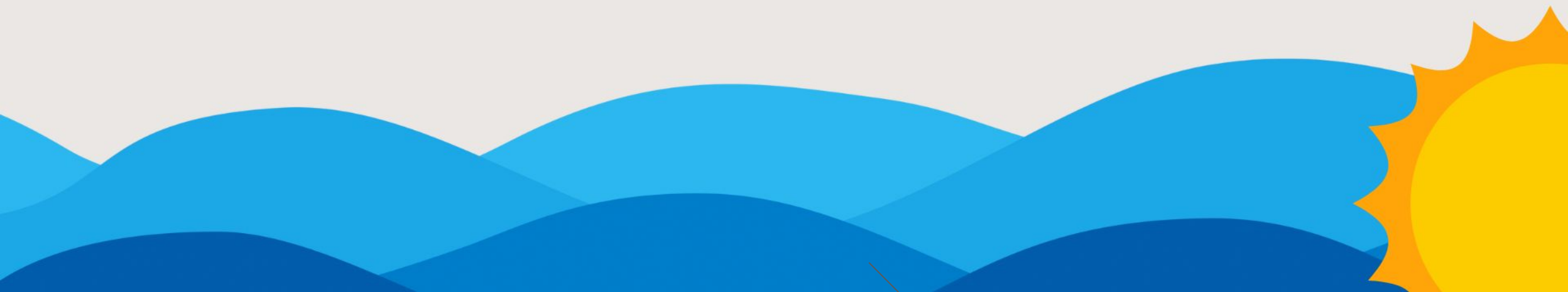
Description/Inspiration:  
Portrait of Cuban-American singer  
Celia Cruz.

How did your original artwork or the artist's inspired artwork connect to your cultural identity through "joy and wellness"?

"Celia Cruz inspires me because she had great dance moves and spread love and joy through salsa music. The "Queen of Salsa's" colorful costumes and exciting dances make me want to move!"



# Spoken Word Showcase





# Spoken Word Contest & Showcase

## "Amplify Your Voice"



**2023 INAUGURAL SPOKEN WORD SHOWCASE**

This year L.A. Unified will celebrate spoken word and poetry with the theme: **Amplify Your Voice!**


Please use the QR Code to see contest guidelines  
Deadline: May 5, 2023



For more information, contact  
Kimberly Mitchell-Dismukes  
kmitc1@lausd.net  
213.241.3340


**May 20, 2023**  
**1:00 p.m. - 4:00 p.m.**


*Lydia Acosta Stephens, Executive Director, MMED*





**2023 INAUGURAL SPOKEN WORD SHOWCASE**  
**AMPLIFY YOUR VOICE!**


**COME WITNESS STUDENT EXCELLENCE THROUGH SPOKEN WORD!**


 **Saturday, May 20, 2023**


 **1:00PM - 4:00PM**


 **GARDENA HIGH SCHOOL AUDITORIUM**  
1301 W 182ND ST, GARDENA, CA 90248


 **REGISTRATION**  
[HTTPS://BIT.LY/2023SWS](https://bit.ly/2023SWS)

 **TRANSPORTATION PROVIDED AT SELECTED SCHOOLS**

 **STUDENT PERFORMANCES AND ENTERTAINMENT**

 **LUNCH PROVIDED FOR L.A. UNIFIED STUDENTS**



 FOR MORE INFORMATION, CONTACT  
KIMBERLY MITCHELL-DISMUKES  
KMITC1@LAUSD.NET  
213.241.3340

L.A. Unified | Office of the Chief of Special Education,  
Equity & Specialized Programs  
Multilingual Multicultural Education Department  
*Lydia Acosta Stephens, Executive Director, MMED*





# Spoken Word Showcase





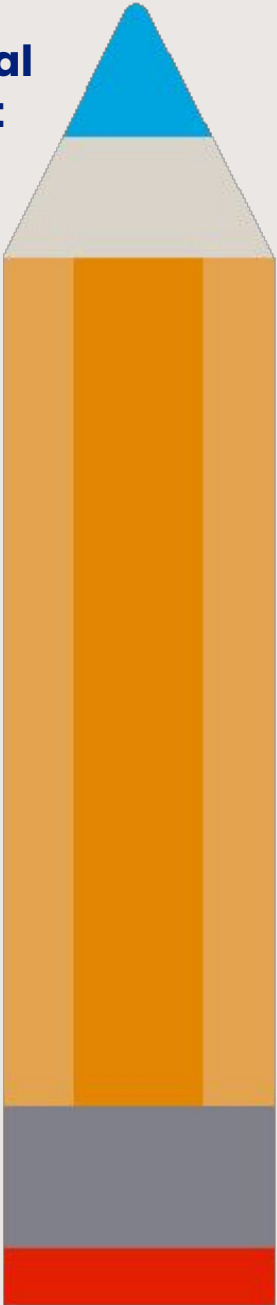


# AEMP Spirit Week



# Why?

Multilingual Multicultural  
Education Department



Ready for the World  
In Limitless Ways!



