

Yolo County Office of Education



Professional Development Offerings

2021-2022

Offering	Dates/Times	Descriptor	Intended For...
English Learner Master Plan Institute: Designing local policy aligned to the California English Learner Roadmap (in partnership with SCOE)	Session 1: October 27 Session 2: December 7 9:00 AM-12:00 PM Browse Courses (gosignmeup.com)	This interactive institute will help LEA teams create a plan to develop a district-wide English Learner Master Plan aligned to the research-based California English Learner Roadmap policy. Participants will engage in discussions to guide planning for the development of visionary policies, programs, and services that ensure equitable opportunities and outcomes for English learners. Participants will receive resources included in the Center for Equity for English Learners' English Learner Master Plan Playbook to develop a strategy for beginning or refining their approach to writing their EL Master Plan. Alignment with EL Roadmap principles and elements will be highlighted.	Administrators/Leaders involved in development of the EL Master Plan
English Learner Roadmap Elementary Teacher Strand, Modules 1 and 2	<i>Offered by Sacramento County Office of Education</i> Session 1: September 8 Session 2: September 29 Session 3: October 20 Session 4: November 16 3:00-5:00 PM	Module 1: Creating an inclusive, linguistically, and culturally affirming classroom community is a central priority for effectively serving English learners. By providing students with mirrors to positively reflect their intersectional identities and windows to embrace the diversity of our world, we can create classrooms and communities that respond to our students' strengths, needs, socio-emotional health and identities. This two-session webinar series, with embedded pre-session work and follow-up reflection and application, focuses on how teachers can enact Principle 1 of the English Learner Roadmap policy in their virtual or in-person classrooms. Teachers will learn specific skills and strategies for	Elementary teachers, site/local teams of educators, paraeducators

	<p>Browse Courses (gosignmeup.com)</p> <p>Woodland USD Only:</p> <p>Session 1: September 15 Session 2: February 23 Session 3: May 11</p>	<p>leveraging their students' and families' cultural and linguistic assets, celebrating and affirming identity, strengthening classroom community, and facilitating collaborative learning spaces.</p> <p>Module 2: English learners possess a wealth of linguistic, cultural, and social assets that are to be valued, affirmed and leveraged for effective learning. This two-session webinar series, with embedded pre-session work and follow-up application and reflection, focuses on how teachers can begin to enact Principle 2 of the English Learner Roadmap policy in their virtual and in-person classrooms. Teachers will hone in on Integrated thematic ELD that gives students context for developing language proficiency. Participants will also learn to effectively identify and address the strengths and needs of English learners by providing scaffolds and supports using graphic organizers, language functions, and differentiated sentence and response frames. Our students' brilliance shines through when we create the conditions for educational equity and access</p>	
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<p>Integrated and Designated ELD Strand for Secondary Teachers, Modules 1 and 2</p> <p>YCOE-Led Community of Practice: Engaging Multilingual Learners in Rigorous Content Learning (monthly meetings TBD)</p>	<p>Session 1: October 26 Session 2: December 14 Session 3: January 20 Session 4: February 24</p> <p>3:30-5:30 PM</p> <p>(Modules 3-5 to be offered in 2022-23)</p> <p>https://yolocoe.k12oms.org/2498-205391</p>	<p>Module One will focus on how to cultivate assets-oriented, inclusive, and affirming classrooms through culturally and linguistically sustaining pedagogy, social-emotional learning, critically consciousness empathy, and family and community responsiveness.</p> <p>Module Two will focus on increasing the intellectual quality of instruction and meaningful access through Integrated and Designated ELD, including how to plan with the ELD standards in tandem with content standards, integrate content and language learning, and prioritize high-leverage instructional practices to promote disciplinary literacy and oracy development.</p>	<p>Secondary teachers and teacher leaders</p>
<p>Integrated and Designated ELD Institute for Secondary Teachers</p>	<p>Session 1: March 15 Session 2: April 5</p> <p>3:30-5:30 PM</p> <p>https://yolocoe.k12oms.org/2498-205420</p>	<p>Integrated and Designated ELD and culturally and linguistically sustaining practices are the foundational components of effective and responsive secondary schools for meeting the needs of English learner students. This Institute is designed for middle and high school teachers, instructional coaches and administrators. Participants will be immersed in the ELD standards, build an understanding of how to integrate support for language development with disciplinary content knowledge, learn how to plan responsive Designated ELD that is linked to academic content, and become acquainted with high-leverage instructional strategies that build comprehension, support active engagement, intentionally build language, and focus on all four domains of language (oracy, listening/comprehension, reading and writing). Participants will become acquainted</p>	<p>Secondary teachers and teacher leaders</p>

		with the guidance provided in key California Department of Education resources, including the English Learner Roadmap policy, ELD Standards, ELA-ELD Framework, and the newly published Improving Education for Multilingual and English Learner Students: Research to Practice.	
<p>Leading School Improvements with English Learners at the Heart: The English Learner Roadmap for Administrators Strand</p> <p>Modules 1 and 2</p>	<p>Session 1: September 16 Session 2: October 12 Session 3: February 16 Session 4: March 15</p> <p>8:30-11:30</p> <p>https://yolocoe.k12oms.org/2498-205422</p>	<p>Administrators are the linchpin of implementation - the leader who articulates urgency, the ears and eyes to assess what needs to be done for English learners, the supporter for teachers and staff engaged in the hard work of changing practices, a cheerleader and critical friend, a reminder to keep the focus on students, and the manager of critical resources needed to support the work. This series of five modules (over a two-year period) is designed to support district and site administrators as they take up the challenge of doing all of this to enact the comprehensive English Learner Roadmap policy.</p> <p>Module 1: An orientation to the EL Roadmap, reflection about leading change for English learners, practical tools for planning</p> <p>Module 2: Focus on Principle One of the EL Roadmap, offering readings, talking points, approaches to initiating and supporting dialogue in a school about the principle, tools for observing and assessing the degree of implementation, ways in which an administrator can support research-based practices, practical resources, and action planning.</p> <p>In between Modules, administrators are supported with guidance for inquiries to build understanding of the experiences of English learners in their schools, tools to observe practices in their school, activities that can be used to support dialogues and implementation at their site.</p>	District and Site Administrators
Improving Outcomes for English Learners with Disabilities	<p>Session 1: September 28 Session 2: October 5 Session 3: October 19</p>	Session 1: Getting to Know Your Dually Identified Students: Language Difference vs. Disability	School-based teams of EL and SpEd teachers and leaders

(Offered by Imperial County Office of Education, in partnership with SCOE)	Session 4: November 2 3:00-5:00 PM <i>Register here:</i> Imperial County SELPA (k12oms.org) Enter Access Code YoloSCOE	Session 2: Access and Equity for Dually Identified Students: Comprehensive ELD Session 3: IEP Development for Dually Identified Students: Linguistically Appropriate Goals and Objectives Session 4: Reclassification from EL Status: Pathways for Dually Identified Students	
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