K-12 English Language Development

Foundations Conference

ML / Title III

August 7, 2024

ML / Title III

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PUBLIC INSTRUCTION

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OUR AGENDA

01 Who are Our MLs?

02 The ELD Standards

03 Best Practices

04 Field Experiences

05 Resources and Closure

Expected Outcomes

- ❏ To know who our Multilingual Learners are

- ❏ To become acquainted with the purpose, format, content, and location of the ELD Standards Hub

- ❏ To promote research-based, standards-aligned practices

Who is with us today?

INTRODUCE YOURSELF

Share your name, role, and one interesting thing about yourself related to working with MLs.

YOUR GOALS

What do you hope to get from today's ELD Standards Presentation?

Parking Lot

Please, add your **questions** to **this shared document** during the presentation. We will check throughout the session and respond as appropriate. We also encourage you to add **comments and ideas** that may inform our future PD offerings.
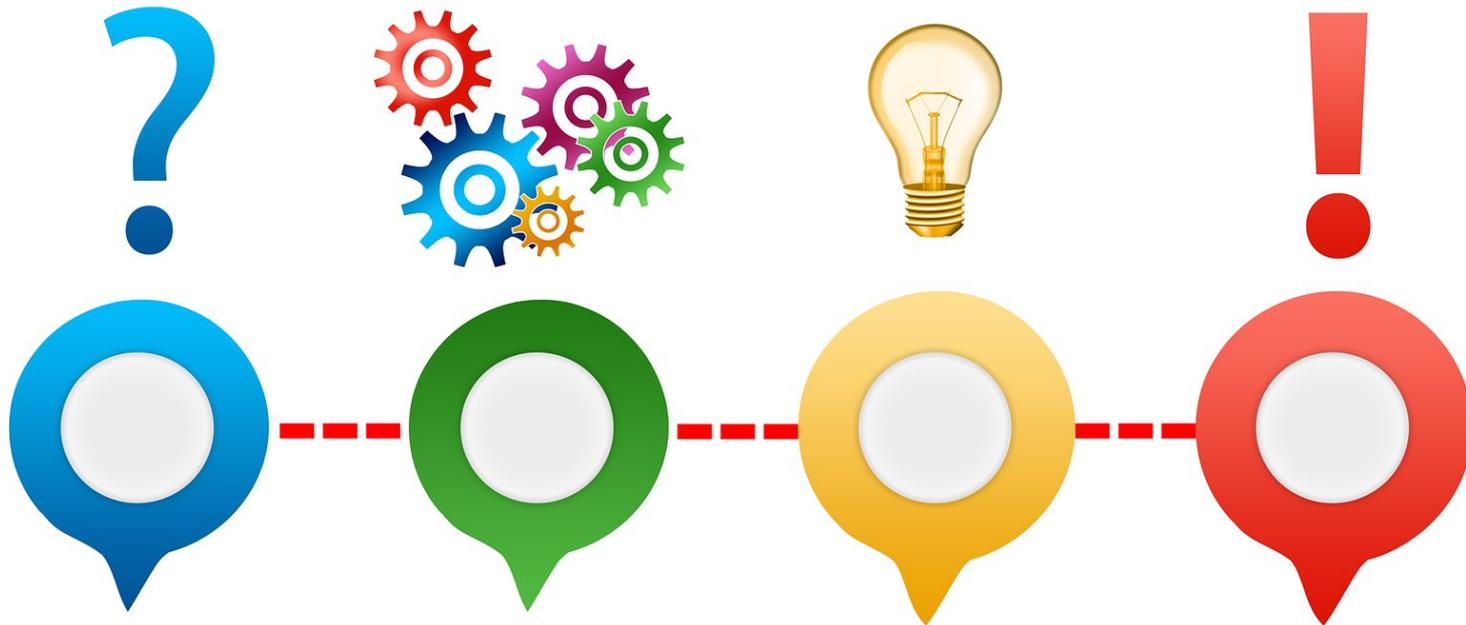
Pulse Check - Fist to Five

- How equipped are you to meet the needs of ML using the ELD Standards?

- How confident do you feel about meeting the needs of MLs using the ELD Standards?

01

Who are our MLS?

Who are our MLs?

162,778 NC public school students are identified as English learners

- 115 LEAs
- 193 charter schools
- six lab schools
- four special schools
- one regional school

389 languages spoken in NC homes

Chances are you will have an ML student in your school!

What is Your ML Background Knowledge?

ELD

ELP

ESL

} **Acronyms**

EL

ML

Experienced - Long Term

Dually Identified

Newcomer

SIFE/SLIFE

Proficiency Levels

- Each proficiency level (PL) includes and builds on previous levels (e.g., PL4 = PL1 + PL2 + PL3 + PL4).

- Language development is not a straightforward linear process across proficiency levels; it is contingent on a variety of factors. Multilingual learners may take various paths to develop language.

- PL6 is open-ended. It indicates that for all of us, language development continues throughout life.

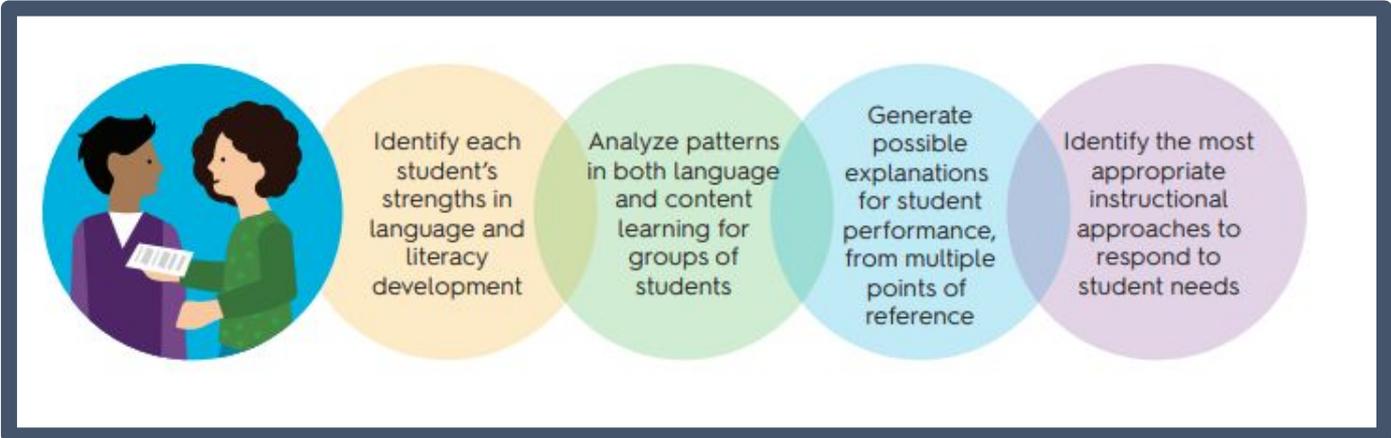- Exit Criteria 4.8 Composite on the Access for ELLs Annual Assessment

