Greetings!

We are thrilled in your interest to learn how to facilitate the professional learning series: *Cultivating Practices to Support Language Learner Success.* These 16 sessions are designed to support educators in using instructional practices that advance English language development and academic achievement through WIDA's English Language Development Standards and Can Do Philosophy.

You will be one of up to 40 participants from your state that will join eight monthly webinars hosted by WIDA. In these webinars, you will review two one-hour sessions of professional learning that you will then facilitate in your school or district. The first session you facilitate (i.e. Session 1) will cover content, and the second session you facilitate in that month (i.e. Session 1A) will debrief your participants' implementation of the content from the first session. WIDA will provide you with the PowerPoints, script, activities, and handouts for all of these sessions. Please read below for further important details.

Time Commitment:
Participants should allocate 3-5 hours a month:
- One-two hours to attend one monthly WIDA webinar.
- Prep time for the sessions you facilitate will vary depending upon your needs. WIDA estimates one hour of prep per session (i.e. review provided PowerPoint/script/handouts).
- Two hours to facilitate two one-hour sessions of professional learning in your school or district. You should allow at least one week between the two one-hour sessions to give participants opportunities to implement content.

Webinar Attendance:
It is necessary to attend all eight WIDA-hosted webinars of the series. These webinars will be live to allow you to ask questions and more fully engage with the content. These live webinars will <u>not</u> be recorded. However a pre-recorded webinar will be made available if you are not able to attend the live webinar.

The eWorkshop includes:
- Facilitator Guide, which includes a detailed script & annotated handouts
- Participant Guide, which includes supporting documents & handouts
- PowerPoint slides for 16 one-hour sessions of professional learning, which will be available to download from the WIDA eLearning Center.

More information and opportunities for questions will be given during the first webinar of the series. We look forward to working with you.

Thank you,

WIDA Professional Learning

Session	Webinar Date & Time	Topic	Researched-based Actions "Research suggests English Language Learners benefit when educators…"	Session Objectives "Participants will…"
Intro	TBD	Establishing a Professional Learning Community	Share responsibility so that all teachers are language teachers and support one another within communities of practice.	• Develop a shared philosophy and approach to educating ELLs based on research and their expertise. • Identify shared goals and actionable steps.
1 & 1A		Building an Asset Oriented School/Classroom Culture	Capitalize on the resources and experiences that ELLs bring to school to build and enrich their academic language.	• Examine the connection between culture and identity in their education settings. • Identify student assets to leverage in teaching and learning.
2 & 2A	TBD	Leveraging Students' Assets	Focus on the developmental nature of language learning within-grade level curriculum.	• Identify student assets through the lens of the Can Do Philosophy. • Use the Performance Definitions to understand students' range of receptive and productive language use.
3 & 3A	TBD	Understanding Students' Academic Language Development	Apply the background knowledge of ELLs, when planning for scaffolding and language teaching.	• Identify instructional supports for a variety of language levels for the same content. • Describe the cognitive expectations of learning tasks to ensure rigor is maintained for all students.
4 & 4A	TBD	Understanding Key Uses of Academic Language	Integrate language domains to provide rich, authentic instruction.	• Use the Key Uses of academic language to focus on the purpose of communication in learning tasks. • Create interactive supports that scaffold students' purposeful language use.
5 & 5A	TBD	Using Language Supports that Integrate Language and Content	Connect language and content to make learning relevant for ELLs.	• Connect academic discourse within content curriculum to the purpose of communication. • Develop language supports like anchor charts that integrate content and language.
6 & 6A	TBD	Supporting Students' Academic Language and Literacy Development	Analyze the academic language demands involved in grade-level teaching and learning.	• Develop supports like language frames that scaffold language and content for students at various language proficiency levels. • Use mentor texts to model academic discourse.
7 & 7A	TBD	Scaffolding complex texts	Use instructional supports to help scaffold language learning.	• Discuss features of text complexity • Identify scaffolding techniques that provide access to grade-level content and complex text
8	TBD	Reflection & Next Steps		