Oakland Schools Professional Learning Opportunities for Educators of English Learners 2024/2025

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EL Networks

Oakland Schools EL Network Meetings

Join us in collective advocacy at EL Network, where we uncover powerful strategies to build ELD programs that ensure bright futures for our multilingual learners. We will navigate the evolving landscape of ELD Programming, Instruction, and Assessment. Together, we'll develop strategic plans to implement these changes, forge strong alliances between districts to share resources and innovative ideas, and engage in enriching professional learning experiences. Let's work together to guarantee high-quality educational opportunities for every English Learner.

- **September 17**, in-person; registration is required; **full day**
  - 8:30-3:30 p.m. Registration Link
  - $25 (includes lunch & coffee)
  - September SMORE Link
- **May 20**, in-person; registration is required; you choose
  - 8:30-3:30 p.m. Registration Link
  - $25 (includes lunch & coffee)
  - May SMORE link

EL Family/Parent Liaison Network

This informal network is for district parent/family liaison roles to gather, share ideas, support each other through complex situations, and collaborate around resources and best practices for supporting multilingual and multicultural families in Oakland County. These meetings are FREE.

- **November 18**, in-Person, Oakland Schools 8:30-11:30am
- **January 9,** zoom 3-4pm

- **February 25,** in-Person, Oakland Schools 8:30-11:30am
- **May 5**, zoom 3-4pm
- Register using this [Google Form](#)
- [SMORE Link](#)

Sheltered Content Statewide PLC

Audience: ELD and Content Area Educators of Newcomers/English Learner students in grade 6-12

Purpose: An opportunity for collaboration around shared learning, problem solving, and networking to support secondary students. Each meeting will also include time for dialogue and networking. Topics and discussions will have an emphasis on best practices for meeting content area and language development standards. Resources will be shared and voices will be heard.

- **2:45-3:45 p.m. on Zoom**
- **October 1, December 9, January 21, March 4, June 3.**
- Register using this [Google Form](#)
- [Smore link](#)

Title III / EL Programming / Compliance Related

Oakland Schools Technical Assistance Collaborative Support for Counselors and EL Specialists

Counselors and EL Specialists can sign up to attend a drop-in appointment to discuss case studies (following FERPA guidelines) and best practices for scheduling English Learners, the Seal of Biliteracy, and World Language credits. The appointments can be on-site at Oakland Schools or virtual via zoom.

[Sign up for a timeslot here](#).

- **Drop-in Dates:** August 22, September 13, October 22, November 22, January 8, February 27, May 12, June 10

Oakland Schools Technical Assistance for EL Program, Funding & Evaluation

Structured time with ELD consultants to support district teams with improvement efforts. Support at this technical assistance will focus on goals set from the Title III onsite review, continuous improvement plans, using grants and a coordination of funding.

- ~~**October 25, 8:30-11:30 a.m.** [Registration Link](#)~~ ~~canceled~~
- ~~**April 30, 8:30-11:30 a.m.** [Registration Link](#)~~ ~~canceled~~
- [SMORE Link](#) that includes both PLs above.

ELD Curriculum Conversation

Join your ELD colleagues for a collaborative conversation on Zoom!

Many of us are piloting, reviewing, or considering new ELD curricular materials. We want to provide space for conversation around:

- Exploring new resources

- We have a new(er) resource, now what?
- Conversations by EL-incidence level
- **Tuesday, January 14 from 2-3pm on zoom**
- **Register in advance for this meeting:**
  https://oakland-k12-mi-us.zoom.us/meeting/register/tZIkf-2hqTMjEtUpz85gSr8V550gbZJwqI
  Mo
- **Smore Flyer**

OS Professional Learning Alignment with Title III Monitoring Indicators Click Here!

> ## English Learners with Suspected Disabilities

English Learners Cultural Differences or Disability?

