



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 8:30-3:30 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.

For ESL/Bilingual Teachers:

Effective Pedagogy: Theory vs. Practice

APRIL 5 **LEARN** | APRIL 6 **CREC**

Processes and Procedures for Identifying English Learners

MARCH 19 **LEARN** | MARCH 20 **ACES**

For General Educators:

Designing Accessible Learning Experiences for English Learners in Secondary Classrooms

MAY 16 **CREC** | MAY 25 **ACES**

Digging to the Core: Respectful Tasks & Texts for English Learners in Secondary Classrooms

APRIL 3 **ACES** | APRIL 25 **CREC**

Scaffolding to Support English Language Development

MAY 18 **LEARN**

Teaching Oral Language Development & Foundational Reading Skills for English Learners

MARCH 13 **CREC** | APRIL 6 **ACES** | MAY 1 **LEARN**

COMMUNITY OF PRACTICE MEETING DATES: ALL SESSIONS 9:00-11:00 AM

Educators of ELs will network virtually and in person to learn about and collaborate around problems of practice associated with effective education of ELs. Participants will:

- Access materials on Schoology before the meeting to learn about the focus area and share problems of practice
- Attend the 2-hour, in-person meeting to articulate problems of practice in the focus area and collaborate to generate actionable steps to address those problems
- Share resources and ideas with the digital community on Schoology after the meeting

Participants are encouraged to attend all sessions, but it is not required.

AUDIENCE: K-12 TESOL/bilingual educators, other teachers of ELs, instructional coaches, coordinators, and administrators.

Assessment & Grading of ELs

APRIL 23 | **CES** JUNE 6 | **ACES**
JUNE 12 | **CREC**

Instructional Practices for ELs

MARCH 27 | **CREC** MAY 22 | **ACES**
JUNE 5 | **CES**

Planning & Collaboration for ELs

APRIL 12 | **ACES** MAY 11 | **CES**
MAY 31 | **CREC**

Register Now: www.aces.org/workshops

For more information, contact: Maggie Stevens-Lopez, mstevens@aces.org

Designing Accessible Learning Experiences for English Learners in Secondary Classrooms

MAY 16 CREC | MAY 25 ACES

Audience: 6-12 secondary classroom teachers, instructional coaches, coordinators, TESOL/bilingual teachers, administrators. Participants are encouraged to come in teams (e.g., secondary classroom teacher, coach/department chair, ESL teacher, administrator).

Session Description:

Participants will learn about the impacts of second language acquisition on student performance and instructional strategies aligned to the principles of effective pedagogy for English learners (ELs) to better meet the needs of all learners in secondary classrooms.

By examining research-based practices for ELs and the principles of Universal Design for Learning (UDL), participants will understand how effective instruction for ELs is shaped by the students' strengths and abilities, not deficits, and how to engage learners and provide pathways to accessing the course content.

This session will focus on critical points of access for ELs in planning, instruction, and assessment, such as goal setting and language objectives, accessing texts and course content using technology tools, and constructing oral and written explanations or arguments while focusing on meeting the course expectations.

Learning Outcomes:

Participants will engage in interactive learning experiences that highlight the points of access for ELs to secondary course content. Featured strategies will illustrate various supports at critical phases in student learning to support all learners. This session will emphasize effective pedagogical approaches for ELs and principles of Universal Design for Learning (UDL).

Digging to the Core: Respectful Tasks & Texts for English Learners in Secondary Classrooms

APRIL 3 ACES | APRIL 25 CREC

Audience: 6-12 secondary classroom teachers, instructional coaches, coordinators, TESOL/bilingual teachers, administrators. Participants are encouraged to come in teams (e.g., secondary classroom teacher, coach/department chair, ESL teacher, administrator).

Session Description:

Participants will learn how to engage English learners (ELs) at all proficiency levels in learning experiences in secondary classrooms. Participants will learn about the impacts of second language acquisition on student performance and what approaches teachers can use to meet the diverse needs of ELs and course goals, including using the CT English Language Proficiency (CELP) Standards.

Participants will learn how to analyze tasks and texts for complexity and depth of knowledge with a focus on access points for ELs at all ability and proficiency levels.

This session will focus on strategies for determining and designing critical points of access for ELs to complex texts and tasks in secondary courses, and on creating a framework for effective lesson design to meet the diverse needs of ELs.

Learning Outcomes:

Participants will engage in interactive learning experiences that highlight the points of access for ELs to secondary course content. Featured strategies will illustrate learning design decisions that support ELs at all ability and language levels. This session will emphasize effective pedagogical approaches for ELs and how to use the CT English Language Proficiency (CELP) Standards in learning design.

Effective Pedagogy for English Learners: Theory vs. Practice

APRIL 5 LEARN | APRIL 6 CREC

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.

Processes and Procedures for Identifying English Learners

MARCH 19 LEARN | MARCH 20 ACES

Audience: TESOL/bilingual teachers, coordinators, school counselors, and administrators.

Session Description:

In this session, participants will learn about and review programming needs in their district by understanding identification, assessment, and placement regulations for the enrollment of English learners (ELs). The group will discuss and apply state updates to their district and school policies and/or practices. Additionally, participants will gather specific information and methods regarding advocating for and assisting ELs and their families as they adjust to new routines and norms.

By examining federal and state guidelines, participants will understand and determine best practices when faced with difficult scenarios regarding student transfers. Through a review of enrollment procedures and protocols for identifying ELs, participants will apply best practices for placing ELs in the appropriate grade level, course, or programs, in their districts and schools. Finally, this workshop will address the need to establish relationships and positive communication practices with ELs and their families in order to help students feel welcome and supported when they arrive.

Learning Outcomes:

Participants will review programming needs in their district, review identification, assessment, and placement regulations for ELs, and discuss and apply state and federal guidelines policies to their districts and schools.

Scaffolding to Support English Language Development in Elementary Classrooms

MAY 18 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

Teaching Oral Language Development and Foundational Reading Skills for English Learners

MARCH 13 CREC | APRIL 6 ACES | MAY 1 LEARN

Audience: PreK-3 elementary classroom teachers, instructional coaches, coordinators, TESOL/bilingual teachers, administrators. Participants are encouraged to come in teams (e.g., classroom teacher, coach/department chair, ESL teacher, administrator).

Session Description:

Participants will learn about the stages of second language acquisition and language proficiency levels in order to build capacity to make better instructional decisions about English learners (ELs) in their classrooms in oral language development and reading. Through interactive experiences, participants will see the importance of oral language development to build comprehension as reading proficiency and overall English proficiency develops in ELs.

Participants will engage in research-based strategies that incorporate the five components of reading and address the needs of ELs. By the end of the workshop, participants will be able to utilize basic strategies and research new resources that will engage EL students in reading and reflect on this new learning in their classrooms/schools.

Learning Outcomes:

Participants will understand how second language acquisition impacts oral language development and literacy. Participants will engage in interactive activities that will build upon their knowledge of ELs at the elementary level. Featured strategies will focus on improved literacy routines to support language and literacy development for ELs.