



2019-2020 PATHWAYS TO SUCCESS FOR ENGLISH LEARNERS: A Professional Learning Series

These professional learning opportunities are funded through Title III statewide activities funds. This series is focused on enhancing academic outcomes for English learners (ELs) by increasing the capacity of school and district professionals to effectively meet the needs of ELs through research-based and effective practices and strategies and adherence to federal and state policies.

WORKSHOP TOPICS/DATES

NO COST | ALL SESSIONS 8:30-3:00 PM | For full descriptions, visit www.aces.org/workshops
A companion module for each session will be posted for on-demand access and self-study.

NEW CELP Standards Remix

MAR 17 **ACES** | MAR 30 **CES** | APR 6 **CREC** | MAY 12 **LEARN**

NEW English Learners in CT Schools: Guidelines for Administrators Handbook

JAN 6 **ACES** | JAN 10 **CES** | MAY 5 **CREC** | APR 8 **LEARN**

Cultural Competence and English Learners

MAR 10 **ACES** | MAR 4 **LEARN**

Effective Pedagogy: Theory vs. Practice

APR 20 **ACES**

English Learners in the Inquiry Process

DEC 11 **CES** | JAN 24 **CREC** | APR 28 **CREC**

Scaffolding to Support English Language Development in Elementary Classrooms

NOV 21 **CES** | JAN 14 **LEARN**

WORKSHOP DESCRIPTIONS

Register Now: www.aces.org/workshops

NEW CELP Standards Remix

MAR 17 ACES | MAR 30 CES | APR 6 CREC | MAY 12 LEARN

Audience: Classroom teachers K-12, TESOL/bilingual teachers, coordinators, coaches, and administrators new to CELP or those who need a refresher

Session Description: Four years have passed since the CT State Board of Education approved the CT English Language Proficiency (CELP) Standards. The standards highlight and amplify the critical language, knowledge about language, and skills for using language that are necessary for ELs to be successful in school. Since that time, educators have been using the standards to plan, adapt lessons, tasks, and instructional approaches, and assess students' language proficiency. In this session, join other participants to learn about the CELP Standards and approaches in planning, collaboration, instruction, and assessment employing the resources found in the CELP document.

Learning Outcomes: Participants will familiarize themselves with the structure and function of the different components of the CELP Standards. Featured strategies will illustrate various approaches to support the stages of English language development using CELP Standards resources. This session assist in building capacity of educators to provide accessible learning experiences to ELs in grades K-12.

NEW English Learners in CT Schools: Guidelines for Administrators Handbook

JAN 6 ACES | JAN 10 (SNOW DATE MAY 4) CES | TBD CREC | APR 8 LEARN

Audience: TESOL/bilingual teachers, coordinators, coaches, and administrators.

Session Description: In order to create equitable and inclusive learning environments for English Learners, it is crucial that leaders in education first build awareness of laws, mandates, and policies that guide the best-practice programming decisions for English Learners. As such, the CT State Department of Education has developed the *English Learners in Connecticut's Public Schools: Guidelines for Administrators*, which outlines the responsibilities districts have to appropriately service the English Learner population. In this session, participants will engage in an interactive protocols and activities focusing on the critical elements of the guide.

Learning Outcomes: Participants in this session will build awareness of the purpose of the *English Learners in Connecticut's Public Schools: Guidelines for Administrators* and engage in interactive protocols and activities to both understand the district responsibilities and build the capacity to create accessible programming for English Learners.

Cultural Competence and English Learners

MAR 10 ACES | MAR 4 (SNOW DATE MAR 5) LEARN

Audience: Classroom teachers PreK-12, TESOL/bilingual teachers, coordinators, coaches, and administrators.

Session Description: Understanding our own and our students' racial, cultural, economic, linguistic, and religious identities is challenging and deep work, and yet, it is at the foundation of culturally competent communication and instruction. In this session, we will explore some of the deeper factors of our systems, institutions, and selves that impact the experiences of our English Learners in Connecticut schools. We will discuss the most essential components of Culturally Relevant Pedagogy, what it looks like, and why it is important for all of our students and essential for our English Learners.