continuum of language development

6- Reaching
5- Bridging
4.8
4- Expanding
3- Developing
2- Beginning
1- Entering
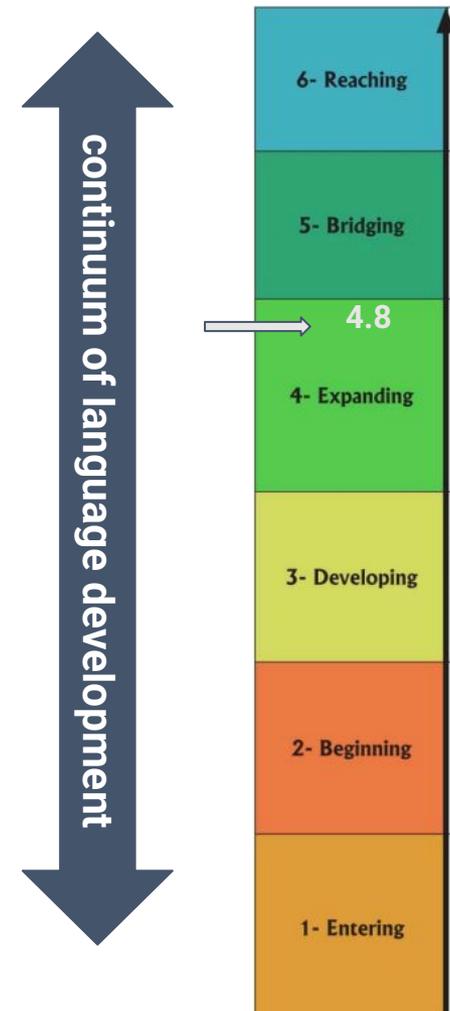
02

ELD Standards

Collaborating to Meet ML Needs

Skim and scan the article to answer the questions.

Be prepared to discuss.

10:00

Identify each student's strengths in language and literacy development

Analyze patterns in both language and content learning for groups of students

Generate possible explanations for student performance, from multiple points of reference

Identify the most appropriate instructional approaches to respond to student needs

- How does WIDA support collaboration to serve multilingual learners?
- How does collaboration impact student learning? teacher learning?
- How has the way we view MLs changed? Has it really?
- What stood out for you?

Resource: *COLLABORATION: Working Together to Serve Multilingual Learners*
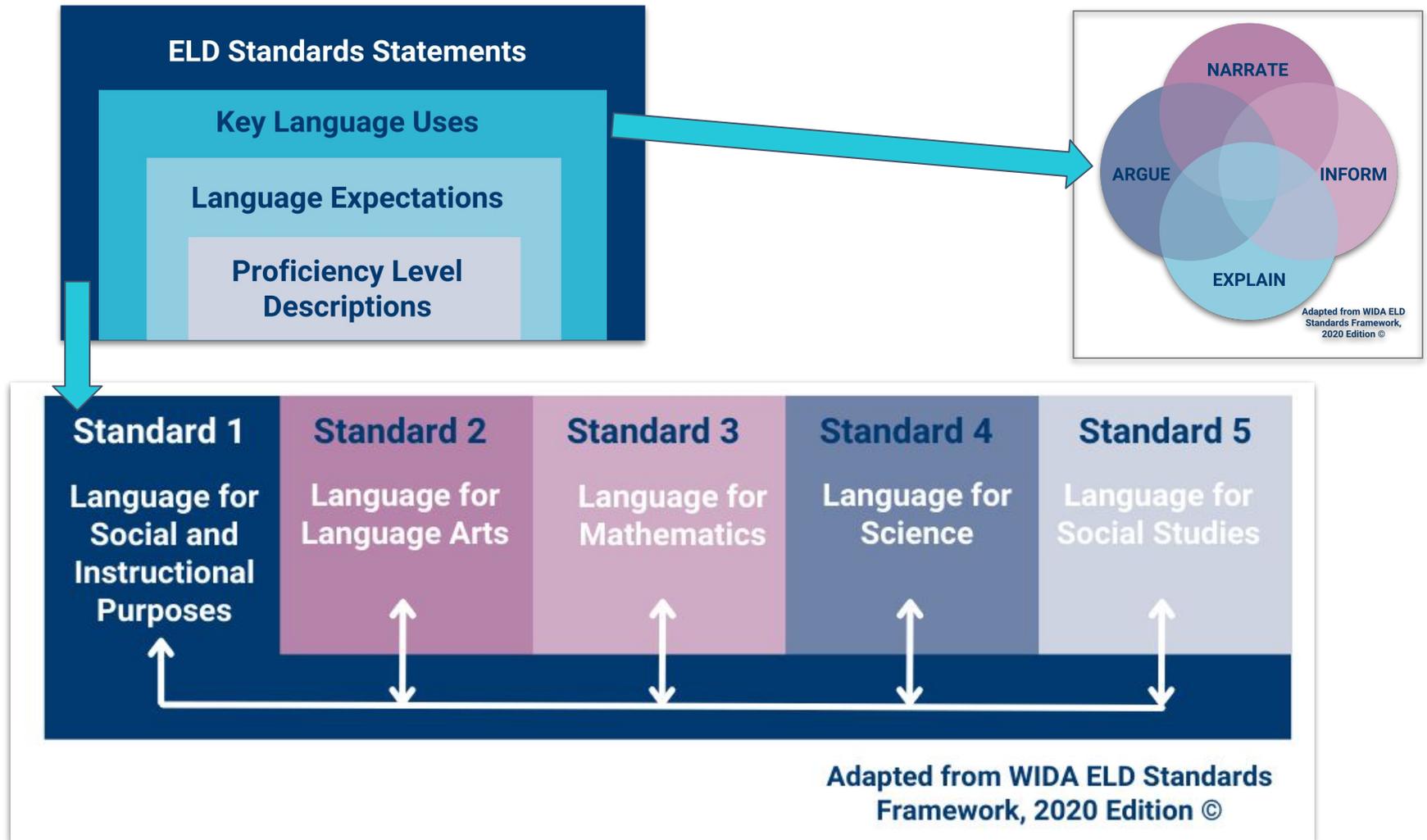
Collaborating to Meet ML Needs…

…using the ELD Standards Framework

What do you already know?

WIDA

Don't be afraid to shout it out!

