

San Diego Unified School District  
Office of Language Acquisition

## Site Based Professional Development Descriptions

### **Curriculum:**

*The OLA office will work directly with sites to tailor a PD that meets the curricular needs of a particular site.*

### **Possible PD Components:**

- ELD Standards and how they fit into a particular curriculum
- ELD Proficiency Level Descriptors and how to use them to determine the level of support to provide during designated ELD
- ELD Curriculum
  - Advancing Language Learning (ALL) TK-K
  - Benchmark Advance/Adelante/Designated ELD TK-5
  - Amplify 6-8
  - English 3D 6-12
  - Springboard 9-12

### **CA ELA/ELD Standards Alignment**

*The CA ELA/ELD Framework outlines the implementation of the interrelated CA ELA and ELD Standards. This interactive professional development will guide teachers through the shifts for instruction in order to ensure the success of all students in achieving grade level standards.*

### **Possible PD Components:**

- Selected Readings from the CA ELA/ELD Framework
- Connection between Integrated and Designated ELD through all content areas
- Designing lessons
- Instructional Shifts

### **ELPAC Instructional Supports**

*The English Language Proficiency Assessments for California (ELPAC) is the standardized assessment used to measure language acquisition. This PD will give teachers an overview of the ELPAC assessment and will also provide some instructional strategies to support language acquisition. This professional development can be provided in person, but is also available in [digital form](#).*

### **Learning Routines for ELD**

*Learning Routines for ELD is a professional development designed for school sites that already have foundational knowledge of the CA ELA/ELD Standards and Framework. This professional learning will provide hands on experience with a variety of learning routines to support English learners in acquiring language and accessing grade level content.*

### **Integrated and Designated ELD**

*This PD is an introduction to Integrated and Designated ELD as called out in the CA ELA/ELD Framework. Participants will engage in readings to better understand the connection Integrated and Designated ELD have as well as their connect to all content areas. Participants will also be introduced to the SDUSD ELD Bundles to use as a resources for selecting language objectives for both Integrated and Designated ELD.*

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### **Supporting Newcomers**

*The Supporting Newcomers PD was created using the U.S. Department of Education Newcomer Toolkit. Participants will engage in activities to understand the unique needs of Newcomers. This professional development is also available in [digital form](#) in RELY.*

### **Supporting Long Term English Learners (LTELs)**

*Long Term English Learners are students who have been identified as English learners for five or more years and have not been reclassified. This group of English learners has needs that differ from other groups of English learners. During this PD participants will engage in activities to understand these unique needs and what strategies will best support them. Student voice is an optional component of this PD.*

### **Seal of Biliteracy & Pathways**

*Intended for sites that want to learn more about the Seal of Biliteracy and Dual Language Pathways. Participants will learn about different program options for Dual Language Pathways and the requirements for a student to receive the Seal of Biliteracy upon graduation.*

### **ELAC**

*An English learner advisory committee (ELAC) is required by state for any site with 21 or more English learners. An ELAC can be comprised of parents of English learners, school staff, and community members. This informational training will give sites the needed information to get and ELAC started at their site or strengthen an existing ELAC.*

### **Starting Dual Language/Biliteracy**

*Global California 2030 initiative was launched by California State Superintendent Tom Torlakson. The goal of the initiative is to have half of students enrolled in K-12 to participate in programs leading to proficiency in two or more languages by 2030. An additional goal is that 3 out of 4 graduating seniors will receive the Seal of Biliteracy by 2040. Schools that are interested in starting a Dual Language or Biliteracy Program will receive background on the unique components of each program options and community and school involvement in program creation. In addition, site will receive information on the benefits of dual language and biliteracy programs on student achievement.*

### **Reclassification**

*This PD will provide participants information on the requirements for English learners to reclassify. An option for this PD is to include instructional practices that will support English learners to achieve English proficiency.*

### **Cultural Proficiency**

*The CA ELA/ELD Framework outlines the importance of culturally responsive teaching. Students enrolled in SDUSD come from a wide variety of cultural backgrounds. Culturally responsive classrooms value each student for the unique culture she/he brings to the classroom. During the PD, participants will learn about the importance of culturally responsive teaching and activities that can increase cultural proficiency in the classroom.*