



Professional Development Opportunities

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

2018-2019

Target Your Goals



Illinois State Board of Education; Division of English Learners
Samuel Aguirre, Division Supervisor
100 W. Randolph Street, 14th Floor, Chicago IL 60601
312-814-3850
<https://www.isbe.net/Pages/English-Learners.aspx>



Division of English Learners

Virtual PD Sessions

TITLE	LOCATION
<ul style="list-style-type: none"> • Focus on Academic Language • Introduction to ELD Standards • EL 101 Introduction to English Learners • EL 101 Introduction to Second Language Acquisition • Spanish Language Arts Standards • Interpreting ACCESS for ELLs Score Reports • Assessment Overview • Standards Overview 	Always available online under State/District Webinars (Illinois Webinars) at: https://www.wida.us/downloadLibrary.aspx

eWorkshop/Webinars

TITLE	DATE & TIME	LOCATION
WIDA Screener Overview - Webinar	August 21, 2018 10:00 -11:30	eWorkshop/Webinar
<p>Description: (Live) WIDA Screener Overview Webinar</p> <p>The WIDA Screener is an English language proficiency assessment given to incoming students in Grades 1–12 to assist educators with the identification of students as English language learners (ELLs). The purpose of this assessment is to help educators make decisions about whether a student is a candidate for English language support services.</p> <p>The WIDA Screener is available as either a paper-based or online assessment. Both WIDA Screener Paper and WIDA Screener Online assess the four language domains of Listening, Speaking, Reading, and Writing.</p> <p>Objectives:</p> <p>At the conclusion of this workshop, participants will be able to:</p> <ul style="list-style-type: none"> • Explain the purpose and background of the WIDA Screener • Identify the connection between English Language Proficiency Levels and Screener Scoring Scales • Discover the available accommodations on the Screener • Examine the Paper Administration Procedures for Listening, Reading, Speaking & Writing • Locate and practice using the Score Calculator for Screener Paper • Examine the Online Administration Procedures for Listening, Reading, Speaking, and Writing • Locate Screener specific WIDA AMS functions and supports • Explore the logistics for preparing to administer 		

Foundational Concepts eWorkshop for K–12 Educators	Runs from September 1, 2018 – June 30, 2019	eWorkshop – Self-Paced
<p>Description: The Foundational Concepts eWorkshop for K-12 Educators expands educator's knowledge using activities with reflective questions to promote discussions and supports around building awareness of ELLs, exploring the WIDA ELD Standards Framework, and promoting taking instructional action in the classroom. This eWorkshop can assist in building capacity in a school or district around English language learners (ELLs) and English language development within academic settings. There is enough material for two full days of content training for facilitators. The facilitator can determine which activities and steps to use with their PLC.</p> <p>The eWorkshop includes:</p> <p>1. The Taking Action for ELLs: Foundational Concepts Online Module, which has content that is chunked into three topics:</p> <ol style="list-style-type: none"> 1. Learning interactivities 2. Download documents and worksheets 3. Video clips from a scholar and teachers <p>2. Online Resources for K–12 Educators, including:</p> <ul style="list-style-type: none"> • Discussion prompts to influence thinking and dialogue among colleagues • Participant activities • Educator reflections • Video clips from scholars who contribute to the field of ELL education • Video clips from teachers using best practices • Suggestions for facilitation and individual use with sample learning agendas • Ways to approach the training • Handouts and worksheets to promote reflective thinking • Organization information including facilitation time, materials needed, reference screens from the module, and suggestions of what to say and do to carry out each activity <p>3. Asynchronous Tutorial for getting started, including:</p> <ul style="list-style-type: none"> • Where to locate the resources • What to do first • Suggestions for setting up the PLC • Organization of the module and layout of the companion guide • Facilitation ideas <p>Format: All materials will be housed in the WIDA eLearning Center, which can be accessed by participants with a login.</p>		

WIDA WORKSHOPS

TITLE	DATE & TIME	LOCATION
Purposeful Lesson Planning for Language Learners	October 2-3, 2018 8:00am – 8:30am Registration 8:30am – 3:30pm Workshop	EMSD Administrative Center 3451 Morton Drive East Moline, IL

Audience: This workshop is designed for general classroom teachers and English language specialists who share instructional responsibility for language learners. No experience in using the WIDA Standards Framework is needed for this workshop.

