Walking Into 2019-20: WIDA Updates
Session Goals

Participants will:

- Choose participation in aligned professional learning opportunities for serving English learners.
- Articulate the updates to the WIDA standards and instructional framework.
- Utilize resources to support English learners at the district and school level.
WIDA eLearning

Using the WIDA Writing Rubric
Leading for Equity: Classroom Walkthrough
Classroom Educators: Engaging Multilingual Learners

Language for Learning in Mathematics
Doing and Talking STEM
Foundational Concepts for K-12 Educators
WIDA eLearning

Using the WIDA Writing Rubric
- ESL & Content Teachers
- Grades 1-12

Leading for Equity: Classroom Walkthrough
- School Leader
- Grades K-12

Classroom Educators: Engaging Multilingual Learners
- Content Teachers with Newcomers
- Grades K-12
WIDA eLearning

Language for Learning in Mathematics
• Math Teachers

Doing and Talking STEM
• Science Teachers
• Math Teachers
• ESL Teachers

Foundational Concepts for K-12 Educators
• Teacher Leaders
• Facilitators
• Coaches
• Content and ESL Teachers
WIDA eLearning

1. Identify district needs
2. Identify existing resources
3. Complete plan to address needs with new and existing resources
WIDA eLearning

- TEAM Observation Guidance Document
- Culturally Inclusive Practices Administrator Rubric
- TESOL 6 Principles Needs Assessment
- English Learner Planning Document
- InformTN
- WIDA results
- Other
WIDA eLearning

Possible Resources

- ESL Regional Advisor
- Local partnerships
- PLCs
- Data tools
- Other
WIDA Standards Refresh

- Maintains the five original standards
- Clarifies language expectations and reduces complexity of the WIDA standards system
- Provides language performance indicators (LPIs).
- Updates to address current theory, practice, and policy in multilingual education.
ESL Regional Advisors

Joseph Whinery, Mid-Cumberland, josephw@wcs.edu
Rachel Counce, South Central, rcounce@lcss.us
Sarah Ziegler, Southeast, sziegler@mctns.net
Allison Smith, Northwest, allison.smith@crockettschools.net
Nancy Ibrahim, Southwest, nzibrahim@jmcss.org
Jennifer Younger, East TN, jenniferyounger@sevier.org
Lamar Smith, First TN, hlsmith@k12k.com
Ina Maxwell, Upper Cumberland, maxwelli@ccschools.k12tn.net
Federal program and Title III directors will:

- Engage in goal setting
- Collaborate for regional planning
- Engage in Q&A with expert panel
- Learn more about WIDA eLearning
- Learn about policy updates
## Upcoming Professional Learning

<table>
<thead>
<tr>
<th>Locations</th>
<th>Strand</th>
<th>Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>7/16/2019</td>
<td>ACCESS</td>
<td>• Have We Taught if They Haven’t Learned</td>
</tr>
<tr>
<td>Knoxville</td>
<td></td>
<td>• Differentiation/ Universal design for learning</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• <strong>Culturally inclusive practices</strong></td>
</tr>
<tr>
<td>7/18/19</td>
<td>Resources</td>
<td>• Special education framework</td>
</tr>
<tr>
<td>Shelby County</td>
<td></td>
<td>• Transition TN</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Math and reading resources</td>
</tr>
<tr>
<td>7/26/2019</td>
<td>Preschool</td>
<td>• Integrated services</td>
</tr>
<tr>
<td>Nashville</td>
<td></td>
<td>• Knoxville and Nashville only: High Quality Early Childhood Programs: The What, Why and How</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Knoxville and Nashville only: High Quality Early Childhood Inclusion: A Call to Action</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Shelby only: Applied Behavior Analysis in Early Childhood Education</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Shelby only: Adverse Childhood Experiences</td>
</tr>
<tr>
<td></td>
<td>IDEA Implementation</td>
<td>• Alternate Assessment/ Alternate Academic Diploma</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Discipline</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Parent participation</td>
</tr>
</tbody>
</table>
## Upcoming Professional Learning

<table>
<thead>
<tr>
<th>Locations</th>
<th>Strand</th>
<th>Topics</th>
</tr>
</thead>
</table>
| **7/17/2019 Jackson**      | IAIEPs       | • PLEPS and Resources  
• Measureable Annual Goals  
• Least Restrictive Environment |
| **7/19/2019 Cookeville**   | Academics    | • Gifted programming  
• ACCESS to intervention |
| (Save the date)            |              | **Behavior**                                                          |
| **7/25/19 First TN**       |              | • Tier I/ Classroom management (TBSP)  
• Functional behavior assessments/ Behavior intervention plans  
• Isolation and Restraint |
| Postsecondary Readiness    |              | • Transition planning  
• Work-based learning  
• TN Pathways |

*Note: Locations may vary and times are subject to change.*
Contacts

Katie Barcy, assistant director of English learner and immigrant programs, office of consolidated planning and monitoring
Katie.Barcy@tn.gov
(615) 532-1392

Joann Runion, coordinator of culturally responsive practices, office of special populations
Joann.Runion@tn.gov
(615) 253-4249
Districts and schools in Tennessee will exemplify excellence and equity such that all students are equipped with the knowledge and skills to successfully embark on their chosen path in life.