KLUs

ELD Standards Framework

ELD Standards Statements

Key Language Uses

Language Expectations

Proficiency Level Descriptions

NARRATE

ARGUE   INFORM

EXPLAIN

Adapted from WIDA ELD Standards Framework, 2020 Edition ©

Standard 1	Standard 2	Standard 3	Standard 4	Standard 5
Language for Social and Instructional Purposes	Language for Language Arts	Language for Mathematics	Language for Science	Language for Social Studies

Adapted from WIDA ELD Standards Framework, 2020 Edition ©

Key Language Uses (KLUs)

Narrate:

Language to convey real or imaginary experiences through stories and histories

Explain:

Language to give an account for how things work or why things happen

Inform:

Language to provide factual information

Argue:

Language to justify claims using evidence and reasoning

Format of Language Expectations

The figures below show the four components of the NC ELD Standard Course of Study.

ELD Standard 2: Language for Language Arts *Multilingual Learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.*.

← Standard Statement

ELD-LA.K.Narrate.Interpretive Interpret language arts narratives (with prompting and support) by:
- Identifying key details
- Identifying characters, settings, and major events
- Asking and answering questions about unknown words in a text

Mode of Communication

Language Expectation

Grade or Grade-Band

Key Language Use

Adapted from WIDA ELD Standards Framework, 2020 Edition ©
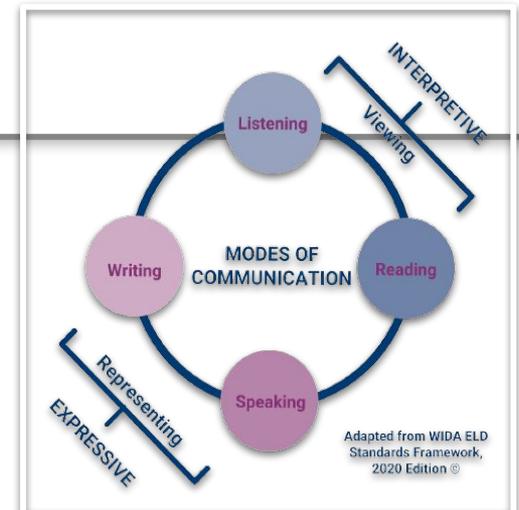
A "One-Stop" Shop

How do we use these materials?

❏ Planning

❏ Instruction

❏ Content Area Alignment

❏ Engagement

❏ Knowledge

❏ Valuable Resources

❏ Professional Development

bit.ly/ELDStandardsHub

Explore the <u>ELD Standards Resource Hub</u>
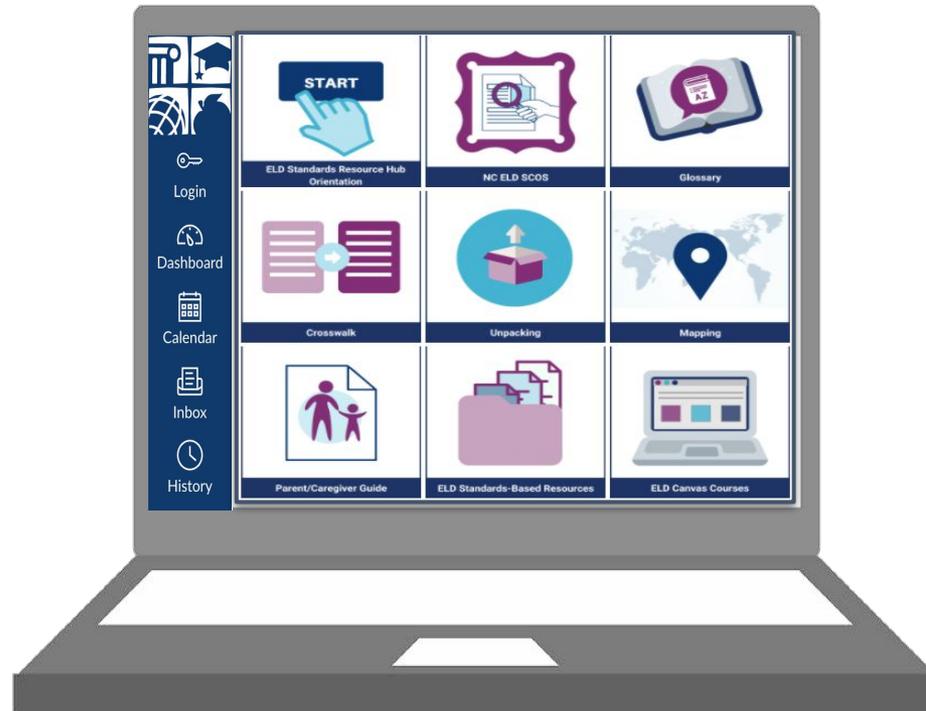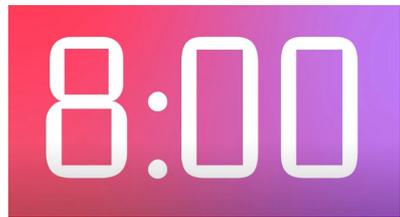
Take 8 minutes to explore on your own before we take a deeper dive.

ELD Standards Course of Study

English Language Development (ELD) Standards
Office of Academic Standards

North Carolina English Language Development (ELD) Standard Course of Study

On March 4, 2021, the State Board of Education unanimously approved the 2020 Edition of the WIDA English Language Development (ELD) Standards as the North Carolina ELD Standard Course of Study (NC ELD SCOS) for implementation in the 2022-2023 school year. The NC ELD Standard Course of Study reflects that Multilingual Learners are best served when they learn content and language together in linguistically and culturally sustaining ways (WIDA 2020).

The NC ELD standards serve as the framework that guides each Public School Unit (PSU) in the development of the curriculum and instruction of their Multilingual Learners. These standards are not intended to be curriculum, nor do they indicate the whole of the curriculum to be written by a PSU. The ELD standards, together with cross-disciplinary academic content standards and disciplinary practices, define the language Multilingual Learners need as they move toward college, career, and civic readiness. Use of the NC ELD standards should be complemented by a well-developed, content-rich curriculum, and effective pedagogical approaches within an equitable educational program for Multilingual Learners (WIDA 2020).

The NC ELD SCOS is anchored by four *Big Ideas* that are interwoven throughout the standards. Like the Can-Do Philosophy, the *Big Ideas* support the design of standards-based educational experiences that are student-centered, culturally and linguistically sustaining, and responsive to Multilingual Learners' strengths and needs (WIDA 2020). The four *Big Ideas* are: 1) Equity of Opportunity and Access; 2) Integration of Content and Language; 3) Collaboration Among Stakeholders; and 4) Functional Approach to Language Development.