Description: This two-day workshop is designed to enhance participants' lesson planning processes. During the workshop, participants will examine seven essential elements that attend to the needs of English language learners. In particular, participants will focus on creating contexts for meaningful language use within settings that integrate content learning and academic language development. Participants will utilize tools and resources from the WIDA Standards Framework to assist them in designing instruction that promotes content learning and language development.

Participants will be able to:

- Explore and connect lesson planning considerations for English language learners to their instructional contexts/materials and reflect on implementation in their classroom.
- Identify the strengths as well as language development and learning needs for groups of students.
- Discuss the influence of sociocultural context and identity on student language learning.
- Leverage WIDA’s Key Uses to create meaningful contexts for language use connected to content concepts and skills.
- Consider the developmental nature of language learning when planning lessons.
- Identify the academic language demands embedded in grade level tasks and lessons.
- Develop language objective to content learning.
- Explore how supports can be used to engage language learners at all proficiency levels.
- Integrate reading, writing, listening and speaking opportunities into their lessons.

TITLE	DATE & TIME	LOCATION
Purposeful Lesson Planning for Language Learners	October 3-4, 2018 8:00am – 8:30am Registration 8:30am – 3:30pm Workshop	Beach Park Middle School 40667 North Green Bay Road, Beach Park, IL 60099

Audience: This workshop is designed for general classroom teachers and English language specialists who share instructional responsibility for language learners. No experience in using the WIDA Standards Framework is needed for this workshop.

Description: This two-day workshop is designed to enhance participants' lesson planning processes. During the workshop, participants will examine seven essential elements that attend to the needs of English language learners. In particular, participants will focus on creating contexts for meaningful language use within settings that integrate content learning and academic language development. Participants will utilize tools and resources from the WIDA Standards Framework to assist them in designing instruction that promotes content learning and language development.

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- Discuss the influence of sociocultural context and identity on student language learning.
- Leverage WIDA’s Key Uses to create meaningful contexts for language use connected to content concepts and skills.
- Consider the developmental nature of language learning when planning lessons.
- Identify the academic language demands embedded in grade level tasks and lessons.
- Develop language objective to content learning.
- Explore how supports can be used to engage language learners at all proficiency levels.
- Integrate reading, writing, listening and speaking opportunities into their lessons.

TITLE	DATE & TIME	LOCATION
Purposeful Lesson Planning for Language Learners	October 30-31, 2018 8:00am – 8:30am Registration 8:30am – 3:30pm Workshop	Hickory Knolls Discovery Center 37 Campton Hills Road St Charles, IL 60175

Audience: This workshop is designed for general classroom teachers and English language specialists who share instructional responsibility for language learners. No experience in using the WIDA Standards Framework is needed for this workshop.

Description: Description: This two-day workshop is designed to enhance participants' lesson planning processes. During the workshop, participants will examine seven essential elements that attend to the needs of English language learners. In particular, participants will focus on creating contexts for meaningful language use within settings that integrate content learning and academic language development. Participants will utilize tools and resources from the WIDA Standards Framework to assist them in designing instruction that promotes content learning and language development.

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- Identify the strengths as well as language development and learning needs for groups of students.
- Discuss the influence of sociocultural context and identity on student language learning.
- Leverage WIDA’s Key Uses to create meaningful contexts for language use connected to content concepts and skills.
- Consider the developmental nature of language learning when planning lessons.
- Identify the academic language demands embedded in grade level tasks and lessons.
- Develop language objective to content learning.
- Explore how supports can be used to engage language learners at all proficiency levels.
- Integrate reading, writing, listening and speaking opportunities into their lessons.

TITLE	DATE & TIME	LOCATION
Interpreting ACCESS for ELLs 2.0 Score Reports for Instruction	November 6, 2018 8:00am – 8:30am Registration 8:30am – 3:30pm Workshop	Bloomington SD 300 E. Monroe Street Bloomington, IL 61701

Audience: This training is designed for ELL Educators, K-12 Educators, Administrators, and ELL Coordinators with students who have been administered one of the ACCESS for ELLs 2.0 suite of assessments in grades K through 12.

Description: The ACCESS for ELLs 2.0 Score Reports provide specific information on students' academic English language proficiency. During this training, participants will explore how the WIDA Standards and Assessment System is connected to the ACCESS for ELLs 2.0 score reports. Participants will examine the different types and uses of score reports. They will also make connections between the students' proficiency scores and WIDA Performance Definitions.

