

2023 – 2024 WIDA Workshops

For the 2023-2024 school year, WIDA is offering facilitated professional development opportunities that are [available](#) for educators in Florida. For more information regarding the content of the WIDA Workshop and dates, click on the workshop listed below. Educators can request time to participate in online meetings, webinars, and related activities that are associated with WIDA Workshops by completing the “Dear Principal” letter template.

Facilitated In-Person Workshop	Dates/Times	Location
WIDA Screener Online	Enroll: 09/05/2023 Workshop: 09/12/2023 Time: 8:00 – 3:00 ET	Sumter County 2680 West County Road 476 Bushnell, FL 33513
Scaffolding Learning through Language	Enroll: 09/11/2023 Workshop: 09/18-19/2023 Time: 8:30 – 3:30 ET	Indian River County J.A. Thompson Administrative Building 6500 57th Street Vero Beach, FL 32967
Scaffolding Learning through Language	Enroll: 09/14/2023 Workshop: 09/21-22/2023 Time: 8:30 – 3:30 ET	Manatee County Professional Support Center 2501 63rd Avenue East Bradenton, FL 34203
Writing with Multilingual Learners in the Elementary Grades	Enroll: 09/25/2023 Workshop: 10/02-03/2023 Time: 8:30 – 3:30 ET	Seminole County Educational Support Center 400 East Lake Mary Blvd. Sanford, FL 32773
Writing with Multilingual Learners in the Secondary Grades	Enroll: 09/28/2023 Workshop: 10/05-06/2023 Time: 8:30 – 3:30 ET	Suwannee County SCSD Resource Center 305 SW Pinewood DR Live Oak, FL 32064
Writing with Multilingual Learners in the Elementary Grades	Enroll: 02/26/2024 Workshop: 03/04-05/2024 Time: 8:30 – 3:30 ET	Palm Beach County Safe Schools Institute 1790 Spanish River Blvd. Boca Raton, FL 33431
Writing with Multilingual Learners in the Secondary Grades	Enroll: 02/29/2024 Workshop: 03/07-08/2024 Time: 8:30 – 3:30 ET	Palm Beach County Safe Schools Institute 1790 Spanish River Blvd. Boca Raton, FL 33431
Interpreting ACCESS for ELLs Score Reports for Instruction	Enroll: 05/28/2024 Workshop: 06/11/2024 Time: 8:00 – 3:00 ET	Brevard County 2700 Judge Fran Jamieson Way Viera, FL 32940
WIDA Screener Online	Enroll: 05/30/2024 Workshop: 06/13/2024 Time: 8:30 – 3:30 ET	Florida Department of Education 325 West Gaines Street Tallahassee, FL 32399

Facilitated Virtual Workshop	Dates/Times	Location
Reading Supports for Multilingual Learners (ICMEE)	Enroll: 02/05/2024 Webinar: 04/10/2024 at 3:30 ET	WIDA Secure Portal 02/05/2024 – 05/17/2024
Considerations when Educating Bilingual Learners with Identified Learning Disabilities (ICMEE)	Enroll: 02/05/2024 Webinar: 04/16/2024 at 3:30 ET	WIDA Secure Portal 02/05/2024 – 05/17/2024



Leadership Self-Paced Workshop

The Leadership Self-Paced Workshop is designed for school leaders in K–12 settings. This workshop is designed for you to engage with individually or with a team of colleagues.

School Improvement Planning for Multilingual Learners

Audience: This workshop is designed for any K–12 school leader who engages in school improvement planning in a linguistically diverse context.

Description: This workshop will introduce school leaders to leadership principles and practices that promote equitable educational opportunities for multilingual learners, based on a distributive leadership model. Videos, readings, opportunities for reflection, as well as suggestions and resources for team planning activities are included. At the end of the workshop, participants will be introduced to the WIDA School Improvement System, an online assessment tool that can be utilized in the school improvement process to prioritize learning opportunities for multilingual learners.

Approximate Time to Complete: 6–8 hours

Find this course, along with a full complement of other self-paced workshops, on the [WIDA Secure Portal](#) under Professional Learning.

