

New Leadership Seminar

Invitation for District Teams to Apply

Thank you for your interest in *A Focused Approach to Constructing Meaning* for secondary content instruction.

If your district has an Implementation Plan, we invite you to submit an application for a team of leaders (two or more) to become certified *Constructing Meaning* presenter/facilitators. Certification will enable your district leaders to present institutes and support implementation. District administrators, who serve as the Team Lead, are encouraged to participate in seminar activities.

Constructing Meaning leaders are certified to co-present institutes in their school district. They are provided with a Presenter Kit and PowerPoint presentations; presenter notes; implementation resources; and online access to updates, revisions, additional resources, and ongoing support. Leadership certification is valid for one year and may be renewed by participating in annual ongoing certification events and an online learning community.

Purpose of Seminar

Participants in the *Constructing Meaning* Leadership Seminar will deepen their understanding of current research of explicit language instruction, a Focused Approach framework, and effective instructional planning. They will also engage in a vibrant professional learning community specifically designed to prepare them to support others in delivering *Constructing Meaning* instruction.

Goals include:

- ◆ Expand knowledge and understanding of explicit language instruction
- ◆ Learn the structure and process for presenting *Constructing Meaning* professional development
- ◆ Practice presenting and coaching key *Constructing Meaning* concepts with colleagues
- ◆ Develop and revise lessons based on deeper understanding of *Constructing Meaning*
- ◆ Participate in a specialized learning community

Presenter Seminar Structure

Spring 2010 Deepen knowledge of *Constructing Meaning* instruction / prepare for Leadership Seminar

- Re-read *Constructing Meaning* Handbook thoroughly to fine-tune lesson planning skills
- Draft/adapt and teach a *Constructing Meaning* lesson
- Read research article(s) and post responses on *Constructing Meaning* forum, <http://elachieve.org/cm/forum.html> within the Building Professional Knowledge forum board.

Summer 2010 Attend a Summer Seminar event (*attendance at all five days is required for certification*)

- Santa Cruz, CA (June 21 - 25, 2010) or Portland (August 2 - 6, 2010)
- Learn the structure and process for presenting *Constructing Meaning* institutes and facilitating follow-ups
- Practice presenting and debriefing key *Constructing Meaning* concepts with colleagues

Fall 2010 Teach *Constructing Meaning* lesson

- Revise lesson as needed
- Share insights and artifacts with the *Constructing Meaning* professional learning community



New Leadership Seminar

Applicant Selection Criteria

Applicants for the *Constructing Meaning* New Leadership Seminar should be leaders who are committed to supporting English learners in becoming fully proficient academic users of English. Required qualifications include:

1. Completion of a 20-hour *Constructing Meaning* institute.
2. Evidence of a solid understanding of *Constructing Meaning* implementation, process, and tools, as explained in the narrative response portion of the application.
3. Professional development presentation skills and experience, reflected in the narrative response as well as in the submitted résumé.

Certified Presenter Requirements

Once accepted, participants must successfully complete the following requirements by the end of October 2010:

1. Present a segment of institute content with clarity, accuracy, and finesse. Participants will have an opportunity to complete this requirement on the last day of the summer seminar event.
2. Actively participate in the *Constructing Meaning* summer event and forums.
3. Submit a polished lesson.

Summer Seminar Events

Location -	Santa Cruz	Portland
Dates -	June 21 - 25, 2010	August 2 - 6, 2010
Lodging - <i>Web-links for reservations:</i> www.elachieve.org/CM/events	<i>Santa Cruz Dream Inn</i> 175 West Cliff Drive Santa Cruz, CA 95060 (831) 426-4330	<i>The Westin Portland</i> 750 S.W. Alder Street Portland, OR 97205 (503) 294-9000

Presenter Seminar Cost - \$1,800 per participant

- Cancellations not made two weeks prior to Day One of the summer event will be charged full registration.
- Cost includes breakfast, lunch, and all seminar materials.
- Travel and overnight accommodations are not included.