Participants will be able to:

- Explain the purpose of the ACCESS for ELLs 2.0 Assessment
- Identify the differences in the types of ACCESS for ELLs 2.0 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
- Classify the different types of scores are conveyed on the score reports and how to understand their purposes
- Reveal the various score reports and their uses
- Delivery and access of the score reports
- Location of resources and translated versions
- Communication and interpretation of scores with colleagues

TITLE	DATE & TIME	LOCATION
Interpreting ACCESS for ELLs 2.0 Score Reports for Instruction	November 8, 2018 8:00am – 8:30am Registration 8:30am – 3:30pm Workshop	Berwyn South LaVergne Education Center, 3401 S. Gunderson, Berwyn, IL 60402

Audience: This training is designed for ELL Educators, K-12 Educators, Administrators, and ELL Coordinators with students who have been administered one of the ACCESS for ELLs 2.0 suite of assessments in grades K through 12.

Description: The ACCESS for ELLs 2.0 Score Reports provide specific information on students' academic English language proficiency. During this training, participants will explore how the WIDA Standards and Assessment System is connected to the ACCESS for ELLs 2.0 score reports. Participants will examine the different types and uses of score reports. They will also make connections between the students' proficiency scores and WIDA Performance Definitions.

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- Identify the differences in the types of ACCESS for ELLs 2.0 Score Reports and their uses
- Describe considerations and methods for disseminating information contained in the score reports
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- Recognize how to use the score reports in collaborative conversations to inform language development
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- Reveal the various score reports and their uses
- Delivery and access of the score reports
- Location of resources and translated versions
- Communication and interpretation of scores with colleagues

TITLE	DATE & TIME	LOCATION
Interpreting ACCESS for ELLs 2.0 Score Reports for Instruction	November 7, 2018 8:00am – 8:30am Registration 8:30am – 3:30pm Workshop	Administration building Schools District 150, PD Room 2. 3202 N. Wisconsin Ave Peoria, IL 61603.

Audience: This training is designed for ELL Educators, K-12 Educators, Administrators, and ELL Coordinators with students who have been administered one of the ACCESS for ELLs 2.0 suite of assessments in grades K through 12.

Description: The ACCESS for ELLs 2.0 Score Reports provide specific information on students' academic English language proficiency. During this training, participants will explore how the WIDA Standards and Assessment System is connected to the ACCESS for ELLs 2.0 score reports. Participants will examine the different types and uses of score reports. They will also make connections between the students' proficiency scores and WIDA Performance Definitions.

Participants will be able to:

- Explain the purpose of the ACCESS for ELLs 2.0 Assessment
- Identify the differences in the types of ACCESS for ELLs 2.0 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
- Classify the different types of scores are conveyed on the score reports and how to understand their purposes
- Reveal the various score reports and their uses
- Delivery and access of the score reports
- Location of resources and translated versions
- Communication and interpretation of scores with colleagues

TITLE	DATE & TIME	LOCATION
Educator Collaboration to Support Multilingual Learners	November 27-28, 2018 8:00am – 8:30am Registration 8:30am – 3:30pm Workshop	LaVergne Education Center, 3401 S. Gunderson, Berwyn, IL 60402

Audience: This workshop is designed for educators with diverse roles to attend in teams from their school or district.

Description: This workshop provides an overview of collaborative methods and structures for instruction and assessment. Utilizing WIDA tools, participants will explore and discuss language development meaning making through language use, the Four C’s of Collaboration, and collaborative structures that support shared responsibility of multilingual learners. Teams will leave the workshop with access to tools and resources necessary for implementing collaborative structures at their site around the needs of their multilingual learners.

Participants will be able to:

- Build on the linguistic, experiential, cultural, and socio-emotional assets of multilingual learners
- Develop a shared understanding of how academic language develops in a variety of program models
- Explore key steps and strategies for co-planning and using assessment data
- Develop instructional plans to meet the individual needs of multilingual learners

TITLE	DATE & TIME	LOCATION
Educator Collaboration to Support Multilingual Learners	November 27-28, 2018 8:00am – 8:30am Registration 8:30am – 3:30pm Workshop	Maywood SD 906 Walton Melrose Park, IL 60160

Audience: This workshop is designed for educators with diverse roles to attend in teams from their school or district.

