



EmpowerED Consulting

Project Proposal for Plymouth & Monroe Elementary Schools

Professional Development for Dual-Immersion Teachers

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Consultant **Valerie Sun, Ed.D.**
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Scope of work summary Provide five hours of professional development for dual-immersion teachers to integrate technology and world language standards in their classes for distance learning.

Dates of project August 5-7, 2020

Clients Plymouth Elementary School
1300 Boley Street
Monrovia, CA 91016

Monroe Elementary School
402 West Colorado Boulevard
Monrovia, CA 91016

Project Contact Dr. Greg Gero
Principal, Plymouth Elementary School
(626) 471-2400
ggero@monroviaschools.net

Total fees \$3,000



Project Scope of Work

The professional development provider role, in summary, is to serve as a guide, mentor, and teacher trainer for the dual-immersion teachers (Project) under the schedule provided by the leadership team of Plymouth and Monroe Elementary Schools (Client). The Project goal is to help teachers have a better grasp, feel more confident, and become more efficient and prepared in synchronous and asynchronous classroom organization during distance learning while applying the new World Languages Standards and Framework. The sessions will provide research- and standards-based best practices and ideas to help make connections with students, build a classroom community, and provide a space where students feel engaged in order to build a strong foundation in communication skills in the target language.

Working in partnership with the Client, Valerie will serve as a professional development provider to support the goal of the Project. She will provide training on the following subjects that will be differentiated with examples that teachers may use directly or modify as necessary:

- Optimizing synchronous & asynchronous schedule: Planning for student check-in and community building at the beginning of the year, using the target language to communicate, introducing protocols and concepts, grading and feedback processes
- Virtual Classrooms/Google Sites - Designing a virtual classroom where items are clickable for parents and students to access various materials to simulate a physical classroom.
- Flipgrid (Presentational and Interpretive Communication) - Applying the multiple uses of Flipgrid outside of recording a 15 second to 5 minute video: Using white board function, retelling a story with emojis, fluency practice with a shared text, practicing weekly words and sentence frames, etc. in a dual-immersion context.
- Jamboard (Presentational Communication) - Applying the multiple uses of this tool to practice fine motor skills, word formation, sentence writing, and thought organization in a dual-immersion context.
- Protocols for Speaking (Interpersonal & Presentational Communication)
 - EduProtocols*: Thin Slides, Frayer-a-Friend, Cyber Sandwich
 - Teachers will go through the protocol as a learner and then adapt the process to their context and content.
- Protocols for Reading (Interpretive, Interpersonal, and Presentational Communication)
 - EduProtocols: Book-a-Kucha, Sketch and Tell, Number Mania
 - Teachers will go through the protocol as a learner and then adapt the process to their context and content.
- Protocols for Writing (Interpretive and Presentational Communication)
 - EduProtocols: 8 pArts, Emoji Paragraph, Nacho Paragraph
 - Teachers will go through the protocol as a learner and then adapt the process to their context and content.

*EduProtocols are a series of practices based on the book *EduProtocol: The Field Guide* by Marlena Hebern and Jon Corippo



Timeline

Based on e-mail** with Greg Gero on Saturday, July 25, 2020

Session 1: Wednesday, August 5, 2020 - 8:30-10:30 AM

Topics: Optimizing synchronous & asynchronous schedules with Google Classroom, Virtual Classrooms, Google Sites, and Flipgrid, and Jamboard***

Session 2: Wednesday, August 5, 2020 - 1:00-2:30 PM

Topics: WL Standards and Framework, selecting authentic materials, EduProtocols: Thin Slides, Frayer-a-Friend, Cyber Sandwich, Sketch and Tell

Session 3: Friday, August 7, 2020 - 8:30-10:30 AM

Topics: Interculturality and performance towards proficiency, EduProtocols: Booka-Kucha, Number Mania, 8 pArts, Emoji Paragraph, Nacho Paragraph

**Subject to change based on district professional development schedule

***Need to verify with district IT department if it has been approved for district use

Deliverables

1. 3 sessions of 1.5-2 hours of professional development for a total of 5 synchronous hours.
2. Examples of asynchronous lessons for various grade levels tied to World Languages Standards and Framework.
3. Examples of a sample week for synchronous and asynchronous lessons.
4. Improvement of teacher confidence and self measures of efficiency in designing distance learning lessons pre- and post- sessions.
5. Office hours: Every day during the span of professional development and the following week from 3:30-4:30 PM to provide technology support for teachers or answer questions after the sessions

Professional Development Fee: \$3,000

Terms of Payment:

Payment will be made after completion of the 5 hours of professional development:

- \$3,000 at the end of the project within 30 days of the invoice date.



Professional Profile

Valerie is a teacher and advocate for dual-immersion programs. A product of a bilingual family, she firmly believes in biliteracy and multicultural education. For fourteen years, she has taught students across the educational spectrum from preschoolers to doctoral candidates in both public and private institutions, in the United States and abroad. As a previous K-12 teacher, she understands the successes and struggles in a classroom with new program integration and standards adoptions. As a dual-language immersion teacher and coach, she has had hands-on experience in developing curriculum while teaching it simultaneously. She has written curricula and assessments for Common Core English Language Arts, Common Core Math, French dual-language immersion, and NGSS Project-Based Learning in her previous school districts. Furthermore, she has co-written NGSS aligned robotics curriculum for a local company that focuses on the four basic types of engineering.

Valerie has led engaging, hands-on professional development since 2013, starting with a team of Learning Leaders within her previous district. For the past three years, she has led professional development for teachers through CUE across California, earning recognition as a Lead Learner and is a part of the select BOLD (Blended and Online Lesson Design) and Rockstar Faculty. She organizes and leads teacher training with the French Consulate in Los Angeles for its southwest district including Arizona, Colorado, and New Mexico. She inspires teachers nationally to develop language-, culture-, and student-centered curriculum through the use of authentic texts and educational technology. She models successful lessons in Mandarin, French, and English throughout her training for her audience to experience language learning through practice- and research-based protocols and methods that meet the academic rigor and standards. She believes in the incorporation of creative technology and has earned the titles of Google Certified Teacher Levels 1 and 2, Apple Teacher, Discovery Educator Network Star, Microsoft Innovative Educator Expert, Raspberry Pi Certified Educator, Nearpod Certified Educator, and pi-top Certified Learning Designer.

Valerie's research focuses on dual-immersion education: the students, the teachers, and the development of these programs. Her dissertation is titled *Dueling Complexities: Lived Experiences of Dual-Lang Immersion Teachers*. She continues her action research today as a consultant.

For more information regarding Valerie's work: [Website](#) · [Curriculum Vitae](#)

References

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