Memo

JHS District 204

To: Karla Guseman, Superintendent

From: Dianne McDonald, Assistant Superintendent for Educational Services

Date: June 17, 2025

Re: JIU credit request CTE Professional Development Series, Supporting Multilingual Learners

I respectfully request approval for awarding Joliet Internal University (JIU) credit for the professional development series titled CTE Professional Development Series: Supporting Multilingual Learners.

This professional learning opportunity engages Career and Technical Education (CTE) teachers in a structured learn-try-reflect cycle. Initial training will occur on a school improvement day, followed by a series of online modules that allow participants to apply and deepen their learning. The series will conclude with a follow-up session on the next school improvement day for debrief and extension.

Professional Learning Structure

Day 1	Application Period	Day 2
Initial PD	Online Module Implementation	Debrief & Extend Learning

Objectives for the 2025 Series
The focus of this year's series is on two instructional priorities:
1. Teacher Clarity
2. Scaffolds and Supports for Multilingual Learners (MLs)

All content will embed the ongoing theme: "Knowing Your MLs – Connection Before Content", which emphasizes relationship-building, identity, and student belonging.

Embedded Practices: Knowing Your MLs
- Learn students' language and cultural backgrounds
- Use cultural icebreakers and identity maps
- Foster a shared responsibility for ML success across all classrooms
- Co-create norms and routines with students
- Teach and clarify common ML terminology (e.g., newcomer, SLIFE, LTEL)
- Encourage name stories and language biographies
- Incorporate daily social-emotional check-ins

ML Impact Strand 1: Teacher Clarity – "Say It, Show It, Mean It"
- Daily posting and reference of content and language objectives
- Use of visual timelines, icons, and consistent agendas
- Think-aloud modeling with sentence frames
- Anchor charts focused on academic language functions
- Frequent comprehension checks and visual prompts
- Vocabulary previews with visuals and cognates
- Real-life connections to activate background knowledge

ML Impact Strand 2: Scaffolds & Supports – "From Confused to Confident"
- Use of visual supports (e.g., realia, icons, demos)
- Sentence frames/starters with differentiation
- Content word banks with visuals and definitions
- Graphic organizers with embedded prompts
- Chunking of content and directions
- Structured peer/group collaboration
- Interactive word walls or concept boards
- Strategic use of L1 (e.g., glossaries, translanguaging)

Upon successful completion of the online modules, participants will earn 1 JIU credit. This request meets the established criteria for credit approval.

Please let me know if you have any questions or require additional documentation.