District Presenter Team Application Information

- ✓ Applicants must be part of a district team and meet applicant criteria. District Team Lead can email or fax the District Team Intent to Apply by **March 31, 2010**.
- ✓ District Team Lead can email or fax the District Team Cover Sheet, along with completed applications, and current résumés for each team member by **April 16th, 2010**.
- ✓ Team Lead and participants will be notified of acceptance by **May 7th, 2010**.
- ✓ Participants will be expected to bring *Constructing Meaning* handbook/s, lesson artifacts, and accompanying lesson plans to the summer Leadership Seminar event.



New Leadership Seminar

District Team Cover Sheet

Team Lead Name _____ Title _____
 Address _____ District _____
 City, state & zip _____ Phone () _____
 Email _____ District Implementation Plan submitted

Payment Information

Purchase Order/Check # _____ Fax copy of P.O to (831) 536-1616 with registration form.

Payable to: E.L. Achieve, 6203 Colina Pacifica, San Clemente, CA 92673

Team Member Roster

1. Name _____ Email: _____
 2. Name _____ Email: _____
 3. Name _____ Email: _____
 4. Name _____ Email: _____
 5. Name _____ Email: _____
 6. Name _____ Email: _____
 7. Name _____ Email: _____
 8. Name _____ Email: _____
 9. Name _____ Email: _____
 10. Name _____ Email: _____

Do any team members have food restrictions? If yes: _____

Team Lead Signature _____ Date _____



New Leadership Seminar

Application

Name _____

Address – Home _____

City _____ State _____ Zip _____

Phone – Home _____ Cell _____

E-mail _____ Subject/grade: _____

School/District _____

Date and location of initial CM Institute attended: _____ Résumé attached

Please select the Seminar you
plan to attend:

Santa Cruz, CA
June 21 - 25, 2010

Portland, OR
August 2-6, 2010

Please answer the following questions on a separate sheet or use this electronic version. **See rubric below for guidance.**

1. Describe your experience implementing *Constructing Meaning*, including which instructional materials you used while applying the *Constructing Meaning* process and tools. Also discuss what effective implementation look like at classroom, school, and district levels.
2. Please give specific examples of your professional development presentation experience (inservices, workshops, institutes) and/or coaching or mentoring experience.

Rating	Rubric for Applicant Responses
3	<ul style="list-style-type: none"> ◆ Detailed explanation of successes and challenges in implementing <i>Constructing Meaning</i>. ◆ Significant insights regarding effective classroom, school, and district support for English learners. ◆ Clear demonstration of breadth of professional development experience.
2	<ul style="list-style-type: none"> ◆ Explanation of successes and challenges in implementing <i>Constructing Meaning</i>. ◆ Limited insights regarding effective classroom, school and district support for English learners. ◆ Some professional development experience.
1	<ul style="list-style-type: none"> ◆ Limited explanation of successes and challenges in implementing <i>Constructing Meaning</i>. ◆ Lack of insight regarding effective classroom, school and district support for English learners. ◆ Little or no professional development experience.
0	<ul style="list-style-type: none"> ◆ No response or did not address the question.

Signature _____

Date _____

Along with your completed application, please don't forget to give your District Team Lead a current résumé. Your District Team Lead must email or fax the District Team Cover Sheet along a District Implementation Plan and your application + documents **by April 16, 2010.**