Equity of Opportunity and Access
Multilingual Learners come from a wide range of cultural, linguistic, educational, and socioeconomic backgrounds and have many physical, social, emotional, experiential, and/or cognitive differences. All bring assets, potential, and resources to schools that educators must leverage to increase equity in standards-based systems. The NC ELD Standard Course of Study upholds the goal of increasing equity for Multilingual Learners by providing common and visible language expectations in relation to grade-level

NORTH CAROLINA
State Board of Education
Department of Public Instruction

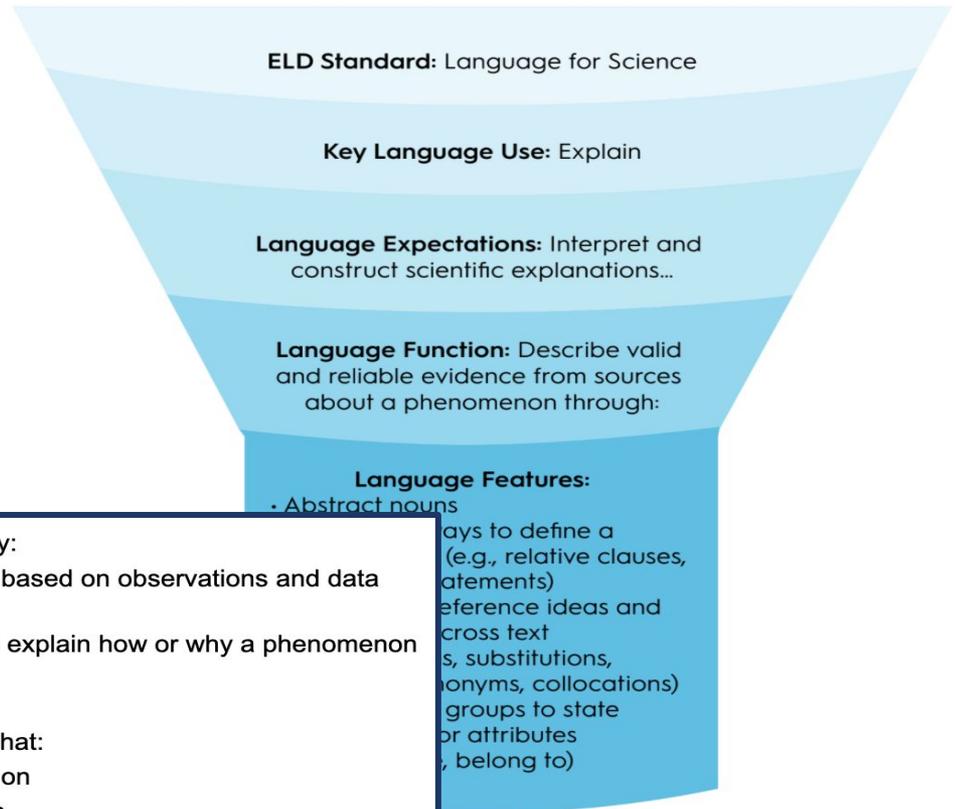Adapted from *WIDA English Language Development Standards Framework, 2020 Edition* ©

NC ELD SCOS

Contents of the Standard Course of Study

ELD Standards, Key Language Uses

Language Expectations

Proficiency Level Descriptors (PLD) for the each grade cluster

Figure 4-3: Honing a Language Focus through the WIDA ELD Standards Framework

How do we deconstruct the ELD Standards Framework?

ELD Standard: Language for Science

Key Language Use: Explain

Language Expectations: Interpret and construct scientific explanations...

Language Function: Describe valid and reliable evidence from sources about a phenomenon through:

Language Features:
· Abstract nouns
...ays to define a (e.g., relative clauses, ...atements)
...eference ideas and ...cross text
...s, substitutions, ...onyms, collocations)
... groups to state ...or attributes ..., belong to)

☐ **ELD-SC.K.Explain.Interpretive** Interpret scientific explanations by:
  ☐ Defining investigable questions or simple design problems based on observations and data about a phenomenon
  ☐ Using information from observations to find patterns and to explain how or why a phenomenon occurs

☐ **ELD-SC.K.Explain.Expressive** Construct scientific explanations that:
  ☐ Describe information from observations about a phenomenon
  ☐ Relate how a series of events causes something to happen
  ☐ Compare multiple solutions to a problem

<u>Sample Language Features</u>

Let's Explore

8:00

1. Read through pages 1-4 briefly.

2. Choose a grade cluster and skim through its standards, key language uses, and language expectations.

3. Reflect: How would you use the standards?

Glossary

English as a Second Language (ESL)/Title III
English Language Development (ELD) Standards
Division of Academic Standards

ESL/Title III Program and ELD Standards
Glossary

Purpose
This document provides the terms and definitions related to the NC Standard Course of Study for English Language Development (ELD), as well as other acronyms and terms related to ESL/Title III. This document provides a range of terms and definitions to support all EL stakeholders, including administrators, educators, coordinators, and community members in implementation of the NC ELD Standard Course of Study. These standards will be implemented in all North Carolina schools beginning in the 2022-23 school year.

Acronyms and Terms	Description
Academic Language	**Academic language** is the language used in formal contexts for academic subjects and purposes. The aspect of language connected with literacy and academic achievement. This includes technical and general academic terms and reading, writing, listening, and speaking skills as used in school to acquire new knowledge and accomplish academic tasks. (Echevarria 326). See also **Cognitive Academic Language Proficiency**. Echevarria, Jana, et al. *Making Content Comprehensible for English Learners. The SIOP Model.* 3rd ed., Pearson, 2008.
ACCESS for ELLs	**ACCESS for ELLs (ACCESS)** is the collective name for WIDA's suite of summative English language proficiency assessments. ACCESS is taken annually by English language learners in Kindergarten through Grade 12 in WIDA Consortium member states. In North Carolina, ACCESS typically refers to the ~~ACCESS assessment which is a secure large-scale English~~

Glossary

Contents of the Glossary

Terms and acronyms related to English language development (ELD) and the English as a Second Language (ESL)/Title III Program

Mapping

ELD Standard 3: Language for Mathematics
Kindergarten

ELD-MA.K.Inform.Interpretive	Kindergarten
Interpret mathematical informational texts (with prompting and support) by: Identifying concept or object	**NC.K.CC.4** Understand the relationship between numbers and quantities. • When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object (one-to-one correspondence). • Recognize that the last number named tells the number of objects counted regardless of their arrangement (cardinality). • State the number of objects in a group, of up to 5 objects, without counting the objects (perceptual subitizing). **NC.K.CC.5** Count to answer "How many?" in the following situations: • Given a number from 1–20, count out that many objects. • Given up to 20 objects, name the next successive number when an object is added, recognizing the quantity is one more/greater. • Given 20 objects arranged in a line, a rectangular array, and a circle, identify how many. • Given 10 objects in a scattered arrangement, identify how many **NC.K.G.1** Describe objects in the environment using names of shapes, and describe the relative positions of objects using positional terms.
Interpret mathematical informational texts (with prompting and support) by: Describing quantities and attributes	**NC.K.MD.1** Describe measurable attributes of objects; and describe several different measurable attributes of a single object. **NC.K.MD.2** Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference. **NC.K.G.1** Describe objects in the environment using names of shapes, and

Mapping

Contents of the Mapping Documents

▶ ELD SCOS grade-level clusters (K, 1, 2-3, 4-5, 6-8, 9-12)

▶ Connected content standards

▶ Shading to assist viewers in identifying mapping for each language expectation.

A sample listing of the possible connections

Let's Explore

8:00

1. Choose a <u>Mapping Document</u> related to your content area to explore.

1. Reflect: How would you use the mapping document to guide your instruction.

2. With a small group discuss how would you use the document. Be ready to share.

Unpacking

ELD Standard 2: Language of Language Arts
English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.

Language Expectation
ELD-LA.4-5.Narrate.Interpretive Interpret language arts narratives by: • Identifying a theme from details • Analyzing how character attributes and actions develop across event sequences • Determining the meaning of words and phrases used in texts, including figurative language, such as metaphors and similes

Skills	*In the Classroom*
Clarification: Students identify the theme of the language arts narrative by inferring from key details the lesson, moral, or underlying message of the text. *Unpacked Language Functions:* • Define terms: theme, details • Identify the theme, inferring from details	After being provided the theme by the teacher, partners read two short language arts narratives that have the same theme. Partners then highlight details that develop the theme or underlying message, referring to an anchor chart previously co-created by the teacher and students that models a short language arts narrative identification of theme by highlighted details and annotated reasoning in thought bubbles. *Sample Language Objective:* Students will be able to interpret a narrative, identifying the theme from details, by highlighting details that build the theme.
Clarification: Students reflect on the attributes and actions of characters to determine their impact on the sequence of events in a text. *Unpacked Language Functions:* • Define terms: character attributes, character actions, event sequences • Identify how character attributes contribute to event sequences • Identify how character actions contribute to event sequences	Students highlight words and phrases that show cause (characters words and actions) and effect (events) and use a sentence frame modeled and displayed in the classroom to reflect on the impact such as "In the story, _____(name the character)_____(describe the character's words or actions), so _____(describe the event)." *Sample Language Objective:* Students will be able to interpret a narrative to identify how character attributes and actions contribute to event sequences by highlighting cause and effect words and phrases in a text.
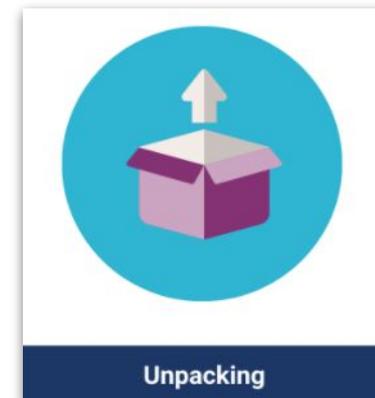
Unpacking

Contents of the Unpacking Documents

➤ ELD Standards & Language Expectations

➤ Unpacked language functions

➤ Clarifications

➤ "In the Classroom" ideas

➤ Sample language objectives

Anatomy of the Unpacking Document

Language Functions

Language Expectation	
ELD-SC.4-5.Argue.Interpretive Interpret scientific arguments by: • Identifying relevant evidence from data, models, and/or information from investigations of phenomena or design solutions • Comparing reasoning and claims based on evidence • Distinguishing among facts, reasoned judgment based on research findings, and speculation in an explanation	
Skills	*In the Classroom*
Clarification: Students identify relevant evidence and analyze data, models, and/or information from scientific investigations. *Unpacked Language Functions:* • Define terms: relevant evidence, data, models, investigations, design solutions • Identify relevant evidence from data from investigations of phenomena or design solutions	Student partners select an index card with various weather data recorded. Student partners select another index card with a specific weather pattern. Student partners circle relevant data on the card that would predict the weather pattern on the index card, discussing thinking. *Sample Language Objective:* Students will be able to identify relevant evidence from data, models, and/or information from investigations of

Classroom Expectations

Language Objectives for the Standard

Let's Take a Tour!

ELD Standard 4: Language of Science
Multilingual learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.

Language Expectation
ELD-SC.K.Inform.Interpretive Interpret scientific informational texts by: • Determining what text is about • Defining or classifying a concept or entity

Skills	In the Classroom
Clarification: Students determine what the scientific informational text is about through text features. *Unpacked Language Functions:* • Define terms: text • Determine what text is about	Students listen as the teacher reads a science informational text (e.g., about animal coverings of scales, feathers, fur, or skin). Students talk to their partners and respond to questions about the animal characteristics as they navigate through the text features such as headings, pictures, captions and bolded vocabulary words. Each pair uses a small whiteboard with a marker to draw the animal (e.g., that has one of the types of coverings). Next, students show the drawing to the class and explain what they drew.
	Sample Language Objective: Students will be able to interpret scientific informational text, determining what the text is about, by examining its text features.
Clarification: Students define or classify a scientific concept or entity using new science vocabulary from the text. *Unpacked Language Functions:* • Define terms: define, classify • Define a concept or entity • Classify a concept or entity	After listening to a scientific informational text read aloud, students keep a journal for 30 days about a topic (e.g., about the temperature and weather conditions such as sunny, cloudy, rainy, stormy, snowy). After the 30 days, the students analyze their data and graph it together as a class (e.g., number of sunny vs. cloudy days).
	Sample Language Objective: Students will be able to interpret a scientific informational text classifying vocabulary by keeping a journal and analyzing the collected data after 30 days.

Let's Explore

8:00

1. Explore a standard and grade-level cluster related to your content area.

2. Reflect: How might this support educator with implementation of the standards?

03

Best Practices

All Teachers are Language Teachers

Using an Average of **36 weeks**
based on **1,025 hours** per academic year

ESL Teachers spend about 10% of instruction time per school year with ESL students

Content teachers about spend about 90% of instructional time per school year
with MLs in their classrooms

Almost **100%** of the instructional time of Experienced MLs is spent with content teachers.

Collaboration with the Content and ESL teachers is key!
Training content teachers to incorporate the
ELD standards into their classrooms will impact **ML Growth and Proficiency!**

Together, teachers can:

Collaborate consistently to promote academic achievement in all content areas.

- Give clear instructions (multimodalities)
- Encourage peer collaboration and language practice
- Set Goals

All Teachers are Language Teachers

Provide Clear Instructions

Take 1

Take 2

To see condensation in action, put a large (at least 8 ½ x 11) piece of cardboard (a book will work) in the freezer for about an hour. Now, take the boiling kettle of water and hold the cold book about 1 foot over the spout (right in the steam… wear oven mitts). Water droplets will form on the book. That's condensation!

Take 3

1. Put a book in the freezer for 1 hour.

2. Before you take the book out of the freezer, boil water in a kettle.

3. Take the book out of the freezer and hold it above the steam. (Be careful)

4. Water will form on the book.

5. That is condensation!
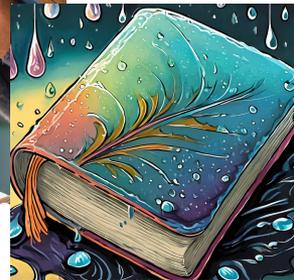
Developing Oral Language through the Standards

Scaffolding Techniques

- Use **visual aids** to support understanding
- Provide **sentence frames** and **word banks** for mathematical discussions and writing
- Encourage **collaborative learning** through groups

Linguistic Supports

- Draw on students' **linguistic and cultural backgrounds** to make math content relatable
- Incorporate **real-life contexts and examples** that are meaningful to multilingual learners

Assessment and Feedback

- Use **formative assessments** to monitor language and content development
- Provide **feedback** that is specific to both math **content** and **language** use

Standard-Based Supports

Content Anchor Charts and Visuals

Provide information about specific math topics (e.g., fractions, geometry).

Process Anchor Charts and Visuals
Outline steps for solving problems or completing tasks

Target Language Anchor Charts and Visuals
Provide support with newly-acquired language structures

Dual-Language Anchor Charts
Present information in both their first language and English.

Standard-Based Sentence Stems

- Aligned to expressive ELD Language Expectations

- Provide a structure for MLs to organize and express ideas

- Use as a temporary scaffold

- May be adapted to suit different levels of language proficiency

Standard-Based Math Materials

Select materials that involve problem-solving

- Incorporate learning strategies that promote ownership of their mathematical learning journey.

- Offer multiple entry points for representing solutions, including multimodal representations such as drawings, symbols, and writing, to accommodate diverse learning styles and preferences.

- Facilitate access to students' home languages, enabling them to express their mathematical thinking .

- Avoid materials that use unfamiliar language to introduce a topic.

Representation

A ORAL

B Pictorial

Ensure the need to make connections among these representations

Support students making transitions from concrete to abstract through language supports

Symbolic **C**

D Written
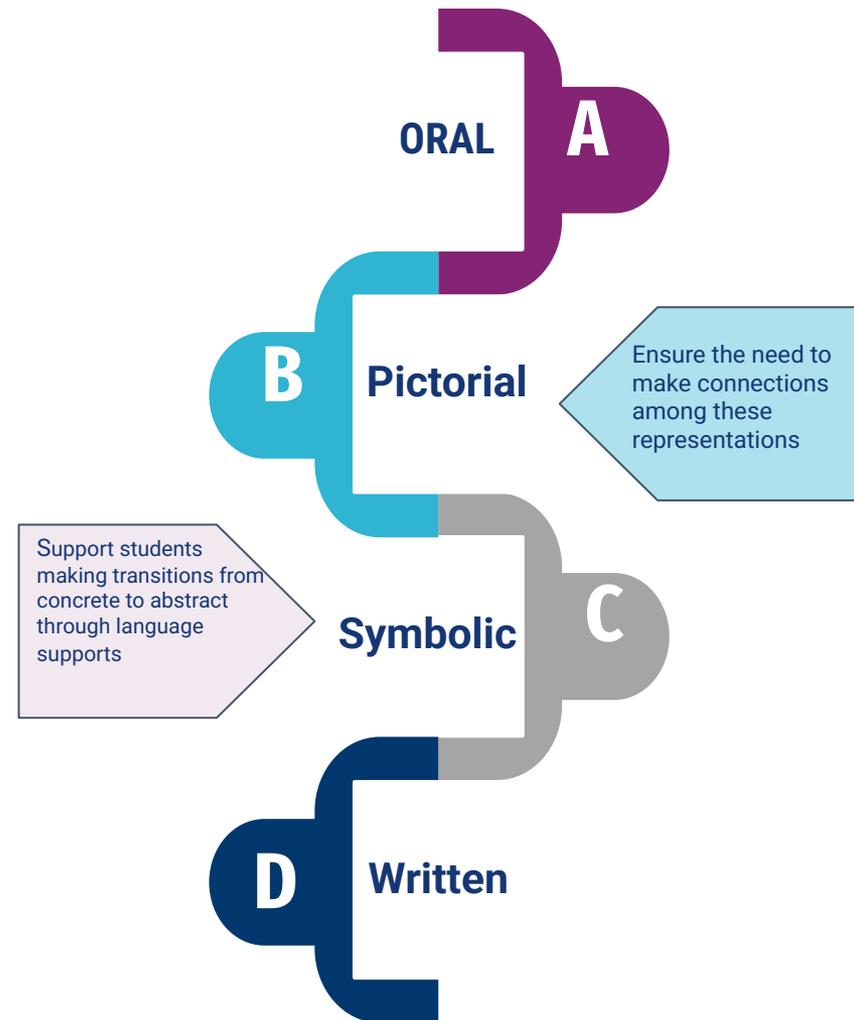
Standard-Based Science Materials

01.

MLs may be familiar with lectures and rote memorization of concepts but unfamiliar with hands-on, experiential approaches.

Procedures

02.

Students may not be familiar with **science labs** or **equipment.**

Materials

03.

Content in class is often covered **very quickly.**

Pace

04.

Directions are usually **multistep** and complex.

Complexity

05.

Making predictions and drawing conclusions may not be part of students' **prior science experiences.**

Experiences

Task Complexity

More Complex

Strategic Thinking

Low Difficulty
High Complexity

Struggle

High Difficulty
High Complexity

Easy

Hard

Fluency

Low Difficulty
Low Complexity

Stamina

High Difficulty
Low Complexity

Less Complex
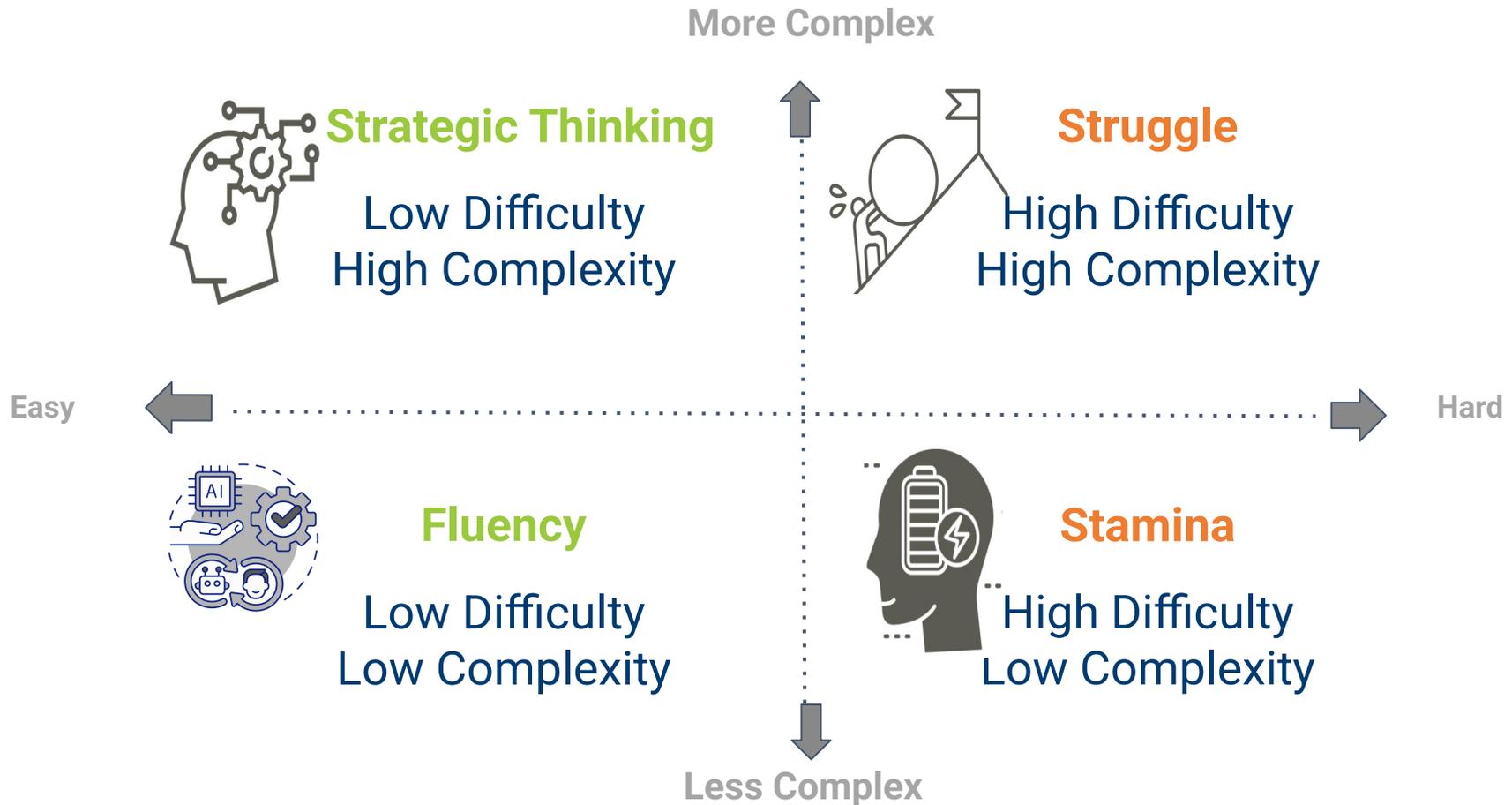
**Become aware of the level of effort that tasks might require
Craft the directions and build the scaffolds to support MLs**

Task Complexity

Strategic thinking

Help students formulate goals and create plans to achieve them. Gather and integrate information make decisions. Reflect and adjust actions.

Struggle

Help students develop automatically in all tasks. Student's working memory is freed to focus on new tasks.

Fluency

Help students develop automatically in all tasks. Student's working memory is freed to focus on new tasks.

Stamina

Helps students develop perseverance, determination and grit. Students must remain focused and work to complete this task.

Engage Students with all four quadrants

Peer Collaboration

- Grouping
  - Heterogeneous
  - Homogeneous
  - Skills Based
- Use of L1
  - Discuss concepts with others who speak the same language
  - Respond in L1 and work together to translate final product to English
- Activities
  - Think-Pair-Share
  - Numbered Heads Together
  - Jigsaw

How do you encourage peer collaboration?

Standard-Based Goal Settings

Help students take ownership of their learning.
- Content and Language Objectives
  - Develop student friendly objectives
  - Discuss with students
  - Use I can/We will statements
  - Review at the end of class to determine if objectives were met

- Tools to Support Goal Setting
  - ELD Standards
  - Content Standards
  - Data (ACCESS, EOG, etc)
  - ExC-ELL, GLAD, LinguaFolio, SIOP, etc.
  - ML Plan

What connections can you make between the standards and the strategies ?

04
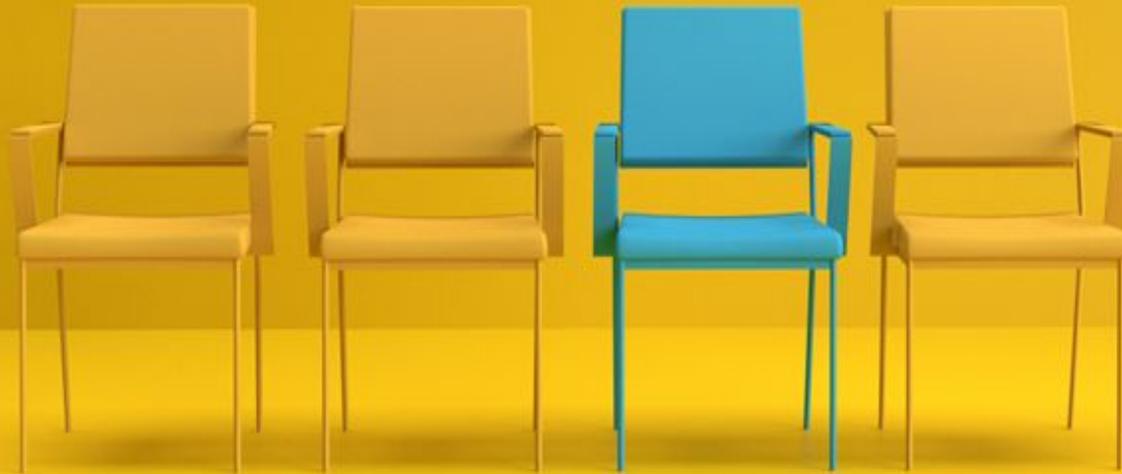
Field Experiences

WSFCS Combined Unpacking and Mapping

What did you noticed about these documents?
What would you do to make it your own?

10:00

NC ELD Hub

I used to think …

Now I think …

05

Closure and Resources

Parent/Caregiver Guide

SECTION 1 — What does it mean that my child is a **Multilingual Learner (ML)?**

This section includes the Multilingual Learner (ML) identification process, the North Carolina ML identification and exit criteria, the annual English language proficiency assessment, your child's ML Status, and a sample of the language instruction services that your child might receive.

SECTION 2 — How does my child learn **English at School?**

This section explains the English Language Development (ELD) Standards that NC uses to support your child's acquisition of social and academic English at school. You will learn about the progression of English language skills and the developmental expectations as your child moves through their different grade levels and eventually exits their ML status, achieving English proficiency.

