

Spring 2024 English Language Development Professional Learning Opportunities

SYNCHRONOUS ONLINE LEARNING OPPORTUNITIES

PDE Office Hours

PDE's English Language Development Office Hours is an open forum for educators across the Commonwealth to engage in Q&A with PDE staff, content experts, and ELD colleagues across the state. All educators in PA LEAs are encouraged to attend, including ESL Specialists, PreK-12 content teachers, building and district level administrators, paraprofessionals, specialists, and Intermediate Unit personnel. Office Hours are not eligible for Act 48 continuing education credits.

January 9, 2024 | 9:30 – 10:30 a.m. | [REGISTER NOW](#)

January 25, 2024 | 9:30 – 10:30 a.m. | [REGISTER NOW](#)

February 6, 2024 | 9:30 – 10:30 a.m. | [REGISTER NOW](#)

February 21, 2024 | 9:30 – 10:30 a.m. | [REGISTER NOW](#)

March 14, 2024 | 9:30 – 10:30 a.m. | [REGISTER NOW](#)

April 17, 2024 | 9:30 – 10:30 a.m. | [REGISTER NOW](#)

May 7, 2024 | 9:30 – 10:30 a.m. | [REGISTER NOW](#)

May 22, 2024 | 9:30 – 10:30 a.m. | [REGISTER NOW](#)

Target Audience: All PA Educators and Administrators

Act 48 Continuing Education Credits: N/A

Presenter(s): Bob Measel, Title III Director and Bilingual Education Advisor, Pennsylvania Department of Education and Julia Puza, Bilingual Education Advisor, Pennsylvania Department of Education

190 Days: A Quest to Empower ELD Through Professional Learning Networks

March 4, 2024 | 10:00 – 11:30 a.m.

In this fast-paced energetic session, two ELD Coordinators from different districts share their journey with building an ELD Professional Learning Network (PLN) spanning 8 districts, more than 50 ELD teachers, 16 administrators, and thousands of ELD students and families. Participants will learn how to design and sustain their own ELD PLN using easy-to-implement guiding principles, frameworks, and implementation strategies. The session also offers ready-made resources such as newsletter templates, community outreach projects, book study guides, presentation materials, and more!

Target Audience: PreK-12 ESL Specialists, school and district administrators

Act 48 Continuing Education Credits: 1.5 hours

Presenters:

Meg Burke, M.Ed., Teaching and Learning Specialist and ELD Council Advisor, Bucks County Intermediate Unit

Bethany Gale, M.Ed., ELD and Title III Coordinator, Bensalem Township School District

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Considerations for Structured Literacy Instruction with English Learners

March 18, 2024 | 10:00 a.m. – 12:00 p.m.

March 19, 2024 | 10:00 a.m. – 12:00 p.m.

English learners often find themselves assigned to scripted literacy interventions to address their below-grade-level

reading abilities. Yet, this designation does not often consider the intersections between multilingual learning and literacy development, and, worse yet, most literacy interventions assigned to ELs are actually designed for use with monolingual students. In this session, we will explore ways to move from commonplace scripted literacy interventions to practices that situate literacy in a multilingual pedagogical framework.

Target Audience: K-12 ELA teachers, Reading Specialists, PreK-12 ESL Specialists, school and district administrators

Act 48 Continuing Education Credits: 4 hours

Presenter: Andrea G. Kolb, Ph.D., Senior Vice President and Chief Education Officer at WITF, Inc.

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Culturally Responsive Teaching in Contested Times

April 29, 2024 | 10:00 a.m. – 12:00 p.m.

We are in an era of great debate about the role of culture in school learning. Recognizing culture as a cognitive construct means that culturally responsive teaching is not an intervention or a specialized program but, rather, is directly rooted in learning theory. In this workshop, we will think about how culture is inherently tied to prior knowledge, building background, vocabulary acquisition, and sensemaking. This requires us to position culturally responsive teaching as truly student-centered pedagogy that affirms and leverages students' diverse language practices and identities *in order to* teach them.

Target Audience: All educators

Act 48 Continuing Education Credits: 2 hours

Presenter: Andrea G. Kolb, Ph.D., Senior Vice President and Chief Education Officer at WITF, Inc.

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Analyzing Assessment Data for English Learners

May 7, 2024 | 9:00 a.m. – 12:00 p.m.