Self-Paced Workshops Available via WIDA Secure Portal September 1, 2023 through August 31, 2024

Developing Language for Learning in Mathematics

Illustrates the benefits of designing mathematics instruction to provide multilingual students opportunities to use language to express their ideas and co-construct ideas with others. **For K-12 math and ESL teachers.**

Time to complete: 4 hours

Exploring the WIDA PreK-3 Essential Actions

NEW

Introduces the WIDA PreK-3 Essential Actions. Provides an opportunity to build knowledge and understanding of the Essential Actions and to reflect on one's own ideologies, practices, and settings. **For PreK-3 educators.**

Time to complete: 2 hours

Making Language Visible: Exploring the Key Language Uses

Highlights the Big Idea of a Functional Approach to Language Development. Focuses on intentional language instruction in the classroom using the WIDA English Language Development Standards Framework, 2020 Edition. **For K-12 school educators and administrators.**

Time to complete: 1 hour

Reframing Education for Long-term English Learners

Gives educators an opportunity to reframe the education of multilingual learners classified as Long-term English Learners (LTELs). **For K-12 educators and administrators.**

Time to complete: 1 hour

The WIDA ELD Standards Framework: A Collaborative Approach

Explores ways to use the WIDA ELD Standards Framework, 2020 Edition to support multilingual learners' achievement and language development. **For K-12 educators.**

Time to complete: 4 hours

Engaging Multilingual Learners in Science: Making Sense of Phenomena

Provides multiple strategies for engaging multilingual students in the central work of sensemaking in science.

For K-12 science and language educators.

Time to complete: 3-4 hours

Home Languages in the Classroom

Focuses on the essential question: How can I set up routines and learning activities that promote the use of home languages in my classroom? Offered in partnership with the Interconnected Coalitions for Multilingual Education and Equity (ICMEE) at the University of Nebraska-Lincoln (UNL). **For K-12 classroom teachers.**

Time to complete: 20 hours (including classroom implementation)

Newcomers: Promoting Success through Strengthening Practice

NEW

Offers opportunities to challenge personal and systemic biases, create an atmosphere and system of shared responsibility, and incorporate and build on the rich resources that multilingual newcomers bring.

For K-12 educators.

Time to complete: 3 hours

Social Studies: Engaging Multilingual Learners through Inquiry

Focuses on the use of student and class assets to plan inquiry-based instruction, and explores how to consider the content and language needs of multilingual learners in social studies.

For K-12 social studies teachers and ESL teachers.

Time to complete: 3-4 hours



WIDA Screener Online

In-Person Workshop | 35 Participants Maximum

September 12, 2023 in Bushnell, FL

June 13, 2024 in Tallahassee, FL

Audience: This training is designed for Test Administrators and District Test Coordinators of WIDA Screener Online in Grades 1-12.

Description: During this training, participants will work collaboratively to strengthen their understanding of the administration of WIDA Screener Online. This includes learning to administer the online assessment to students. Particular attention will be given to developing inter-rater reliability when scoring the speaking and writing domains. Participants will utilize a multitude of practice items to be scored with the scoring scales.

NOTE: Participants will not be practicing WIDA AMS in this training.

Participants will be able to:

- Explain the purpose and background of the WIDA Screener
- Explain assessing English Language Proficiency Levels
- Use the scoring scale to score speaking samples
- Use the scoring scale to score writing samples
- Examine the online administration procedures for Listening, Reading, Speaking, and Writing
- Discover the available accommodations on the WIDA Screener
- Locate Screener-specific WIDA AMS functions and supports
- Explore the logistics for preparing to administer

Agenda

- Introduction and training overview
- Describe the purpose and uses for WIDA Screener Online
- Discuss the connection between the English Language Proficiency levels that are targeted in specific test items and Screener Scoring Scales for speaking and writing
- Consider the format, expectations of the WIDA Speaking Scoring Scales, and how to administer the speaking test then practice evaluating student responses
- Explore the format, expectations of the WIDA Writing Scoring Scales, and how to administer the writing test then practice evaluating student responses
- Examine the format of the listening and reading test
- Discuss the components of the WIDA Accessibility and Accommodations Framework, and usage of universal tools and accommodations
- Locate WIDA AMS functions for Screener scoring and reports
- Explore the logistics for preparing to administer in the training course on the WIDA website

To register for this workshop, scan the QR code or visit
https://uwmadison.co1.qualtrics.com/jfe/form/SV_0OsIWt71ear2YB0.





