

CALIFORNIA ASSOCIATION FOR BILINGUAL EDUCATION

CABE's Professional Learning Services

Customized Transformative Professional Learning Services (PLS) Offerings

Let CABE become part of your transformational journey!



626-814-4441 ext. 214



cabepds@gocabe.org



gocabe.org/pls/

Table of Contents

Visit <https://gocabe.org/pls/> for digital access to CABE's PLS Offering Catalog

Customized Transformative Professional Learning Services 05

The Power of Transformative Professional Learning
Benefits of Customized Transformative Professional Learning

Building Reflective and Collaborative Learning Communities
Explore our Topics and Programs

English Language Development Support 06

Full English Language Development Teacher Academy (ELDTA) – 8 modules

- Module 1: Foundations for Effective Multilingual English Learner Instruction Through the Lens of the California English Learner Roadmap
- Module 2: Strategic Planning of Integrated English Language Development in the Content Areas
- Module 3: Best Practices for Teaching Critical English Language Skills through Designated ELD
- Module 4: ELPAC 2.0- High-Leverage Strategies for Multilingual English Learner Success (Speaking and Listening Domains)
- Module 5: ELPAC 2.0- High-Leverage Strategies for Multilingual English Learner Success (Reading and Writing Domains)
- Module 6: Leveraging Students' Multicultural and Multilingual Capital in English Language Development Instruction
- Module 7: Meeting the Language Requirements of CCSS MATH and NGSS Science Standards
- Module 8: Understanding and Meeting the Critical Needs of Diverse Typologies of Multilingual English Learners

The State Seal of Biliteracy and Pathway Recognitions: Cultivating Multilingualism from PK-University

CREATE! Effective Integrated and Designated ELD

CREATE! for Paraeducators Supporting Multilingual English Learners

CREATE! for English Language Development

CREATE! for Translanguaging to Support Multilingual English Learners

Introduction to CABE'S Effective Literacy/Biliteracy Pedagogy Framework for Multilingual English Learner Instruction

Creating a Literacy/Biliteracy District Instructional Plan for Multilingual English Learners and Multilingual Learners

CABE's 6 Essential Components of ELD Instruction

Implementing CABE's Essential ELD Components

Customizable - CABE's Essential ELD Components

CABE's Essential ELD Components + Coaching/Consulting

EL Roadmap Program Reflection Tool for Site and District Administrators

Empowering Counselors to Support Multilingual English Learners: A Comprehensive Approach for Middle and High School Counselors

- Module 1: Creating Inclusive Learning Environments
- Module 2: Fostering Multilingualism and Academic Excellence
- Module 3: Guiding Pathways to College and Career Readiness
- Module 4: Engaging Families and Communities

Developing or Refining a Multilingual English Learner Master Plan

Coaching and Consulting with Administrators/Leadership Team Serving Multilingual Learners

Coaching and Consulting with ELD Teachers/Coaches

Dual Language Instructional Support 16

Full Dual Language Teacher Academy (DLTA) – 8 modules

- Module 1: Foundations for a Strong, Successful, and Sustainable Dual Language Program
- Module 2: Best Practices in Dual Language Education | *Las mejores prácticas para la educación en dos idiomas*
- Module 3: Becoming a Reflective Dual Language Teacher
- Module 4: Authentic Spanish Reading Instruction | *La pedagogía para la enseñanza auténtica de la lectura*
- Module 5: Academic Spanish Language Development for Dual Language Teachers | *El desarrollo del español académico para maestros de doble idioma*
- Module 6: Spanish Grammar Instruction: The "What" and the "How" | *La pedagogía de la enseñanza de la gramática en español: El "qué" y "cómo"*

Table of Contents

Dual Language Instructional Support (continuation) 16

- Module 7: Cross-Linguistic Transfer in a Dual Language Program | *Las transferencias interlingüísticas en el programa de doble idioma*
- Module 8: Best Practices for Spanish Writing Instruction in a Dual Language Classroom | *Las mejores prácticas para la enseñanza de la escritura en español en un aula de educación en dos idiomas*

CREATE! Introduction to CABE's Framework

CREATE! Academy: Biliteracy Unit Planning Using CABE's Framework

CREATE! for Paraeducators in Dual Language Classrooms

CREATE! for Dual Language

CREATE! for Translanguaging in Dual Language Classrooms

Designated ELD in Dual Language Classrooms

CABE'S Effective Literacy/Biliteracy Pedagogy Framework for Dual Language Instruction

CABE's Comprehensive Effective Literacy/Biliteracy Instructional Strategies Academy

CABE's BELLS- Biliteracy in Early Learning & Language Schooling

Developing Writing Proficiency Across Languages in a Dual Language Classroom

Sociocultural Competence in a Dual Language Classroom

Formative Assessments in Dual Language Classrooms

Coaching and Consulting with Dual Language Teachers/Coaches

Dual Language Program Development 25

Introduction to CABE'S Effective Literacy/Biliteracy Pedagogy Framework for Multilingual English Learner Instruction in DL Programs

The State Seal of Biliteracy and Pathway Recognitions: Cultivating Multilingualism from PK-University

Facilitate the Development of a DL Master Plan

Establishing the DLI District Leadership Team: How to Create a Strong, Successful, and Sustainable DLI Program, T/K-12

Establishing/Refining a Dual Language (DL) Program's Systems for District's Leadership Team (DLT) Series

District Leadership Team (DLT): GP3 Program Reflection System to Enhance the Dual Language Program

Creating a Literacy/Biliteracy District Instructional Plan for Multilingual Learners in DL Programs

Coaching and Consulting with Dual Language Administrators/Leadership Team

CABE Professional Learning Services: Spotlight Programs 29

CABE Professional Learning Services Spotlight Programs

CABE Professional Learning Services: Content Planning 31

Customized Content Planning Questions and Tips

CABE Professional Learning Services: Content Planning Tool

About CABE 35

CABE's Mission and Vision



Customized Transformative Professional Learning Services



CABE's Professional Learning Services

CABE PLS Request Form

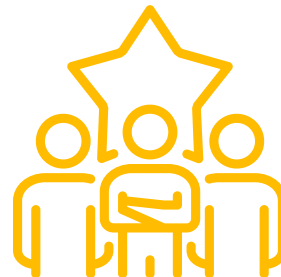
Scan the QR code or visit gocabe.org/pls-contact-form/
to fill out the form for any requests or questions.



Bring CABE's Linguistically and Culturally Sustaining Training to Your Site or District

The Power of Transformative Professional Learning

At CABE, we believe that access to high-quality, comprehensive, and differentiated professional learning is the fundamental right of educators working with multilingual and multicultural learners. Transforming inequitable systems requires that educators acquire the skills to affirm and expand the cultural, linguistic, and academic assets of our diverse learning communities. We strive to support educators in realizing their full potential as reflective instructional leaders and advocates of educational equity for all. Let CABE become part of your transformational journey!



