



DATES AND LOCATION

Phoenix, AZ | May 29-31

COST

Early-bird registration (before April 1, 2019) \$1,300/person; \$1,100/person in teams of 4 or more After April 1, 2019: \$1,500/person; \$1,300/person in teams of 4 or more

CONTINUING EDUCATION UNITS

Interested participants can receive 2 CEUs for participating for an additional cost and participants will receive a certificate for 18 hours of training that may be used for District 301 hours or state recertification

ONGOING SUPPORT

3 reunion days will be offered for an additional cost in Phoenix in October, December, and February to focus on application of the summer institute learning

MORE INFORMATION

We also offer intensive summer institutes for that target supporting ELs in the content areas of ELA, science and social studies. Please visit our registration page for more information, or contact leadingwithlearning@WestEd.org

REGISTER HERE

leadingwithlearning.WestEd.org/institutes

ARE YOU READY TO DIVE DEEPER INTO ADDRESSING HOW TO TEACH MATHEMATICS AND ENGLISH LANGUAGE DEVELOPMENT IN TANDEM?

Student success in mathematics has shifted from solely being able to “solve the problem correctly” to being able to explain mathematical thinking and reasoning in both spoken and written English. For these reasons, this three-day intensive summer institute focuses on deepening understanding of the components of high-quality instruction that integrates the Common Core State Standards for Mathematics, the Standards for Mathematical Practice and the English Language Proficiency (ELP) Standards so that all students can experience success in developing conceptual knowledge and the English language simultaneously. The learning is designed to ensure that all students develop academic literacy, analytical practices, and deep content understanding in mathematics.

Professional learning is differentiated into three grade spans: PK-2, 3-5, and 6-12. School and district teams are highly encouraged to participate together in the three-day institute for optimal learning and implementation.

The institute will focus on strengthening teaching and learning in four major areas:

- ▶ Fostering collaborative academic conversations among students, abundant writing, and interactive reading around complex texts and intellectually challenging content
- ▶ Observing students closely to provide both planned and just-in-time scaffolding
- ▶ Building disciplinary literacy by engaging students in text-oriented talk about the language in complex texts
- ▶ Creating positive and culturally responsive learning environments

Participants will engage in collaborative, interactive tasks:

- ▶ Discussing key readings, including those related to culturally responsive teaching
- ▶ Participating in and analyzing standards-based model lessons
- ▶ Developing new ideas about scaffolding student learning, formative assessment, equity and positive learning environments

Leading with Learning: Systemically Transforming Teaching for English Learners

Are you ready to systemically improve teaching and learning and educational outcomes for your English learners and culturally and linguistically diverse students? Leading with Learning is a research-based approach designed to fulfill these interrelated goals by improving daily classroom practices and school and district systems. Our approach includes two years of professional learning for teachers, instructional coaches, and principals, and systems support for district leadership teams. This focus on all partners in the system builds district capacity to sustain and scale best practices and cultivates a culture of shared responsibility and collaboration.



Who Participates?

Two or more elementary and/or secondary schools in a district participate in order to foster within school and cross school collaboration. All teachers and administrators in the school engage in the professional learning together, and sessions are differentiated by grade span: PreK-1st grade, 2nd - 3rd grade, 4th - 6th grade in elementary schools and by subject area in middle and high schools. Principals, coaches and district leaders participate in additional professional learning tailored to their roles. To build capacity, coaches and designated leaders co-facilitate the professional learning sessions with WestEd facilitators.

Adaptations to the model to meet the individualized needs of partner schools and districts can be made but always include teacher professional learning and a systemic focus that targets and supports specific English learner student outcomes.

WHAT IS DIFFERENT ABOUT WESTED'S LEADING WITH LEARNING?

Systems Approach: Whole school commitment, cross-school professional learning, scaling and sustaining support for principals and district leadership teams

Social Justice and Equity Focus: Culturally and linguistically sustaining materials and approaches, social and emotional learning principles, intellectual richness for all students

Teaching and Learning Transformation: English learner-focused teacher professional learning with intensive coursework, coaching, and leadership support

Capacity Building Model: District staff and WestEd staff co-plan and co-facilitate professional learning and leadership meetings to monitor, sustain and scale the work

LEARN MORE



Visit our website to find free resources and tools, read our blog, and see what our district partners have to say!

LeadingwithLearning.WestEd.org

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