This training is meant to introduce you to the Future Ready PA Index (FRI) and how the EL Indicator in the FRI is calculated, how to set individual growth targets for ELs, and how to analyze language growth and academic achievement data for ELs in program evaluation. The specific topics of the training include:

- Accessing the Future Ready PA Index (FRI)
- Identifying how the EL Indicator in the FRI is calculated
- Identifying the implication of the EL Indicator for your school
- Examining the role of the EL Indicator in the overall state accountability system under the state's approved consolidated ESSA plan
- Analyzing data for ELs from various types of assessments
- Using data for program evaluation and Instructional decision-making.

Target Audience: ELD and federal programs administrators, building principals, ESL Specialists

Act 48 Continuing Education Credits: 3 hours.

Presenter: Bob Measel, Title III Director and Bilingual Education Advisor, Pennsylvania Department of Education

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Designing a High School Course Sequence for ELs and SLIFE

May 16, 2024 | 10:00 – 11:30 a.m.

Designing an LIEP that provides every support that high school English Learners need while ensuring that the program does not create inadvertent inequitable barriers to rigorous, standards-aligned, and grade-level instruction can feel like walking a tightrope. Intentional program design that aligns program resources and course requirements with the needs of the student population, including SLIFE and LTELs, is imperative. In this session, educators will learn about the journey

of one South Central PA school district to redesign their high school's ELD program for equitable access - in an effort to successfully walk the tightrope.

Target Audience: District curriculum directors, high school principals, high school teachers and ESL Specialists

Act 48 Continuing Education Credits: 1.5 hours

Presenter: Kate Fritz, M.Ed., Director of Curriculum & Instruction, School District of the City of York

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WIDA Professional Learning Workshops

Uncovering and Leveraging Students' Home Literacies in the Classroom

The purpose of this workshop is to create an online Professional Learning Community that supports participants' collaboration and fosters ownership of their learning. Over the course of 15 weeks, participants engage in 6 modules (5 asynchronous and 1 synchronous) that each consist of 3 sections: *Explore*, *Make it Work*, and *Share*. They select ideas to try out in their classrooms and share their experiences with colleagues in online discussion boards and one online meeting.

Target Audience: This virtual workshop is designed for classroom teachers who are ready to try out new ideas in their classrooms and share what they learned with a group of online colleagues.

Act 48 Continuing Education Credits: 20 hours. Educators must complete all aspects of the workshop and submit their WIDA certificate of completion to be awarded Act 48 credits.

Format: Five self-paced modules and one online meeting or a sixth module. Each module is two weeks in duration. Online meeting not to exceed 60 minutes. Online meeting will not be recorded. Facilitator lightly moderates discussions.

Live Webinar: April 18 | 3:00 – 4:00 p.m.

Enrollment Deadline: February 5, 2024

Course Ends: May 17, 2024

WIDA Instructor: Maya Martinez-Hart

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WIDA: Mathematical Meaning-Making: Collaboration for Equity

This workshop explores the importance of equitable engagement in math conversations for multilingual learners in a two-part webinar series.

By engaging in this workshop, participants will build their skills in:

- Recognizing characteristics of equitable classroom spaces where multilingual learners engage in deep mathematical discourse
- Structuring supports and scaffolding that build students' repertoires for communicating their math questions and ideas
- Deciding when to guide students toward more precise mathematical language

Participants will be prompted to prepare for the first webinar and to complete post-webinar tasks. Elementary and secondary classroom videos provide content and support for post-webinar tasks that encourage participants to collaborate with a colleague. Discussion boards provide additional collaboration opportunities during the six to eight weeks of the workshop.

Target Audience: This virtual workshop is designed to support mathematics educators and language specialists who share their learning with colleagues through collaboration or coaching.

Act 48 Continuing Education Credits: 4 hours. Educators must complete all aspects of the workshop and submit their WIDA certificate of completion to be awarded Act 48 credits.

Format: One self-paced module, two webinars, discussion boards, and collaborative tasks. Two live webinars not to exceed 75 minutes each, scheduled one week apart. Alternate tasks available for participants not able to attend the webinars.

Enrollment Deadline: March 19, 2024

Live Webinar 1: April 2 | 3:00 – 4:15 p.m.

Live Webinar 2: April 9 | 3:00 – 4:15 p.m.

WIDA Instructor: Edith Nava

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ASYNCHRONOUS ONLINE LEARNING OPPORTUNITIES

Pennsylvania Department of Education Self-Paced Courses

PDE self-paced courses are available in the PD Center on SAS. To access the following courses, you must first create a SAS account. If you do not already have an account, visit the [SAS Registration page](#) to create one. After you've created your account, you can register for the courses from the [EL Portal professional learning page](#). Act 48 credits will be processed by SAS administrators upon completion of a course.

