

TWDL PD Plan SY 2023-24

Content/Topic	Timeline	Targeted Audience	Person(s) Responsible	Purpose/Expected Outcomes	Follow-Up Coaching and Support
*Instructional Resources and Assessment in TWDL	PLT Aug 23	K-8	Irina Maria	Go over assessment framework and data boxes.	Ensuring everyone has a hard copy of the TWDL assessment framework and the curriculum resources handout and distribution of data boxes.
*Foundational Understandings of TWDL	PLT Aug 23	All new TWDL teachers	Anna	Ensure all teachers new to TWDL have a basic understanding of the essential components of TWDL, research-based practices and instructional strategies.	Continuous new teacher sessions diving further in-depth into instructional practices, assessment, and the 3-pillars as well as coaching and support
Brain Pop, Beable, Raz Plus, I-Ready and Imagine	PLT Aug 23	All TWDL teachers and admin	Vendors	These sessions will provide teachers with support getting started on platforms, accessing reports, interpreting data, and making instructional decisions based on the data. Administrator sessions will also be provided to support with accessing and interpreting data.	Follow-up professional development for each individual site by vendors as well as continuous support.
SIL-EI Camino A and B OR C and D	PLT Oct 25	K-5	Lourdes Maria	In this session participants will understand the importance of using an intervention program to provide foundational skills to students learning Spanish.	By the end of the session participants will be able to implement system and explicit instruction in a small group setting, identify and understand all components of the SIL and EI camino program, and recognize the steps for each assessment in the program to appropriately place students in intervention groups.
*TWDL Pathway Awards	PLT Oct 25	All TWDL teachers and admin	Liz Irina	In this session participants will learn about the TWDL pathway awards and how they are earned as students move through the program. In 5th and 8th grade students will be engaging in	By the end of this session participants will be able to explain how students in the TWDL program prepare and earn pathway awards as they work toward earning the Arizona State Seal of Biliteracy.

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				capstone projects. This session will provide participants information on those capstone projects and how all teachers K-8 can support students to ensure preparedness.	Participants will also be prepared to support students in completing capstone projects in 5th and 8th grade.
Brain Pop, Beable, Raz Plus, I-Ready and Imagine	PLT Oct 25	All TWDL teachers and admin	Vendors	These sessions will provide teachers with support getting started on platforms, accessing reports, interpreting data, and making instructional decisions based on the data. Administrator sessions will also be provided to support with accessing and interpreting data.	Follow-up professional development for each individual site by vendors as well as continuous support.
*Increasing Language Production in TWDL	PLT Jan 24	All TWDL teachers and admin	DL itinerants	Teachers will gain a repertoire of specific strategies to encourage more language output from students in both target languages. This may include structured activities like think-pair-share, sentence stems, or other communicative approaches. Teachers will better understand best practices for increasing language production, such as maintaining a high ratio of target language use, encouraging student-led discussions, and creating language-rich classroom environments	
*Logramos	PLT Mar 20	2nd-8 th grade teachers, admin, testing coordinators,	Anna DL itinerants	TWDL teachers will be trained in the administration of the Logramos online assessment. Testing protocol / expectations will be covered. We	Follow-up support will be provided to ensure all testing protocols are in place. Additional follow-up support will be provided for administrators

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		Instructional aides		will also review how to retrieve data.	to retrieve, interpret and analyze the data.
GLAD-Grijalva and White	Sept 14	K-5 th TWDL	Diana and Omar	Research and Theory	Demonstration sessions
GLAD- Grijalva and White	Oct 2-5	K-5 th TWDL	Diana and Omar	Demonstration Sessions	Follow-up coaching and support with GLAD implementation plan for each site
Thinking Maps	Oct 3	6 th – 8 th TWDL New teacher training	Hortencia Pena	Initial Thinking Maps training for secondary teachers new to TWDL	Follow-up coaching and support with Thinking Maps implementation plan for each site
Thinking Maps	Oct 16	6 th – 8 th TWDL Pathway to proficiency	Hortencia Pena	Paths to Proficiency training for those teachers that were not able to attend the Summer Symposium	Follow-up coaching and support with Thinking Maps implementation plan for each site
Thinking Maps Functional Chunks	During Wed PDs		Each DL itinerant with the prospective sites	Provide additional support for those not fully comfortable or ready for implementation as well as moving forward with those teachers already implementing Thinking Maps to ensure schoolwide implementation.	Follow-up coaching and support with Thinking Maps implementation plan for each site
Beable and BrainPop	Sept 27 a.m. Beable 8:30-11:30 p.m BrainPop 12:30-3:30	6 th -8 th TWDL SLA/Science/SS	consultants	Provide support with the platform, with a specific focus on reviewing the data to make instructional decisions.	Follow-up professional development for each individual site by vendors as well as continuous support.
GLAD-Functional Chunks	During Wed PDs	K-5 th TWDL Davis Bloom Van Buskirk McCorkle	Each DL itinerant with the prospective sites	Provide additional support for those not fully comfortable or ready for implementation as well as moving forward with those teachers already implementing GLAD to ensure schoolwide implementation.	Follow-up coaching and support with GLAD implementation plan for each site
GLAD-Implementation and Coaching Support	August 30 August 31 September 1	Roskruge K-5 All DL Itinerants	Anna will coordinate, Diana and	Provide targeted professional development to support school wide GLAD implementation for	Participate in site walkthrough with a focus on GLAD and gauge implementation schoolwide as well

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			Omar and all DL itinerants	TWDL teachers as well as coaching support for DL itinerant team.	as implementation on an individual bases in order to determine next steps.
GLAD-Roskruge	Sept 12 and 13	Roskruge K-5 All DL Itinerants	Anna will coordinate, Diana and Omar and all DL itinerants	Observe teachers with the implementation of Phase I GLAD strategies.	Observe Phase I and provide feedback and plan next steps
GLAD-Roskruge	Oct 17 and 18	Roskruge K-5 All DL Itinerants	Anna will coordinate, Diana and Omar and all DL itinerants	Model Phase I and II strategies in grades 1 st , 3 rd and 4 th grade. K-1, 2-3 and 4-5 teachers will observe GLAD strategies being modeled, DL itinerants will coach teachers observing and Diana will provide coaching feedback.	Continued support and observation schedule for Phase I and II. Begin to prep for Phase III
GLAD-Roskruge	Nov 14 and 15	Roskruge K-5 All DL Itinerants	Anna will coordinate, Diana and Omar and all DL itinerants	Model Phase I and II strategies in grades 1 st , 3 rd and 4 th grade. K-1, 2-3 and 4-5 teachers will observe GLAD strategies being modeled, DL itinerants will coach teachers observing and Diana will provide coaching feedback.	Continued support and observation schedule for Phase I and II. Begin to prep for Phase III
EDL-Progress Monitoring	Nov 21	Targeted Aud. K-5 th TWDL (Missed symp)	Lourdes	Teachers will learn how to analyze EDL assessment data to identify specific areas of strength and areas needing improvement for each student, enabling targeted support and intervention. Teachers will develop skills to implement a consistent and ongoing progress monitoring plan using EDL data, allowing them to track students' growth over time and adjust instruction as needed.	Schedule one-on-one or small group coaching sessions where teachers can review EDL data with an instructional coach, discuss their specific challenges, and receive tailored guidance for interpreting and acting on the data. Coaches can model EDL administration, progress monitoring, or instructional strategies in the classroom, either by co-teaching with teachers or leading a demonstration, to help teachers feel

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					more confident in applying what they've learned.
New Teacher Training AELD in TWDL	Sept 26	K-2 nd grade		New teachers will gain a clear understanding of the AELD framework, including its purpose, structure, and the specific needs of English learners in a TWDL setting. This foundational knowledge will guide their instructional approach, ensuring that English language acquisition aligns with dual language goals Teachers will acquire and apply targeted AELD instructional strategies, such as vocabulary development, scaffolding, academic discussions, and structured oral language practice, to support English learners' language acquisition in developed lessons aligned to the AzELP standards	Coaches could implement feedback and reflection cycles where teachers evaluate the effectiveness of their collaborative planning and instruction, allowing for adjustments and improvements based on direct classroom experience.
New Teacher Training SLA Framework / Math Bridge in TWDL	Sept 28	3 rd -5 th grade		New teachers will gain a comprehensive understanding of the SLA framework, including its structure, key components, and how it integrates with dual language program goals. They will be able to align their instructional practices with the framework to support students' Spanish language literacy development. Teachers will develop the skills needed to implement the Math Bridge, a structured approach that connects math instruction across	Coaches can work one-on-one with teachers to plan SLA and Math Bridge lessons, offering guidance on integrating language and content goals, differentiating activities, and using planning tools effectively. Coaches could model lessons that integrate SLA framework strategies and the Math Bridge, or co-teach with teachers to help them feel confident in implementing these approaches.

