**Ellevation’s 2016 Dream Team Teacher Application**

**Overview**

Ellevation is seeking instructional experts to develop high quality academic language supports for classroom teachers to use with English language learners K-12. Highly motivated educators with experience supporting classroom and content teachers in improving outcomes for ELLs should apply. The summer work will include creating and detailing content standard-aligned academic language supports to accompany Ellevation’s Activities in our Instructional Strategies platform.  Interested candidates should fill out the following application and [upload to submit](http://info.ellevationeducation.com/2016dttapplication?hs_preview=jWqpHZns-4111829093) by May 21, 2016.

**Ellevation’s Instructional Strategy Activities for ELLs:**

* Leverage educators’ existing strengths, while providing necessary supports for English language learners
* Account for the unique linguistic, cultural, and academic needs of English language learners
* Are written using accepted best practice for ELLs, supporting both language and content learning
* Can be adapted across grade levels and content areas, and implemented in diverse classroom settings
* Are easy to comprehend quickly and provide explicit, step-by-step instructions for both teachers and students with clear indicators for student success
* Energize and empower both teachers *and* students

**Applicant Information**

|  |  |  |
| --- | --- | --- |
| **Name:**  | **Teaching Position(s) :**  | **City:** **State:**  |
| **What content area(s) do you consider your strongest?** |
| **What do you view as the two or three greatest challenges English language learners face in mainstream classrooms? What have you found best supports them in overcoming these challenges?** |
| **Briefly explain a challenge you have had working with another educator, especially when it came to instructional philosophy or student interaction. What coaching or reflective strategies did you employ that helped navigate the situation?** |
| **What do you consider to be the most effective strategy, activity, or instructional component you use with English language learners? What evidence do you have supporting its effectiveness and success?** |
| **How do you integrate language learning activities into grade level content?** |

**Application Deliverables**

1. Deliverable 1: Author an Activity (choose from the two below). Fully develop in a way that could be used in any grade level and content area for classroom and content teachers of ELLs. **Author the activities** using the Activity Format below. *Remember to view the sample activities in the Application Process PDF.*

|  |  |
| --- | --- |
| Activities to Choose from | Activity Description |
| 1) **Powerful Podcasts**Shift: Clarify InputStrategy: Focused Listening | Engaging students in focused and supported listening during a carefully selected podcast is a powerful way to build listening proficiency, engage in invigorating discussions, and build content understanding. During this activity pre-selected podcasts will be assigned to students with clear language and content objectives. Students will engage in listening and follow-up activities to demonstrate understanding and meaningful use language.  |
| 2) **Writing Windows**Shift: Fortify Student OutputStrategy: Student Writing | This activity asks groups of students to respond to pictures or photos related to an academic concept. Students brainstorm lists of words specific to the content being studied, and these can be referenced while writing. The lists inspire and motivate students when they begin to write their descriptions. The images reflect different perspectives which deepen student understanding of the topic. Students respond well to this activity because the visual representation helps make the concept more comprehensible and there is an element of secrecy that they love.  |

1. Deliverable 2: Further develop with specificity one **Content Example** for the completed Activity using the Content Example format, found at the bottom of the Activity Format. Select grade level and content area you feel strongest in, or a use lesson that has been personally successful.
2. Deliverable 3: Author relevant **Academic Language Supports** for that Content Example. Identify a relevant **Content Standard**. Identify Tier 1, Tier 2, and Tier 3 vocabulary/terminology, as well as interactive sentence frames, and procedural sentence frames, using the format provided.

*Deliverable 1:* **Activity Format**

|  |  |
| --- | --- |
| Shift |  |
| Strategy |  |
| Activity |  |

|  |  |
| --- | --- |
| Grade Levels |  |
| Student Grouping |  |
| Focus Domain (s) |  |
| Objective |  |
| Description |  |
| Materials |  |
| Teacher Actions | **Before Lesson****During Lesson** |
| Student Actions |  |
| Evidence of Success(Address student engagement, language use, and interaction with content) |  |
| Quick Tips |  |
| Watch Out For! |  |
| Other Resources | **Outside Links** | **Helpful Downloads** |

|  |  |
| --- | --- |
| **Support Level** | **Support Suggestions** |
| **High Support** |  |
| **Moderate Support** |  |
| **Light Support** |  |

*Deliverable 2:* **Content Example of Completed Activity**

|  |  |
| --- | --- |
| **Content Area** | **Grade Level(s)** |
| **Content Objective** | **Language Objective** |
| **Procedure:** |

*Deliverable 3:* **Language Supports for Content Example**

|  |  |  |
| --- | --- | --- |
| Grade Level: | Area/Domain/Strand: | Standard: |

|  |
| --- |
| Relevant Terminology (list any that may apply) |
| **Tier 1 Vocabulary** | **Tier 2 Vocabulary** | **Tier 3 Vocabulary** |
|  |  |  |

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| --- |
| **Please list any relevant interactive sentence frames (for writing and conversations)** |
|  |

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| --- |
| **Please list any relevant procedural sentence frames (for completing the content task)** |
|  |