



Academic English Mastery Program

SPRING 2025 | ISSUE #3



NEWSLETTER

TEACHERS HELPING TEACHERS

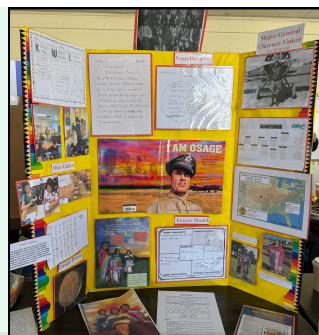
On Saturday, March 22, 2025, at Peary Middle School, AEMP and the Title VI American Indian and Indigenous Education program held the culmination of the Teachers Helping Teachers initiative for the 2024-25 school year. This groundbreaking partnership brought together teachers and coaches in a dynamic mentorship model, offering them a chance to support one another in tackling the everyday challenges of the classroom while diving deep into culturally responsive practices and Indigenous education.

Spanning five months since its launch in October, the program offered rich cultural resources, Indigenous texts, and the Essential Understandings about American Indians, providing educators with new tools to enrich their teaching. Participants immersed themselves in authentic, Indigenous narratives and crafted lessons that they integrated into their curriculum. Mentor-mentee teams met regularly to exchange ideas and best practices, focusing on creating standards-based instruction that was not only culturally relevant but also deeply engaging for students.

We welcomed keynote speaker, author, and filmmaker, Gary Robinson (Cherokee/Choctaw), who delivered a compelling message about the importance of teaching an accurate, factual history of California's Indigenous peoples and ensuring Native representation in education. His words resonated deeply with the crowd, reinforcing the need for authenticity in the stories we share with students. Robinson also captivated attendees with a display of authentic Indigenous artifacts and provided teachers with insightful lesson planning guides, bridging the gap between history and classroom practice.



Phallin Gleason, Sheridan ES, and other teachers share their presentations during the gallery walk.

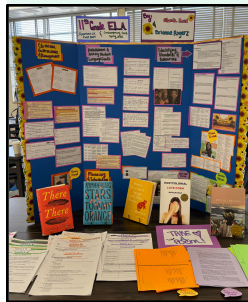


The day was filled with reflection and innovation. Teachers shared their growth through a series of reflection activities, discussing culturally responsive pedagogy, the Essential Understandings, and their evolving professional journeys. One of the most impactful moments of the event was the gallery walk, where teams proudly displayed their projects. Each display included lesson plans,



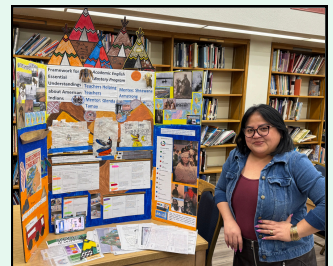
Ellen Craig, second-grade teacher at Hillcrest Dr. ES, shares her lesson presentation of Fry Bread by Kevin Noble Maillard which incorporated the four domains of literacy, media, student work, and fry bread samples.

Indigenous and culturally responsive texts, student work samples, reflections on teaching outcomes, and highlights from their professional readings. The atmosphere buzzed with excitement as participants exchanged insights and ideas, creating a space of shared learning and growth.



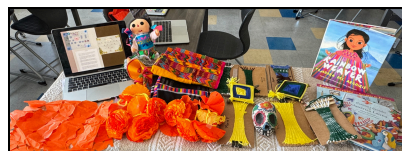
The event culminated in a panel discussion featuring mentor-mentee pairs, who shared how the program had reshaped their approach to teaching. They spoke candidly about the challenges of balancing the demands of Common Core State Standards with the need to engage some of the most underserved student groups. Yet, there was a profound sense of excitement for what lies ahead. These

educators are eager to continue their journey, advocating for a more inclusive, culturally-rich curriculum that not only enhances engagement but also fosters a deeper understanding of the diverse world students live in.



Glenda Tamay - Peary MS

As the event came to a close, it was clear that this program was not just about teaching—it was about changing the narrative, embracing the richness of Indigenous cultures, and inspiring educators to make culture a cornerstone of their teaching practices for years to come.



In this issue...

Teachers Helping Teachers

Black History Month
Written Word &
Multimedia Contest
Winners

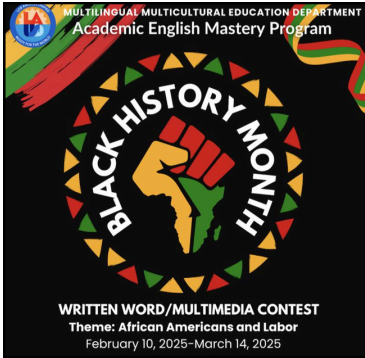
SEL Data

AEMP Educational
Partners

Culturally & Linguistically
Responsive Pedagogy

AEMP Teacher Shout-outs

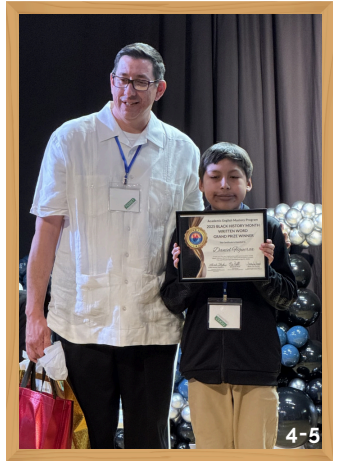
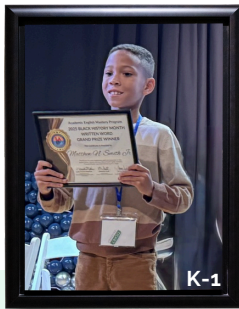
AEMP BLACK HISTORY MONTH CONTEST WINNERS



2025 Theme: African Americans & Labor

Students submitted impressive entries on the theme “African Americans and Labor,” showcasing their creativity and insight through essays or multimedia presentations. The grand prize winners were celebrated at the 50th Annual Black Child Conference and Scholarship Awards Ceremony, an event honoring academic excellence. The conference welcomed the winners and their families, providing them with an opportunity to take part in this memorable occasion and proudly support their children’s achievements. In addition to heartfelt recognition from the Council of Black Administrators (COBA), the winners were awarded a certificate, a tablet, a curated book set, and a variety of other valuable educational resources to further enrich their academic journeys.

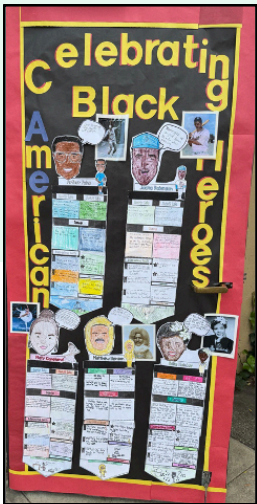
- Black History Month Grand Prize Winners**
- K-1: Mathew N. Smith Jr.**
Leapwood Elementary School
 - 2-3: Kennedy Johnson**
Ambler Elementary School
 - 4-5: Daniel Figueroa**
Lawson Academy
 - 6-8: Jamilah Perine Black**
Foshay Learning Center
 - 9-12: Katori Gregory**
Jefferson High School



Our Sponsors



Black History Month @AEMP Schools



Garden Grove ES
Door Decorating Contest



Sheridan St. ES Student Presenters
@BHM Museum of Learning



Ambler Ave. ES
Living Museum



Lawson Academy - The Huskie
Book Cafe Book Tasting

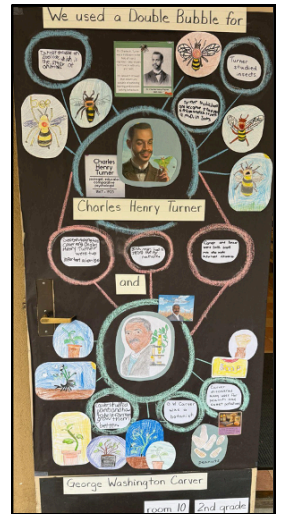


Bright ES - Lift As You Climb
The Story of Ella Baker



95th Street ES
Black History Museum

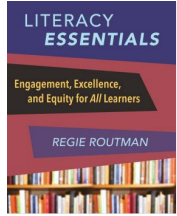
Black History Month @AEMP Schools



Garden Grove ES
Door Decorating Contest

SEL LANGUAGE INSTR. COACHES

During our monthly SEL Language Instructional Coach meetings, AEMP coaches participate in professional learning, collaboration, and planning aimed at enhancing support for teachers and administrators in alignment with the school's instructional goals. Our primary focus is to improve the academic and language proficiency of Standard English Learners. This semester, we engaged in an in-depth exploration of Regie Routman's literacy instruction framework, analyzing its principles and strategies through a culturally responsive lens.



