**ATTACHMENT C**

# 2021-22 OER Development Grant: Supporting Students who are Emergent Bilingual Application & Evaluation Criteria

## This document is available for your convenience to refer to while developing responses to the grant application. This document is not intended to be submitted with your application, it is for reference only. **Responses must be submitted through the application form.**

**Table of Contents:**

[Application](#_mf2hoffbctc0)

[Evaluation Criteria](#_1usfwm1agvua)

## Application

This application form indicates your interest in participating as a grantee. This application form should be completed by each individual applying for the grant, even when applying as part of a team. Applicants who are selected as grantees will participate in a series of professional learning sessions and activities, including lesson plan development, piloting of lesson plans, and revision and evaluation of lesson plans. Grantees completing all grant activities will receive a grant award of $5,000, distributed by their school district, charter school, or education service district.

Applicant Name:

Email address:

Institution Type:

Institution Name:

### Minimum Qualifications

The grant has minimum qualifications in order to apply. These minimum qualifications have been developed to ensure that each grant participant is able to fully engage in all grant activities. Grant participants must be: Licensed or registered teachers who are currently supporting emergent bilingual students at the secondary level (grades 6-12) and are able to pilot lessons during the time period of February 25 - April 13, 2022.

Q #1: What teaching license do you currently hold? Be sure to include whether you have an ESOL endorsement even if you are not currently teaching ESOL. (Max: 50 words)

Q #2: What is your current teaching assignment? Be sure to include the grade level(s) and subject(s) that you teach. (Max: 50 words)

Q #3: One of the grant activities will involve piloting the lesson plan(s) that you develop or revise. Will you have an opportunity to pilot one or more lessons with your students during the time period of February 25 - April 13, 2022?

### Experience Qualifications

In addition to the minimum qualifications, we ask that applicants have the following experience:

\*You must have a minimum of 2 years of direct teaching experience engaged with supporting students who are emergent bilingual.

\*You must have engaged in a minimum of 10 hours professional learning related to supporting students who are emergent bilingual.

These experience qualifications have been developed to ensure that grant participants enter this grant program with a baseline understanding of supporting students who are emergent bilingual. Applicants who do not meet these experience qualifications will have an opportunity to describe how other experiences have prepared them for the work of this grant. Those applicants will be considered if the grant project does not receive enough applications to fill the 75 spots funded for this grant.

Q #4: How many years have you worked with students who are emergent bilingual?

(This grant requires a minimum of 2 years of teaching experience working with students who are emergent bilingual.)

Q #5: Have you participated in at least 10 hours of professional learning related to supporting students who are emergent bilingual?

Q #6: Beyond the minimum number of years teaching experience or the minimum number of hours of professional learning experience, what has prepared you for the work of this grant?

All applicants may receive points for this question. You may include your experiences as a pre-service teacher candidate (during practicum experiences or student teaching), other professional experiences (e.g. working as an Educational Assistant or work in another industry), or life experiences. (Applicants who do not meet the minimum experience qualifications will be considered if there are not enough applicants to fill the 75 positions funded for this grant.) (Max: 200 words)

### Equity

Q #7: What does equity mean to you and how does it influence your philosophy of supporting students who are emergent bilingual? (Max: 400 words)

### Teaching and Professional Learning Experience

Q #8: In what capacity/capacities have you worked with students who are emergent bilingual (e.g. sheltered instruction, ESOL classroom, dual immersion, co-teaching with an ELD specialist, etc.)? (Max: 200 words)

Q #9: Provide a list of the topics of professional learning sessions, academic coursework, or self-initiated learning (e.g. book studies) related to supporting students who are emergent bilingual that you have engaged in.

Possible topics may include: SIOP, GLAD, Constructing Meaning, SDAIE, Learning Squared, Systematic ELD, Bilingual Instruction, Second Language Acquisition, Contextualized Language Instruction, Linguistics (Language Forms and Functions, Language Objectives, Academic Vocabulary), or Co-Teaching (if connected to supporting students who are emergent bilingual). (Max: 200 words)

Q #10: What impact did the above coursework or professional learning have on your practice and on the learning of your students who are emergent bilingual? (Max: 200 words)

Q #11: Provide a specific example of how you applied one or more instructional strategies that you learned from these professional learning experiences. (Max: 200 words)

Q #12: Have you designed and/or facilitated professional learning focused on supporting students who are emergent bilingual?