Description: This workshop provides an overview of collaborative methods and structures for instruction and assessment. Utilizing WIDA tools, participants will explore and discuss language development meaning making through language use, the Four C's of Collaboration, and collaborative structures that support shared responsibility of multilingual learners. Teams will leave the workshop with access to tools and resources necessary for implementing collaborative structures at their site around the needs of their multilingual learners.

Participants will be able to:

- Build on the linguistic, experiential, cultural, and socio-emotional assets of multilingual learners
- Develop a shared understanding of how academic language develops in a variety of program models
- Explore key steps and strategies for co-planning and using assessment data
- Develop instructional plans to meet the individual needs of multilingual learners

TITLE	DATE & TIME	LOCATION
Scaffolding Learning Through Language	January 16-17, 2019 8:00am – 8:30am Registration 8:30am – 3:30pm Workshop	EMSD Administrative Center 3451 Morton Drive East Moline, IL

Audience: This workshop is designed for educators with all levels of experience with the WIDA Standards Framework, including those new to WIDA tools and resources.

Description: This two-day workshop provides educators with a fresh look at how to engage multilingual learners in rigorous content area learning with a balance of challenge and support. The purpose of the workshop is to encourage educators to consider classroom practices that move multilingual learning forward and upward together within the content of meaningful experiences where learning is mediated through language. Participants will explore how rigorous, well-sequenced curriculum contributes to rich classroom interactions that mediate learning and move students toward independent success. Topics that educators will explore are a) valuing students' resources for learning, b) developing a strong community of learners, and c)

engaging students in rigorous curriculum.

In this workshop, educators will:

- Connect workshop learning to a shared experience
- Engage in making meaning together through readings, videos, and discussions
- Draw on and build on their own experiences
- Reflect on their classroom practices.

Participants will be able to:

- Develop an understanding of scaffolding practices based on prior knowledge, new learning, and shared experience.
- Build awareness of macro- and micro-scaffolding practices that apprentice students into language use for content area learning.
 - Consider how students’ resources can support learning.
 - Recognize the importance of establishing a collaborative community of learners that moves forward and upward together.
 - Examine ways to engage students in exploring language use for content learning.
- Develop a vision for Scaffolding UP in your context

TITLE	DATE & TIME	LOCATION
Formative Language Assessment	January 22-23 2019 8:00am – 8:30am Registration 8:30am – 3:30pm Workshop	Sterling Holley Center, 2000 Christina St., Rockford, IL 61104

Audience: This workshop is designed for educators who are already using the WIDA Standards Framework. It provides a great opportunity for teams who work with the same language learners to collaborate. If attending as a team, only one member of the team would need to have extensive experience with the WIDA Standards Framework.

Description: This workshop explores formative assessment practices that focus students' and teachers' attention on English language development within the context of subject-area classrooms. The purpose is to prepare participants to incorporate new formative language assessment practices into their educational contexts.

Through reading, observation, discussions, and professional reflection, participants will be prepared to:

- Describe students and their learning over time using asset-based language
- Identify relevant formative assessment practices that advance content learning and language development
- Leverage learner roles within disciplinary practices to create opportunities for

purposeful language use

- Develop learning goals and success criteria that support content learning and language development
- Design learning tasks that elicit purposeful language use related to success criteria
- Use routines that elicit evidence of learning to inform feedback

TITLE	DATE & TIME	LOCATION
Formative Language Assessment	January 22-23 2019 8:00am – 8:30am Registration 8:30am – 3:30pm Workshop	Glenview SD Springman Middle School 2701 Central Road Glenview, IL 60025

Audience: This workshop is designed for educators who are already using the WIDA Standards Framework. It provides a great opportunity for teams who work with the same language learners to collaborate. If attending as a team, only one member of the team would need to have extensive experience with the WIDA Standards Framework.

Description: This workshop explores formative assessment practices that focus students' and teachers' attention on English language development within the context of subject-area classrooms. The purpose is to prepare participants to incorporate new formative language assessment practices into their educational contexts.