Join us for an enlightening workshop focused on English Learners, the fastest-growing student group in Oakland County. Throughout the county, school districts face challenges of both over- and under-identifying English Learners as students with disabilities. As an educator, you may find yourself called upon to problem-solve for English Learners encountering learning and/or behavior difficulties. Uncover the intriguing connection between acculturation and learning disabilities, as we explore how characteristics of acculturation can mirror certain challenges faced by English Learners. Gain valuable insights and strategies to address these issues effectively in your educational setting. We will explore the following outcomes:

- examine cultural and linguistic characteristics of English Learners
- synthesize impacts of culture and acculturation on learning and behavior
- explore how cultural differences can mirror certain disabilities

   October 29, 8:30-11:30 a.m., virtual (meeting link will be shared with registered participants prior to the meeting date). Registration Link SMORE Link

NEW English Learners with Suspected Disabilities: a Multidisciplinary Approach to Problem Solving

A dynamic and interactive three-part professional learning series English Learners with Suspected Disabilities: Guidance Document, Process, and Case Studies. English Learners are the fastest growing student group in Oakland County. Across the county districts are over- and under- identifying English Learners as students with disabilities. It is likely that you have been, or will be, called upon to problem solve about an English Learner with learning difficulties. Learning in the sessions will be grounded in the guidance document, corresponding tools, and real-life case studies. These resources have been designed to support local education agencies in developing their own written protocol and procedures for determining whether the learning difficulties of an English Learner are the result of the influence of second language learning differences or a true, pervasive, disability present in all languages of the child.

Outcomes of the series include:

- learn about an articulated protocol with guidance and steps to take when an English Learner is struggling
- try out new tools for collecting data on English Learners
- articulate short- and long- term plans for non-discriminatory identification practices

- synthesize information to formulate next steps for the multidisciplinary team

Multidisciplinary teams (EL + Special Education) are especially encouraged to attend together to develop their internal protocols to determine difference from disability.

May 15, & May 21, & May 29, 8:30-11:30 a.m., virtual (meeting link will be shared with registered participants prior to the meeting dates). [Registration Link](#) [SMORE](#)

Instruction & Best Practices for English Learners Workshops

Grading for English Learners
Explore equitable grading practices for English Learners in this professional learning session. Delve into strategies that ensure fair assessment, acknowledging linguistic diversity and cultural nuances. Enhance your ability to create inclusive grading systems that empower English Learners on their educational journey. Support fair and transparent grading practices that emphasize ways of students showing academic growth with clear consistent criteria. This session is anchored in the *Oakland Schools Grading for ELs* guidance document and tools. Multidisciplinary teams of educators and leaders are especially encouraged to attend together.
- **December 5, 8:30-11:30 a.m.**
- [Registration Link](#) and [Smore Flyer](#)

Continuous Improvement for English Learners: Partnering for EL Equity
This engaging workshop is designed for district teams to step into a collaborative space where inclusion meets action. Participants will explore Oakland Schools' new guidance: Continuous Improvement for English Learners. Through interactive activities and strategic discussions, district teams will engage in action planning to create equitable systems that prioritize English Learners in the Continuous Improvement Cycle. Participants will have early access to two newly developed resources to support action planning: A District Continuous Improvement Implementation Tool and ELD Program Evaluation Tool. Through real-world scenarios and creative problem-solving, your team will leave empowered to lead change and impact outcomes. Let's rewrite the story of continuous improvement—one where every English Learner thrives!
- **April 25, 8:30 a.m-3:30 p.m.**
- **Cost $25**
- [Registration Link](#) and [Smore Flyer](#)

Audience: District teams that include ELD educators/leaders, continuous improvement coordinators/ administrators, and leaders who are involved in district continuous improvement and/or ELD program evaluation.

Teaching for English Learners Workshop Series
Are you looking for ways to provide high-quality Tier 1 instruction that meets the needs of your Multilingual Learners (and ALL of your learners)? This unique in-person workshop series is designed to empower EL educators and general education teachers to plan and deliver effective lessons that integrate content, literacy and academic language. The *Teaching for ELs Workshop Series* will provide teachers with essential instructional practices that make content accessible for students learning English and align with the WIDA 2020 ELD Standards Framework. General education teachers are also invited to optional virtual coaching sessions.

Audience: District teams of EL and general education teachers are encouraged to join together for this deep learning experience. Classroom teachers may attend without an EL educator.
- **Day 1: October 9, 8:30-3:30 p.m.**
- **Day 2: January 28, 8:30-3:30 p.m.**

Optional learning:
- **Virtual Coaching Session 1: October 24, 3-4 p.m.**
- **Virtual Coaching Session 2: November 19, 3-4 p.m.**
  [Registration Link](#) and [Smore Flyer](#)

Teaching for English Learners Training of Trainers (ToT) Workshop Series
The purpose for this additional learning is to support EL educators in providing professional learning in their district, applying the learning they engage in during the Teaching for ELs series. This will consist of two virtual coaching sessions and one full day in-person to unpack the facilitation of the two days of Teaching for ELs series. The afternoon of the full day will be available for protected work time to develop a plan for facilitating professional learning about teaching ELs in their local context. Prior to the final ToT day, EL educators should make space for a conversation with their curriculum/instruction leader at central office for approval and support in developing this local district professional learning plan.

