

OSDE EL Professional Development Opportunities 2026-2027

OSDE is excited to provide a range of professional learning opportunities to support educators working with Oklahoma's English learners. Below you'll find WIDA workshops and self-paced offerings available during the 2026–2027 school year.

WIDA Workshops (In-Person & Live Webinars)

The WIDA Workshops below offer in-person sessions and live webinars available throughout the 2026–2027 school year. Details and registration links are provided for each offering.

Space is limited, and registration is first-come, first-served, so early sign-up is encouraged. Thank you for your commitment to attending once registered.

Collaboration Practices and Potentialities

- **Date:** September 22, 2026
- **Format:** In-Person, One Day
- **Description:** What are effective collaborative methods for planning and instructing multilingual learners? Through online activities and face-to-face interactions, educators will investigate collaboration practices that support language development and meaningful and accessible instruction.
- **Location:** Oklahoma State Department of Education, Oklahoma City
- **Time:** TBD
- **Registration:** Click [here](#) to sign up by September 15, 2026.

Scaffolding Learning Through Language

- **Date:** September 23-24, 2026
- **Format:** In-Person, Two Days
- **Description:** Take a fresh look at how to engage multilingual learners in rigorous content-area learning with a balance of challenge and support. Consider a dynamic set of classroom practices that support multilingual students as they move toward increasing independence and expertise in grade-level content.
- **Location:** Oklahoma State Department of Education, Oklahoma City
- **Time:** TBD
- **Registration:** Click [here](#) to sign up by September 16, 2026.





Actionable Practices for Centering Newcomers

- **Date:** October 20, 2026 & October 27, 2026
- **Format:** Two Live Webinars
- **Description:** This workshop is designed to provide K-12 educators with increased awareness and actionable ideas for classroom instruction with newcomer multilingual learners. Through guided activities and dialogue, educators will leave with ways to collaborate with colleagues and ensure access to meaningful, grade-level content in ways that are responsive to newcomers and their families' unique experiences.
- **Time:** 10:00 AM-11:30 AM Central Standard Time
- **Registration:** Click [here](#) to sign up by October 13, 2026.

Navigating la Corriente

- **Date:** November 17, 2026 & December 1, 2026
- **Format:** Two Live Webinars + One Self-Paced Module
- **Description:** At the core of this workshop, participants identify considerations and examples for translanguaging spaces to understand how bi/multilingual students use their full linguistic repertoire strategically for learning.
- **Time:** 10:00 AM-11:30 AM Central Standard Time
- **Registration:** Click [here](#) to sign up by November 10, 2026.

Expanding Reading Instruction with Multilingual Learners

- **Date:** April 20, 2027 & April 27, 2027
- **Format:** Two Live Webinars
- **Description:** What should reading instruction for multilingual learners look like? In this series of two webinars, educators will explore a few strategies for expanding their instructional practices to be more inclusive of multilingual learners.
- **Time:** 10:00 AM-11:30 AM Central Standard Time
- **Registration:** Click [here](#) to sign up by April 13, 2027.

WIDA Core Learning Collection

The WIDA Core Learning Collection will open September 1, 2026. This collection features flexible, high-quality professional learning designed to support multilingual learners across all grade levels and content areas.

The Core Learning Collection includes self-paced workshops, on-demand videos, and downloadable resources you can use anytime throughout the year. These offerings are perfect for individual learning, Professional Learning Communities, and Professional



Development days. Your professional learning should meet you where you are, and WIDA Self-Paced Workshops make that possible.

Please see some of the offerings below. The full collection can be explored at the [WIDA Secure Portal Professional Learning Tab](#).

Core Learning Collection Sample Offerings			
Teaching en Español	Content Area Instruction	Teaching Multilingual Learners	Assessments & Standards
• Desarrollando el español: Las expectativas del lenguaje • Evaluaciones del desarrollo del lenguaje a nivel de salón: Classroom Assessment for Language Development • Introduction to the Marco DALE • WIDA Standards Frameworks for Bilingual Educators	• Developing Language for Learning in Mathematics • Engaging Multilingual Learners in Science: Making Sense of Phenomena • Reading Comprehension Across Content Areas With Multilingual Learners • Teaching Multilingual Learners Social Studies Through Multiple Perspectives	• Let's Play! Multilingual Children's Joyful Learning in PreK-3 • Newcomers Promoting Success Through Strengthening Practice • Reframing Education for Long-Term English Learners • Supporting Multilingual Learners With Disabilities in Language and Communication	• Exploring WIDA ACCESS for Kindergarten • Introduction to the WIDA English Language Development Standards Framework • Making Language Visible in the Classroom • Understanding WIDA Alternate ACCESS Score Reports 2026 • WIDA ACCESS Score Reports for Instruction 2026 • WIDA ELD Standards Framework: A Collaborative Approach



Assessment Training Distinction

The Core and WIDA Workshops offer Supplemental WIDA Assessment Trainings that are not a substitute for Assessment Trainings in the Secure Portal. The Assessment Trainings are required to administer assessments. These offerings are not a replacement for the required Assessment Trainings.

