



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 Cultural Competence and English Learners
MAY 21 **ACES** | APRIL 10 **CREC** | MAY 30 **LEARN**

NEW English Learners in the Inquiry Process
APRIL 23 **ACES** | MAY 7 **CREC** | MAY 28 **LEARN**

**Designing Accessible Learning Experiences for English Learners
in Secondary Classrooms**
FEBRUARY 28 **CREC**

Effective Pedagogy for English Learners: Theory vs. Practice
FEBRUARY 28 **ACES** | MARCH 12 **LEARN**

**Scaffolding to Support English Language Development
in Elementary Classrooms**
MARCH 28 **ACES** | APRIL 9 **LEARN**

**Teaching Oral Language Development and
Foundational Reading Skills for English Learners**
MAY 21 **CREC**

WORKSHOP DESCRIPTIONS

Register Now: www.aces.org/workshops

NEW Cultural Competence and English Learners

MAY 21 ACES | APRIL 10 CREC | MAY 30 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).

NEW English Learners in the Inquiry Process

APRIL 23 ACES | MAY 7 CREC | MAY 28 LEARN

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.

Designing Accessible Learning Experiences for English Learners in Secondary Classrooms

FEBRUARY 28 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 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).

WORKSHOP DESCRIPTIONS

Register Now: www.aces.org/workshops

Effective Pedagogy for English Learners: Theory vs. Practice

FEBRUARY 28 ACES | MARCH 12 LEARN

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, CELF 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

MARCH 28 ACES | APRIL 9 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

MAY 21 CREC

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.