Q #13: Provide the context for the professional learning you designed and/or facilitated, including the topic and audience. (Max: 200 words)

### Collaboration and Goals

Q #14: How have you engaged in collaboration in order to support your students who are emergent bilingual?

Collaboration can include engaging with other content area teachers, working with an ELD specialist or administrator, connecting with families, developing relationships with people outside of your district, attending conferences, etc. (Max: 200 words)

Q #15: What impact do you hope this grant opportunity will have on your practice? (Max: 200 words)

Q #16: Are you applying as part of a team?

Q #17: Provide the names of the other team members who are applying and include whether any of the team members are an ELD Specialist:

Q #18: How do you plan to collaborate with your team throughout this professional learning and grant opportunity? Your team may share the same answer for this question. (Max: 200 words)

### Application Submission

File Upload: Please attach the Assurance Letter signed by an authorized representative of your institution.

Application Submission: By checking the box below, I certify that this application has been completed by the named applicant. I understand that applications submitted with falsified information may be grounds for rejecting an application or dismissing an applicant from the grant program.

## Evaluation Criteria

| **EVALUATION ITEM** | **EVALUATION CRITERIA** | **POINTS AWARDED** |
| --- | --- | --- |
| **Minimum Qualifications**  (3 points possible, 3 points required to move on) | (1 point for each of the criteria below; applications must meet each criteria in this section in order to be considered for the grant)   * Holds a current Oregon teaching license or is a registered teacher in Oregon * Currently assigned as a teacher of secondary students (grades 6-12) * Able to pilot lesson plans during phase 2 of the grant |  |
| **Experience Qualifications**  (4 points possible, 2 points required to move on) | **Preferred Experience** (1 point for each of the criteria below; applications must meet each criteria in this section in order to be considered for the grant)   * Has at least 2 years of experience teaching and working with students who are emergent bilingual * Has participated in at least 10 hours of professional learning or coursework related to supporting students who are emergent bilingual   **Alternate/Additional Experience** (will be considered if fewer than 75 applications meeting the Experience Qualifications are received): 1 point possible for each of the following (maximum 2 points):   * Lesson planning experience that includes embedding instructional strategies used to support students who are emergent bilingual * ESOL endorsement * Experience working directly with students who are emergent bilingual (in a position other than a K-12 classroom teacher or in a setting outside K-12 schools) * Experience as a student in an education setting where their first language is not the dominant language |  |
| **Equity**  (4 points possible) | (0 points = does not meet any of the criteria; 1 point = meets 1 criterion; 2 points = meets 2 criteria; 3 points = meets all criteria; 4 points = meets all criteria and exceeds in at least 1 criterion)   * Strong understanding of equity related to students who are emergent bilingual * Connects equity to personal experience of teaching students who are emergent bilingual * Considers systems-level equity related to linguistic barriers for students who are emergent bilingual |  |
| **Teaching & Professional Learning Experience**  (5 points possible) | **Professional Learning (**0 points = does not meet any of the criteria; 1 point = meets 1 criterion; 2 points = meets 2 criteria; 3 points = meets all criteria; 4 points = meets all criteria and exceeds in at least 1 criterion)   * Has knowledge of instructional strategies to support students who are emergent bilingual * Shows an understanding of how to implement instructional strategies to support students who are emergent bilingual * Connects instructional strategies to student outcomes   **Professional Learning Facilitation (1 additional point possible)**   * Has not facilitated professional learning for supporting students who are emergent bilingual = 0 points * Has facilitated professional learning for supporting students who are emergent bilingual = 1 point |  |
| **Collaboration and Goals**  (7 points possible) | **Collaborative Engagement** (0 points = does not meet any of the criteria; 1 point = meets 1 criterion; 2 points = meets 2 criteria; 3 points = meets all criteria and exceeds in at least 1 criterion)   * Demonstrates experience collaborating with others to support students who are emergent bilingual * Expresses continued interest in collaborating with educators to support students who are emergent bilingual   **Goals for Participation** (0 points = does not meet any of the criteria; 1 point = meets 1 criterion; 2 points = meets 2 criteria; 3 points = meets all criteria and exceeds in at least 1 criterion)   * Considers the impact of this grant opportunity on personal practice. * Provides at least one example of how this professional learning will impact classroom instruction   **Team Application (1 additional point possible)**   * Not applying with a team = 0 points * Applying with a team = 1 point |  |
| **Total Points** | |  |