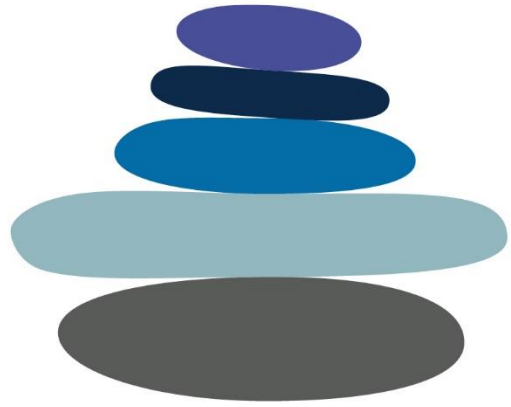


Welcome!

For today's session, you will need:

- Google Folder:
bit.ly/MaineSecondaryFolder
- Series Padlet:
bit.ly/MaineSecPadlet





SupportEd

Scaffolding Through Instructional Practices for Multilingual Learners

Secondary Cohort

Maine DOE

May 7, 2026

Thank You!



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About Deena (@DeenaMarshall22)



Series Overview (Document 1)

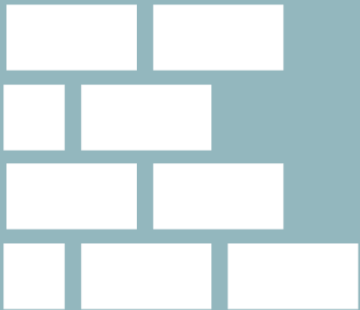
Session	Topic	Date and Time
1	Knowing Your Multilingual Learners and Using ML Research to Support Language, Literacy, and Numeracy Development	January 22, 2026 3:00 pm – 5:00 pm
2	Building Literacy and Numeracy for MLs with Instructional Materials Scaffolds	February 26, 2026 3:00 pm – 5:00 pm
3	Session facilitated by Maine DOE	March 19, 2026 3:00 pm – 5:00 pm
4	Peer Learning and Intentional Student Grouping to Scaffold Literacy and Numeracy for MLs	April 9, 2026 3:00 pm – 5:00 pm
5	Scaffolding Through Instructional Practices for MLs	May 7, 2026 3:00 pm – 5:00 pm
6	Reflecting and Goal Setting for ML Success (combined meeting with Secondary Cohort)	June 3, 2026 3:00 pm – 5:00 pm



Session Objectives

1

Describe

A white icon on a teal background showing a grid of rectangular blocks arranged in four rows and three columns, with some blocks missing to represent a data table.

2

Explore

A white icon on a purple background showing a lightbulb with several short lines radiating from the top, symbolizing an idea or exploration.

3

Plan

A white icon on a blue background showing a clipboard with a checklist. The checklist has four items, each with a checkmark on the left and a horizontal line on the right.

Series Padlet: bit.ly/MaineSecPadlet

Padlet

SupportEd + 55 • 4d

Governor's Initiative: Building Capacity for Multilingual Learner Success in Maine Schools - Secondary

Maine Department of Education | www.SupportEd.com

Session 5
May 7, 2026

Background Knowledge Resources

Academic Language Resources

Interim Activity #4
Instructional Practices Scaffolds Planning Template

Secondary Cohort Session #5 Slides

SupportEd

Scaffolding Through Instructional Practices for Multilingual Learners

Secondary Cohort
Maine DOE
May 7, 2026

+ Add comment

Session #5 Google Folder

- 1. Series Topics and Dates .xls
- 2. Session Agenda .xls
- 3. Vocabulary Instruction Checklist.pdf .xls
- 4a. Checklist for Increasing Academic Language Awareness.pdf .xls
- 4b. Checklist for Supporting MLs' Academic Language Development inxls
- 5a. Instructional Practices Scaffolding Planning Template .xls
- 5b. Application and Reflection.docx .xls
- 6. Sc. Leadership: Planning for Your Vision.docx .xls

drive.google.com

TEACHING FOUNDATIONAL SKILLS TO ADOLESCENT READERS

corwin.com Kierstan Barbee Douglas Fisher • Nancy Frey • Sarah Ortega Kierstan Barbee • Aida Allen-Rottell