Benefits of Customized Transformative Professional Learning

- Schedule sessions year round and based on your availability
- Schedule evenings and Saturday sessions (based on availability)
- Select your mode of delivery (in-person, online, asynchronous)
- Select your preferred language of instruction (English or Spanish)
- Tailor your sessions to specific grade levels or audiences
- Customize the topic and goals of your presentation (based on availability)
- Secure dedicated time with one of CABE's experts in multilingual and multicultural instruction
- Add multiple sessions or presenters
- Customize sessions to align to your district's curriculum resources
- Select specific coaching practices such as instructional rounds, lesson planning, curriculum mapping, lesson demonstrations, etc.

Building Reflective and Collaborative Learning Communities

Our professional learning specialists will engage educators and leaders in critical reflection, discourse, and redesign of current instructional systems to better serve all multilingual learners. Educators will gain new evidence-based strategies through our training, coaching, and consulting options while also reflecting and redefining their own beliefs, attitudes, and identities as multilingual advocates. Our offerings include services to build and support emerging dual language programs, existing dual language programs, English language development programs, and more. Sessions can be tailored to meet the needs of various educational partners.

Current and Prospective ELD/DL Teachers

ELD/DL Professional Developers and Trainers

Coaches

Administrators

Support Staff

Paraeducators

Pre-service Educators

University Professors

County Staff

We understand that in education, time is one of our most invaluable resources. Our goal is to maximize the learning experience by providing professional learning services that are sustained, job-embedded, data-driven, and classroom focused, so that both educators and students can thrive. Our sessions can be presented in-person and online to accommodate educators' busy work lives.

English Language Development Support



CABE's Professional Learning Services

CABE PLS Request Form

Scan the QR code or visit gocabe.org/pls-contact-form/
to fill out the form for any requests or questions.



Full English Language Development Teacher Academy (ELDTA) – 8 modules

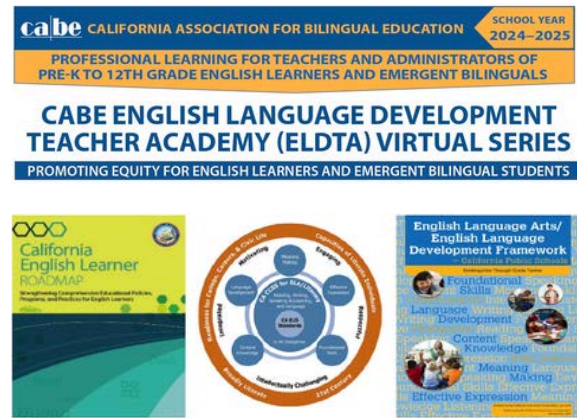
This virtual series will prepare English Language Development (ELD) teachers with effective practices to leverage the multilingual and multicultural assets of multilingual English learners (MEL) and Emergent Bilinguals (EB) while modeling the pedagogical practices to teach and support students in their journey towards academic success in English. The 8 modules can be taken as stand-alone modules or as a series. See individual module options below.

Visit <https://gocabe.org/eldta/> to view the 2025-2026 Virtual Series

Sessions: Eight (8) full days / One (1) full day per module

Language: All modules presented in English

Audience: Educators



Formats available for ELDTA Modules:

ELDTA Module 1: Foundations for Effective Multilingual 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 multilingual English Learners (MELs) 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.

ELDTA 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 multilingual 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.

ELDTA 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.

ELDTA Module 4: ELPAC 2.0- High-Leverage Strategies for Multilingual English Learner Success (Speaking and Listening Domains)

Participants will examine the speaking and listening domains of the English Language Proficiency Assessments for California (ELPAC) and their connection to the English Language Development Standards. The session will focus on specific tasks within these domains, analyzing how to integrate similar speaking and listening activities into daily instruction. Participants will also examine the ELPAC performance level descriptors and their alignment with ELD proficiency levels to support students' language development.

ELDTA Module 5: ELPAC 2.0- High-Leverage Strategies for Multilingual English Learner Success (Reading and Writing Domains)

Participants will examine the reading and writing domains of the English Language Proficiency Assessments for California (ELPAC) and their connection to the English Language Development Standards. The session will focus on specific tasks within these domains, analyzing how to integrate similar reading and writing activities into daily instruction. Participants will also examine the ELPAC performance level descriptors and their alignment with ELD proficiency levels to support students' language development.

ELDTA 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.



ELDTA Module 7: Meeting the Language Requirements of CCSS MATH and NGSS Science Standards

Participants will learn how to differentiate instruction through integrated English Language Development (ELD) instruction to foster active student participation. Through the use of real content examples, teachers will be shown effective strategies to improve English literacy skills and develop academic vocabulary by building upon student strengths while also addressing ELD Standards, the Next Generation Science Standards (NGSS), the CCSS mathematics standards, and the Standards for Mathematical Practice.

ELDTA Module 8: Understanding and Meeting the Critical Needs of Diverse Typologies of Multilingual 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 multilingual English learners will be highlighted.

The State Seal of Biliteracy and Pathway Recognitions: Cultivating Multilingualism from PK-University

In the context of California's renewed focus and investment in multilingual education, we have access to more and more resources to understand, cultivate, recognize, and advocate for biliteracy! See concrete examples of resources available to your districts, including the State Seal of Biliteracy and newer biliteracy Pathway recognitions from PK to University. In this workshop we will share experiences gained and resources created through the Multilingual California Alliance Project (MCAP), a 3 year grant funded by the CA EWIG EL Roadmap Implementation Grant.



Sessions: One (1) full day or tailored to meet specific needs

Language: English or Spanish

Audience: Adaptations available for School and District Leadership*, Educators, and/or Families

Formats available :



*** Leadership Team Suggested Members:** Current and Prospect DL Teachers, Coaches, Administrators, Support Staff, Paraeducators, Pre-service educators, DL Professional Developers and Trainers, University Professors, County Staff, School Board Members, Families, Community Members, General Education Teacher Representatives

CREATE! Effective Integrated and Designated ELD

The CABE CREATE! Framework for Effective Planning presents 6 teacher moves that will ensure a critical commitment to CREATE! Liberatory learning experiences for all students, through the lens of equitable and transformational teaching and learning practices.



Critical Pedagogical Competencies

Relationships

Equitable Teaching Practices

Accountability

Transformative Pedagogy

Engagement

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Sessions: Two (2) or more full days or tailored to meet specific needs

Language: English

Audience: School and District Leadership*, Educators

Formats available :



CREATE! for Paraeducators Supporting Multilingual English Learners

This professional development opportunity introduces the CREATE Framework, designed to enhance the skills of paraeducators working with multilingual English learners. The framework equips paraeducators with targeted strategies and structures, empowering them to provide personalized and culturally relevant support for their students each day.

