

Summer 2019 Educating Children of Color Two-Day Professional Learning Differentiating Instruction for Culturally & Linguistically Diverse Learners

Facilitators

Dr. Barbara J. Dray & Meghan McCracken, CLDE Endorsed with over 30 years combined experience teaching and preparing teachers to work with CLD learners.

Dr. Barbara J. Dray has been working in the field of bilingual special education for nearly 25 years with a focus on how we transform teachers practices to be culturally and linguistically responsive and sustaining. Dr. Dray's classic publication *Mindful Reflection as a process for developing culturally responsive practices* appeared in *TEACHING Exceptional Children* (Dray & Wisneski, 2011), was featured by *Teaching Tolerance* - <https://www.tolerance.org/magazine/mindfulness-helps-reduce-unequal-discipline> & appears in Zaretta Hammonds book *Culturally responsive teaching and the brain*. She is currently a language development specialist in Boulder Valley School District.



Meghan McCracken has worked in education for more than 20 years. She started her career as an outdoor educator and summer camp director before becoming a classroom teacher. Later she served as a middle school content teacher, ELD teacher, and instructional coach in Colorado and in Guadalajara, Mexico. Meghan currently works for Boulder Valley School District as a Language Development Specialist focusing on Culturally Responsive Teaching practices. She also serves BVSD as a Family Partnerships Specialist ensuring all families have equitable access to district processes and systems.

Description

This two-day professional learning experience prepares teachers to teach students from linguistically and culturally diverse backgrounds. It covers both theoretical and applied aspects of language learning and teaching while providing teachers 15 of the required 45 hours of CLD content. Oral language development and content-area instruction will be emphasized for teaching K-12 students. Techniques, activities, strategies and

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resources to plan for engaging and appropriate instruction for culturally and linguistically diverse learners will be utilized. Collaborative learning strategies will be modeled in order to increase participation & engagement and build your toolbox of strategies to use in your classroom. Participants will have an opportunity to utilize a planning template to differentiate their own unit plan for the upcoming school year.

Requirements

This experience will count for 15 of 45 required hours by

- Completing 3 hours pre-reading provided by facilitators (provided upon registration)
- Complete 1 hour of written reflection
- Engaging in 11 hours of face to face professional learning in 2 day workshop

For the two-day professional learning, please bring:

- a unit plan that you want to differentiate for culturally and linguistically diverse learners
- Provided readings and completed written reflections (we will use the readings and reflection during the PL so please bring either on laptop or hard copy)
- Computer

Professional Learning Objectives

During the session you will

- Discuss & analyze first and second language acquisition, learning through two languages and the connection between first language and second language development
- Identify and organize WIDA materials and resources to develop effective language support within general education curriculum across the content areas
- Identify features of academic language and instructional supports for linguistically
- Create a differentiated unit plan for culturally and linguistically diverse learners
- Determine how your own stance impacts your student's ability to learn

15 hours toward 45 hours of CDE CLDE Standards for license renewal as follows:

5.13 Quality Standard II: Educators should be knowledgeable in first and second language acquisition.
5.13(1) ELEMENT A: Educators are able to understand and implement strategies and select materials to aid in English language and content learning.
5.13(2) ELEMENT B: Educators are knowledgeable of, understand, and able to apply the major theories, concepts and research related to culture, diversity and equity in order to support academic access and opportunity for CLD student populations.

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5.14 Quality Standard III: Educators should understand literacy development for CLD students.
5.14(1) ELEMENT A: Educators are knowledgeable in, understand, and able to apply the major theories, concepts and research related to literacy development for CLD students
5.14(2) ELEMENT B: Educators understand and implement strategies and select materials to aid in English language and content learning.
5.15 Quality Standard IV: Educators are knowledgeable in the teaching strategies, including methods, materials, and assessment for CLD students.
5.15(1) ELEMENT A: Educators are knowledgeable in, understand and able to use the major theories, concepts and research related to language acquisition and language development for CLD students.
5.15(2) ELEMENT B: Educators are knowledgeable in, understand, and able to use progress monitoring in conjunction with formative and summative assessments to support student learning.