Additional Self-Paced Professional Development

OSDE Connect English Learner Courses: Please click on the link to enroll in the course.

[MTSS for ELs: The PLUSS Framework](#)

Crafted within the Project Lee initiative, the PLUSS model serves as an evidence-based enhancement to a literacy intervention program, targeting the instructional needs of ELs across all tiers, including special education. It caters to both large and small groups. Participants will acquire actionable strategies to deliver impactful MTSS for ELs, including analyzing relevant data for instructional planning and intervention, embedding a culturally and linguistically responsive approach, and leveraging the components of the PLUSS Model. The target audience for this course consists of EL educators, mainstream educators with ELs, and administrators seeking a turnaround training model. This course will take up to 4 hours to complete.

[Serving & Supporting Oklahoma's Newcomers](#)

This course delves into understanding the diverse characteristics of newcomers, focusing on their personal and educational backgrounds, as well as the circumstances they face. It emphasizes creating a welcoming environment in schools and classrooms for newcomers and providing effective instructional strategies tailored to their needs. Additionally, the course highlights the importance of engaging newcomer families to facilitate academic success, recognizing the crucial role they play in supporting their children's education journey. The target audience for this course consists of EL educators, mainstream educators with ELs, and administrators seeking a turnaround training model. This course will take up to 5 hours to complete.

[ESL Certification Exam Prep Course](#)

Developed by the Oklahoma Foundation for Excellence and supported by the Oklahoma State Department of Education, this self-paced course is aligned to the Oklahoma ESL certification framework. Staff completing all course modules will gain a conceptual understanding of the content assessed through the CEOE ESL certification exam.



Teaching Academic Vocabulary and Language Features

In this course, educators of English Learners (ELs) will learn effective strategies and methods to explicitly teach, reinforce, and assess academic vocabulary and language features and how this frontloading of language prepares English Learners to successfully comprehend and participate in lessons and units. The target audience for this course consists of EL educators, mainstream educators with ELs, and administrators seeking a turnaround training model. This course takes up to 3 hours to complete.

Integrating Reading, Writing, Listening, and Speaking into Lessons

In this course, educators of English Learners (ELs) will learn how the utilization of all language modalities (reading, writing, speaking, and listening) contributes to successful language acquisition. Additionally, participants will be introduced to effective strategies for integrating all language domains into lessons. The target audience for this course consists of EL educators, mainstream educators with ELs, and administrators seeking a turnaround training model. This course takes up to 3 hours to complete.

Building Background and Providing Comprehensible Input

In this course, educators of English Learners (ELs) will learn the importance of building background before lessons or units and helpful strategies to activate prior knowledge and construct background. In addition, EL educators will develop an understanding of the role comprehensible input plays in language acquisition and how to make lessons more comprehensible through differentiated instruction. The target audience for this course consists of EL educators, mainstream educators with ELs, and administrators seeking a turnaround training model. This course will take up to 3 hours to complete.

Monitoring Progress

In this course, educators will learn about formative, interim, and summative assessments for English Learners (ELs). In addition, they will take away methods for modifying and differentiating formative and interim assessments and strategies for preparing ELs for the English Language Proficiency (ELP) summative assessment. The target audience for this course consists of EL educators, mainstream educators with ELs, and administrators seeking a turnaround training model. This course takes up to 3 hours to complete.

Unpacking and Applying the New WIDA Standards

Developed by the Office of English Language Proficiency, this resource is both an introduction to the new WIDA English Language Development Standards Framework and a guide to assist educators in aligning WIDA ELD and Oklahoma Academic Standards (OAS)-based instruction. This series places a strong focus on determining the critical Language Features that are common in both the WIDA ELD and Oklahoma Academic Standards.



English Learner Professional Development Request Form

Didn't find the professional development you're looking for? Request customized training through the OSDE. [English Learner Professional Development Questionnaire](#). We are excited to partner with your district or site to provide meaningful, high-quality training that equips staff to effectively support Oklahoma's English Learners

More Resources

[Professional Development Requirements Related to English Learners](#)

SDE guidance document outlining the professional development activities that an LEA must implement when serving one or more English Learner students.

[A Guide to Selecting and Applying Evidence-Based Practices to English Language Acquisition Programs](#)

OSDE guidance document outlining USDE guidance for selecting and applying evidence-based practices to English language acquisition program.

[A Guide to Selecting and Applying Evidence-Based Practices to Reading](#)

OSDE guidance document on selecting and applying evidence-based practices to reading.

[Office of English Language Proficiency](#)

Oklahoma State Department of Education

2500 N. Lincoln Blvd

Oklahoma City, OK 73105

(405) 522-5073