Audience: ELD educators/administrators interested in further developing capacity to provide high-quality ongoing professional learning around teaching English Learners. Participants must:
- By registering for the *Teaching for English Learners ToT* you have automatically been registered for Days 1 and 2 of the *Teaching for English Learners* series.
- Bring one or more general education colleagues to the *Teaching for ELs* series (description above).

Dates:
- Teaching for ELs:
  - **Day 1: October 9, 8:30-3:30 p.m.**
  - **Day 2: January 28, 2025**
- **Virtual Coaching Session 1: October 24, 3-4 p.m.**
- **Virtual Coaching Session 2: November 19, 3-4 p.m.**
- **ToT Full Day: January 30, 8:30-3:30 p.m.**

- To [register](#) for Teaching for English Learners Training of Trainers, please click below to access the Oakland Schools Professional Learning Catalog. Search for the key words "*teaching for*."
  Then, add the Teaching for English Learners Training of Trainers (ToT) workshop to your cart, and click REGISTER at the top right of the screen.
- [Smore Flyer](#)

Strategies for Newcomers and Students with Limited or Interrupted Formal Education FULL DAY

For teachers of Newcomer students grades 3-12 with a specific emphasis on instructional strategies for content area teaching and students with educational backgrounds that have interrupted or limited schooling experiences (SLIFE). Strategies will be anchored using the text *Boosting Achievement* by Carol Salva. The book will be provided at the session for you to use and keep. The optional additional afternoon session will be time to create newcomer toolkits to provide students and classroom teachers as newcomers enroll in districts as well as to prepare for September 2024. We will walk you through how to use our digital multilingual templates so your toolkit is personalized to your school/district! These are helpful to have on hand as new students enroll throughout the year and ready to go for the 2024-25 school year! Additionally during the afternoon there will be unconference style breakout tables for deeper discussion and collective learning around hot topics for teachers of Newcomers such as grading, older students, trauma, and family engagement.
- **August 13, 8:30-3:30 p.m**. [Registration Link](#)
  OR
- **May 1, 8:30-3:30 p.m.** [Registration Link](#)
- [Smore Flyer](#)

Strategies for Newcomers and Students with Limited or Interrupted Formal Education HALF DAY

For teachers of Newcomer students grades 3-12 with a specific emphasis on instructional strategies for content area teaching and students with educational backgrounds that have interrupted or limited schooling experiences (SLIFE). Strategies will be anchored using the text *Boosting Achievement* by Carol Salva. The book will be provided at the session for you to use and keep.
- **August 13, 8:30-11:30 a.m.** [Registration Link](#)
  OR
- **May 1, 8:30-11:30 a.m.** [Registration Link](#)
- [Smore Flyer](#)

Multilingual Featured Authors Series

Join our webinar format zoom with your class or small group as a virtual author visit to meet the multilingual and multicultural author for a read aloud and sharing of their lived experience. Questions and comments for the author can be submitted ahead of time using this [LINK](#). One event will be in the evening for families to join and/or for districts to host a group viewing event as part of their family engagement plan. We suggest using grant funds to support access to the

authors' books for classrooms who plan to participate or as part of the family engagement event.

- **September 27**, **9:00-10:00 a.m.** with Jose Olivarez Latinx Poet (high school audience) Register here
- **December 4**, **1:30-2:30 p.m.** with Saadia Faruqi, Pakistani American author (grades 4-8) Registration here
- **January 21, 6-7 p.m.** for families with Southeast Asian author Supriya Kelkar (all age audience) Register here
- Register in zoom for each individual author visit, or register for multiple. Smore Link

JEDI (Justice, Equity, Diversity, & Inclusion) Student Diversity Summit
The J.E.D.I. Student Summit will engage teacher sponsors, administrators, central office, and other leaders of DEI work in co-designing and co-leading the event with student leaders. This event will include student panels, inspirational sessions for learning, and community creation of collective art. District teams will co-learn alongside their student participants to grow collective team understanding and practice around cultural competencies in action. District teams of students and educators will engage in action planning at the conclusion of the summit to take their learning, ideas, and inspiration towards action in their district or building context.

