

## **“OUTSTANDING CONTRIBUTIONS TO LITERACY” AWARD**

Recognizing TK-8 California Classroom Teachers and Certificated ELA Literacy Staff

**Deadline for Submissions: July 15**

**Name:**

**Personal email:**

**Home Address:**

**City and Zip:**

**Cell #:**

**Position:**

**Grade Level/Range:**

**School/District/Organization:**

**Employer Address:**

**City & Zip:**

**Employer Phone:**

**How did you find out about ALC and the "Outstanding Contributions to Literacy" award?**

*Thank you for your interest in applying for our award. Our application includes two parts.*

**Part 1** is completed by all applicants.

**Part 2** is role specific and applicants complete the section that best fits your role.

**Section 1**- Certificated Classroom Teacher

**Section 2**- Certificated Literacy Leader working with Individuals and/or Groups of Students **Section**

**Section 3**- Certificated Literacy Coaches working with TK-8 students and supporting educators  
(employed by COE, district/LEA, or school site)

*Please do not attach any images or documents to this form. All files should be uploaded to the ALC website. Please follow the directions for uploading documents available on the website. Applicants may apply multiple times but can only receive the award once. However, previous ALC awards winners are encouraged to assist an educator to apply for this award*

**Questions? Contact Joni Smith. Email [smithjoni1956@gmail.com](mailto:smithjoni1956@gmail.com) or call 925-858-6110**

## **Part 1: Common Application for all Applicants**

1. **Describe your philosophy of education.** Limit of 250 words.

2. **List professional affiliations and leadership positions in your school, district, and community.**

Describe how these experiences impact your literacy work and you professionally. We are interested in learning about your impact beyond the classroom. Limit 500 words.

3. **Please include at least one more thing you would like the committee to know.** Limit 250 words.

4. **Letter of recommendation (principal or other administrator), directed to ALC, on official employer letterhead if possible.** Upload to the ALC website.

- The letter must be dated and signed by the principal or other administrator.
- If nominated by your local CRA Chapter, you must also include a letter of recommendation from that Chapter on **Chapter letterhead**. Including this letter in your application ensures that your Chapter will receive their monetary award if you are selected as a winner.

5. **Professional Resume.** Upload to the ALC website.

## **Part 2: Role Specific Application**

Applicants complete only one part in Section 2. Select the part that best reflects your role: there are three roles to choose from:

[Section 1](#): Certificated Classroom Teacher

[Section 2](#): Certificated Literacy Leader working with Individuals and/or Groups of Students

[Section 3](#): Certificated Literacy Leaders working with and supporting Educators on an ongoing basis

### **Section 1: Certificated Classroom Teacher**

1. **Describe your learning community.** Include ways you engage students in literacy, how you meet the needs of all of your learners, and how you involve families and/or other partners in your learning community (and/or programs). Limit 250 words.

**Provide an audible video of a short, 10-20 minute classroom literacy lesson and brief classroom tour.** Upload to the ALC website.

- The selection committee will be looking for:
  - A Learning Goal - Students are aware of what they are learning and why.
  - Engagement - Students are actively engaged in the lesson.
  - Formative Assessment - Student understanding is being monitored.
- In addition to your lesson, the selection committee will be looking at the ways your classroom is organized for literacy. Before your lesson, please include one of the following:
  - **A 1-2 minute video classroom tour** that gives the committee a sense of your classroom and the physical learning environment you create for students around

literacy. We invite you to narrate your tour.

- **A 1-2 minute video of a walk through your virtual classroom** that highlights the different links and spaces you have created around literacy. This should give the committee a sense of your online classroom and how you create an inviting virtual learning space for students. We invite you to narrate your tour.
- Please contact us if you have any questions regarding this.
- If any students' faces are shown, there must be a signed parental media permission form or similar district form on file. Please check the box at the end of the next question to verify this requirement.

☐ I have permission forms on files of any student whose face appears in my video.

2. **Describe the lesson you are teaching in your video.** Name the selected standards, learning target, and instructional strategies you choose to achieve the outcomes. Describe the setting and student group in the video (i.e. whole class, small group below/on/above grade level, MLL students, and student with disabilities). Limit 250 words.

**Data illustrating literacy growth for your students across the school year.** We are asking that you provide your universal screening data used to progress monitor the students in your class.

- Upload at least one page of whole class/course scores that illustrate literacy growth across the year (beginning of the school year to the end).
- The document uploaded should reflect the data collected using the selected assessment tool. K-2 teachers should submit data reflecting the assessment of reading foundational skills.
- ***On the report, numbers must be used in lieu of the student names and/or school ID numbers.*** This should be scanned as a PDF and uploaded on the “Application Form” tab of the ALC Submission page.
- Provide a “how-to” explanation for reviewers to read and interpret the data on the uploaded document. Include grade-level targets.

**3. Describe the literacy growth for your students.**

**A. Universal Screening Assessment Tool.** Describe the universal screening tool(s) used to measure student progress. Include a brief explanation of your grade level expectations as well as the benchmark scores for the administration windows shown on the report. Limit 250 words.