# THEME

# *Impacting Our World Through Culture & Language*



age

orientation

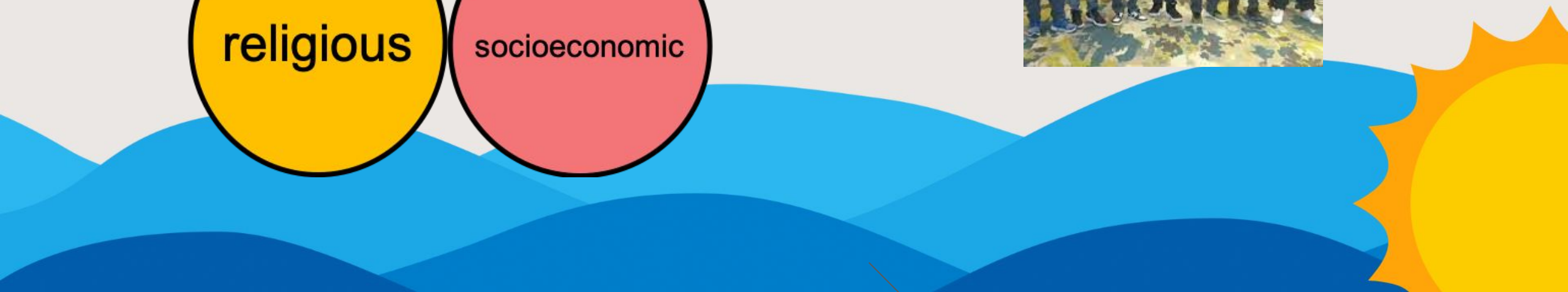
gender

ethnic

nationality

religious

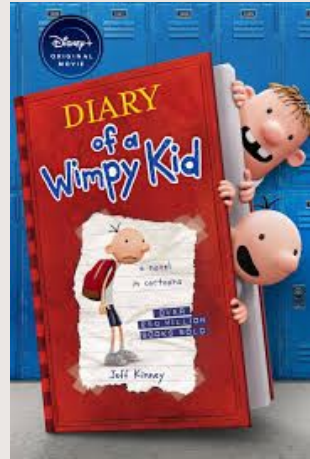
socioeconomic







What song,  
performer, book, or  
TV show reflects any  
of your rings of  
culture?





**Multilingual Multicultural  
Education Department**

## **AEMP Spirit Week September 11-15**

**Monday – Wear your sunglasses. My Future is Bright! Door decorating contest.**

**Tuesday – Design your own Rings of Culture T Shirt. Create a school banner.**

**Wednesday – Teachers and staff share their culture with the class. AEMP Parent Workshop.**

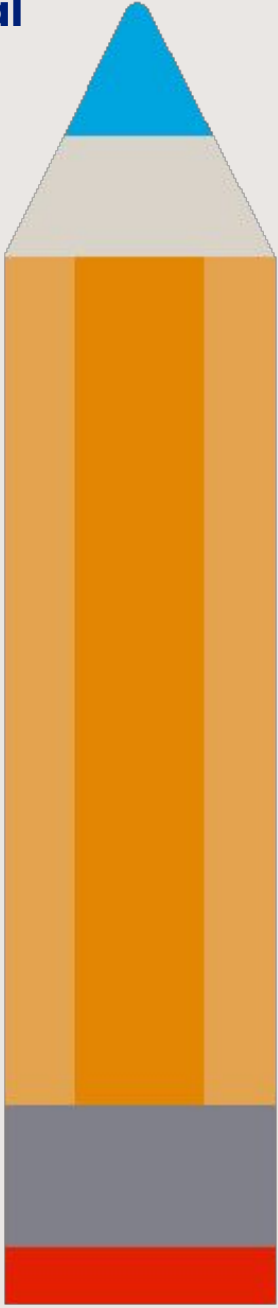
**Thursday – Cultural Museum Gallery Walk**

**Friday – Dress up as your favorite cultural hero or favorite book character. Voting on door decorating contest.**



**LAUSD**  
UNIFIED

**Ready for the World  
In Limitless Ways!**





**Thank You!**