EL Coordinator Training

This tutorial is meant to help you plan for meeting your responsibilities as an EL Coordinator and plan for implementation of your program. When you complete this tutorial, you should have a collection of resources including the information that we will cover along with your notes, a [plan for addressing areas that need attention, and contacts for assistance if needed.

EL Accountability and the Future Ready PA Index

This tutorial is meant to introduce you to the Future Ready PA Index (FRI) and how the EL Indicator in the FRI is calculated.

The EL Screening, Identification, and Placement Process

This tutorial will cover the EL screening, identification, and placement process.

English Learner Reclassification Tutorial

This tutorial is meant to help you plan for reclassification.

Reclassification Training Module

This training resource is meant to help educators use Rubric 1 (Speaking, Listening, Interaction, and Reading) to complete evaluations of their ELs' language use for reclassification by providing video examples of students using language at various grades and proficiency levels. This training also provides additional criteria and resources that can be used in conjunction with reclassification Rubric 1 to help in decision-making.

Please review the Reclassification, Monitoring and Re-designation of ELs [guidance](#) prior to completing this training.

WIDA Professional Learning Self-Paced Courses

We are excited to once again be able to offer all PA educators access to WIDA's full catalogue of online self-paced (asynchronous) courses! To register, visit the Professional Learning page in the [WIDA Secure Portal](#). If you do not have an account, contact the WIDA help desk to request one. The following courses will be available beginning September 1,

2023 through August 31, 2024.

[UPLOAD YOUR CERTIFICATE\(S\) OF COMPLETION](#) *Please note that Act 48 credits will be processed monthly. All certificates for the 2023-24 school year must be submitted by 5:00 p.m. on August 31, 2024.

Developing Language for Learning in Mathematics

This workshop will focus on recognizing and designing mathematics instruction that simultaneously strengthens both mathematical reasoning and language development for multilingual learners. During the workshop, participants will have the opportunity to learn about the benefits of giving students mathematics tasks to solve together and time to exchange ideas about their reasoning as well as how to find and insert reasoning activities into mathematics units. Participants will see and have opportunities to plan ways to support multilingual learners in becoming increasingly effective as they use language to express their own ideas and co-construct ideas with others.

Audience: This workshop is designed for educators who teach mathematics or support English language development in mathematics.

Act 48 Continuing Education Credits: 4 hours. Educators must complete all aspects of the workshop and submit their WIDA certificate of completion to be awarded Act 48 credits.

Engaging Multilingual Learners in Science: Making Sense of Phenomena

This workshop will provide multiple strategies for engaging multilingual students in the central work of sensemaking in science. Participants will receive several classroom tools to support their work and promote equitable engagement among all students. Through video, interactions, and reflection activities, science and language educators will learn to:

- Recognize the critical role of eliciting student ideas in science teaching and learning
- Identify considerations for selecting science phenomena that are relevant to students and effective for teaching science ideas
- Support student agency and authority in reasoning about phenomena
- Use teaching strategies that promote language development in the context of sensemaking

Audience: This workshop is designed for both science educators and language educators who support multilingual learners in science classrooms.

Act 48 Continuing Education Credits: 3 hours. Educators must complete all aspects of the workshop and submit their WIDA certificate of completion to be awarded Act 48 credits.

Exploring the WIDA PreK-3 Essential Actions (NEW!)

This workshop will introduce educators to the WIDA PreK-3 Essential Actions. Educators will have an opportunity to build their knowledge and understanding of the Essential Actions and to reflect on their own ideologies, practices, and settings. This workshop will invite participants to extend their learning in various ways, working independently, and/or collaborating with a colleague or colleagues. By engaging in this workshop, participants will be able to:

- Explore key concepts embedded in the WIDA PreK-3 Essential Actions to reflect on their personal beliefs, attitudes, and practices
- Examine the WIDA PreK-3 Essential Actions and Needs Assessments
- Apply one or more of the WIDA PreK-3 Essential Actions to current practice

Audience: This workshop is designed for educators who teach, or collaborate with teachers who teach, multilingual children in PreK-3 classrooms and programs.

Act 48 Continuing Education Credits: 2 hours. Educators must complete all aspects of the workshop and submit their WIDA certificate of completion to be awarded Act 48 credits.