Scaffolding Learning through Language

In-Person Workshop | 35 Participants Maximum
September 18-19, 2023 in Vero Beach, FL
September 21-22, 2023 in Bradenton, FL

Audience: This workshop is designed for all educators of multilingual learners. It provides a great opportunity for teams who work with the same language learners to collaborate.

Description: This two-day workshop provides educators with a fresh look at how to engage multilingual learners in rigorous content area learning with a balance of challenge and support. The purpose of the workshop is to encourage educators to consider a dynamic set of classroom practices that support multilingual students as they move toward increasing independence and expertise in grade-level content. Participants will explore how rigorous and well-sequenced curriculum—within the content of meaningful experiences—contributes to rich classroom interactions that mediate learning. Topics that educators will explore are a) valuing students' resources for learning, b) developing a strong community of learners, and c) engaging students in rigorous curriculum.

Participants will be able to:

- Develop an understanding of scaffolding practices based on prior knowledge, new learning, and shared experience
- Build awareness of macro- and micro-scaffolding practices that apprentice students into language use for content area learning
 - Consider how students' resources can support collaborative learning
 - Recognize the importance of establishing a collaborative community of learners that moves forward and upward together
 - Examine ways to engage students in exploring language use for content learning



To register for this workshop, scan the QR code or visit https://uwmadison.co1.qualtrics.com/jfe/form/SV_0OsIWt71ear2YB0.



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Writing with Multilingual Learners in the Elementary Grades

In-Person Workshop | 35 Participants Maximum
October 2-3, 2023 in Sanford, FL
March 4-5, 2024 in Boca Raton, FL

Audience: This workshop is designed for elementary grade-level teachers, English language development specialists, and instructional coaches.

Description: This two-day workshop focuses on writing instruction that supports the use of the Teaching and Learning Cycle as a way to empower multilingual writers, not only to produce successful academic writing, but, more importantly, to communicate effectively for a variety of purposes and different audiences. We want students to know how to leverage writing as a powerful tool to understand the world, express themselves effectively, learn from one another, and argue for the things they believe in. This vision requires intentional, language-focused instruction, and is strengthened when it occurs through authentic writing tasks in the content areas.

In this interactive workshop we will explore a pedagogical approach that apprentices multilingual learners into writing in various academic genres. Specifically, we'll look at examples of this in science

and consider how this approach develops multilingual learners' writing skills and their awareness of how language works in written form. This will allow them to become effective and informed writers not only in science but across content areas.

Together, we will explore how to:

- Build content area background knowledge with the whole class so that students are equipped to write knowledgeably about the topic
- Explore the language of mentor texts with students in order to unpack highly valued ways of using language in a specific genre
- Jointly construct a text with students based on what was learned from those mentor texts
- Support students as they apply their learning about language choices in a target genre to their independent writing
- Engage students in a cycle of review, reflection, and revision to increase the effectiveness of their own writing



To register for this workshop,
scan the QR code.

Writing with Multilingual Learners in the Secondary Grades

In-Person Workshop | 35 Participants Maximum
October 5-6, 2023 in Live Oak, FL
March 7-8, 2024 in Boca Raton, FL

Audience: This workshop is designed for secondary grade educators—social studies, science, ELA, English language development specialists, and instructional coaches.

Description: Secondary educators will join this two-day workshop to focus on writing instruction that supports the use of the Teaching and Learning Cycle as a way to empower multilingual writers, not only to produce successful academic writing, but more importantly, to communicate effectively for a variety of purposes and audiences. We want students to know how to leverage writing as a powerful tool to understand the world, express themselves effectively, learn from one another, and argue for things they believe in. This vision requires intentional language-focused instruction and is strengthened when it occurs through authentic writing tasks in the content areas.

In this interactive workshop, we will explore a pedagogical approach that apprentices multilingual learners into writing in various academic genres.