Sessions: Two (2) full days or tailored to meet specific needs

Language: English

Audience: Paraeducators, Instructional Assistants, Educators

Formats available :



CREATE! for English Language Development

This professional development opportunity is designed to empower educators to become effective English Language Development (ELD) instructors through an equity-focused lens, utilizing the CREATE Framework as a guiding resource. Grounded in the ELD standards, this session offers targeted strategies to optimally support multilingual learners.

Sessions: Two (2) full days or tailored to meet specific needs

Language: English

Audience: Educators, University Professors, District and County Office Administrators

Formats available :



* **Leadership Team Suggested Members:** Current and Prospect DL Teachers, Coaches, Administrators, Support Staff, Paraeducators, Pre-service educators, DL Professional Developers and Trainers, University Professors, County Staff, School Board Members, Families, Community Members, General Education Teacher Representatives

CREATE! for Translanguaging to Support Multilingual English Learners

This professional development opportunity will highlight effective instructional components for multilingual English learners, drawing on research-based best practices within the CREATE Framework. Participants will engage in strategic planning and experience a model lesson cycle that incorporates translanguaging to deepen content understanding and support English language development.

Sessions: One (1) full day or tailored to meet specific needs

Language: English

Audience: Educators, University Professors, District and County Office Administrators

Formats available :



Introduction to CABE'S Effective Literacy/Biliteracy Pedagogy Framework for Multilingual English Learner Instruction

Literacy development is a complex process, and current conversations and research summaries aren't always inclusive or representative of the unique needs of our multilingual learners and programs. CABE's comprehensive model of Critical Literacy/Biliteracy for Multilingual Learners is based on specific biliteracy research, and this session will highlight skills, components, and instructional practices that ensure achievement for multilingual learners. Come explore this dynamic, teacher driven model!



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Sessions: One (1) or more full days or tailored to meet specific needs

Language: English

Audience: School and District Leadership*, Educators

Formats available :



Creating a Literacy/Biliteracy District Instructional Plan for Multilingual English Learners and Multilingual Learners

Using CABE's Comprehensive Effective Literacy/Biliteracy Pedagogy Framework and CABE's Literacy/Biliteracy Reflection Tools, district teams will reflect on the current beliefs, practices, and curriculum resources and their alignment to best practices for multilingual learner instruction. After the first two days of introduction, additional days can be used for guided support.

Sessions: Two (2) or more full days, tailored to meet specific needs

Language: English

Audience: School and District Leadership*, Educators

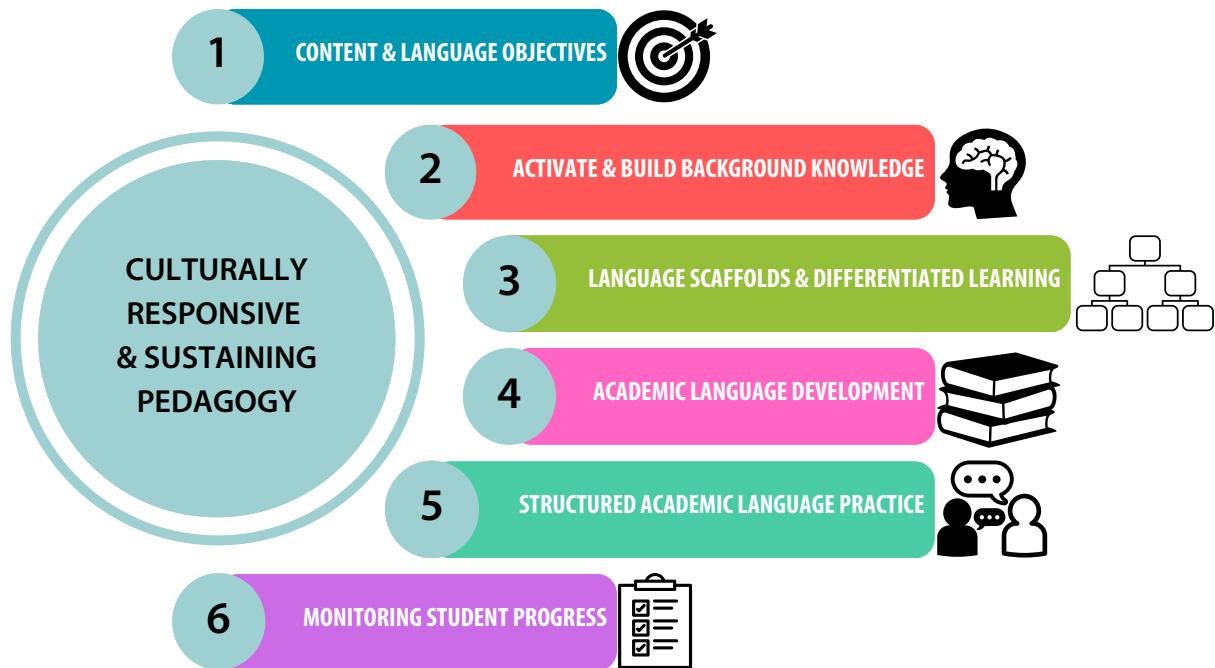
Formats available :



*** Leadership Team Suggested Members:** Current and Prospect DL Teachers, Coaches, Administrators, Support Staff, Paraeducators, Pre-service educators, DL Professional Developers and Trainers, University Professors, County Staff, School Board Members, Families, Community Members, General Education Teacher Representatives

CABE's 6 Essential Components of ELD Instruction

Participants will go in depth in analyzing each of CABE's 6 Essential Components and corresponding high leverage strategies they can embed in their instruction. Planning time will be provided depending on the length of the session.



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Sessions: One (1) full day

Language: English

Audience: School and District Leadership*, Educators

Formats available :



Implementing CABE's Essential ELD Components

This professional development session encompasses recent shifts in Multilingual Learner policy from a historical perspective, offering a comprehensive overview of the need for all Essential ELD Components. It includes specific, actionable strategies for each component as they are introduced.

Sessions: One (1) full day or more, tailored to meet specific needs

Language: English

Audience: Educators, University Professors, District and County Office Administrators

Formats available :



*** Leadership Team Suggested Members:** Current and Prospect DL Teachers, Coaches, Administrators, Support Staff, Paraeducators, Pre-service educators, DL Professional Developers and Trainers, University Professors, County Staff, School Board Members, Families, Community Members, General Education Teacher Representatives

Customizable - CABE's Essential ELD Components

This professional development session will introduce all Essential ELD Components through a historical lens. Tailored to your needs, we can dive deeply into the specific components you choose to focus on. The session will include a variety of strategies and examples relevant to your selected components and can be adapted for Dual Language Programs to support SLD.

