

Leadership Certification Form

Name Brady Fossenbell

District Adams 14

Seminar Date: Aug 2020 Location Remote
month/year city/state

District Lead Brady Fossenbell



I. Lesson Planning & Delivery – Based on Systematic ELD Lesson Observation or CM in the Classroom

Meets criteria for effective planning of what to teach and how to teach it; makes effective use of E.L. Achieve tools.

Successfully Completed Refinement Needed

Peer feedback from: Nicole Hilton Silvia Asson Eileen Harder

Comments:

Brady and Eileen's lesson is about the characteristics of a short narrative with students writing about their experiences with COVID 19. Students begin by watching a short video of three students describing their experiences during the pandemic. Students then use a Whip Around to discuss what has changed in the lives of those students. Students then use a Says, Means, Matters to stir their thinking about the article, "Everyone Has a Story." Students use Think, Pair, Share to discuss similarities and differences between their own lives and those from the article and video. For the second read, students use a close reading note-maker to dig deeper into the narratives. Students use a Give One, Get One to share some of their ideas from the note-maker with peers. The teacher will model how build on their ideas for more depth in this activity. Students are provided language patterns to practice the syntax needed to create a narrative. Students are provided a drafting template and writing rubric to support their narrative. Students practice self-assessment and peer assessment using the rubric.

E.L. Achieve reviewer: Scott Townsend

Signature: Scott Townsend/ef

2. Ongoing Learning Presentation – Based on Certification Presentation Rubric

Topic: Secondary CM Institute Presentation	Content Knowledge <input checked="" type="checkbox"/> 3 2 1	<input checked="" type="checkbox"/> Successfully Completed All areas scored 2 or 3 <input type="checkbox"/> Refinement Needed Score of 1 in any area
	Delivery (pacing, clarity) <input checked="" type="checkbox"/> 3 2 1	
	Presence and Rapport <input checked="" type="checkbox"/> 3 2 1	

Comments:

Brady and Eileen presented together on backward design and creating a drafting template. Brady shared their emphasis on deconstructing a model student response for the end of a unit and then backward planning the lesson chunks to prepare students for the work. He modeled the process of finding the bricks and mortar in the sample response. However, he went further to explain the full process of deconstructing that looks for the required elements of a genre and the writing moves. He showed how teachers can look closely at the sample sentences to create additional flexible language options for students. He asked teachers to practice this work, first with a partner, then individually. He then facilitated a Numbered Heads Together to share work with the group and debriefed the activity. He then discussed teaching grammar in context through analyzing the language in the sample student response. Brady has internalized the content of this session. He maintained a good pace and kept the audience engaged. He is a strong leader for the district CM team.

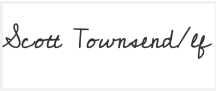
E.L. Achieve reviewer: Scott Townsend

Signature: Scott Townsend/ef



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