Learning Outcomes: Participants will become more aware of and knowledgeable about the many factors that comprise identity and understand that culturally competent teachers are aware of their own beliefs, attitudes, and biases. During the session, educators will explore how to create lesson materials and deliver content that affirm, integrate, and allow students to use their own cultural identities, perspectives, experiential referents, and worldviews in learning (Gay, 2010) and ways to empower students and families in their institutions and instruction for social and academic success (Gay, 2010; Ladson-Billings, 1995). Participants will engage in discussions about how culturally relevant teachers and their students engage in critiquing cultural norms, values, content, and constructs that maintain social inequities and encourage students to change oppressive structures (Ladson-Billings, 1995).

English Learners in the Inquiry Process

DEC 11 CES | OCT 8 CREC | APR 28 CREC

Audience: Science and social studies teachers 3-12, TESOL/bilingual teachers, coordinators, coaches, and administrators.

Session Description:

In this session, educators in this session will participate in a structured inquiry to answer their own compelling and/or driving questions about English learners (ELs) in the inquiry-based learning environments. The group will use the CT English Language Proficiency (CELP) Standards to help interpret performance of ELs in their classrooms and determine what supports are best suited for ELs at different levels of English language proficiency. Additionally, participants will gather specific information and methods in order to answer their questions.

Learning Outcomes:

Participants will construct a response to an inquiry question about ELs in their inquiry-based learning environments and build capacity to support ELs--from newcomer to advanced--in the experience of science and social studies.

Effective Pedagogy for English Learners: Theory vs. Practice

APR 20 ACES

Audience: ESL/bilingual teachers, instructional coaches, K-12 teachers of ELs, coordinators, administrators.

Session Description:

In this session, participants will explore theoretical frameworks for effective instruction for English Learners (ELs) to increase the capacity of teachers to meet the diverse needs of ELs in K-12 classrooms.

By examining research-based practices and principles of best practice for ELs, CELP Standards, and second language acquisition theories, participants will understand how intentional decision-making about ELs can positively impact student performance. This workshop will support teachers in making instructional decisions about access for ELs, such as building background, student discourse opportunities and strategies, and accurate use of Standard English.

Learning Outcomes:

Participants will engage in interactive learning experiences that highlight the points of access for ELs. Featured strategies will illustrate various approaches to support the stages of English language development. This session will emphasize effective pedagogical approaches for English learners and theories of second language acquisition.

Scaffolding to Support English Language Development in Elementary Classrooms

NOV 21 CES | JAN 14 (SNOW DATE JAN 21) LEARN

Audience: K-5 elementary classroom teachers, instructional coaches, coordinators, TESOL/bilingual teachers, administrators. Participants are encouraged to come in teams (e.g., elementary classroom teacher, coach/department chair, ESL teacher, administrator).

Session Description:

Participants will learn about the benefits of thoughtful, effective scaffolding strategies for English Learners (ELs), as well as discover eight specific, high-yielding scaffolding practices to support their students in processing new learning and achieving learning goals in elementary classrooms. By examining research-based scaffolding techniques for ELs, participants will understand how scaffolds enable all students to experience, rather than avoid, the complexity of texts required by the CT Core Standards.

Participants will learn how to scaffold literacy instruction and will be given opportunities to best determine what intentional decisions to make when planning instruction and designing lessons to help students to access complex text, accelerate language learning, and ensure ELs succeed in the classroom.

Learning Outcomes:

Participants will receive clear guidance about an array of effective text-based scaffolds to support ELs encountering text; engage in learning activities that will highlight the eight research-based scaffolding strategies that are critical for ELs' comprehension of course content; be given opportunities to plan their next steps (and materials) in designing and implementing scaffolding strategies in their lessons to support ELs' processing of new text
