

Invitation for District Teams to Add Certification

E. L. Achieve is proud to announce a new professional development initiative titled *A Focused Approach to Constructing Meaning: Explicit Language for Elementary Literacy Instruction*. While Systematic ELD addresses a vertical slice of the instructional day (as represented on the *Focused Approach Blueprint for English Learner Instruction*), *Constructing Meaning* equips teachers to provide explicit language support for content instruction – the horizontal slice of the Blueprint.

Currently certified Systematic ELD presenters with elementary literacy backgrounds are invited to apply to participate in a five-day seminar to add elementary *Constructing Meaning* to district team certification. Certification will enable teams to present 20-hour elementary *Constructing Meaning* institutes and support implementation in their districts. The district administrator serving as the Team Lead is encouraged to participate in seminar activities.

As with Systematic ELD, certified elementary *Constructing Meaning* presenters will be provided with a Presenter Kit and PowerPoint presentations; presenter notes; implementation resources; and online access to updates, revisions, additional resources, and ongoing support. Presenter 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 *Elementary Constructing Meaning Presenter Seminar* will consider current research regarding effective English Learner instruction, deepen their understanding of *A Focused Approach* framework for explicit language instruction, and prepare to present *Elementary Constructing Meaning* institutes. They will also engage in a vibrant professional learning community specifically designed to prepare them for this work.

Goals include:

- ◆ Apply knowledge of *A Focused Approach* to literacy and content instruction.
- ◆ Learn to identify language demands of text for reading comprehension.
- ◆ Learn to identify language demands of oral and written production tasks.
- ◆ Begin to develop a content-area lesson using *Constructing Meaning* tools.
- ◆ Become familiar with the structure and processing activities for each Institute session.
- ◆ Participate in a specialized learning community.

Presenter Seminar Structure

May/June – Learn about Constructing Meaning instruction/prepare for Seminar

- Read Elementary CM handbook thoroughly.
- Select a text passage and analyze it using “Text Analysis for Reading Comprehension”.
- Read research article(s) and post responses on Constructing Meaning forum.

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

- Portland, OR (August 2 - 6, 2010).
- Learn the structure and process for presenting each Institute session.
- Practice presenting and debriefing key *Constructing Meaning* concepts with colleagues.

September / October – Develop and teach a *Constructing Meaning* lesson.

October – Make necessary adaptations and submit final version of CM lesson for certification.

Applicant Selection Criteria

Applicants for the Elementary Constructing Meaning New Presenter Seminar are committed to supporting English learners in becoming fully proficient academic users of English. Required qualifications include:

1. Current certification as Systematic ELD presenter in districts with Implementation Plan
2. Experience presenting and supporting implementation of Systematic ELD
3. Evidence of a solid understanding of elementary literacy as explained in the narrative response of the application.

Certified Presenter Requirements

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

1. Actively participate in Constructing Meaning web-forum(s) and a Seminar event.
2. Present a segment of institute content to a colleague and provide feedback to each other using Presentation Rubric (recorded on Certification Form).
3. Submit a field-tested and polished lesson that includes language for comprehension and production.

Participants who successfully complete fall and winter seminar events may begin to co-present institutes between the winter seminar and the March lesson deadline.

Seminar Events

Location -	Portland, OR
Dates -	August 2 – 6, 2010
Lodging - <i>Web-links for reservations:</i> www.elachieve.org/CM/events	<i>The Westin</i> 750 SW Alder St. Portland, OR 97205 (503) 294-9000

Presenter Seminar Cost - \$1,800 per participant

- Cancellations not made two weeks prior to Day One of Seminar 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 Cover Sheet, along with completed applications, for each team member by **April 30, 2010**.
- ✓ Team Lead and participants will be notified of acceptance by **May 30, 2010**.
- ✓ Participants will be expected to have thoroughly read the ***Constructing Meaning: Explicit Language for Elementary Literacy Instruction*** handbook prior to Seminar event. Handbooks will be sent to the team lead upon receipt of District Team Cover Sheet.

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.

Check here for an additional copy of CM Elementary Handbook for the Team Lead (\$125)

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** _____

Presenter Seminar Application

Name _____

Address – Home _____

City _____ State _____ Zip _____

Phone – Home _____ Cell _____

E-mail _____ Grade span: _____

School/District _____

Elementary CM Seminar Event: Portland, OR
 August 2 - 6, 2010
 (please check the appropriate box)

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

1. Describe your background in literacy instruction for English learners, including which instructional materials you've used. Also discuss what effective literacy instruction for English learners might look like at classroom, school, and district levels.
2. Submit current résumé listing recent professional development presenting experience. Be sure to include experience and presentations in literacy instruction.

Rating	Rubric for Applicant Responses
3	<ul style="list-style-type: none"> ◆ Detailed explanation of successes and challenges in literacy instruction for English learners. ◆ 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 literacy instruction for English learners. ◆ 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 literacy instruction for English learners. ◆ 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 30, 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: