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# EL PROFESSIONAL DEVELOPMENT REQUEST FORM

# 2024-2025 Please return this form to Sandy Elliott at [selliott@mdek12.org](mailto:selliott@mdek12.org)

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| **Basic Information** | | | |
| Contact Person School  Contact Person’s Number Email  Title District | | Today’s Date: \_\_\_\_\_\_\_\_\_\_\_\_\_  Proposed Dates: Option 1 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Option 2 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Option 3 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Start Time: End Time:  Setting preference: \_\_\_ Virtual \_\_\_\_ In person | |
| Address for Training Location: | | Are you able to provide a projector, a screen, WIFI access and speakers?   * Yes * No | |
| # of EL students per grade (School /District)  PreK – 3 \_\_\_\_\_\_\_ 4-6 \_\_\_\_\_\_\_\_\_\_ 7-8 \_\_\_\_\_\_\_\_\_\_ 9-12\_\_\_\_\_\_\_\_\_\_  Authorizing Signature: | | Anticipated Number of Participants  Job Title(s)/Description(s) (ex: teachers, paraprofessionals, administrators, etc.)  Intended Audience: Grade Band(s) | |
| **“A La Carte” Professional Development Topics** (*please check all that apply*) | | | |
| **INSTRUCTIONAL STRATEGIES**  **(Early Childhood-Elementary)**   * Best Practices * Second Language Acquisition * Early Childhood * Accommodations and Modifications * Classroom Setup * Oral language * Vocabulary * Word Walls for ELs * Movies for Language Instruction * Comprehension * Phonics * Phonological Awareness * Morphology * Fluency * Visual Literacy * Arts Integration * Instructional Technology * Cooperative Learning * Higher Order Thinking * Supporting ELs in the Content Areas   *Please identify the specific content area(s)/course(s): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*  *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_* | **INSTRUCTIONAL STRATEGIES**  **(Middle and Secondary)**   * Best Practices * Classroom Setup * Second Language Acquisition * Newcomer Instruction * Vocabulary * Movies for Language Instruction * Instructional Technology * Comprehension * Phonics and Morphology * Phonological Awareness * Fluency * Visual Literacy * Cooperative Learning * Higher Order Thinking * Middle and Secondary Word Walls * Arts Integration * Supporting ELs in the Content Areas   *Please identify the specific content area(s)/course(s): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*  *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_* | | **INSTRUCTIONAL STRATEGIES**  **(EL Teacher Specific)**   * Best Practices * Setting up an EL classroom * Identifying Appropriate Accommodations and Modifications * Word Walls for ELs * Incorporating the 4 domains in an EL class * Scheduling and Grouping students * Using data to support student growth * Writing a Language Service Plan * Incorporating the five components of reading * Teacher Teaming * Understanding the MS ELP standards * Understanding the MS Alt-ELP standards * Arts Integration * Understanding the LAS Links reports * Instructional Technology * Second Language Acquisition * Assessing ELs * Supporting ELs in the Content Areas   *Please identify the specific content area(s)/course(s): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*  *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_* |
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| **CULTURAL PROFICIENCY**   * Culturally and linguistically responsive practices * Cultural diversity   *List the culture(s) most prevalent in your school/district’s EL population:*  *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*  *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*   * Cultural norms and classroom impacts * Parent and Community Engagement | | **MDE’s ENGLISH LEARNER GUIDELINES**   * English Learner Guidelines * Administrator Supports | |
| **ASSESSMENT AND INTERVENTIONS**   * Understanding LAS Links Reports * Using LAS Links to plan instruction * Writing a language service plan * MTSS for EL students * Alternative Assessments for ELs | | **FEDERAL GUIDELINES**   * Understanding Title III * ELs under ESSA * Federal Guidelines for instructing EL students | |
| **Multi-Faceted Support (All Grades)** | | | |
| **MULTI-FACETED SUPPORT**  **(All Grades)**  The purpose of Multi-Faceted Support is to provide school and district administrators with continued, focused support across the school year to ensure implementation of strategies and topics presented, and to provide targeted follow-up support as needed. We ask schools and districts to commit to three separate visits by the MDE EL team over the course of the school year. We suggest at least one month between visits to ensure time for implementation and practice of the presented strategies and topics. ***Districts must be willing to make the commitment to focus on the topics chosen to ensure progress and implementation across the school year.***  **Visit #1** (Suggested start date: \_\_\_\_\_\_\_\_\_\_\_)   * Administrative Action Planning for EL Supports * EL Teacher Support (see list above for specific topics or add other specific needs below\*) * Topic-specific Classroom Teacher Support (see list above for specific topics or add other specific needs below\*)   \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **Visit #2** (choose 1) (Suggested start date: \_\_\_\_\_\_\_\_\_\_\_)   * EL Learning Walk coupled with Administrative Action Planning for EL Supports * EL Teacher Support (see list above for specific topics or add other specific needs below\*) * Topic-specific Classroom Teacher Support (see list above for specific topics or add other specific needs below\*)   \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **Visit #3** (Suggested start date: \_\_\_\_\_\_\_\_\_\_\_)   * EL Learning Walk (*only if a Walk did not occur in Visit #2)* coupled with Administrative Action Planning for EL Supports * EL Teacher Support (see list above for specific topics or add other specific needs below\*) * Topic-specific PD (see list above for specific topics or add other specific needs below\*)   \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | |
| **Please briefly describe how the professional development activity will be utilized to improve the instructional process and/or effectively prepare teachers to meet challenging State or local academic content standards and student academic achievement standards. What data was used to determine this need, and what does the data say about your EL students’ academic performance?** | | | |
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| **\*Please provide specific training needs not listed in the topics above.** | | | |
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