Certification Presentation Rubric

Successful Completion = Scores of 2 and 3

	3	2	1	Examples of Evidence
Preparation	<ul style="list-style-type: none"> <input type="checkbox"/> Is well prepared (PPT and materials at the ready, knows handbook and slide sequence) <input type="checkbox"/> Knows audience - links to prior knowledge 	<ul style="list-style-type: none"> <input type="checkbox"/> Some glitches in anticipating slides or finding handbook references, but adjusts quickly without interrupting flow <input type="checkbox"/> Makes an attempt to link to prior knowledge of audience 	<ul style="list-style-type: none"> <input type="checkbox"/> Has difficulty following sequence of slides, struggles to reference handbook or does not reference it <input type="checkbox"/> Does not consider audience and link to prior knowledge 	
Content Knowledge	<ul style="list-style-type: none"> <input type="checkbox"/> Knowledge is internalized and readily communicates key ideas <input type="checkbox"/> Credibility is clearly demonstrated through both knowledge of theory and practical application <input type="checkbox"/> Added examples are accurate and support the concept 	<ul style="list-style-type: none"> <input type="checkbox"/> May depend on notes somewhat, but knows content and accurately communicates key ideas. <input type="checkbox"/> Brings theory and practice together at times through the presentation <input type="checkbox"/> Occasionally adds examples that support the concept 	<ul style="list-style-type: none"> <input type="checkbox"/> Appears to lack knowledge of theory and/or practice; content presented may be inaccurate <input type="checkbox"/> Reads notes; does not elaborate <input type="checkbox"/> Disregards Presenter Notes <input type="checkbox"/> Examples used may be lacking, include errors, or be tangential 	
Delivery	<ul style="list-style-type: none"> <input type="checkbox"/> Orients participants by clearly framing content and the essence or big idea they will learn <input type="checkbox"/> Smoothly transitions from one idea to the next; adroitly builds the cumulative thread of ideas <input type="checkbox"/> Gives precise and succinct directions for activities <input type="checkbox"/> Maintains engaging pace <input type="checkbox"/> Clearly enunciates and uses appropriate intonation 	<ul style="list-style-type: none"> <input type="checkbox"/> Realizes need to orient participants to big idea of new content, backs up and frames it <input type="checkbox"/> Transitions sometimes choppy; may link ideas <input type="checkbox"/> Gives clear directions for activities <input type="checkbox"/> May speed up/slow down, but, overall, pace is maintained <input type="checkbox"/> Intonation and clarity may waiver, but does not distract 	<ul style="list-style-type: none"> <input type="checkbox"/> Does not frame content <input type="checkbox"/> No apparent link from idea to idea, slide to slide; no linking of ideas. <input type="checkbox"/> Gives unclear or conflicting directions for activities <input type="checkbox"/> Hard to follow due to speed of speech <input type="checkbox"/> Unclear or monotone voice 	
Engagement & Presence	<ul style="list-style-type: none"> <input type="checkbox"/> Gains and maintains audience focus on content <input type="checkbox"/> Brings personal connection to ground material and make it accessible (humor, warmth, experience) <input type="checkbox"/> Comfortably establishes and maintains positive rapport with the audience 	<ul style="list-style-type: none"> <input type="checkbox"/> May veer from content focus, but notices and adjusts accordingly <input type="checkbox"/> Brings some personal connection to presentation <input type="checkbox"/> Rapport is gradually developed throughout presentation 	<ul style="list-style-type: none"> <input type="checkbox"/> Tangents preclude content learning <input type="checkbox"/> Does not bring personal connection to presentation <input type="checkbox"/> Is ill at ease with audience and fails to establish rapport 	

CM in the Classroom



Classroom Information

Teacher _____ Grade/Subject _____ Date _____

English Proficiency Levels Intermediate Early Advanced Advanced

Stage of Lesson

I Do Explanation Modeling **We Do** Guided Practice **You Do** Collaborative Groups Independent Practice

Transparency of Purpose and Expectations

- Learning goals are clearly stated and posted
- Students know the focus of learning; do not appear confused
- Routines established; students know what to do
- Students are on task
- Text is narrowed to that which is essential to learning goal

What I see and hear:

Teaching the Content

- Explains, models, demonstrates**
 - Makes connections to previous learning or real life examples
 - Provides background information
 - Introduces key content vocabulary/previews text
 - Provides multiple examples
 - Deconstructs models
 - Uses Think Alouds: Reads, writes, and solves aloud
- Uses graphic organizers purposefully**
 - Graphic organizer matches cognitive task
 - Includes content & functional vocabulary
- Prompts, cues, and clarifies**
 - Restates student questions and responses
 - Asks a variety of questions

What I see and hear:

Teaching the Language

- Oral and written models provided**
 - Sentence frames and starters posted
 - Writing templates available
- Language instruction is aligned to outcome**
 - Analysis of model outcome for language
 - List of required language for outcomes
- Students practice target language: orally & in writing**

What I see and hear:

Student Engagement

- Productive small & whole group discussions**
 - Structured language routines are established
- Checks for understanding**
 - Allows wait time; polls students
 - Uses exit cards / white boards
 - Ensures equitable student participation
- Students are reading and writing**
 - Note-taking and interactive reading
 - Prompt/topic for writing posted

What I see and hear: