



**VIRGINIA  
IS FOR  
LEARNERS**

**James F. Lane, Ed.D.**  
Superintendent of Public Instruction

## **SUPERINTENDENT'S EMAIL**

**Contact:** John Hendron, 804-225-4387

**DATE:** August 5, 2020

**TO:** Division Superintendents

**FROM:** James F. Lane, Ed.D., Superintendent of Public Instruction

**SUPT'S EMAIL:** Professional Development Opportunities to Support Effective Instructional Strategies and Programs for English Learners

As part of the Virginia Department of Education's ongoing effort to support school and division personnel in planning and implementing effective instructional strategies and programs for English Learners (ELs), multiple professional development opportunities for division and school staff who support ELs will be offered in October, November, and December. The attached document provides session descriptions, recommended audiences, registration links, and registration deadlines for the professional development opportunities below.

- Using Technology to Boost Achievement of ELs
- ExC-ELL: Expediting Reading Comprehension for English Language Learners
- Effective Instructional Strategies to Support Dually Identified ELs
- Rapid Literacy - EL Strategies for Secondary Emergent Readers
- Identification and Academic Support for Long Term English Learners
- Developing Academic Language for EL Teachers
- Language Use in Language Arts: Connecting Content and Language for ELs

All professional development sessions will be delivered virtually using the Zoom platform. The Office of Continuing and Professional Education at Virginia Tech will manage registration, coordinate delivery of materials, and provide confirmation. Questions regarding registration should be directed to the Office of Continuing and Professional Education at Virginia Tech at [cpeinfo@vt.edu](mailto:cpeinfo@vt.edu) or (540) 231-5182.

Questions concerning the professional development offerings should be directed to Nicki Saunders, Title III Specialist, at [nicki.saunders@doe.virginia.gov](mailto:nicki.saunders@doe.virginia.gov) or (804) 371-0263.

The session descriptions, recommended audiences, registration links, and registration deadlines for the professional development opportunities can be found on the following pages.

**Virginia Department of Education**  
**Office of ESEA Programs**  
**Professional Development Opportunities to Support**  
**Effective Instructional Strategies and Programs for English Learners**

As part of the Virginia Department of Education's ongoing effort to support school and division personnel in planning and implementing effective instructional strategies and programs for English Learners (ELs), multiple professional development opportunities for division and school staff who support ELs will be offered in October, November, and December. Session descriptions, recommended audiences, registration links, and registration deadlines are below.

Session Name	Session Description	Audience/ Participants	Session Dates and Times	Registration Link	Registration Deadline
<b>Carol Salva: Using Technology to Boost Achievement of ELs</b>	During this training, participants will learn instructional strategies for engaging ELs with technology in a variety of settings. Practical methods for instructing ELs face-to-face, in a blended model, or virtually will be introduced.	EL teachers  Content teachers	One-day training  <i>Elementary-</i> October 13, 2020  <i>Secondary-</i> October 14, 2020  8:30a.m. - 3:30p.m.	<a href="#"><u>Using Technology to Boost Achievement of ELs</u></a>	September 14, 2020
<b>ExC-ELL: Expediting Reading Comprehension for English Language Learners</b>	The training was developed by Dr. Margarita Calderón and Associates, and will present, model, and engage participants in research-based instructional strategies for integrating academic language, reading comprehension, and writing strategies into the content areas.	School teams recommended:  Content teachers grades 2-12  EL teachers  Administrator	8 hour training comprised of four two-hour sessions*  October 22, 23, 29, and 30, 2020  3:30p.m. - 5:30p.m.	<a href="#"><u>ExC-ELL Expediting Reading Comprehension for English Language Learners</u></a>	September 22, 2020

<b>WestEd: Effective Instructional Strategies to Support Dually Identified EL's</b>	<p>The training is designed to build participants' understanding of successful instructional strategies for ELs with learning difficulties. The training will assist division teams in developing action plans to train division staff on the information learned.</p>	<p>School teams recommended:</p> <p>Administrator</p> <p>Special education teacher/specialist</p> <p>EL teacher</p> <p>Content teacher</p>	<p>Two-day training**</p> <p>November 4 and 18, 2020</p> <p><b>or</b></p> <p>December 3 and 10, 2020</p> <p>9a.m. - 4p.m.</p>	<a href="#"><u>WestEd: Effective Instructional Strategies to Support Dually Identified ELs</u></a>	<p>October 30, 2020</p>
<b>Carol Salva: Rapid Literacy- EL Strategies for Secondary Emergent Readers</b>	<p>During this training, participants will investigate the characteristics and needs of newcomer and SLIFE students. They will learn practical methods to help non-English readers accelerate their literacy in the target language. This training will specifically provide targeted supports for secondary teachers who can implement the skills within their classrooms to support balanced literacy and foundations of literacy development. Strategies modeled may be used in a face-to-face, distance or hybrid learning environment.</p>	<p>Secondary EL teachers</p> <p>Secondary content teachers</p>	<p>One-day training</p> <p>Thursday, November 5, 2020</p> <p><b>or</b></p> <p>Friday, November 6, 2020</p> <p>8:30a.m. - 3:30p.m.</p>	<a href="#"><u>Rapid Literacy: EL Strategies for Secondary Emergent Readers</u></a>	<p>October 5, 2020</p>

<b>WestEd: Identification and Academic Support for Long Term EL's</b>	During this training, participants will investigate characteristics of Long Term ELs and will examine strategies and evidence-based practices to support academic growth. Participants will be introduced to a lesson tuning protocol designed to address the specific language and learning needs of Long Term ELs.	School teams recommended:  Secondary EL teachers  Secondary content teachers  Administrators	6 hour training comprised of three two-hour sessions***  November 12, 17, and 19, 2020  3:30p.m. - 5:30p.m.	<a href="#"><u>Identification and Academic Support for Long Term English Learners Training</u></a>	October 30, 2020
<b>Jeff Zwiers: Developing Academic Language for EL Teachers</b>	During this training, participants will explore effective interactive strategies for enhancing instruction for ELs. Participants will engage in activities related to building literacy through oral language, supporting structured academic conversation that is connected to literacy development, promoting student autonomy and motivation, and creating authentic tasks for deeper learning.	EL teachers  EL coaches  EL specialists	One-day training  December 1, 2020  <b>or</b>  December 15, 2020  9:30a.m. - 3:00 p.m.	<a href="#"><u>Developing Academic Language for EL Teachers</u></a>	November 24, 2020

<b>Jeff Zwiers:</b>  <b>Language Use in Language Arts: Connecting Content and Language for English Learners</b>	During this training, participants will explore interactive instructional strategies for enhancing instruction for ELs. Participants will engage in topics related to building literacy through oral language, supporting structured academic discourse connected to literacy development, promoting student autonomy and motivation, and creating authentic tasks for deeper learning and literary analysis.	Language arts teachers  Reading teachers, coaches, and specialists	One-day training  December 2, 2020  <b>or</b>  December 16, 2020  9:30a.m.- 3:00p.m.	<a href="#"><u>Language Use in Language Arts: Connecting Content and Language for ELs</u></a>	November 24, 2020
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\*The expectation is that participants are present at each of the two-hour sessions for a total of 8 hours.

\*\*The expectation is that participants are present at both of the full day sessions.

\*\*\*The expectation is that participants are present at each of the two-hour sessions for a total of 6 hours.

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