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				<p>languages, ensuring students can transfer mathematical concepts and terminology between Spanish and English.</p> <p>Teachers will be able to create and implement language objectives within SLA and Math lessons, ensuring that language development is actively addressed within content instruction, promoting consistent language use in both subject areas.</p>	
<p>New Teacher Training / Instructional Resources Lesson Planning</p>	<p>Sept 7</p>	<p>6th-8th grade</p>		<p>New teachers will feel equipped to design lesson plans that incorporate both SLA and Math Bridge strategies, integrating language and content goals effectively in a way that supports bilingual and biliterate development.</p> <p>Teachers will be able to create and implement language objectives within SLA and Math lessons, ensuring that language development is actively addressed within content instruction, promoting consistent language use in both subject areas.</p>	<p>Coaches could implement feedback and reflection cycles where teachers evaluate the effectiveness of their collaborative planning and instruction, allowing for adjustments and improvements based on direct classroom experience.</p>
<p>New Teacher Training Intro to the Literacy Block Structure / EDL</p>	<p>Sept 5</p>	<p>Kinder-5th grade</p>		<p>Teachers will gain a solid understanding of the Evaluación del Desarrollo de la Lectura (EDL) assessment's structure, purpose, and the skills it measures, allowing them to administer it more effectively.</p>	<p>Schedule one-on-one or small group coaching sessions where teachers can review EDL data with an instructional coach, discuss their specific challenges, and receive tailored guidance for interpreting and acting on the data</p>

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				Teachers will be trained on best practices for administering the EDL assessment consistently and accurately, minimizing variations that could affect results and providing reliable data on student literacy development in Spanish.	Coaches can model EDL administration, progress monitoring, or instructional strategies in the classroom, either by co-teaching with teachers or leading a demonstration, to help teachers feel more confident in applying what they've learned.
Benchmark Adelante: Literacy Block Structure	Nov 7	Kinder-2 nd grade	Maria Lourdes	Teachers will gain an understanding of the literacy block structure in Benchmark Adelante. We will focus on the minilessons that should occur routinely (grade level text, fonetica, escritura) and the various structures included during a 90-minute literacy block (small group instruction, guided reading, independent work).	Coaches could implement feedback and reflection cycles where teachers evaluate the effectiveness of their collaborative planning and instruction, allowing for adjustments and improvements based on direct classroom experience.
Benchmark Adelante: Literacy Block Structure	Nov 2	3 rd – 5 th grade	Irina Maria Lourdes	Teachers will gain an understanding of the literacy block structure in Benchmark Adelante/Advance. We will focus on the minilessons that should occur routinely (grade level text, estudio de palabras, escritura) and the various structures included during a 90-minute literacy block (small group instruction, guided reading, independent work). Teachers will solidify their understanding of how the 3 rd -5 th grade frameworks focus/support on the TWDL biliteracy goals.	Coaches could implement feedback and reflection cycles where teachers evaluate the effectiveness of their collaborative planning and instruction, allowing for adjustments and improvements based on direct classroom experience.
TWDL Grade Level Collaboration and Planning Sessions	Jan 9	K-3	Anna DL itinerants	TWDL Teachers across the district will engage in regular collaboration, sharing best practices and aligning	Coaches could facilitate ongoing grade-level meetings where teachers continue planning,

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TWDL Grade Level Collaboration and Planning Sessions	Jan 11	4-8	Anna DL itinerants	strategies for dual immersion instruction, fostering a consistent approach to language acquisition and content delivery across schools. Teachers will collaboratively create and align lesson plans, and unit goals that address both content standards and language development objectives, ensuring coherence and progression from one grade to the next in the dual immersion program. Teachers will contribute to refining district-wide goals for dual immersion by identifying effective practices, challenges, and needed supports, fostering a shared vision of success across all dual immersion sites.	discussing outcomes, and sharing strategies, with a focus on maintaining alignment and consistency across the district. Coaches could model effective dual immersion strategies in classrooms or co-teach with teachers to help them refine their approach and confidently implement best practices discussed in collaborative sessions. Coaches could implement feedback and reflection cycles where teachers evaluate the effectiveness of their collaborative planning and instruction, allowing for adjustments and improvements based on direct classroom experience.
TWDL Grade Level Collaboration and Planning Sessions	Feb 27	K-3	Anna DL itinerants		
TWDL Grade Level Collaboration and Planning Sessions	Feb 29	4-8	Anna DL itinerants		
SIL	October 19, 2023	K-8 Instructional Aides		In this session participants will understand the importance of using an intervention program to provide foundational skills to students learning Spanish.	By the end of the session participants will be able to implement system and explicit instruction in a small group setting, identify and understand all components of the SIL program, and recognize the steps for each assessment in the program to appropriately place students in intervention groups.
El camino y El próximo paso	January 18, 2024	K-8 Instructional Aides		In this session participants will understand the importance of using an intervention program to provide foundational skills to students learning Spanish.	By the end of the session participants will be able to implement system and explicit instruction in a small group setting, identify and understand all

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					components of the El camino program, and recognize the steps for each assessment in the program to appropriately place students in intervention groups.
Setting a Foundational Understanding of the TWDL Essential Components	August 22, 2023 am/pm sessions	K-8 TWDL Support Staff	Anna	Gain a foundational understanding of the program, to be able to identify the TWDL “look fors” and support TWDL teachers.	DL itinerant teachers will set up a regular time to meet and connect with site level support team to follow up.

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