**Practitioners of English Language Learning (PELL)**

**Wednesday, May 7, 2025 | Virtual Meeting**

Please post questions here: <https://padlet.com/oelaspd/May2025PELLMeeting>

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| **Opening Remarks and Data |   8:30am-  9:00am** |
| **Notes:** |

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| **Topic 1: AZELLA – End of Year Updates |   9:00am-  9:15am** |
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| **Topic 2: EL Funding Updates |   9:15am-  9:30am** |
| **Notes:** |
| **Topic 3: Scaffolding Instruction for English Learners |   9:40am-11:45am** (Break - 10:50am-11:00am) |
| **Notes:** |

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| **Questions to Consider:**  **Language Domains and PIs:**   * Which domain(s) of the English language were supported within the lesson?   *reading, listening, writing,  and/or speaking*   * How does the Performance Indicator (PI) connect to the scaffolds used during instruction to support the ELs in completing the task/objective?   **Language Scaffolds:**   * In **what** way(s) did the teacher scaffold the content instruction so that the ELs could also complete the task/objective? * **How** did the language scaffold support the EL in completing the task or meeting the lesson objective? | **Breakout Session 1: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** 10:05am-10:25am | **Breakout Session 2: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** 10:30am-10:50am |
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| **Questions to Consider:**  **Language Domains and PIs:**   * Which domain(s) of the English language were supported within the lesson?   *reading, listening, writing,  and/or speaking*   * How does the Performance Indicator (PI) connect to the scaffolds used during instruction to support the ELs in completing the task/objective?   **Language Scaffolds:**   * In **what** way(s) did the teacher scaffold the content instruction so that the ELs could also complete the task/objective? * **How** did the language scaffold support the EL in completing the task or meeting the lesson objective? | **Breakout Session 3: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  11:00am-11:20am | **Breakout Session 4: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** 11:25am-11:45am |
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