- **April 29, 2025: FULL day** *starting & ending in time for busing
- Registration link coming soon (invitation only)
- Event Flyer

JEDI Pre-Student Diversity Summit District Team Professional Learning Session
As a precursor to the learning that will take place at the JEDI Student Diversity Summit in the Spring, the fall JEDI Educator summit will invite all educators to learning organized along three tracks: Instructional, Leadership, and Student Allies. The Student Allyship track will be utilized to prepare educators for developing a team for the JEDI Student Diversity Summit in the Spring. In addition, virtual check ins and a half-day PL will be offered to prepare leaders attending the JEDI Student Diversity Summit to facilitate learning with students. This halfday learning session to prepare adults for bringing a high school student team to the JEDI Student Diversity Summit.

- **January 29, 2025: 11:30 a.m. -2:30 p.m.**
- Registration link and smore coming soon

JEDI (Justice, Equity, Diversity, & Inclusion) Educator Summit
The JEDI Educator Summit is a countywide opportunity for all educators to advance their understanding and implementation of research-based practices and strategies that advance equitable access for all students. Led by Oakland County equity leaders, each session will be tailored to the work of teaching, leading, and advocating for students and families impacted by inequity. Participants will engage in collaborative learning that is grounded in scholarship and tracked to meet the needs of: teachers working to advance culturally responsive pedagogy, leaders seeking to interrupt inequitable systems and practices, and student advocates engaged in co-designing with student activists. Participants in the latter track will be invited to register

for the upcoming Student Diversity Summit in the Spring, where adult allies and students will attend and learn together.

- **October 11, 2024: Full Day, $40 registration fee**
- [Registration link](#)
- [Event Flyer](#)

Generative AI and Multilingual Learners

This afterschool zoom session is part of a series hosted by Andrea Zellner and will support educators in using Generative Artificial Intelligence tools and best practices. The series is a collaboration across OS Consultants through different content area lenses. Please join for a lively conversation on the ways AI can contribute to your work with MLs! No charge for registration.

- **November 14, 3:30-4:30 p.m.**
- [Registration link](#) (full series)
- [Zoom link for the event](#)
- [Smore Link](#)

WIDA Assessment Workshops

WIDA Screener & WIDA ACCESS Trainings & Drop-in Sessions: For more details on dates and registration:
[SMORE LINK](#)

Virtual WIDA Screener Drop-in Session (K-12): *Please complete the WIDA Screener training in the WIDA Secure Portal prior to attending either session.* This session is an informal chance to drop in with your questions on organizing, administrating, or setting up the WIDA Screener. This will not be a formal training session.

- **August 29: 8:30-11:30 a.m.** (Drop in any time during this timeframe)
- Registration is not required. [Link to join](#)

Virtual WIDA ACCESS Drop-in Session (K-12, Alternate K-12): *Please complete the WIDA ACCESS training in the WIDA Secure Portal prior to attending.* This session is an informal chance to drop in with your questions on organizing, administrating, or setting up the WIDA ACCESS. This will not be a formal training session.

- **January 16, 1:00-4:00 p.m.**
- Drop-in only; NO registration is required. [Link to join](#)

Virtual, Self-paced Course for Educators of ELs in miPLACE

WIDA All Year Collaborative

The course is intended for use by EL coordinators, administrators, teachers, and other EL staff. Based on the WIDA All Year Long Roadmap, it is designed to guide EL leaders through tasks related to effective programming for ELs by providing directions and resources related to Title III

requirements and effective practices. The course consists of 6 modules with the following overarching topics:

- Introduction to WIDA All Year Long
- Identification: Intake and Exits
- WIDA ACCESS
- Planning for EL Instruction
- Instructing ELs using New WIDA Standards
- Assessment for ELs

These modules are not necessarily linear; you may access and use the resources provided as needed. No assignments are required and there are no SCECHs available.

Social Emotional Learning & Trauma for English Learners
In this course, participants will explore the unique considerations for the social emotional needs of English Learners and the multilingual community. They will learn about different sources of trauma and stressors and how they may impact student well-being and behavior in the preK-12 classroom, along with practical activities to develop mindfulness and build on resilience. Participants will discover ways to tap into the language, cultural assets and community funds of knowledge to build resilience through each area of the CASEL (Collaborative for Academic, Social and Emotional Learning) Framework. Finally, the course will guide participants in self and district reflection and a final project. This course contains six modules and a final project.