Sessions: One (1) or more full days, tailored to meet specific needs

Language: English

Audience: Educators, University Professors, District and County Office Administrators

Formats available :



CABE's Essential ELD Components + Coaching/Consulting

The Essential ELD Components are centered within a teaching and learning instructional coaching cycle with one of our highly qualified specialists. This immersive, personalized experience will focus on enhancing your ELD planning and instruction with embedded support.

Sessions: One (1) or more full days, tailored to meet specific needs

Language: English

Audience: Educators, Instructional Coaches, District and County Office Administrators

Formats available :



EL Roadmap Program Reflection Tool for Site and District Administrators

Participants will analyze the California English Learner (EL) Roadmap and the significant shift it represents in English Learner educational policy. The companion EL Roadmap Rubrics, which outline various levels of responsiveness to the EL Roadmap in district and site policy and practice, will be shared and provide a concrete example of the journey toward the EL Roadmap's full implementation. The EL Roadmap Rubrics will be used to guide a reflection on the district's or site's English Learner program to determine the level of implementation of the EL Roadmap. A process to develop an action plan will be modeled and an opportunity to draft an action plan for the district or site will also be provided.



After the first day of introduction, additional days could be used to support with implementation ideas.

Sessions: One (1) or more full days, tailored to meet specific needs

Language: English

Audience: School and District Leadership*, Educators

Formats available :



*** Leadership Team Suggested Members:** Current and Prospect DL Teachers, Coaches, Administrators, Support Staff, Paraeducators, Pre-service educators, DL Professional Developers and Trainers, University Professors, County Staff, School Board Members, Families, Community Members, General Education Teacher Representatives

Empowering Counselors to Support Multilingual English Learners: A Comprehensive Approach for Middle and High School Counselors

This workshop is designed specifically for middle and high school counselors to empower them with the tools and strategies needed to support multilingual English learners (MELs) through their unique educational journeys. Participants will gain practical strategies, tools, and resources to provide individualized support and ensure that MELs thrive academically, socially, and emotionally while preparing for college and career pathways.



Visit <https://gocabe.org/cabe-mcvs/> to view
the Fall 2025 Series!

Sessions: Virtual Four (4) half days or Two (2) or more in person sessions, or tailored to meet specific needs

Language: All modules presented in English

Formats available :

Audience: Middle and High School Counselors, Support Staff, and School and District Administrators



Module 1: Creating Inclusive Learning Environments

This foundational module covers the essentials for welcoming and supporting multilingual English learners at the secondary levels, including effective identification, placement, and welcoming practices. Participants will also explore MEL typologies and learn how to apply trauma-informed care to promote student well-being.

Module 2: Fostering Multilingualism and Academic Excellence

This session will focus on understanding the role of Designated ELD, reclassification, and language progression. Participants will explore scheduling strategies tailored for newcomers, migrant students, and MELs with diverse needs, while also learning how to access resources and supports that promote students' social and academic success.

Module 3: Guiding Pathways to College and Career Readiness

This module concentrates on supporting MELs in achieving the Seal of Biliteracy and navigating California Technical Education (CTE) Pathways. Participants will explore strategies for preparing students for advanced placement exams, dual enrollment opportunities, and post-secondary success, while also learning how to provide tutoring, intervention supports, and guidance on financing higher education.

Module 4: Engaging Families and Communities

This session will explore building partnerships with families through culturally responsive communication and leveraging community cultural and wrap-around resources. Participants will learn strategies for engaging families in school committees such as the English Learner Advisory Committee (ELAC), District English Learner Advisory Committee (DELAC), School Site Councils (SSC), and the Local Control and Accountability Plan (LCAP) to support student success.

Developing or Refining a Multilingual English Learner Master Plan

A strong and successful educational program for multilingual English learners includes many aspects that are also linked to federal, state, and local accountability systems. It is critical to capture the ways in which the district's program integrates these components as it provides daily Integrated and Designated English Language Development (ELD) for all multilingual English learners. A CAFE Professional Learning Specialist will facilitate the district team's examination of the components to consider incorporating in a Multilingual English Learner Master Plan, including the team's review of the current master plan to identify any components that are not yet included, and the team will devise an action plan for moving forward with revisions or creation of the Multilingual English Learner Master Plan.

Sessions: One (1) or more full days, tailored to meet specific needs

Language: English

Audience: School and District Leadership*, Educators, Families, Community Members

Formats available :



Coaching and Consulting with Administrators/Leadership Team Serving Multilingual Learners

Coaching and consulting for administrators and leadership focused on providing targeted support to enhance leadership skills in the areas of English language development and/or dual language education. Through personalized coaching and expert guidance, administrators will gain strategies and knowledge to implement effective practices to lead and strengthen their team. Topics may include CAFE's 6 Essential Components of ELD instruction, integrated and designated ELD, meeting needs of diverse or changing populations of multilingual English Learners, program refinement, etc.

Sessions: One (1) or more full days, tailored to meet specific needs

Language: English

Audience: School and District Leadership*

Formats available :



Coaching and Consulting with ELD Teachers/Coaches

Coaching and consulting for ELD teachers focused on personalized support to enhance instructional practices, improve student engagement, and strengthen language development strategies. Through targeted guidance, teachers receive practical tools to effectively support multilingual English learners by fostering academic growth and creating an inclusive learning environment. Topics may include conducting a needs assessment, planning and implementing coaching cycles, lesson planning, lesson observations and debriefing, analyzing data, etc.

Sessions: One (1) or more full days, tailored to meet specific needs

Language: English

Audience: School and District Leadership*

Formats available :



* **Leadership Team Suggested Members:** Current and Prospect DL Teachers, Coaches, Administrators, Support Staff, Paraeducators, Pre-service educators, DL Professional Developers and Trainers, University Professors, County Staff, School Board Members, Families, Community Members, General Education Teacher Representatives

Dual Language Instructional Support



CABE's Professional Learning Services

CABE PLS Request Form

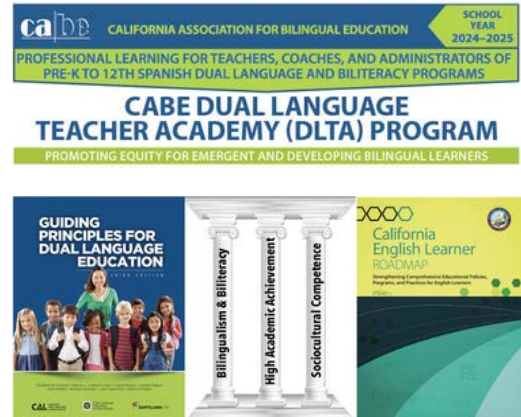
Scan the QR code or visit gocabe.org/pls-contact-form/
to fill out the form for any requests or questions.



Full Dual Language Teacher Academy (DLTA) – 8 modules

The CABE DLTA Program draws upon the Guiding Principles for Dual Language Education, 3rd edition, and integrates a focus on the Three Pillars of Dual Language Education. The CABE DLTA Program is aligned with the four principles of the EL Roadmap Policy. The 8 modules can be taken as stand-alone modules or as a series. See individual module options below.

Visit <https://gocabe.org/dlta/to> view the 2025-2026 Virtual Series



Sessions: Eight (8) full days / One (1) full day per module,

Language: Modules in English and Spanish (See individual modules below)

Audience: Educators

Formats available for DLTA Modules:



DLTA Module 1: Foundations for a Strong, Successful, and Sustainable Dual Language Program

Provides a firm foundation in the basics of dual language education. Focuses on the importance of engaging families and community members in creating and sustaining bilingualism/ biliteracy, high academic achievement, and sociocultural competence. Shares strategies for ensuring equity for all and the importance of having a language allocation plan, high-quality standards-based curriculum, and assessment and accountability practices that reflect the uniqueness of a dual language program.

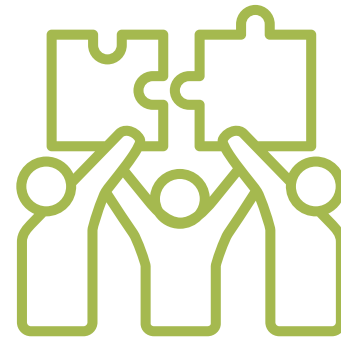
Language: English or Spanish

DLTA Module 2: Best Practices in Dual Language Education

Las mejores prácticas para la educación en dos idiomas

Provides a firm foundation in understanding and implementing the best instructional practices that will ensure student's bilingualism/ biliteracy and high academic achievement in both Spanish and English. Addresses the unique needs and best instructional practices of a Spanish biliteracy program. Offers ideas and concrete examples of ways teachers can create a highly effective learning environment that values the cultural and linguistic assets that all students contribute to the classroom community and supports their development of sociocultural competence.

Language: Spanish or English (with instructional examples for Spanish programs)



DLTA Module 3: Becoming a Reflective Dual Language Teacher

Outlines a teacher reflection system based on the Key Points from the Guiding Principles for Dual Language Education, 3rd edition, and aligned with the California English Learner (EL) Roadmap to support the reflection process of classroom teacher. Builds teachers' capacity in implementing a high-quality dual language program within their classrooms and developing their leadership skills to advocate for a strong dual language program. Supports teachers in identifying next steps to move toward higher levels of practice in support of all the language learners in their classroom.

Language: English

DLTA Module 4: Authentic Spanish Reading Instruction

La pedagogía para la enseñanza auténtica de la lectura

Provides Spanish dual language teachers opportunities to engage in a contrastive analysis between initial literacy instruction pedagogy in English and Spanish, which will enhance their sociocultural competence when teaching students who are either native speakers of Spanish or Spanish Learners. Introduces research-based instructional methods appropriate for teaching literacy in Spanish. Makes connections to the California CCSS en español and California Spanish Language Development Standards. Provides model lessons and resources for immediate classroom application.



Language: Spanish or English (with instructional examples for Spanish programs)

DLTA Module 5: Academic Spanish Language Development for Dual Language Teachers

El desarrollo del español académico para maestros de doble idioma

Equips teachers in biliteracy programs with instructional tools to develop students' academic language in both English and Spanish while supporting sociocultural competence. It presents research-based strategies for using the California CCSS en español and Spanish Language Development Standards, as well as integrated and designated Spanish Language Development (SLD). Teachers will explore multicultural resources to enhance academic language development and cross-linguistic connections. The session also encourages reflection on the value of home languages and linguistic decisions bilinguals make, while offering strategies for differentiated instruction and assessing students' linguistic abilities.

Language: Spanish or English (with instructional examples for Spanish programs)

DLTA Module 6: Spanish Grammar Instruction: The “What” and the “How” *La pedagogía de la enseñanza de la gramática en español: El “qué” y “cómo”*

Focuses on the progression of key language skills as described in the California CCSS en español and California Spanish Language Development Standards. Presents and models research-based instructional strategies to teach grammar, orthography, and conventions that will support students’ understanding of “how Spanish works.” Explores culturally relevant language resources to study language patterns and varieties and connect these to the development and importance of sociocultural competence. Gives teachers tools needed to create a language rich environment.



Language: Spanish or English (with instructional examples for Spanish programs)

DLTA Module 7: Cross-Linguistic Transfer in a Dual Language Program *Las transferencias interlingüísticas en el programa de doble idioma*

Focuses on identifying the language features and building a bridge between the Spanish and the English languages. Explores the difference between code-switching, translanguaging, concurrent translation, and cross-linguistic transfer. Uses mentor text to examine the subsystems of language that can be addressed through cross-linguistic transfer strategies and how sociocultural competence can be embedded in cross-linguistic transfer instruction. Gives teachers an opportunity to participate in interactive model lessons. Examines ways on assessing language formally and informally to support students’ biliteracy development and sociocultural competence development through cross-linguistic transfer instruction.

Language: Spanish or English (with instructional examples for Spanish programs)

DLTA Module 8: Best Practices for Spanish Writing Instruction in a Dual Language Classroom *Las mejores prácticas para la enseñanza de la escritura en español en un aula de educación en dos idiomas*

Emphasizes a comprehensive biliteracy approach to writing, focusing on the stages of Spanish writing development using the California CCSS en español and Spanish Language Development Standards. It teaches how to create mini-lessons on Spanish writing strategies with linguistic support for emergent bilinguals that incorporates sociocultural competence. The session highlights the use of culturally relevant mentor texts to model the writing process and study genre, craft, and structure. It also helps develop students’ awareness of writing for real-life purposes and readers, while offering strategies for differentiation, small group support, and assessing student writing through a biliteracy lens.

Language: Spanish or English (with instructional examples for Spanish programs)

CREATE! Introduction to CABE's Framework

The CABE CREATE! Framework for Effective Biliteracy Planning presents 6 teacher moves that will ensure a critical commitment to CREATE! Liberatory learning experiences for all students through the lens of equitable and transformational teaching and learning practices.



Critical Pedagogical Competencies

Relationships

Equitable Teaching Practices

Accountability

Transformative Pedagogy

Engagement

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Sessions: Two (2) or more full days, tailored to meet specific needs

Language: English or Spanish

Audience: Educators, School and District Leadership*

Formats available :



CREATE! Academy: Biliteracy Unit Planning Using CABE's Framework

Session(s) will present an overview of CABE's CREATE Framework for effective biliteracy unit planning and will guide participants through planning of a Dual Language unit. Coaching and consulting on best practices for dual language unit planning will be provided. Planning may include: planning for cross-linguistic transfer, planning for ELD support, planning for formative and summative assessment, planning for inclusion of sociocultural competence strategies, etc.

Sessions: Two (2) or more full days, tailored to meet specific needs

Language: English

Audience: School and District Leadership*

Formats available :



CREATE! for Paraeducators in Dual Language Classrooms

This professional development opportunity introduces the CREATE Framework, designed to enhance the skills of paraeducators working in biliteracy settings. The framework equips paraeducators with targeted strategies and structures, empowering them to provide tailored support for their students each day, fostering success in academic achievement across languages.

Sessions: Two (2) full days or tailored to meet specific needs

Language: English or Spanish

Audience: Paraeducators, Instructional Assistants, Educators

Formats available :



*** Leadership Team Suggested Members:** Current and Prospect DL Teachers, Coaches, Administrators, Support Staff, Paraeducators, Pre-service educators, DL Professional Developers and Trainers, University Professors, County Staff, School Board Members, Families, Community Members, General Education Teacher Representatives

CREATE! for Dual Language

This professional development seeks to prepare teachers with the essential traits of effective dual language educators, guided by the CREATE Framework. We share specific strategies and structures rooted in the Guiding Principles of Dual Language Education, 3rd Edition, ensuring that participants follow research-based methods to support multilingual learners.

Sessions: Two (2) full days or tailored to meet specific needs

Language: English or Spanish

Audience: Educators, University Professors, District and County Office Administrators

Formats available :



CREATE! for Translanguaging in Dual Language Classrooms

This professional development opportunity will focus on effective instructional components for multilingual learners in dual language classrooms, based on research-driven best practices within the CREATE Framework. Participants will engage in strategic planning and experience a model lesson cycle that emphasizes translanguaging to support language development and content mastery in both program languages.

Sessions: One(1) full day or more, tailored to meet specific needs

Language: English or Spanish

Audience: Educators, University Professors, District and County Office Administrators

Formats available :



Designated ELD in Dual Language Classrooms

Session makes connections to research and state guidelines for English Language Development (ELD) instruction in Dual Language (DL) settings. Embeds sociocultural competence development in ELD instruction and builds on student's linguistic assets in the DL program. Includes effective components of Integrated ELD instruction in DL and differentiated scaffolds for a variety of language proficiencies. Participants will understand and apply the ELD and Common Core Standards in DL by focusing on strategic planning across languages. A Lesson Cycle is modeled to include all the effective components of designated ELD in DL.

Sessions: One (1) full day

Language: English (with instructional examples for Spanish programs)

Audience: Educators, School and District Leadership*

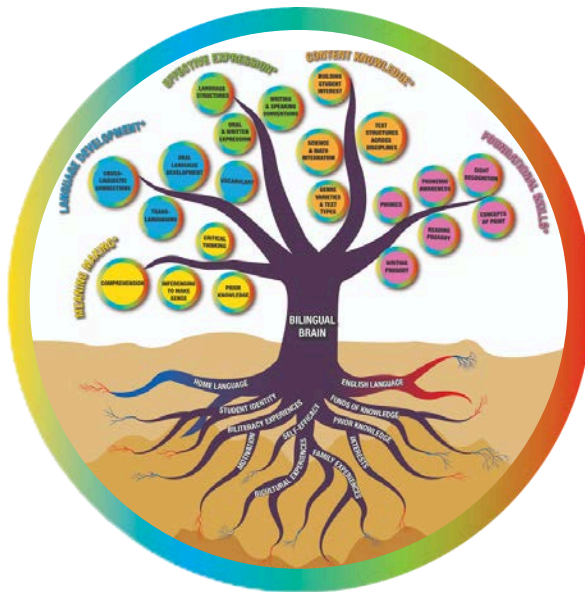
Formats available :



*** Leadership Team Suggested Members:** Current and Prospect DL Teachers, Coaches, Administrators, Support Staff, Paraeducators, Pre-service educators, DL Professional Developers and Trainers, University Professors, County Staff, School Board Members, Families, Community Members, General Education Teacher Representatives

CABE'S Effective Literacy/Biliteracy Pedagogy Framework for Dual Language Instruction

Literacy development is a complex process, and current conversations and research summaries aren't always inclusive or representative of the unique needs of our multilingual learners and programs. CABE's comprehensive model of Critical Literacy/Biliteracy for Multilingual Learners is based on specific biliteracy research, and this session will highlight skills, components, and instructional practices that ensure achievement for multilingual learners. Come explore this dynamic, teacher-driven model! The length of this training can be adapted depending on the depth of the work.



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Sessions: One to three (1-3) full days, tailored to meet specific needs

Language: English or Spanish

Audience: Educators, School and District Leadership*

Formats available :



CABE's Comprehensive Effective Literacy/Biliteracy Instructional Strategies Academy

Covers introduction to CABE'S Effective Literacy/Biliteracy Pedagogy Framework for Dual Language Instruction and strategies to address each of the 5 themes of the ELA/ELD Framework. Participants will go more in depth and will analyze the high leverage literacy/biliteracy strategies that embed the 5 themes of the ELA/ELD Framework presented in CABE's Literacy/Biliteracy Framework. Sample strategies modeled include: Mini shared reading, guided reading, El dictado activado, pattern of power, etc.) Strategies will be modeled and practiced. Planning time will be provided depending on the length and format of the session.

Sessions: Three to Four (3-4) full days, tailored to meet specific needs

Language: English or Spanish

Audience: Educators, School and District Leadership*

Formats available :



*** Leadership Team Suggested Members:** Current and Prospect DL Teachers, Coaches, Administrators, Support Staff, Paraeducators, Pre-service educators, DL Professional Developers and Trainers, University Professors, County Staff, School Board Members, Families, Community Members, General Education Teacher Representatives

CABE's BELLS- Biliteracy in Early Learning & Language Schooling

CABE's BELLS approach to early childhood education (ECE) is rooted in evidence-based teaching practices for Multilingual Learners. Central to this approach is the promotion of biliteracy, which is supported by core principles that enhance educational outcomes. This approach provides an explicit roadmap for the implementation of a high quality ECE program in monolingual or multilingual settings.



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Sessions: Two (2) full days or tailored to meet specific needs

Language: English (with instructional examples for Spanish programs)

Audience: Educators, School and District Leadership*

Formats available :



Developing Writing Proficiency Across Languages in a Dual Language Classroom

In this session, participants will analyze similarities and differences between developing writing skills in English and in Spanish. They will understand the similarities and differences between effective writing practices according to the structure of each language. They will also understand specific strategies for teaching writing in English and Spanish through the writing process and grammar instruction in English and Spanish. Teachers will analyze student writing to determine next steps and to inform instruction.

Sessions: One (1) full day

Language: Bilingual session in English and Spanish

Audience: Educators, School and District Leadership*

Formats available :



*** Leadership Team Suggested Members:** Current and Prospect DL Teachers, Coaches, Administrators, Support Staff, Paraeducators, Pre-service educators, DL Professional Developers and Trainers, University Professors, County Staff, School Board Members, Families, Community Members, General Education Teacher Representatives

Sociocultural Competence in a Dual Language Classroom

Session will focus on definitions of sociocultural competence and analysis of the continuum of cultural competency. Includes critical aspects of sociocultural competence and strategies to develop sociocultural competence along with socioemotional learning, funds of knowledge, and culturally relevant pedagogies. Teachers will learn how to create sociocultural objectives and embed these through the standards.



Sessions: One (1) full day

Language: English (with instructional examples for Spanish programs)

Audience: Educators, School and District Leadership*

Formats available :



Formative Assessments in Dual Language Classrooms

Definitions of formative assessment and best practices for formative assessment in Dual Language will be presented. Participants will be introduced to backwards planning and assessment through a biliteracy lens as well as to how to analyze student data to guide instruction.

Sessions: One (1) full day or more, tailored to meet specific needs

Language: English or Spanish

Audience: Educators, School and District Leadership*

Formats available :



Coaching and Consulting with Dual Language Teachers/Coaches

This customized support may include conducting a needs assessment, planning and implementing coaching cycles, biliteracy unit/lesson planning, conducting lesson observations and debriefing, analyzing student data, etc. Coaching and consulting services can target any topic related to dual language/biliteracy instruction, planning, refinement, and implementation.

Sessions: One (1) full day or more, tailored to meet specific needs

Language: English or Spanish

Audience: Educators, School and District Leadership*

Formats available :



* **Leadership Team Suggested Members:** Current and Prospect DL Teachers, Coaches, Administrators, Support Staff, Paraeducators, Pre-service educators, DL Professional Developers and Trainers, University Professors, County Staff, School Board Members, Families, Community Members, General Education Teacher Representatives

Dual Language Program Development



CABE's Professional Learning Services

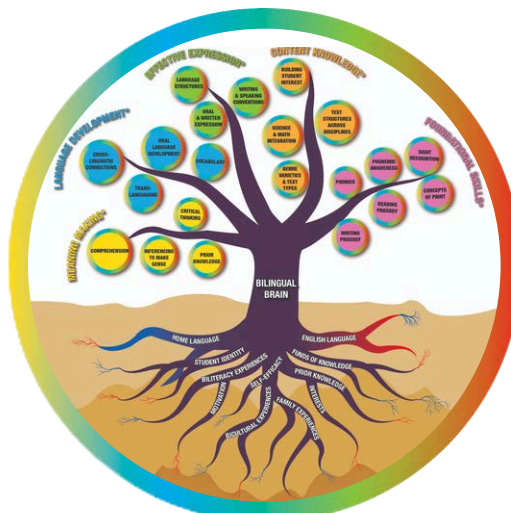
CABE PLS Request Form

Scan the QR code or visit gocabe.org/pls-contact-form/
to fill out the form for any requests or questions.



Introduction to CABE'S Effective Literacy/Biliteracy Pedagogy Framework for Multilingual English Learner Instruction in DL Programs

Literacy development is a complex process, and current conversations and research summaries aren't always inclusive or representative of the unique needs of our multilingual learners and programs. CABE's comprehensive model of Critical Literacy/Biliteracy for Multilingual Learners is based on specific biliteracy research, and this session will highlight skills, components, and instructional practices that ensure achievement for multilingual learners. Come explore this dynamic, teacher-driven model!



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Sessions: One (1) full day or more

Language: English

Audience: Educators, School and District Leadership*

Formats available :



The State Seal of Biliteracy and Pathway Recognitions: Cultivating Multilingualism from PK-University

In the context of California's renewed focus and investment in multilingual education, we have access to more and more resources to understand, cultivate, recognize, and advocate for biliteracy! See concrete examples of resources available to your districts, including the State Seal of Biliteracy and newer biliteracy Pathway recognitions from PK to University. In this training we will share experiences gained and resources created through the Multilingual California Alliance Project (MCAP), a 3 year grant funded by the CA EWIG EL Roadmap Implementation Grant.



Sessions: One (1) full day or tailored to meet specific needs

Language: English or Spanish

Audience: Educators, School and District Leadership*, and/or Families

Formats available :



* **Leadership Team Suggested Members:** Current and Prospect DL Teachers, Coaches, Administrators, Support Staff, Paraeducators, Pre-service educators, DL Professional Developers and Trainers, University Professors, County Staff, School Board Members, Families, Community Members, General Education Teacher Representatives

Facilitate the Development of a DL Master Plan

In these sessions, the Dual Language District Leadership Team will revise or create their Dual Language program based on their current systems. Guided support will be provided to review the components of the masterplan and the areas to include or revise.

Sessions: Two (2) or more full days, tailored to meet specific needs

Language: English

Audience: School and District Leadership*

Formats available :



Establishing the DLI District Leadership Team: How to Create a Strong, Successful, and Sustainable DLI program, T/K-12

These sessions guide the establish a District Leadership Team (DLT) for Dual Language Instruction (DLI) programs. District and site leadership and educational partners will learn about the definitions, goals, and research of dual language and the systems needed to ensure a strong, successful and sustainable dual language program. Priorities for planning or program refinement will be identified to be addressed in future sessions as needed.



Sessions: Two (2) full days

Language: English

Audience: School and District Leadership*

Formats available :



Establishing/Refining a Dual Language (DL) Program's Systems for District's Leadership Team (DLT) Series

Designed to follow the session on Establishing the DLI District Leadership Team.

Each session of this series will focus on a specific system that leaders must develop or refine to ensure a strong, successful, and sustainable dual language program. These systems include: Data Gathering and Reviewing, Program Structure, Curriculum, Instruction, DL Staffing, Student Recruitment and Retainment, Assessment and Accountability, Teacher Quality and Professional Learning, Family Support and Engagement, and Ongoing Support.

Sessions: Four to Twelve (4-12) full days, determined through initial needs assessment

Language: English

Audience: School and District Leadership*

Formats available :



*** Leadership Team Suggested Members:** Current and Prospect DL Teachers, Coaches, Administrators, Support Staff, Paraeducators, Pre-service educators, DL Professional Developers and Trainers, University Professors, County Staff, School Board Members, Families, Community Members, General Education Teacher Representatives

District Leadership Team (DLT): GP3 Program Reflection System to Enhance the Dual Language Program

This session guides the District Leadership Team in the use of a unique CABE reflection system based on the 3rd edition of the Guiding Principles for Dual Language Education to reflect on their DL program and enhance the program at the administrative and pedagogical level.

After the first two days of introduction, additional days can be used for guided support.

Sessions: Two (2) or more full days, tailored to meet specific needs

Language: English

Audience: School and District Leadership*

Formats available :



Creating a Literacy/Biliteracy District Instructional Plan for Multilingual Learners in DL Programs

Using CABE's Comprehensive Effective Literacy/Biliteracy Pedagogy Framework and CABE's Literacy/Biliteracy Reflection Tools, district teams will reflect on the current beliefs, practices, and curriculum resources and their alignment to best practices for multilingual learner instruction.

After the first two days of introduction, additional days can be used for guided support.

Sessions: Two (2) or more full days, tailored to meet specific needs

Language: English

Audience: School and District Leadership*

Formats available :



Coaching and Consulting with Dual Language Administrators/Leadership Team

Coaching and consulting on dual language topics such as the Guiding Principles of DL Education, Conducting Classroom Walks and Observations, Establishing Instructional Priorities, The Four Pillars of Dual Language Education, Analyzing Student Data, etc.

Sessions: One (1) or more full days, tailored to meet specific needs

Language: English

Audience: School and District Leadership*

Formats available :



* **Leadership Team Suggested Members:** Current and Prospect DL Teachers, Coaches, Administrators, Support Staff, Paraeducators, Pre-service educators, DL Professional Developers and Trainers, University Professors, County Staff, School Board Members, Families, Community Members, General Education Teacher Representatives

CABE Professional Learning Services: Spotlight Programs



CABE's Professional Learning Services

CABE PLS Request Form

Scan the QR code or visit gocabe.org/pls-contact-form/ to fill out the form for any requests or questions.



CABE Professional Learning Services: Spotlight Programs

Our Spotlight Services showcase our most popular offerings, designed to meet the diverse needs of educators and students. These services focus on high-impact strategies for enhancing language development, improving student engagement and supporting academic success. Our Spotlight Services provide teachers with the tools, resources, and guidance to drive meaningful outcomes for their students.

CABE Dual Language Teacher Academy (DLTA)



Provides key and current professional learning to support educators in their implementation of highly effective, culturally and linguistically responsive dual language programs that serve all students, especially English Learners, who are in a dual language immersion program, or in programs such as one-way immersion or developmental bilingual education.

Empowering Counselors to Support Multilingual English Learners



A comprehensive approach for Middle and High School Counselors to support multilingual English Learners.

CABE English Language Development Teacher Academy (ELDTA)



Provides key and current professional learning to support educators in their implementation of highly effective, culturally and linguistically responsive English language development instruction that serve all typologies of English Learners and Emergent bilingual students.

CABE's BELLS



CABE's approach to nurturing biliteracy and content development in young Multilingual Learners!



CABE's CREATE!



CABE's Holistic framework for student success in both monolingual and multilingual settings.

A Comprehensive View of Critical Literacy & Biliteracy Development for Multilingual Learners



Themes of Effective Literacy Adapted from the CA ELA/ELD Framework.

Dual Language Leadership Academy (DLLA)



Coming Spring 2026
Stay tuned for more details!

CABE's Essential ELD Components



A research-driven approach that enhances academic achievement and English proficiency for Multilingual Learners!

CABE Professional Learning Services: Content Planning



CABE's Professional Learning Services

CABE PLS Request Form

Scan the QR code or visit gocabe.org/pls-contact-form/ to fill out the form for any requests or questions.



Platforms for Delivery of Services

In-person



Virtual



Looking for more varied Professional Learning Structures



CABE Professional Learning Services

Customized Content Planning Questions and Tips

Questions to consider when requesting customized content:

- **Content:**
 - If adapted from our existing content, what specific focus are you looking for?
 - If something new, what outcomes are you looking for?
- **Audience:**
 - What roles will be represented?
 - (Site or district admin, TOSAs, classroom teacher, ELD teachers, dual language classroom teachers, paraeducators, etc...)
 - Any specific experience level?
- **Language of delivery:**
 - If in Spanish, would you need supporting materials in English?
- **Sessions:**
 - How many sessions?
 - Half or full days?
 - If multiple sessions, will they be standalone sessions or a series?
 - What Professional Learning Structure would you prefer?
- **Scheduling:**
 - Are there specific months or dates you have in mind?
 - Specific days of the week or times to consider or avoid when reviewing presenter availability?
- **Materials** (*will vary depending on platform for delivery of services*) :
 - Will materials be printed by partner or CABE?
 - Will presenter technology and support for CABE PLS Specialist be available?
- **Platform for delivery of services:**
 - In-person, Virtual, Hybrid (upon request)
- **Types of additional Professional Learning Structures:**
 - Coaching Cycles, Instructional Rounds, Networks, Institutes, Technical Support, Professional Learning Communities





CABE Professional Learning Services

Content Planning Tool

- This template can be used in the planning and preparation of contracts for trainings by the CABE Professional Learning Services (PLS) team.
- See our [catalog](#) for available content and options for [ELD Support](#), [DL Instructional Support](#), and [DL Program Development](#).
- For questions regarding available content and options, please reach out to cabepds@gocabe.org

Training/ Series Title

From our [catalog](#)

Content

For new content not included our [catalog](#), describe as much as possible.

Language

Sessions

How many sessions? Half or full days?
If multiple sessions, will they be standalone sessions or a series?

Scheduling

Are there specific months or dates in mind? Specific days of the week or times to consider when reviewing presenter availability?

Format

In person? Virtual? Hybrid?

Audience

What roles will be represented? Any specific experience level?

Contact our CABE PLS Team

Scan the QR code or visit gocabe.org/pls-contact-form/ to fill out the CABE PLS Request form for a chance to discuss your goals and any questions you have regarding our services.

Scan the QR code or visit

<https://gocabe.org/pls/>
for digital access to CABE's PLS Offerings Catalog
including CABE's PLS Content Planning Tool



SCAN HERE!



About CABE



The California Association for Bilingual Education (CABE) is a non-profit organization incorporated in 1976 to promote bilingual education and quality educational experiences for all students in California. CABE has chapters, members and affiliates, along with partnerships with other state and national advocacy organizations working to promote equity and student achievement for students with diverse cultural, racial, and linguistic backgrounds. CABE recognizes and honors the fact that we live in a rich multicultural, global society and that respect for diversity makes us a stronger state and nation.

OUR VISION

Biliteracy, Multicultural Competency & Educational Equity for All.

OUR MISSION

To support the vision of biliteracy, multicultural competency and educational equity for all students, we will embody our shared values by implementing priorities, initiatives and services designed to increase California's capacity to create caring and highly effective learning environments that promote multiliteracy and support English Learners and all diverse populations to graduate college, career, and globally prepared to live their lives to their fullest potential.



CABE's Professional Learning Services

CABE PLS Request Form

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to fill out the form for any requests or questions.





California Association for Bilingual Education



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