**B. Describe the literacy growth of 3 students in your class or course** (approaching grade level, on grade level, and above grade level). Describe the growth of each student. Why was there growth and/or a lack of growth for each? Please refer to grade level expectations and/or benchmark scores in your explanation. Limit 250 words.

- C. **Data use.** How do you use your data to continuously improve daily instruction for these three learners? Limit 250 words.

## **Section 2: Certificated Literacy Leader working with Individual/Groups of Students**

1. **Describe your learning community.** Include ways you engage students in literacy, how you meet the needs of all of your learners, and how you involve families and/or other partners in your learning community (and/or programs). Limit 250 words.

**Provide an audible video of a short, 10-20 minute classroom literacy lesson and brief classroom tour.** Upload to the ALC website.

- The selection committee will be looking for:
  - A Learning Goal - Students are aware of what they are learning and why.
  - Engagement - Students are actively engaged in the lesson.



- Formative Assessment - Student understanding is being monitored.
  - If any students' faces are shown, there must be a signed parental media permission form or similar district form on file. Please check the box in the next question to verify this requirement.
- ☐ I have permission forms on files of any student whose face appears in my video.

2. **Describe the lesson you are teaching in your video.** Name the selected standards, learning target, and instructional strategies you choose to achieve the outcomes. Describe the setting and student group in the video (i.e. whole class, small group below/on/above grade level, MLL students, and student with disabilities). Limit 250 words.

**Data illustrating literacy growth of students across the school year.** In this role, we assume you are working with individual and/or small groups of students who need additional support. We are asking that you provide your universal screening data used to identify and progress monitor the students on your caseload.

- Upload at least one page of your case load data scores that illustrate literacy growth across the year (beginning of the school year to the end).
- The document uploaded should reflect the data collected using the selected assessment tool. Those choosing K-2 students should submit data reflecting the assessment of reading foundational skills.
- ***On the report, numbers must be used in lieu of the student names and/or school ID numbers.*** This should be scanned as a PDF and uploaded on the “Application Form” tab of the ALC Submission page.
- Provide a “how to” explanation for reviewers to read and interpret the data on the uploaded document. Include grade level targets.

**3. Describe the literacy growth of one of your student groups.**

**A. Universal Screening Assessment Tool.** Describe the universal screening tool(s) used to measure student progress. Include a brief explanation of the grade level expectations for your student group as well as the benchmark scores for the administration windows shown on the report. Limit 250 words.

**B. Describe the literacy growth of 3 students in your selected student group.** Describe the growth of each student. Why was there growth and/or a lack of growth for each? Please refer to grade level expectations and/or benchmark scores in your explanation. Limit 250 words.

**C. Data use.** How do you use your data to continuously improve daily instruction for these three learners? Limit 250 words.

**Section 3: Certificated Literacy Coaches working with TK-8 students and supporting educators (employed by COE, district/LEA, or school site)**

1. **Describe your learning community.** Include ways you engage students and educators in literacy, how you meet the needs of all of your learners, and how you encourage families and/or other partners in your learning community (and/or programs). Limit 250 words.

**Provide an audible video of a short, 10-20 minute classroom literacy lesson or a literacy professional learning session.** Upload to the ALC website.

- The selection committee will be looking for:
  - A Learning Goal - Students/Participants are aware of what they are learning and why.
  - Engagement - Students/Participants are actively engaged in the lesson/session.
  - Formative Assessment - Student/Participant understanding is being monitored.
- If any students' faces are shown, there must be a signed parental media permission form or similar district form on file. Please check the box at the end of the next question to verify this requirement.

☐ I have permission forms on files of any student whose face appears in my video.

2. **Describe the lesson you are teaching in your video.** Name learning target, and instructional strategies you choose to achieve the outcomes. Describe the setting and student group in the video (i.e. whole class, small group below/on/above grade level, MLL students, and student with disabilities). Limit 250 words.

**Data illustrating literacy growth across the school year for one of your educator groups.** In your role, this may include educator perception surveys and knowledge measures like pre-post assessment, implementation of key actions, etc.

- Some other tools and data to consider: educator and/or student surveys, student work/scores, classroom observations with implementation data, educator self-assessments, etc.
- **On the uploaded document/report, numbers must be used in lieu of educator names.** This should be scanned as a PDF and uploaded on the “Application Form” tab of the ALC Submission page.

**3. Describe your educators’ literacy growth.**

- A. Describe your data.** Describe the data you collected and why you chose this data to measure and monitor educator growth. Limit 250 words.

**B. Describe the growth of a group of educators you worked with.** How did the educators and their instructional practice change across the year? Explain why there was growth and/or a lack of growth for those you worked with. You may choose to speak to a collective group and/or individuals. Limit 250 words.

**C. Data use.** How did you use your data to continuously improve your ongoing support and interactions with the staff you worked with? Limit 250 words.