Professional Development Opportunities

Service Provider on behalf of DELL: World-Class Instructional Design and Assessment (WIDA)

2017-2018

Target Your Goals
Virtual PD Sessions

<table>
<thead>
<tr>
<th>TITLE</th>
<th>LOCATION</th>
</tr>
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<tbody>
<tr>
<td>• Focus on Academic Language</td>
<td>Always available online under State/District Webinars (Illinois Webinars) at:</td>
</tr>
<tr>
<td>• Introduction to ELD Standards</td>
<td><a href="https://www.wida.us/downloadLibrary.aspx">https://www.wida.us/downloadLibrary.aspx</a></td>
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<tr>
<td>• EL 101 Introduction to English Learners</td>
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<td>• EL 101 Introduction to Second Language Acquisition</td>
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<td>• Spanish Language Arts Standards</td>
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<td>• Interpreting ACCESS for ELLs Score Reports</td>
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<td>• Assessment Overview</td>
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<td>• Standards Overview</td>
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Face-to-Face PD Sessions

<table>
<thead>
<tr>
<th>TITLE</th>
<th>DATE &amp; TIME</th>
<th>LOCATION</th>
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<tbody>
<tr>
<td>New! Scaffolding Learning Through Language</td>
<td>October 2-3, 2017</td>
<td>Administration Building/ Peoria Public Schools</td>
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<tr>
<td></td>
<td>8:00am – 8:30am Registration</td>
<td>3202 N. Wisconsin Ave.</td>
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<tr>
<td></td>
<td>8:30am – 3:30pm Workshop</td>
<td>Peoria, Illinois 61603</td>
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**Description:**
WIDA believes learning is mediated through language and that attending to students' developing and evolving language must be done in the context of deep disciplinary learning. This two-day Scaffolding workshop supports the core of the WIDA’s mission to provide equitable learning opportunities for culturally and linguistically diverse students.

Workshop learning experiences will be interactive, scaffolded, and focused on expanding instructional practices that foster high challenge and high support learning opportunities for students. Participants will explore how rigorous, well-sequenced curriculum contributes to rich classroom interactions that mediate learning and move students toward independent success.

Through participating in this workshop, participants will experience support for developing the following scaffolding practices:
• Designing equitable learning opportunities that build on students’ identities as developing disciplinary experts.
• Mediating learning that:
  o Draws on students’ assets and experiences as resources for learning.
  o Expands language resources as students engage in joint knowledge construction.
• Participants are able to:
  • Investigate the student and teacher roles needed for scaffolding UP, for moving students toward independent success.
  • Develop a working understanding of scaffolding practices based on prior knowledge, new learning,
and shared experience.
• Recognize ways to deepen understanding of students, families, and communities.
• Sequence tasks that build on one another and provide context for learning.
• Plan opportunities for collaborative reasoning to support learning.
• Consider ways to design learning and language experiences that move students toward complex texts.
• Build awareness of micro-scaffolding practices.
• Explain the relationship between macro- and micro-scaffolding practices.
• Develop a vision for scaffolding UP in your context.

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<tr>
<td></td>
<td>8:00am – 8:30am Registration</td>
<td>1225 S. 60th Court</td>
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<tr>
<td></td>
<td>8:30am – 3:30pm Workshop</td>
<td>Cicero, IL</td>
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  • Explain the relationship between macro- and micro-scaffolding practices.
  • Develop a vision for scaffolding UP in your context.
New! Scaffolding Learning Through Language

November 27-28, 2017
8:00am – 8:30am Registration
8:30am – 3:30pm Workshop
Joliet School District
JFK Administration Building
420 N. Raynor Ave.
Joliet, IL 60435

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• Build awareness of micro-scaffolding practices.
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• Develop a vision for scaffolding UP in your context.
Description:

The ACCESS for ELLs Score Reports provide specific information on students' academic English language proficiency. Participants will examine the different types of reports, their connection to the WIDA English Language Development Standards Framework, and how these reports can serve as a tool to initiate discussion on instruction.

Participants are able to:

- Explain the purpose of the ACCESS for ELLs 2.0 Summative Assessment
- Identify the differences in the types of ACCESS for ELLs score reports and their uses
- Describe considerations and methods for disseminating information contained in the score reports
- Expose the academic language connection between score reports and WIDA Performance Definitions
- Recognize how to use the score reports in collaborative conversations to inform language development
Engaging in Action Research towards Equity for Multilingual Learners: March 12, 2018 and May 11, 2018
8:00am – 8:30am Registration
8:30am – 3:30pm Workshop
Tinley Park School District
District 146 Administration Center
6611 W. 171st Street
Tinley Park, IL 60477

Description:
Equity for Multilingual Learners (MLs)* requires teachers to create culturally and linguistically responsive learning environments and facilitate rigorous learning that is appropriately supported.

Learning Outcomes:
In (and as a result of) this two-part workshop, participants will:
• Identify equitable teaching and learning practices
• Collaborate to create, evaluate, and revise an action plan
• Describe how they engage(d) in action research to promote equity

Learning Tasks:
In the initial face-to-face workshop, participants will:
• Build common understanding of equity and equitable practices
• Complete a self-assessment on equitable practices for MLs
• Identify a change in practice (to promote equity to a greater extent)
• Understand action research as a process
• Create an action plan and tools to collect information on the implementation of their plans, including a personal reflection, peer observation form, and a student survey

Between sessions, participants will:
• Implement their action plans
• Gather information on the implementation of their plans

During subsequent session(s), participants will:
• Analyze information gathered between sessions
• Evaluate effectiveness of change
• Revise implementation OR Identify a new change
• Create a new action plan and tools to collect information on implementation of their plans

*“Multilingual Learners” was selected to intentionally embrace the assets students are bringing to the educational setting with their varied languages.
**The action-research process used in this workshop is applicable to participants attending as individuals, or as pairs working in a collaborative context.
Engaging English Language Learners in Science

March 15-16, 2018
8:00am – 8:30am Registration
8:30am – 3:30pm Workshop
Mundelein School District
470 North Lake Street,
Mundelein, IL

Description:

This interactive two-day workshop offers teachers of English Language Learners time to delve into combining English Language Development Standards and Science Practices. In collaborative groups of educators, we will develop a common understanding of academic language in a science and engineering environment. After developing a common understanding of language expectations, we will explore strategies and supports that foster a language rich environment. Through hands-on experimentation and analysis of language embedded within the content and practices, participants will have a deeper understanding of how to engage language learners of a variety of proficiency levels. The workshop will conclude with participants applying the process to one of their lessons.

Participants are able to:

- Create a common understanding of Academic Language and proficiency levels
- Have a deeper understanding of the Science and Engineering Practices
- Engage in instructional strategies that support creating language rich environments for students to create meaning in the science and engineering classroom
- Apply targeted supports for a variety of proficiency levels

Registration Information

Registration- Individuals¹ will be able to register online at http://webapps.isbe.net/ISBECference/IsbeConfMenu.aspx for the workshops. Registration is limited to three individuals per school district.

Please send any questions about the workshops to DELLregistration@isbe.net.

Evidence of Completion for Professional Development forms are emailed to participants at the end of these professional development offerings.

¹ These workshops are paid for by public funds. As such, only current public educators may register for these workshops.