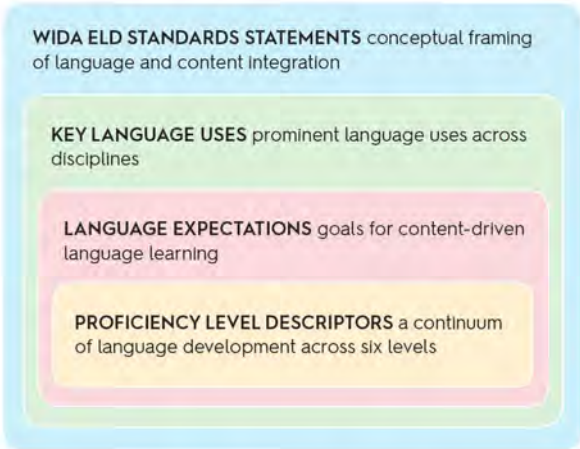
Specifically, we will look at examples of this in social studies and consider how this approach develops multilingual learners' writing skills and their awareness of how language works in written form. This will allow them to become effective and informed writers.

Together, we will explore how to:

- Build content area background knowledge with the whole class so that students are equipped to write knowledgeably about the topic
- Explore the language of mentor texts with students in order to unpack highly-valued ways of using language in a specific genre
- Jointly write a text with students based on what was learned from various mentor texts
- Support students as they apply their learning about language choices in a target genre to their independent writing
- Engage students in a cycle of review, reflection, and revision to increase the effectiveness of their own writing

Interpreting ACCESS for ELLs Score Reports for Instruction

In-Person Workshop | 35 Participants Maximum
Location: 2700 Judge Fran Jamieson Way, Viera, FL 32940
Workshop: 06/11/2024
Time: 8:00 – 3:00 ET



Language Domain	Proficiency Level (Possible 1.0-6.0)	Scale Score (Possible 100-600) and Confidence Band See Interpretive Guide for Score Reports for definitions
Listening	2.8	307
Speaking	2.5	271
Reading	2.5	322
Writing	3.8	339
Oral Language 50% Listening + 50% Speaking	2.6	289
Literacy 50% Reading + 50% Writing	3.4	331
Comprehension 70% Reading + 30% Listening	2.6	318
Overall* 35% Reading + 35% Writing + 15% Listening + 15% Speaking	3.2	318

Audience: Designed for ELL Educators, K-12 Educators, Administrators, and ELL Coordinators with students who have been administered one of the ACCESS for ELLs assessments in Grades K through 12.

Description: The ACCESS for ELLs Score Reports provide specific information on students’ academic English language proficiency. Participants will examine the different types of reports, their connection to the WIDA English Language Development Standards Framework, and how these reports can serve as a tool to initiate discussion on instruction.

At the conclusion of this workshop, participants will be able to:

- Explain the purpose of the ACCESS for ELLs Assessment
- Identify the differences in the types of ACCESS for ELLs score reports and their uses
- Describe considerations and methods for disseminating information contained in the score reports
- Expose the academic language connection between score reports and WIDA Performance Definitions
- Recognize how to use the score reports in collaborative conversations to inform language development



To register for this workshop, scan the QR code or visit https://uwmadison.co1.qualtrics.com/jfe/form/SV_0OsIWt71ear2YB0.

ICMEE Virtual Workshop: Considerations when Educating Multilingual Learners with Identified Learning Disabilities

Essential Question: What do educators need to consider in order to effectively plan for the education of multilingual learners identified with learning disabilities?

Guiding Questions

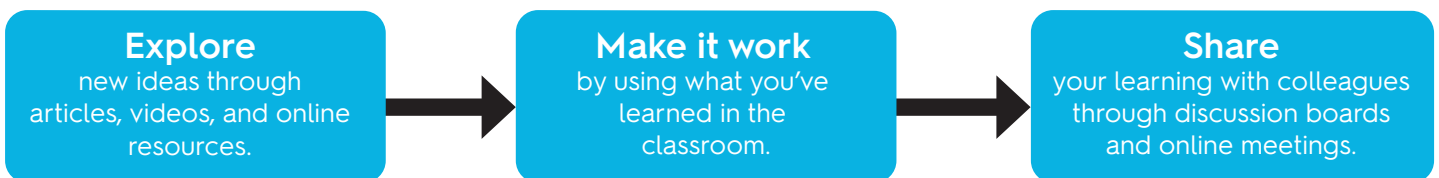
- Module 1: What are the learning profiles of multilingual learners with identified learning disabilities?
- Module 2: What are the laws that address the education of multilingual learners with learning disabilities, and what are educators' obligations under these laws?
- Module 3: What are the factors to consider when planning instruction for multilingual learners with learning disabilities?
- Module 4: Why is it necessary for educators to collaborate with qualified professionals when planning effective instruction for multilingual learners with learning disabilities, and how can this collaboration generate educational change for these students?
- Module 5: How do educators identify, administer, and evaluate instructional accommodations for multilingual learners with learning disabilities?
- Module 6: Answer the Essential Question.