Collaborating for English Learners
The Collaborating for English Learners course in miPLACE is designed for general education and ESL/ELD teachers to explore best practices and practical approaches to co-teaching and collaborating. Participants will examine strategies for promoting access to and increased engagement in language and content instruction for English Learners in a collaborative classroom environment.

Honigsfeld and Dove (2019) describe an integrated, collaborative approach to serving English Learners as having these defining characteristics:

- The core content curriculum is integrated with language and literacy development goals.
- Daily instruction intentionally includes language and literacy development targets across all content areas.
- Support services are fully integrated into the regular school schedule.
- Educators plan, deliver, and assess instruction in collaboration with each other.

All children have a strong sense of belonging in the class and school community.
In this course, participants will interact with print and digital resources, post to forums, individually reflect, and design a plan for collaboration that meets the needs of their unique teaching and learning contexts.

This course contains seven modules. Each module is designed to take roughly seventy five minutes to complete with the final project requiring approximately two hours to complete. A total of 10.75 SCECH hours are pending.

English Learners 101
In this short course you will learn about the following topics:

- Federal Definition of English Learner

- Different Types of ELs
- How Long It Takes to Learn Another Language
- Participation in ESL/Title III Programs
- Federal Guidelines
- EL Identification is a Federal Requirement
- Landmark Court Cases and ELs
- ESL/Title III Instructional Program

This course takes approximately 15 minute to complete and no SCECHs are available.

Supporting English Learners in Mathematics
This course, for teachers of third through fifth grade English Learners, will identify the unique needs of English Learners in math classrooms, and provide strategies for supporting language demands while maintaining the rigor of mathematics content instruction. No SCECHs are available for this short course.

Academic Language and English Learners
Academic language is the language needed by students to do the work in schools. It includes, for example, discipline-specific vocabulary, grammar and punctuation, and applications of rhetorical conventions and devices that are typical for a content area (e.g., essays, lab reports, discussions of a controversial issue.) This course will introduce participants to principles of academic language development. Participants in this course will learn strategies for boosting academic language development in English Learners. Resources from WIDA, CAL, and Kate Kinsella will be explored and used to help participants develop supports for ELs in their classes. SCECHs are available upon successful completion of this course.

Addressing the Needs of Long Term English Learners
This course is intended for educators who are interested in learning about Long Term English Learners (LTELs). Participants will examine characteristics typical of LTELs and explore promising practices to engage and move the learners forward. SCECHs are available upon successful completion of this course.

Developing Oral Language Proficiency in English Learners
In this course participants will define oral language proficiency, learn the principles of language acquisition, explore the link between oral language and vocabulary development, discover new approaches to explicitly teaching listening and speaking in order to foster oral language proficiency, and create a comprehensive plan to promote oral language development in English Learners. Participants will examine principles of oral language development and explore promising practices to engage and move the learners forward.

How do I access these virtual learning opportunities?
Click here for instructions on joining miPLACE.

SMORE link

Questions? Contact Us Anytime!

Christy Osborne
English Language Development Consultant
Leadership
Follow me on Twitter: @COsborne_ESL
Phone: 248.209.2395

Suzanne Toohey
Supervisor, Instruction & Pedagogy
Consultant, English Language
Development
Follow me on Twitter: @SuzanneToohey
Phone: 248.209.2070

Tina Kozlowski
English Language Development Consultant
Follow me on Twitter: @drkoz13
Phone: 248.209.2354

Kelsey Witt
Newcomer EL Consultant
Follow me on Twitter: mk_witt
Phone: 248.881.0311

Oakland County ESL X Feed: #ESLocmi
Oakland Schools ESL Website: https://oakland.k12.mi.us/esl
For Event Management Registration support contact: Mariah.Goodell@oakland.k12.mi.us

For questions or complaints regarding unlawful discrimination or harassment, employees should contact the Assistant Superintendent of Human Resources, Personnel Management and Labor Relations at (248) 209-2429 or HR@oakland@k12.mi.us. Students and others should contact the Civil Rights/Title IX Coordinator at (248) 209-2590 or Jacqueline.Zablocki@oakland.k12.mi.us.