Through reading, observation, discussions, and professional reflection, participants will be prepared to:

- Describe students and their learning over time using asset-based language
- Identify relevant formative assessment practices that advance content learning and language development
- Leverage learner roles within disciplinary practices to create opportunities for purposeful language use
- Develop learning goals and success criteria that support content learning and language development
- Design learning tasks that elicit purposeful language use related to success criteria
- Use routines that elicit evidence of learning to inform feedback

TITLE	DATE & TIME	LOCATION
Pedagogia con Respeto: Using WIDA Standards and Tools to Support Emergent Bilinguals	February 20, 2019 8:00am – 8:30am Registration 8:30am – 3:30pm Workshop	Oswego East HS 1525 Harvey Road Oswego, IL 60543

Audience: This workshop is designed for Spanish/English bilingual K-12 educators, administrators and support staff with little or no experience using the WIDA Spanish Language Development (SLD) Standards.

Description: This introduction to the WIDA Spanish Language Development (SLD) Standards centers around an asset-based approach to teaching and learning Spanish within academic settings. Participants will explore WIDA standards and tools and reflect upon implications for instruction in bilingual programs. Activities and conversations will focus on maximizing meaning making within academic contexts and the linguistic repertoires of multilingual youth in bilingual programs.

Participants will be able to:

- Use the WIDA Standards Framework to compare and contrast the focus of Spanish and English language instruction
- Use the expressive WIDA Performance Definitions to determine students’ linguistic strengths
- Identify ways to use WIDA standards and tools for planning language instruction and assessment

TITLE	DATE & TIME	LOCATION
Engaging Els in Science	April 1-2, 2019 8:00am – 8:30am Registration 8:30am – 3:30pm Workshop	East Moline EMSD Administrative Center 3451 Morton Drive Moline, IL

Audience: This workshop is designed for educators with all levels of experience with the WIDA Standards Framework, including those new to WIDA tools and resources.

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 using a planning tool that will help them apply the process to their lessons.

Participants will be 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

TITLE	DATE & TIME	LOCATION
Leading Schools for Multilingual Learner Achievement	April 4-5, 2019 8:00am – 8:30am Registration 8:30am – 3:30pm Workshop	Addison School District 222 John F Kennedy Drive Addison, IL

Audience: This workshop is designed for School Principals and Administrators who are responsible for school-level policies, leading school improvement planning and data analysis processes, and making decisions about programs and professional development. *No experience in using the WIDA Standards Framework is needed for this workshop.*

Description: Educational leaders are key to improving academic language development and academic achievement for multilingual learners. The purpose of this workshop is for school leaders to reflect on their school’s policies and systems in order to craft a personal leadership action plan that promotes equitable educational opportunities for multilingual learners. Specific topics addressed will include policy, instructional leadership, collaborative relationships between students, teachers, families, and data teams that are necessary for language learners to thrive. Participants will engage in interactive tasks related to equitable instruction for multilingual learners, discussions and reflections, video analysis, and action planning.

Participants will be able to:

- Describe how school language policies are used to reinforce current school improvement processes.
- Identify some characteristics of culturally and linguistically appropriate instruction for multilingual learners.
- Analyze their collaborative structures and language service programs.
- Identify characteristics and practices of authentic and culturally responsive leadership.
- Describe principles of data literacy to support equitable practices.

TITLE	DATE & TIME	LOCATION
Formative Language Assessment	May 23-24, 2019 8:00am – 8:30am Registration 8:30am – 3:30pm Workshop	Rockford 2nd floor Sterling Holley Center 2000 Christina St, Rockford, IL 61104

Audience: This workshop is designed for educators who are already using the WIDA Standards Framework. It provides a great opportunity for teams who work with the same language learners to collaborate. If attending as a team, only one member of the team would need to have extensive experience with the WIDA Standards Framework.

Description: This workshop explores formative assessment practices that focus students' and teachers' attention on English language development within the context of subject-area classrooms. The purpose is to prepare participants to incorporate new formative language assessment practices into their educational contexts.

Through reading, observation, discussions, and professional reflection, participants will be prepared to:

- Describe students and their learning over time using asset-based language
- Identify relevant formative assessment practices that advance content learning and language development
- Leverage learner roles within disciplinary practices to create opportunities for purposeful language use
- Develop learning goals and success criteria that support content learning and language development
- Design learning tasks that elicit purposeful language use related to success criteria
- Use routines that elicit evidence of learning to inform feedback

Registration Information

Registration- Individuals¹ will be able to register online at <http://webapps.isbe.net/ISBEConference/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 distributed to participants at the end of each workshop.

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