Home Languages in the Classroom (ICMEE)

This workshop will focus on the essential question: How can I set up routines and learning activities that promote the use of home languages in my classroom? Participants will engage in five modules that include readings, videos, and activities to try with students. Educators will select ideas to try out in their classrooms and are encouraged to form a professional learning community or share their learning with colleagues. Modules 1-5 contain the following guiding questions that support participants in responding to the essential question:

1. What are some warm-up activities to bring home languages into my classroom?
2. How can I leverage the use of home languages when studying vocabulary?
3. How can I structure learning activities that require two or more languages, even if I am not in a bilingual school?
4. How can I help learners reflect upon their own bilingualism?
5. How can I encourage conversations about the language use of our students, families and communities?

Audience: This workshop is designed for K-12 educators who work with multilingual learners in any context.

Act 48 Continuing Education Credits: 20 hours. Educators must complete all aspects of the workshop and submit their WIDA certificate of completion to be awarded Act 48 credits.

Making Language Visible in the Classroom

This workshop highlights the Big Idea of a Functional Approach to Language Development. This offering gives K-12 educators an opportunity to review Key Language Uses (genre families) and Language Expectations with a focus on selecting and teaching Language Functions and Language Features to make language visible to students.

Audience: This workshop, designed for K-12 educators, focuses on intentional language instruction in the classroom using the WIDA English Language Development Standards Framework(2020 edition).

Act 48 Continuing Education Credits: 1 hour. Educators must complete all aspects of the workshop and submit their WIDA certificate of completion to be awarded Act 48 credits.

Newcomers: Promoting Success through Strengthening Practice (NEW!)

Multilingual newcomers are the fastest growing demographic in U.S. school systems. Building relationships and ensuring that schools create welcoming communities is essential for multilingual newcomers' success. During this self-paced workshop, educators will be offered opportunities to challenge personal and systemic biases, create an atmosphere and system of shared responsibility, and incorporate and build on the rich resources that multilingual newcomers bring. Through multiple modalities, educators will explore topics that enhance their practice. Educators who participate in this workshop will be able to connect and share ideas with other educators. By engaging in this workshop, participants will be able to:

- Honor student voices to incorporate cultures and home languages
- Challenge biases and assumptions
- Create a sense of shared responsibility
- Build student-centered teacher agency

Audience: This workshop is designed for all K-12 educators.

Act 48 Continuing Education Credits: 3 hours. Educators must complete all aspects of the workshop and submit their WIDA certificate of completion to be awarded Act 48 credits.

Reframing Education for Long-term English Learners

This workshop will give educators an opportunity to reframe the education of multilingual learners classified as LTELs. Participants will examine, explore, and question assumptions educators may have, and recognize barriers for these students. Participants will find practices to support the instruction and language development of these multilingual learners. This workshop utilizes videos, interactive activities, and stories of students to support reframing the education of multilingual learners classified as LTELs.

Audience: This workshop is designed for K-12 educators and administrators that support the teaching of multilingual learners who could be classified as long-term English learners (LTELs).

Act 48 Continuing Education Credits: 1 hour. Educators must complete all aspects of the workshop and submit their WIDA certificate of completion to be awarded Act 48 credits.

Social Studies: Engaging Multilingual Learners through Inquiry

This workshop will focus on the use of student and class assets to plan inquiry-based instruction. Through readings, interactions, and videos, participants will identify the benefits and investigate the components of an inquiry approach. Additionally, participants will explore how to consider the content and language needs of multilingual learners in social studies. Participants will:

- Identify ways to leverage multilingual learners' assets to support their learning in inquiry-based approaches for social studies
- Recognize the benefits of using an inquiry approach in social studies to strengthen disciplinary reasoning and skills
- Investigate questions, tasks, and sources as a way to support multilingual learners in becoming increasingly effective as they use language to make meaning in an inquiry.

Audience: This workshop is designed for educators who teach or support English language development in social studies.

Act 48 Continuing Education Credits: 3 hours. Educators must complete all aspects of the workshop and submit their WIDA certificate of completion to be awarded Act 48 credits.

The WIDA ELD Standards Framework: A Collaborative Approach

This workshop explores ways to use the WIDA ELD Standards Framework (2020 edition) to support multilingual learners' achievement and language development. Each module engages participants in components of the WIDA Standards and contains prompts for educators to discuss the module topic in local settings. Ideally, groups of educators commit to engaging in the modules individually and to meeting on a bi/weekly basis to discuss the module topics. By engaging in this workshop, participants will build their skills in:

- Identifying the purpose and function of the components of the WIDA Standards.
- Describing ways to use the components of the WIDA Standards.

Audience: This workshop is designed to support educators in using the WIDA ELD Standards Framework (2020 edition) in local settings.

Act 48 Continuing Education Credits: 4 hours. Educators must complete all aspects of the workshop and submit their WIDA certificate of completion to be awarded Act 48 credits.