

Fall 2019 ELA Materials Reviewer Application

This application should take approximately 45 minutes to complete. Please be prepared to upload a copy of your resume (PDF format is preferred).

This application requires you to complete a norming task. We highly recommend that you download and review the text that corresponds with the grade level for which you are applying before beginning. Each text is linked below:

[K-2: *The Spider and the Fly*](#)

[3-5: *Because of Winn Dixie*](#)

[6-8: "Harrison Bergeron"](#)

[9-12: *Address to Congress November 27, 1963*](#)

If you wish to save your application and return to it at a later time, please click the "Save and Return" button at the bottom of any page. You may need to scroll down to find it.

Contact Information

Legal first name*

Middle name (optional)

Legal last name*

Preferred first name (if different from above)

Email*

Phone*

e.g. 555-555-5555

Please list a number where you can be reached at any time.

Physical, home address*

Address Line 1

Address Line 2

ZIP Code

City

State

Is your mailing address the same as your physical home address listed above?*

- Yes
 No

Mailing address*

Address Line 1

Address Line 2

ZIP Code

City

State

Please enter your Educator License Number (if not applicable, enter N/A).*

You can use the following link to search for your ELN: <https://doe.tncompass.org/public/search>

CORE region*

- East
 First
 Mid Cumberland
 Northwest

- South Central
- Southeast
- Southwest
- Upper Cumberland

If you are unsure of your CORE region, please follow the link to check a map. <https://www.tn.gov/education/district-resources.html>

Please select your district.*

Select "Other" if you are in higher education or a charter school or organization.

Please specify*

Experiences and Preferences

Current position*

- Teacher
- Instructional Coach
- Assistant Principal
- Principal
- Instructional Supervisor
- District Leader
- Other:

Years of experience in your current position*

Have you worked with or on behalf of a publisher of K-12 instructional materials (print, digital, or open educational resource) in the last five years?*

- Yes
- No

For which grade-band are you applying to be a reviewer?*

- K-2
- 3-5
- 6-8
- 9-12

Please describe any leadership roles you have held to support the design or implementation of K-12 curriculum and instruction.*

What experience do you have with specific English language arts curricula in the last 12 months?*

Why are you interested in serving as a materials reviewer?*

Please upload a copy of your resume (PDF preferred). Use the following naming convention: LastNameFirstInitial_Resume (Ex: WileyK_Resume).*

No File Chosen

Availability

Training and reviews will be held on September 28-29 and October 3-4. Please note that full attendance (i.e., all day, each day) is *mandatory*.

I am available on September 28-29 and October 3-4 to attend full-day meetings in the greater-Nashville area.*

- Yes
- No

Do you have any comments about availability?

K–2 Review Task

Please respond to the following questions as fully as possible.

1. Describe the components that should be included in a foundational language skills program to develop students' word structure knowledge. (250 words max) *

2. Describe the process you use for selecting a read-aloud text in your classroom. (250 words max) *

3. Describe the role of decodable readers and leveled text in a K-2 classroom. (250 words max) *

Our application also asks that you complete a norming task. This task asks you to read the first grade lesson for *The Spider and the Fly* and respond to the following questions. [You must access *The Spider and the Fly* here to proceed.](#) Please ensure that you provide as much concrete detail and explanation for each answer as possible.

Identify whether each of the following instructional practices applies or does not apply to this lesson.

4a. The lesson aligns with the content and expectations of the first grade Tennessee Academic Content Standards (TACS). *

- Clear evidence
- Some evidence
- No evidence
- I don't know

4b. Provide evidence and rationale for your response. (250 words max) *

4c. The prompts and directions of the lesson provide enough guidance for a teacher to effectively use with students. *

- Clear evidence
- Some evidence
- No evidence
- I don't know

4d. Provide evidence and rationale for your response. (250 words max) *

4e. The lesson is accessible to and appropriate for all learners, including students who are English language learners or are working below or above grade level. *

- Clear evidence
- Some evidence
- No evidence
- I don't know

4f. Provide evidence and rationale for your response. (250 words max) *

3–5 Review Task

Please respond to the following questions as fully as possible.

1. Describe the process you use to determine if a text is appropriate for your grade level and classroom.*

Our application also asks that you complete a norming task. This task asks you to read the third grade lesson for *Because of Winn Dixie* and respond to the following questions. [You must access the text of *Because of Winn Dixie* here to proceed.](#) Please ensure that you provide as much concrete detail and explanation for each answer as possible.

