



COLORADO

Department of Education

CALL FOR SESSION PROPOSALS

Form Due: March 2, 2020

14th Annual CLDE Academy

2020 Session Proposal Supplemental Document

Access and Submit form here: <https://forms.gle/btndMb4kTyeZWgnx5>

For questions, please contact Lindsay Swanton at Swanton_l@cde.state.co.us

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14th Annual CLDE Academy

The 2020 CLDE Academy is scheduled for May 7, 2020. The CLDE Academy continues to be an opportunity to network with colleagues across the state to provide a professional platform to learn and to share innovative effective practices and programs for Colorado English learners.

Call for Proposals

The Office of Culturally and Linguistically Diverse Education is making a call for workshop and/or session proposals to be presented at the 14th Annual CLDE Academy. Presenters will be highlighted and honored in the 2020 CLDE Academy program.

Each CLDE Academy breakout session should highlight one of the following topic areas:

Topic Area	Topic Area Description
Systemic Processes and Procedures	Addresses systemic processes and procedures as they relate to culturally and linguistically diverse students, and include: <ul style="list-style-type: none"> • Documented processes and procedures • Evidence of implementation to fidelity at district/school/classroom • Data collection and analysis • Collaboration with district, school, and family/community stakeholders • Organizational culture
Programmatic Resources	Focuses on practices that reflect an equitable distribution of human and fiscal resources to develop, implement and support quality ELD programming: <ul style="list-style-type: none"> • Pathways for Professional Development • Teacher/student ratios • Effective recruitment and retention practices
Evidence-Based Instructional Program Models	Identifies and promotes best practices in evidence-based program models, such as: ELD, Dual language, Bilingual, that demonstrate effective academic and linguistic outcomes: <ul style="list-style-type: none"> • Based on research/evidence and resources that reflect the population of students that the district and its schools are serving Implemented with fidelity • Evaluated often and regularly
Dually Identified EL students	District and/or school practices or policies that support the identification of and services for: <ul style="list-style-type: none"> • SPED/EL • GT/EL



Topic Area	Topic Area Description
Collaborative Leadership	Focuses on how school and district leadership understand, establish, and communicate cross-departmental values that support the need for quality ELD programming and represents a multi-disciplinary approach to EL student challenges and opportunities (i.e. SPED, GT, etc.)
Family and Community Partnering	Addresses how the collaboration of families, schools, and communities as equal partners is improving learner, classroom, school, and district outcomes. In effective partnering, each stakeholder shares responsibility for learners' success by: <ul style="list-style-type: none"> • Welcoming all families into the school and community • Communicating effectively • Supporting student success • Speaking up for every child • Sharing power • Collaborating with community
Ongoing Evaluation of ELD Programs	Focuses on processes and procedures for ELD program evaluation that are documented, implemented, and supported.
Professional Learning	Focuses on district and school practices, programs, and opportunities to embed high-quality, targeted, and job-embedded professional development that support English learners and could include: <ul style="list-style-type: none"> • Needs assessment • Implementation • Peer-to-Peer learning, coaching, and mentoring • Evaluation of implementation and effectiveness
Secondary Practices	Focuses on effective district and school secondary policies, programs, and supports such as: <ul style="list-style-type: none"> • Diploma Endorsement for Biliteracy • Scholarship opportunities • Graduating ELs pathways • Workforce readiness • Post-Secondary readiness



English Learner Professional Development Standards

To help better support students in Colorado who are English learners, the State Board of Education adopted new rules in June 2018 requiring educators with elementary, math, science, social studies and English language arts endorsements to complete Culturally and Linguistically Diverse (CLD) Education training or professional development (PD). In an effort to help support educators meet these requirements, the Office of CLDE will be issuing certificates for PD hours for sessions that meet one or more of the CLDE PD standards.

5.12 Quality Standard I: Educators are knowledgeable about CLD populations.

5.12(1) ELEMENT A: Educators are knowledgeable in, understand, and able to apply the major theories, concepts and research related to culture, diversity and equity in order to support academic access and opportunity for CLD student populations.

5.12(2) ELEMENT B: Educators are knowledgeable in, understand, and able to use progress monitoring in conjunction with formative and summative assessments to support student learning.

5.13 Quality Standard II: Educators should be knowledgeable in first and second language acquisition.

5.13(1) ELEMENT A: Educators are able to understand and implement strategies and select materials to aid in English language and content learning.

5.13(2) ELEMENT B: Educators are knowledgeable of, understand, and able to apply the major theories, concepts and research related to culture, diversity and equity in order to support academic access and opportunity for CLD student populations.

5.14 Quality Standard III: Educators should understand literacy development for CLD students.

5.14(1) ELEMENT A: Educators are knowledgeable in, understand, and able to apply the major theories, concepts and research related to literacy development for CLD students.

5.14(2) ELEMENT B: Educators understand and implement strategies and select materials to aid in English language and content learning.

5.15 Quality Standard IV: Educators are knowledgeable in the teaching strategies, including methods, materials, and assessment for CLD students.

5.15(1) ELEMENT A: Educators are knowledgeable in, understand and able to use the major theories, concepts and research related to language acquisition and language development for CLD students.

5.15(2) ELEMENT B: Educators are knowledgeable in, understand, and able to use progress monitoring in conjunction with formative and summative assessments to support student learning.



Room Set-Up and Audio-Visual

Rooms will be set up theater style and will accommodate no more than thirty-five (35) participants. **Presenters are responsible for bringing their own computers, including power cords, HDMI/VGA adapters, and presentation clickers.** All presentation rooms will be equipped with an LCD projector, screen, flip chart and markers, and electrical cables at no cost. *Wi-fi access will be available.* Presenters will be responsible for the costs and arrangements of any additional equipment needed for their session(s).

Presentation Proposal Reviewer Rubric – The following rubric will be used to evaluate presentation proposal submissions for the 2020 CLDE Academy.

Rubric	0	2	3
Relevant	The session description does not align with the topic area or provide best practices for work with English learners.	The session description somewhat aligns with the topic area and provides best practices for work with English learners.	The session description aligns with the topic area and provides best practices for work with English learners.
Intentional	The session’s objectives and outcomes do not encourage reflection on EL practices.	The session’s objectives and outcomes somewhat encourage reflection on EL practices.	The session’s objectives and outcomes encourage reflection on EL practices.
Aligned to Colorado English Learner Educator Licensure Requirements Standards	The session is not aligned to the Colorado English Learner Educator Licensure Requirements Standards.	The session somewhat aligns to the Colorado English Learner Educator Licensure Requirements Standards.	The session is clearly aligned to the Colorado English Learner Educator Licensure Requirements Standards.
Engaging	The session plan does not engage participants in meaningful learning.	The session plan somewhat engages participants in meaningful learning.	The session plan engages participants in meaningful learning.
Applicable	The session’s tools and other resources cannot be applied immediately after the CLDE Academy.	The session’s tools and other resources could be applied immediately after the CLDE Academy.	The session’s tools and other resources can be applied immediately after the CLDE Academy.
Total Points			