



# Equity and Excellence for ELLs: A Balancing Act for Administrators

A Three-Day Professional Development Opportunity for Administrators and Program Coordinators in Wisconsin Who Oversee the Education of English Language Learners

\*This opportunity exclusively for administrators is a grant funded through the Office of English Language.

\*Custom professional development addresses best practices for educating English Language Learners, including information about program models, instructional approaches, federal and state legislation, immigration, second language learning, professional development, assessment and teacher performance, and new research from the field.



Register on [MyQuickReg](#)

## Register for the three day series!

1. Thursday, Oct. 10, 2013
2. Tuesday, November 5, 2013
3. Thursday, December 5, 2013

Cost: **FREE**

\*This professional development workshop will also include the option to receive one to three graduate credits through Edgewood College.

# Workshops Outline

## **Session One: October 10, 2013**

Participants will understand the second language acquisition and learning processes, academic English development and their relationship to academic achievement

Participants will reflect on federal, state, and local mandates in the education of English language learners (ELLs) and learn about the parameters for school and district compliance

Participants will examine their educational context and programmatic approaches for ELLs and strategize plans for implementation, expansion, improvement and redesign

## **Session Two: November 5, 2013**

Participants will review the most current research regarding educating ELLs and its implications on programmatic design and instructional practice

Participants will strategize professional development goals for their staffs that examine the major myths of realities of second language learning, as well as develop goals for future planning

Participants will consider ways to utilize their existing resources for optimal student benefit by examining programmatic and instructional contexts with regards to scheduling, instruction, leadership, organization and instructional approach

## **Session Three: December 5, 2013**

Participants will consider ELL student assessment, an overview of the WIDA English Language Proficiency Standards and the ACCESS for ELLs Assessment Tool

Participants will examine teacher performance considerations for effectively educating ELLs and develop guidelines for considering contextual and pedagogical skills

Participants will have the opportunity to individually work with the consultants to ask additional questions, clarify information and consider district- and school-based decisions

More information at: <http://equityandexcellence.weebly.com/>