“ If we can engage students' hearts and minds, we can get them where they need to go and teach them how to learn what they need to know to go on learning--and to choose to read for pleasure and information. ”

Our work continues as we integrate these insights into upcoming professional development sessions within the AEMP network of schools and districtwide initiatives.

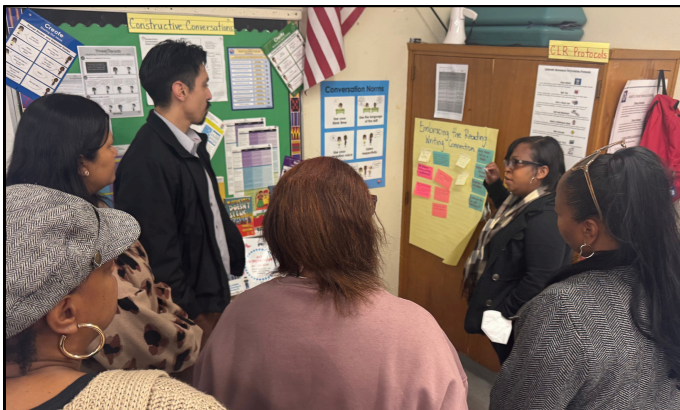
Professional Learning Topics:

- Expert Teaching Through Frontloading
- Listening, Speaking, and Questioning
- Embracing the Reading-Writing Connection
- Teaching Readers
- Teaching Writers

Ask More Vital Questions
 Powerful questions hook students to push their thinking
 The quality of questions largely determine the outcome (limit or expand instruction)
 Teachers ask hundreds of questions
 very few promote higher thinking (60% = factual recall, 20% = procedures)
 How to Support
 • Demo high level questions
 • Have student led conversations
 • Provide feedback to the teacher
 • Use AI to create DoK 3 & 4 questions as a support but verify

Teach Public Speaking
 Encourages teachers to intentionally provide opportunities for students to speak with peers and adults
 Barriers: time, overcome routines w/ participation - small group
 Listen to extend
 Use criteria to set

Group 2
 Dynamic Talk and Discussion
 • To value student opinion
 • Student led discussion/selection
 • Responding to each other
 • Teacher is the facilitator
 • Revoicing what they are saying
 • In their own words/Para phrase
Talk Moves
 • Teaching the academic stems, not means to hold during sharing
 • eye contact/social etiquette
 • set up weekly book talks - in lesson play intentional
 • safe environment (risk taking)



SEL Language Instructional Coaches chart and discuss the impact of the Reading-Writing Connection and how they will integrate these concepts and strategies at their school sites through professional development, small group instruction, and coaching sessions.

LAS LINKS ASSESSMENT (MOY)

With MOY testing completed, Individual Student Proficiency reports can be generated. These reports will help monitor the progress that your Standard English Learners have made with academic language proficiency in content areas, lexile reading levels, and proficiency with standard English for instructional and interpersonal purposes. Consult with your SEL Teacher Advisor to generate a report.