Identify whether each of the following instructional practices applies or does not apply to this lesson.

2a. The lesson aligns with the content and expectations of the third grade Tennessee Academic Content Standards (TACS).*

- Clear evidence
- Some evidence
- No evidence
- I don't know

2b. Provide evidence and rationale for your response. (250 words max)*

2c. The prompts and directions of the lesson provide enough guidance for a teacher to effectively use with students.*

- Clear evidence
- Some evidence
- No evidence
- I don't know

2d. Provide evidence and rationale for your response. (250 words max)*

2e. The lesson is accessible to and appropriate for all learners, including students who are English language learners or are working below or above grade level.*

- Clear evidence
- Some evidence
- No evidence
- I don't know

2f. Provide evidence and rationale for your response. (250 words max)*

3. Imagine a group of students just completed a second reading of the text. Write two questions: 1) one to allow students to express their understanding of the text and cite textual evidence, and 2) one to support students in making either personal or societal connections to the text. Include an exemplar student response for both questions.*

4. For each question you wrote above, provide two to three guiding questions and/or prompts that will support students in answering the question.*

6–8 Review Task

Please respond to the following questions as fully as possible.

1. Describe the process you use to determine if a text is appropriate for your grade level and classroom.*

Our application also asks that you complete a norming task. This task asks you to read the seventh grade lesson for "Harrison Bergeron" and respond to the following questions. [You must access the text of "Harrison Bergeron" here to proceed.](#) Please ensure that you provide as much concrete detail and explanation for each answer as possible.

Identify whether each of the following instructional practices applies or does not apply to this lesson.

2a. The lesson aligns with the content and expectations of the seventh grade Tennessee Academic Content Standards (TACS).*

- Clear evidence
- Some evidence
- No evidence
- I don't know

2b. Provide evidence and rationale for your response. (250 words max)*

2c. The prompts and directions of the lesson provide enough guidance for a teacher to effectively use with students.*

- Clear evidence
- Some evidence
- No evidence
- I don't know

2d. Provide evidence and rationale for your response. (250 words max)*

2e. The lesson is accessible to and appropriate for all learners, including students who are English language learners or are working below or above grade level.*

- Clear evidence
- Some evidence
- No evidence
- I don't know

2f. Provide evidence and rationale for your response. (250 words max)*

3. Imagine a group of students just completed a second reading of the text. Write two questions: 1) one to allow students to express their understanding of the text and cite textual evidence, and 2) one to support students in making either personal or societal connections to the text. Include an exemplar student response for both questions.*

4. For each question you wrote above, provide two to three guiding questions and/or prompts that will support students in answering the question.*

9–12 Review Task

Please respond to the following questions as fully as possible.

1. Describe the process you use to determine if a text is appropriate for your grade level and classroom.*

Our application also asks that you complete a norming task. This task asks you to read the seventh grade lesson for *Address to Congress November 27, 1963* and respond to the following questions. [You must access the text of Address to Congress November 27, 1963 here to proceed.](#) Please ensure that you provide as much concrete detail and explanation for each answer as possible.

Identify whether each of the following instructional practices applies or does not apply to this lesson.

2a. The lesson aligns with the content and expectations of the English I Tennessee Academic Content Standards (TACS).*

- Clear evidence
- Some evidence
- No evidence
- I don't know

2b. Provide evidence and rationale for your response. (250 words max)*

2c. The prompts and directions of the lesson provide enough guidance for a teacher to effectively use with students.*

- Clear evidence
- Some evidence
- No evidence
- I don't know

2d. Provide evidence and rationale for your response. (250 words max)*

2e. The lesson is accessible to and appropriate for all learners, including students who are English language learners or are working below or above grade level.*

- Clear evidence
- Some evidence
- No evidence
- I don't know

2f. Provide evidence and rationale for your response. (250 words max)*

3. Imagine a group of students just completed a second reading of the text. Write two questions: 1) one to allow students to express their understanding of the text and cite textual evidence, and 2) one to support students in making either personal or societal connections to the text. Include an exemplar student response for both questions.*

4. For each question you wrote above, provide two to three guiding questions and/or prompts that will support students in answering the question.*

[Save and Resume Later](#)

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