

PROFESSIONAL LEARNING FOR TEACHERS AND ADMINISTRATORS OF  
PRE-K TO 12TH GRADE ENGLISH LEARNERS AND EMERGENT BILINGUALS

# CABE ENGLISH LANGUAGE DEVELOPMENT TEACHER ACADEMY (ELDTA) VIRTUAL SERIES

PROMOTING EQUITY FOR ENGLISH LEARNERS AND EMERGENT BILINGUAL STUDENTS

THURSDAYS • SEPTEMBER 2024 THROUGH MAY 2025  
3:30 pm – 5:30 pm (PST)



The CABE ELDTA Program draws upon the ELA/ELD Framework, and integrates a focus on the implementation of the ELD standards throughout the core curriculum.

- Choose from eight stand-alone Virtual Modules or complete all eight to receive a CABE ELDTA Certificate of Completion
- Selected Thursday afternoons during the 2024-2025 school year
- The content for each module will be presented over two Thursdays each month
- Presented by key CABE staff, experts in English language development and academic language development
- Customized scheduling available for your school or district



## EIGHT LIVE VIRTUAL MODULES

All presented Synchronously in English



**Module 1:** Foundations for Effective English Learner Instruction Through the Lens of the California English Learner Roadmap - *(September 12 & September 19, 2024)*

**Module 2:** Strategic Planning of Integrated English Language Development in the Content Areas - *(October 10 & October 17, 2024)*

**Module 3:** Best Practices for Teaching Critical English Language Skills through Designated ELD - *(November 7 & November 21, 2024)*

**Module 4:** ELPAC 2.0- High-Leverage Strategies for English Learner Success (Speaking and Listening Domains) - *(December 5 & December 12, 2024)*

**Module 5:** ELPAC 2.0- High-Leverage Strategies for English Learner Success (Reading and Writing Domains) - *(January 23 & January 30, 2025)*

**Module 6:** Leveraging Students' Multicultural and Multilingual Capital in English Language Development Instruction - *(February 13 & February 27, 2025)*

**Module 7:** Meeting the Language Requirements of CCSS MATH AND NGSS Science Standards - *(April 10 & April 17, 2025)*

**Module 8:** Understanding and Meeting the Critical Needs of Diverse Typologies of English Learners - *(May 1 & May 8, 2025)*

**OFFERED AT THE LOW COST OF  
\$205 PER MODULE!**

OR

**\$1500 WHEN YOU REGISTER FOR  
ALL EIGHT!**

**CLICK TO REGISTER BELOW  
OR SCAN QR CODE**

<https://bit.ly/eldta2425>



CLICK HERE TO TAKE ADVANTAGE OF THIS SPECIAL OFFER



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# CABE ENGLISH LANGUAGE DEVELOPMENT TEACHER ACADEMY (ELDTA) VIRTUAL SERIES

## EIGHT MODULES - SCHOOL YEAR 2024 - 2025

This virtual series includes eight different modules that will prepare English language development teachers (ELD) with effective practices to leverage the multilingual and multicultural assets of English learners (EL) and emergent bilinguals (EB) while modeling the pedagogical practices to teach in and support students in their journey towards academic success in English.

### - Module Descriptions -

#### **Module 1 Foundations for Effective English Learner Instruction Through the Lens of the California English Learner Roadmap**

The California English Learner (EL) Roadmap, California's new policy on educating the diverse population of students in our schools who are English Learners will be shared, and the shift from previous educational policy regarding ELs will be highlighted. Participants will explore the EL Roadmap Teacher Toolkits, which are designed to help teachers understand and reflect upon the new English Learner policy's implementation in their classrooms.

**Date: September 12 & 19, 2024 • 3:30 pm - 5:30 pm (PST)**

#### **Module 2 Strategic Planning of Integrated English Language Development in the Content Areas**

Participants will gain a deeper understanding of how Integrated English Language Development (ELD) supports higher levels of academic achievement and English language proficiency for English Learners. The English Language Arts (ELA)/English Language Development (ELD) Framework and English Language Development Standards will be reviewed. Critical components of Integrated ELD will be examined, through a sample science lesson.

**Date: October 10 & 17, 2024 • 3:30 pm - 5:30 pm (PST)**

#### **Module 3 Best Practices for Teaching Critical English Language Skills through Designated ELD**

Participants will gain a deeper understanding of the essential components of Designated English Language Development (ELD) to ensure equity in education for English Learners. Sample lessons will be modeled as well as guidance on student grouping, lesson planning, and connections to the content areas will be shared.

**Date: November 7 & 21, 2024 • 3:30 pm - 5:30 pm (PST)**

#### **Module 4 ELPAC 2.0- High-Leverage Strategies for English Learner Success (Speaking and Listening Domains)**

Participants will examine the content of the English Language Proficiency Assessments for California (ELPAC) assessment and its connection to The English Language Development (ELD) Standards. The various tasks that make up the ELPAC will also be analyzed, with a focus on how to integrate similar tasks in instruction across the content areas. The ELPAC performance level descriptors (PLDs) will also be examined along with their connection to the English Language Development (ELD) proficiency levels.

**Date: December 5 & 12, 2024 • 3:30 pm - 5:30 pm (PST)**

#### **Module 5 ELPAC 2.0- High-Leverage Strategies for English Learner Success (Reading and Writing Domains)**

Participants will learn about the high-leverage instructional strategies that can help prepare English Learners for success on the ELPAC, which will be modeled throughout the session. One sample ELPAC task from the reading and writing domains will be shared.

**Date: January 23 & 30, 2025 • 3:30 pm - 5:30 pm (PST)**

#### **Module 6 Leveraging Students' Multicultural and Multilingual Capital in English Language Development Instruction**

Based on the principles of the EL Roadmap policy, schools must aim to create inclusive and inviting learning environments that reflect the diversity of the school community. The learning environment must reflect the languages and cultures of the community in order for students to develop a sense of belonging. Participants will explore strategies that can be implemented by multilingual and monolingual staff to create multilingual ecologies that foster and promote the use of home languages and contribute to students' own sociocultural competence.

**Date: February 13 & 27, 2025 • 3:30 pm - 5:30 pm (PST)**

#### **Module 7 Meeting the Language Requirements of CCSS MATH AND NGSS Science Standards**

Participants will interact with a CABE PDS consultant to learn how to differentiate their instruction through the provision of Integrated English Language Development (ELD) in order to promote engaging, active student participation. By using real content examples, teachers will be shown different ways to improve English literacy skills and build academic vocabulary by building upon student strengths and using grade-level concepts while also addressing the English Language Development (ELD) Standards, the Next Generation Science Standards (NGSS), the CCSS mathematics standards, and the Standards for Mathematical Practice.

**Date: April 10 & 17, 2025 • 3:30 pm - 5:30 pm (PST)**

#### **Module 8 Understanding and Meeting the Critical Needs of Diverse Typologies of English Learners**

Participants will explore the various profiles and needs of Long-Term English Learners and Newcomer Students, including some of the areas of language development that are the most challenging for both groups. Evidence-based techniques and strategies that work with all students will be modeled. Programs for Newcomers at elementary, middle, and high school will be highlighted, along with resources such as the US Department of Education's Newcomer Toolkit, and other state and district toolkits. A focus on meeting the socioemotional needs of diverse typologies of English learners will be highlighted.

**Date: May 1 & 8, 2025 • 3:30 pm - 5:30 pm (PST)**

**USE THIS LINK TO REGISTER FOR ALL MODULES AND TO RECEIVE THE SPECIAL RATE:**

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