- Indicates Overall Proficiency Level
- Proficiency Level Definitions provides stakeholders with information about each level
- Shows Scale Score and Proficiency Level for each domain and composite score as well as where "in the level" the student is performing

Also included: Academic strand scores, Total Score by domain, Reading Links (Lexile Report)

EDUCATIONAL PARTNER MTNGS

AEMP Principal Virtual Meeting

Date: May 8, 2025 Time: 3:00-4:00 PM
 Zoom Meeting ID: 570 444 4250

Topics: MiSiS Integration: SEL Alerts, LAS Links Summary Reports, Summer Institute & AEMP Orientation Updates

SEL Teacher Advisor Meeting

AEMP Joint End of the Year Meeting (In-person)
 Required for SEL Teacher Advisors and optional for principals
 Date: May 22, 2025 Time: 4:00-6:00 PM Location: TBA
 Topics: AEMP End of Year Reflections & Celebrations, AEMP Program Memorandum, AEMP Updates for 25-26

PROFESSIONAL DEVELOPMENT

FALL 2025

Release of the
Multilingual Multicultural Master Plan (MMMP) for English Learners and Standard English Learners

Master Plan Instructional Institute (MPII)
 June 23-27, 2025

CLR **SAVE THE DATE!**
Summer Institute



Monday - Wednesday
 June 16-18, 2025

CLR PEDAGOGY IN ACTION @FOSHAY LC - RESPONSIVE LITERACY

At Foshay Learning Center, teachers embrace Writing Across the Curriculum (WAC) by incorporating writing into all subjects, enabling students to deepen their understanding and strengthen critical thinking skills. Through WAC, educators promote cultural responsiveness, encouraging students to reflect on diverse perspectives. The images below highlight how teachers enhance writing abilities, foster inclusivity, and prepare students for a globalized world by valuing their unique voices and cultural backgrounds.



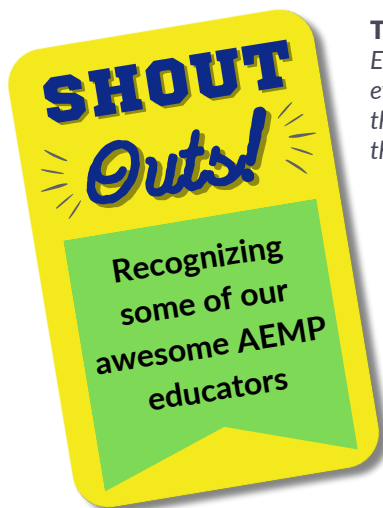
Writing Pursuits for Student and Teacher Self-Reflection

- 1. Identity:** Who am I as a writer? What have I written in the past? What do I enjoy writing about? What aspects are needed in my environment to help me to write?
- 2. Skills:** How do I cultivate my writing skills, mechanics, and writing proficiencies? Which skills do I excel in and which need polishing?
- 3. Intellectualism:** What genres of writing have I learned (examples—short stories, letters, protest poetry, journaling, social media posts)? What do I know about these genres? What are the histories of these genres? What topics do I want to write about?
- 4. Criticality:** How can my pen be used to advance humanity and give voice to injustices? What is the purpose and power of my pen? What requires the urgency of my pen?
- 5. Joy:** How can my pen be used to share happiness, beauty, truth, aesthetics, and social change to humanity?

EducationWeek
TEACHING OPINION
How to Build a Culturally Responsive Community of Writers
By Larry Ferlazzo — November 01, 2022 | 10 min read

[READ MORE](#)

AEMP TEACHER RECOGNITIONS



Tritia Santos

Every time you're near Ms. Santos and her students, you can see and hear CLR! Ms. Santos uses every opportunity to engage students. These structured experiences range from in-class lessons that incorporate movement, out-of-the-classroom discussion protocols, call and response passing through the campus, etc. She is a model of CLR excellence at Bright Elementary School!



Quajhona Sanders

For Ms. Sanders, CLR seems to come so naturally. She relates to her students in such a meaningful way that her facilitation of responsive protocols and engagement have a flow that feels seamless. The rapport she has developed with students at Bright Elementary School is a positive example of CLR at its best!



Kimmie Thornton

Ms. Kimmie Thornton is a 5th-grade teacher at McKinley Avenue ES. She excels as a MELD teacher by seamlessly incorporating the five areas of Culturally & Linguistically Responsive (CLR) pedagogy into her instruction. Her classroom is a model of cultural responsiveness, thoughtfully reflecting the diverse backgrounds of her students.

[APPLY NOW](#)

New AEMP School Application
bit.ly/NEWAEMPSCHOOL2024

