



Division of English Language Learning (DELL)

Dell e-broadcast 2015-284: DELL newsletter

June 5, 2015

Dear Program Directors:

Comprehensive Planning

FY16 Grant Application Reminder

The FY16 ELL-TBE/TPI and Title III grant application (Part 2 of the grant application) is available through IWAS. The deadline for submission is June 30th, 2015. Districts that submit the application after the deadline will NOT be eligible for Title III LIPLEPS or IEP funding. The application has to be submitted to ISBE, and not just "Submitted for Review" to your district superintendent.

Call for papers for the International Journal of Intercultural Relations

The International Journal of Intercultural Relations is planning a special issue: *Cultural and Academic Adjustment of Refugee Youth in Educational Settings*. The theme is inclusive of different age groups and educational levels in diverse national and educational contexts. Please see the attached announcement that calls for papers to contribute to the issue.

Assessment

WIDA newsletter about ACCESS for ELLs 2.0

WIDA has developed a newsletter for LEAs called *ACCESS for ELLs 2.0 Updates*. This newsletter is designed to keep LEAs informed about upcoming release of materials or webinars that will be posted to the WIDA website. The newsletter contains information and web links to specific documents or trainings. Please see the attached document. Please remember to visit our EL Assessment page periodically, as information and new resources are posted there:

<http://www.isbe.net/bilingual/htmls/access.htm>.

Professional Development

Registration open for Unit Planning Workshop (August 4-5, 2015; Chicago area)

Standards in Action: Unit Planning Workshop will be offered in the Chicago area (location TBD) on August 4-5, 2015. Registration is limited to three individuals per district.

Participants will be able to:

- Discuss how to identify the academic language demands of content standards (e.g. CCSS, NGSS)

- Explain how to integrate content standards and the WIDA ELD Standards when planning instruction and assessment
- Formulate a plan for instruction which includes learning goals for both content and language
- Formulate a plan for assessment for content learning and language development

For each individual attending, please submit the following information to DELLregistration@isbe.net:

- Workshop Title and Date
- Participant's Name
- District name
- Position title
- Type of license & endorsements
- Email address
- Phone number

You will receive a confirmation email. Registered participants will receive a workshop agenda and materials approximately one week prior to the workshop.

Please review our catalog of free workshops that ISBE DELL has planned for the 2015-2016 school year presented by the World Class Instructional Design and Assessment (WIDA) Consortium for workshop dates and descriptions: <http://www.isbe.net/bilingual/pdfs/wida-prof-dev15-16.pdf>. Please remember that these workshops are free of charge for Illinois educators, and that districts can register up to three staff members, unless additional space is available.

You can visit our Professional Development page for archived webinars, presentations, and updates: <http://www.isbe.net/bilingual/htmls/prof-dev.htm>.

Registration open for New Leadership Workshop for EL Administrators (August 3-4, 2015; Bloomington/Normal area) DELL is pleased to announce that our annual New Leadership Workshop for EL Administrators will be held on Monday and Tuesday, August 3 & 4, 2015 in Bloomington/Normal, IL.

Space is limited. For each individual attending, please submit the following information to DELLregistration@isbe.net:

- Workshop Title and Date
- Participant's Name
- District name
- Position title
- Type of license & endorsements
- Email address
- Phone number

You will receive a confirmation email. Registered participants will receive a workshop agenda and materials approximately one week prior to the workshop. Please send any questions about the workshops to Anna Szuber (aszuber@isbe.net).

The following is a tentative schedule for the Institute:

Monday, August 3 (optional):

The ACCESS for ELLs Score Reports workshop, presented by WIDA, provides 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. As a result of participating in this workshop educators will be able to describe:

- academic language within WIDA English Language Development Standards
- the levels of language development within the performance definitions
- the purpose and key features of ACCESS for ELLs Score Reports
- ways to share ACCESS for ELLs scores to support English Language Learners

Tuesday, August 4:

DELL will offer a series of presentations and workshops geared to support English Learner Program (EL) Directors and Administrators who are new to their positions or the field of English learners, or have been working with the EL program in the district for a shorter period of time. These presentations will cover aspects of our state rules and requirements, federal legislation, and day-to-day practice with the state.

DELL has received very positive feedback from previous participants about this Institute and how it has been helpful for them in gaining an overview of rules and requirements, administrative procedures related to the EL program, as well as a program models and other considerations related to working with English Learners.

In the News

[Introducing the Dual Language Learners Reader: Post #1](#) (The New America Foundation, May 11, 2015)

[Seattle Schools to Expand ELL Services After Critical State Audit](#) (EdWeekly Blog, May 20, 2015)

[More Than Half of Houston's 2015 Valedictorians Were English-Learners](#) (EdWeekly Blog, June 1, 2015)

[What's the Top Home Language for ELLs?](#) (EdWeekly Blog, June 3, 2015)

[New study shows benefits of two-way, dual-language education](#) (Institute for Urban Research Rice University, June 3, 2015)

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