**Topic: Formative Language Assessment Extension**

**Workshop and PLC Overview:**
This blended learning opportunity is an extension of the previous offerings of WIDA *Formative Language Assessment* workshops. The content is designed to support educators in planning for formative feedback. Participants will learn how to create, clarify, and share expectations for content learning and language development and to develop tools for collecting evidence of progress toward these expectations.

**Expected Participant Workshop and PLC Cohort Outcomes**
At the end of this PLC cohort, participants will gain demonstrated expertise in:
- Describing students and their learning with a focus on growth that capitalizes on their assets.
- Recognizing effective formative assessment practices that advance content learning and language development.
- Leveraging expert roles within disciplinary practices to create opportunities for purposeful language use.
- Developing learning goals and success criteria that support learning and language development.
- Designing learning which elicits purposeful language use related to success criteria within learning goals.
- Engaging in on-going formative feedback that advances learning and language development to determine next steps for students.
- Unpacking the Georgia Standards of Excellence to determine the language needed for English learner students to be successful.

**Format:**
This GaDOE WIDA Cohort PLC is a combination of information from two sources. The WIDA content portion is organized around an asynchronous module website and a live collaborative webinar in a flip-style classroom. The WIDA related materials and the online meeting platform will be housed in the WIDA eLearning Center, which can be accessed by participants with a WIDA Secure Portal login. The GaDOE content portion builds on the modules presented in the WIDA flipped classroom and guides participants in applying the new learning to their own teaching practices. The participants in the workshop will be provided with four opportunities throughout the school year to check-in with each other as members of a professional learning community (PLC).
Dates and Locations:

<table>
<thead>
<tr>
<th>Formative Assessment</th>
<th>North Cohort</th>
<th>South Cohort</th>
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</thead>
<tbody>
<tr>
<td>WIDA three (3) self-paced modules</td>
<td>Wednesday, September 11</td>
<td>Thursday, September 12</td>
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<td>Virtual GoToMeeting 3 p.m. – 5 p.m.</td>
<td>Monday, October 28</td>
<td>Tuesday, October 29</td>
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<tr>
<td>Virtual GoToMeeting 3 p.m. – 5 p.m.</td>
<td>Monday, December 2</td>
<td>Tuesday, December 3</td>
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<tr>
<td>Virtual GoToMeeting TBA</td>
<td>Monday, March 23, 2020</td>
<td>Tuesday, March 24, 2020</td>
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Cohort Participant Expectations:
Participants are expected to:
- Work collaboratively with PLC colleagues and share feedback about experiences with scaffolding learning through language
- Sign a commitment statement to participate and engage actively in all four Cohort sessions
- Submit deliverables (feedback, reflections, lesson plans) to the platform (both WIDA and the GaDOE virtual classroom) at least one week prior to scheduled meetings
- Complete a participant survey at end of course

Proposed Agenda and Timeline:

**Wednesday and Thursday September 11 (North Cohort) and 12 (South Cohort) – Virtual Meeting**

- Course Kick off; Virtual Go-To-Meeting
- Cohort Overview and Expectations
  - Navigating GaDOE Canvas and WIDA Canvas
- Next Meeting Assignment:
  - Complete WIDA Module 1
  - Assignment #1 (GaDOE Canvas)
    - Choose a Georgia Standard of Excellence that you plan to teach in the next few weeks.
    - Develop a Learning Goal for this standard.
    - Use the Four-Step Process for Co-Constructing Success Criteria to develop Success Criteria with your students.
  - Reflection #1:
    - How did you use learning goals, success criteria, and models of effective language use while providing linguistic supports that enable students to actively participate in extended academic discourse?
    - What were your steps for providing a clear context for feedback to your students?
  - Submit deliverables for assignment #1 and reflection #1 (feedback, reflections, lesson plans) to the GaDOE Canvas platform at least **one week prior** (October 21, 2019) to scheduled meetings.
Monday and Tuesday, October 28 (North Cohort) and 29 (South Cohort) – Virtual Meeting

- Cohort participants meet virtually and discuss the implementation and implications of assignment #1 and reflection #1.
- Next meeting Assignment
  - Complete module 2
  - Complete one of the following two action plans:
    - Design lessons that activate expert roles within your disciplinary practices
    - Design learning goals and success criteria that integrates content learning and language development
  - Submit deliverables (feedback, reflections, lesson to the platform (both WIDA and the GaDOE virtual classroom) at least one week prior (November 18, 2019) to scheduled meetings

Monday and Tuesday, December 2 (North Cohort) and December 3 (South Cohort) – Virtual Meeting

- Cohort participants meet virtually and discuss the implications of the implementation of their action plans.
- Next meeting assignments:
  - Complete module 3
  - Complete one of the following three action plans:
    - Set learning goals and success criteria that integrate content learning and language development
    - Develop tasks which elicit evidence of language use related to success criteria in listening, speaking, reading and writing.
    - Implement routines that elicit evident of learning to inform on-going formative feedback
  - Submit deliverables (feedback, reflections, lesson to the platform (both WIDA and the GaDOE virtual classroom) at least one week prior (March 16, 2020) to scheduled meetings

Monday and Tuesday, March 23 (North Cohort) and 24 (South Cohort), 2020 – Face-to-Face Meeting

- Cohort participants will discuss the implications of the implementation of their action plans.
- Complete GaDOE feedback survey