These Virtual Workshops have innovative online multi-media resources available to educators who wish to collaboratively inquire into and improve their practice with multilingual learners. They are inquiry oriented and guided by an essential question and a guiding question for each of the six modules in the workshop.

Time Commitment

Each Virtual Workshop is 15 weeks long and covers six modules. Each module takes between two to four hours. The dates and times of the online meetings will be scheduled with your state representative.



Certificate Requirements

1. Post on the discussion boards for each module.
2. Respond to at least two colleagues' posts for each module.
3. Attend online meeting as culminating "gallery walk" or participate in alternate make-up activity.
4. Complete post-workshop survey.

Upon completion, participants receive a certificate listing 20 hours of professional learning. To register for this workshop, visit https://uwmadison.co1.qualtrics.com/jfe/form/SV_00siWt71ear2YB0.



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WIDA has partnered with the University of Nebraska Lincoln to offer the International Consortium for Multilingual Excellence (ICMEE) Workshops.

WIDA is housed within the Wisconsin Center for Education Research at the University of Wisconsin-Madison.
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ICMEE Virtual Workshop: Reading Supports for Multilingual Students

Essential Question: How can I support bilingual students who are struggling with reading in English?

Guiding Questions

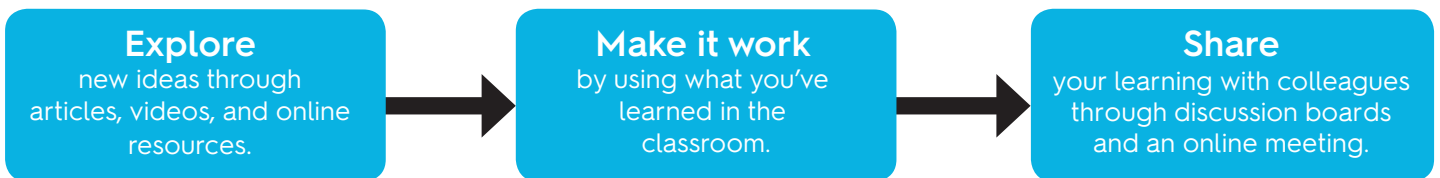
- Module 1: What is different about teaching reading in English to bilingual students?
- Module 2: How can I use co-constructed texts to help my bilingual learners read texts with confidence?
- Module 3: How can Shared Reading help bilingual learners read and comprehend texts in English?
- Module 4: How do patterned texts help bilingual learners read and produce sophisticated, fluent text?
- Module 5: How can I help my bilingual learners develop a deep curiosity for the way language works?
- Module 6: Answer the Essential Question



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Dear _____,

In order to better serve our multilingual learners, I am interested in participating in a professional learning event sponsored by the _____ [name of state education agency].

Our state is one of the 41 members of the WIDA Consortium. This means that educators in our state have access to research-based standards, instructional supports, professional learning, and assessments for teachers of multilingual learners.

I am requesting time to participate in the Virtual Facilitated Workshop, _____ [name of Workshop] between _____ [start date] and _____ [end date]. Virtual Facilitated Workshops are facilitated by a WIDA Professional Learning Specialist to a select number of educators.

This professional learning event:

- **Is research-based**
- Contains **strategies and resources** educators can put into use immediately
- Only requires a **WIDA Secure Portal login** and a working internet connection
- Is completely **free**

The attached flyer lists additional details about the Workshop including specific dates and times of any synchronous online meetings and the requirements to receive a certificate. For more information on WIDA eLearning, visit <https://wida.wisc.edu/grow/us-based-pl/elearning>

I hope you will consider this request and grant approval for me to participate.

Sincerely,