SECTION 3 — How do I help my child **Succeed at School?**

Parent/Caregiver Guide
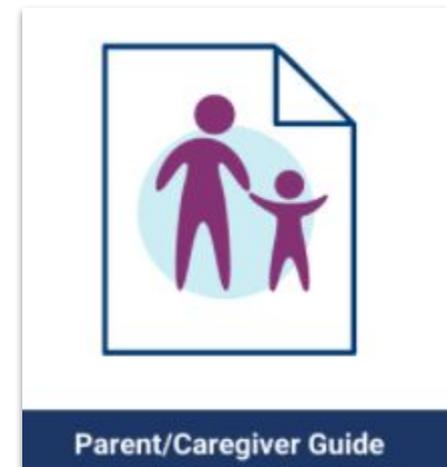
Contents of the Parent/Caregiver Guide

> Information about the English learner (EL) identification process

> Sample of the services that ELs may receive at school.

> Description of the standards, language expectations, and skills

> Collection of strategies and online free resources

External Implementation Guide

lhttps://ncdpi.instructure.com/courses/11379

Arts
ELA
ELD
Healthful Living
Math

Science
Social Studies
World Languages
Student Success Standards
Literacy Instruction Standards

NCSCOS Searchable Spreadsheets
Portrait of a Graduate
Installation Planning

OBJECTIVES

1. Users will determine their own specific needs and find resources that suit them.
2. Users will utilize the resources accessible in the Repository to strategize, teach, evaluate, and/or educate themselves or others.

Available Sections

Click on each icon to move to the topics or look through sections to find what you need.

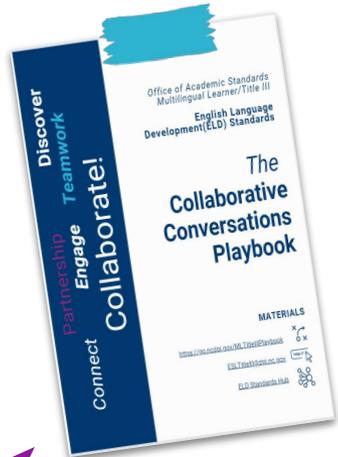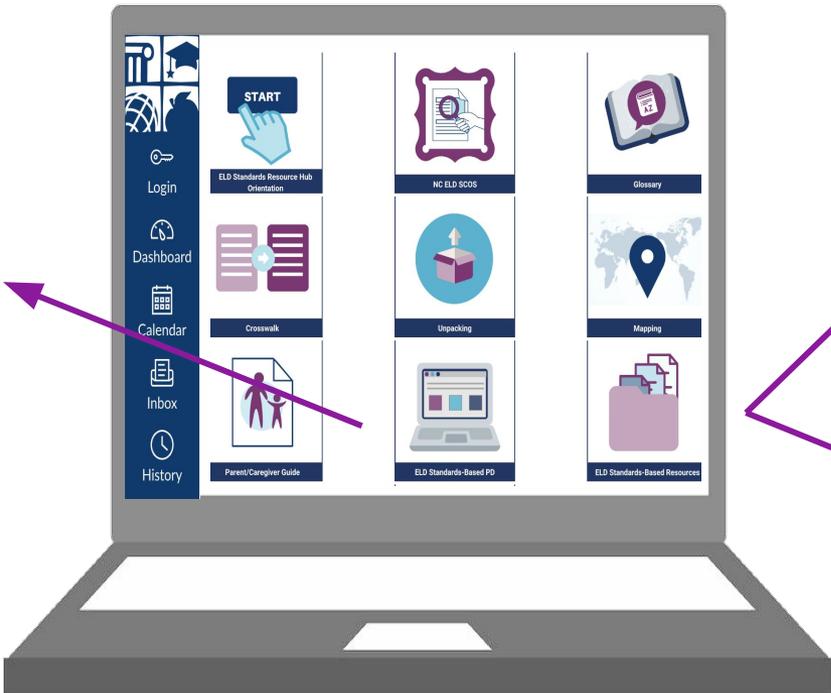**Required Law, State Board Policies, and Processes**

Program Quality and Instructional Support

Additional Resources

Adding to your Toolbox ELD Resources

24-25 PD Offerings

COLLABORATIVE CONVERSATIONS

NCDPI ML/Title III Team Webinar Series

Collaborating within DL/I: Integration of Content Area and ELD Standards— Explore the integration of language and content in a DL/I setting and how the language for social and Instructional purposes, language arts, mathematics, science, and social studies are supported by the ELD Standards Framework. Learn about eLearning opportunities and new offerings from WIDA For Spanish DL/I programs.
Wednesday, September 4th, 3:30 - 5:00 pm
Registration

Collaborating to Integrate ELD Standards - Learn to seamlessly incorporate English Language Development (ELD) standards into instruction. Participants will collaborate to share strategies, resources, and best practices for supporting MLs. This webinar aims to enhance instructional effectiveness to help students achieve language proficiency and academic success.
Wednesday, October 30th, 3:30 - 5:00 pm
Registration

Collaborating School-Wide for MLs - School-wide collaboration is essential for creating inclusive learning environments where multilingual learners can thrive academically, linguistically, and socially. By working together across areas of expertise, educators can ensure that MLs receive the support, resources, and opportunities they need to reach their full potential.
Wednesday, December 4th, 3:30 - 5:00 pm
Registration

Collaborating Within an MTSS - Explore ways to increase collaboration within MTSS to support MLs. Discuss the impact of MTSS on ML student education and resources to support ML linguistic and academic needs.
Monday, March 24th, 2025, 3:30 - 5:00 pm
Registration

Collaborating to Support Dually Identified Students - Designed for educators, administrators, and support staff working with Multilingual learners in special education settings, this webinar will provide participants with strategies and tools to effectively support dually identified learners and ensure their academic success. Learn promising practices tailored to the unique needs of these learners that create inclusive learning environments and foster equitable access to education.
Thursday, May 8th, 3:30 - 5:00 pm
Registration

WIDA
PROFESSIONAL DEVELOPMENT SERIES

Mark Your Calendars
2024-2025

Core Self-Paced Workshop - e-learning	September 1, 2024 - August 31, 2025
When Language and Disability Meet (Webinar)	October 8 & 22, 2024 4:00 -5:30 pm
Collaboration Practices & Potentialities	October 15, 2024 (Craven) October 17, 2024 (West-TBD)
Nurturing Speaking Growth (Webinar)	November 14 & 21, 2024 3:30-5:00 pm
Writing with MLs in the Elementary Grades	December 2, 2024 (Lee) December 3, 2024 (Lee)
WIDA Español: Instructional Planning for the Bilingual Classroom	December 10, 2024 (Pitt) December 12, 2024 (Burke)

Let's Reflect

Based on your learning from today, what do you want to **keep**? What do you want to **stop**? What do you want to **start**?

Keep	Stop	Start

What questions do you have?

Questions?

Help Us Help You!

We value your feedback. Please complete the session evaluation.

ML / Title III

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