

PROFESSIONAL LEARNING FOR TEACHERS AND ADMINISTRATORS OF
PRE-K TO 12TH GRADE ENGLISH LEARNERS AND EMERGENT BILINGUALS

CABE ENGLISH LANGUAGE DEVELOPMENT TEACHER ACADEMY (ELDTA) VIRTUAL SERIES

PROMOTING EQUITY FOR ENGLISH LEARNERS AND EMERGENT BILINGUAL STUDENTS

THURSDAYS • SEPTEMBER 2023 THROUGH MAY 2024
3:30 pm – 5:30 pm (PST)



The CABE ELDTA Program draws upon the ELA/ELD Framework, and integrates a focus on the implementation of the ELD standards throughout the core curriculum.

- Choose from eight stand-alone Virtual Modules or complete all eight to receive a CABE ELDTA Certificate of Completion
- Selected Thursday afternoons during the 2023-24 school year
- The content for each module will be presented over two Thursdays each month
- Presented by key CABE staff, experts in English language development and academic language development
- Customized scheduling available for your school or district
- Earn Graduate Level University Credit through Whittier College
For more info: <https://www.whittier.edu/apde/cabepd>

EIGHT LIVE VIRTUAL MODULES

All presented Synchronously in English

Module 1: Foundations for Effective English Learner Instruction Through the Lens of the California English Learner Roadmap - *(September 14 & September 21, 2023)*

Module 2: Strategic Planning of Integrated English Language Development in the Content Areas - *(October 5 & October 19, 2023)*

Module 3: Best Practices for Teaching Critical English Language Skills through Designated ELD - *(November 2 & November 9, 2023)*

Module 4: ELPAC 2.0- High-Leverage Strategies for English Learner Success (Speaking and Listening Domains) - *(January 11 & January 18, 2024)*

Module 5: ELPAC 2.0- High-Leverage Strategies for English Learner Success (Reading and Writing Domains) - *(February 1 & February 8, 2024)*

Module 6: Leveraging Students' Multicultural and Multilingual Capital in English Language Development Instruction - *(March 7 & March 14, 2024)*

Module 7: Meeting the Language Requirements of CCSS MATH AND NGSS Science Standards - *(April 4 & April 11, 2024)*

Module 8: Understanding and Meeting the Critical Needs of Diverse Typologies of English Learners - *(May 2 & May 9, 2024)*

**OFFERED AT THE LOW COST OF
\$180 PER MODULE!**

OR

**\$1300 WHEN YOU REGISTER FOR
ALL EIGHT!**

**CLICK TO REGISTER BELOW
OR SCAN QR CODE**

<https://bit.ly/eldta2324>



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20888 Amar Rd.
Walnut, CA 91789-5054

cabepds@gocabe.org
(626) 814-4441 ext. 212

(626) 814-4640
www.gocabe.org

CABE ENGLISH LANGUAGE DEVELOPMENT TEACHER ACADEMY (ELDTA) VIRTUAL SERIES

EIGHT MODULES - SCHOOL YEAR 2023-2024

This virtual series includes eight different modules that will prepare English language development teachers (ELD) with effective practices to leverage the multilingual and multicultural assets of English learners (EL) and emergent bilinguals (EB) while modeling the pedagogical practices to teach in and support students in their journey towards academic success in English.

- Module Descriptions -

Module 1 Foundations for Effective English Learner Instruction Through the Lens of the California English Learner Roadmap

The California English Learner (EL) Roadmap, California's new policy on educating the diverse population of students in our schools who are English Learners will be shared, and the shift from previous educational policy regarding ELs will be highlighted. Participants will explore the EL Roadmap Teacher Toolkits, which are designed to help teachers understand and reflect upon the new English Learner policy's implementation in their classrooms.

Date: September 14 & 21, 2023 • 3:30 pm - 5:30 pm (PST)

Module 2 Strategic Planning of Integrated English Language Development in the Content Areas

Participants will gain a deeper understanding of how Integrated English Language Development (ELD) supports higher levels of academic achievement and English language proficiency for English Learners. The English Language Arts (ELA)/English Language Development (ELD) Framework and English Language Development Standards will be reviewed. Critical components of Integrated ELD will be examined, through a sample science lesson.

Date: October 5 & 19, 2023 • 3:30 pm - 5:30 pm (PST)

Module 3 Best Practices for Teaching Critical English Language Skills through Designated ELD

Participants will gain a deeper understanding of the essential components of Designated English Language Development (ELD) to ensure equity in education for English Learners. Sample lessons will be modeled as well as guidance on student grouping, lesson planning, and connections to the content areas will be shared.

Date: November 2 & 9, 2023 • 3:30 pm - 5:30 pm (PST)

Module 4 ELPAC 2.0- High-Leverage Strategies for English Learner Success (Speaking and Listening Domains)

Participants will examine the content of the English Language Proficiency Assessments for California (ELPAC) assessment and its connection to The English Language Development (ELD) Standards. The various tasks that make up the ELPAC will also be analyzed, with a focus on how to integrate similar tasks in instruction across the content areas. The ELPAC performance level descriptors (PLDs) will also be examined along with their connection to the English Language Development (ELD) proficiency levels.

Date: January 11 & 18, 2024 • 3:30 pm - 5:30 pm (PST)

Module 5 ELPAC 2.0- High-Leverage Strategies for English Learner Success (Reading and Writing Domains)

Participants will learn about the high-leverage instructional strategies that can help prepare English Learners for success on the ELPAC, which will be modeled throughout the session. One sample ELPAC task from the reading and writing domains will be shared.

Date: February 1 & 8, 2024 • 3:30 pm - 5:30 pm (PST)

Module 6 Leveraging Students' Multicultural and Multilingual Capital in English Language Development Instruction

Based on the principles of the EL Roadmap policy, schools must aim to create inclusive and inviting learning environments that reflect the diversity of the school community. The learning environment must reflect the languages and cultures of the community in order for students to develop a sense of belonging. Participants will explore strategies that can be implemented by multilingual and monolingual staff to create multilingual ecologies that foster and promote the use of home languages and contribute to students' own sociocultural competence.

Date: March 7 & 14, 2024 • 3:30 pm - 5:30 pm (PST)

Module 7 Meeting the Language Requirements of CCSS MATH AND NGSS Science Standards

Participants will interact with a CABE PDS consultant to learn how to differentiate their instruction through the provision of Integrated English Language Development (ELD) in order to promote engaging, active student participation. By using real content examples, teachers will be shown different ways to improve English literacy skills and build academic vocabulary by building upon student strengths and using grade-level concepts while also addressing the English Language Development (ELD) Standards, the Next Generation Science Standards (NGSS), the CCSS mathematics standards, and the Standards for Mathematical Practice.

Date: April 4 & 11, 2024 • 3:30 pm - 5:30 pm (PST)

Module 8 Understanding and Meeting the Critical Needs of Diverse Typologies of English Learners


Participants will explore the various profiles and needs of Long-Term English Learners and Newcomer Students, including some of the areas of language development that are the most challenging for both groups. Evidence-based techniques and strategies that work with all students will be modeled. Programs for Newcomers at elementary, middle, and high school will be highlighted, along with resources such as the US Department of Education's Newcomer Toolkit, and other state and district toolkits. A focus on meeting the socioemotional needs of diverse typologies of English learners will be highlighted.


Date: May 2 & 9, 2024 • 3:30 pm - 5:30 pm (PST)

USE THIS LINK TO REGISTER FOR ALL MODULES AND TO RECEIVE THE SPECIAL RATE:

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