Teaching Foundational Skills to Adolescent Readers

+ Add comment

Vocabulary Strategies

PDF

Vocabulary_Unlocking Multilingual Learners' Potential 2e

+ Add comment

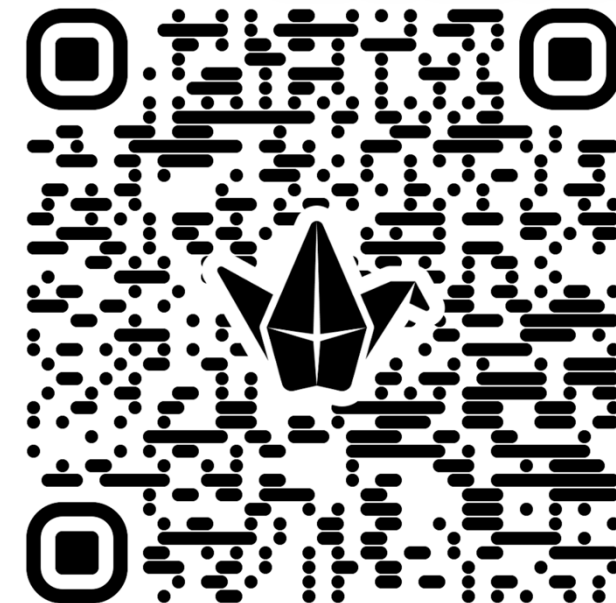
Mindi - Instructional Practices Scaffolding Planning Template

DOCX

+ Add comment

Advancing Thinking Through Writing

Advancing Thinking Through Writing



Google Folder: bit.ly/MaineSecondaryFolder

 Session 2: February 26, 2026

 Session 3: March 19, 2026

 Session 4: April 9, 2026

 Session 5: May 7, 2026

 Session 6: June 3, 2026



Scan me



Agenda (Document 2)

Time*	Topic
3:00 – 3:15	Introduction and reflection on interim activity
3:15 – 3:35	Describe how instructional practices scaffolds for MLs can expand access to literacy and numeracy while supporting language development
3:35 – 4:35	Explore instructional practices scaffolds
4:35 – 4:50	Plan to apply instructional practices scaffolding strategies
4:50 – 5:00	Questions, interim activity, and evaluation

*Times are approximate.



Thank You for Your Feedback



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Breakout Room Discussion: Interim Activity Reflection

- **Self-select** a breakout room based on the interim activity you completed:
 - **Teachers with MLs**: Implementation and Reflection Template
 - **Non-Teaching Role or Teachers Without MLs in Class**: Application and Reflection
 - **Instructional Leaders**: Planning for Your Vision for Peer Learning
- We have created a few rooms for each option, so if a room has more than 4 or 5 participants, please join a different room.
- For eight minutes, **discuss your reflections and takeaways** from the interim activity that you completed.



Whole Group Debrief

- What has **shifted or been reinforced** in your thinking about peer learning for MLs?
- Based on your role, what will you **do, consider, or prioritize**, to support effective peer interactions for MLs?





**Describe How Instructional Practices
Scaffolds Can Expand MLs' Access to
Literacy and Numeracy**

Types of Scaffolds

Instructional Materials



Audio, visual, and/or hands-on resources to support MLs

Instructional Practices



Actions an educator takes to support MLs

Instructional Groupings



Intentionally grouping students to provide support for MLs

Staehr Fenner et al., 2024

Instructional Practices Scaffolds

- Background knowledge
- Clarifying and paraphrasing key concepts
- Vocabulary and academic language instruction
- Interactive modeling
- Multimodal and translanguaging opportunities
- Practicing academic language with non-academic topics
- Reduced linguistic load

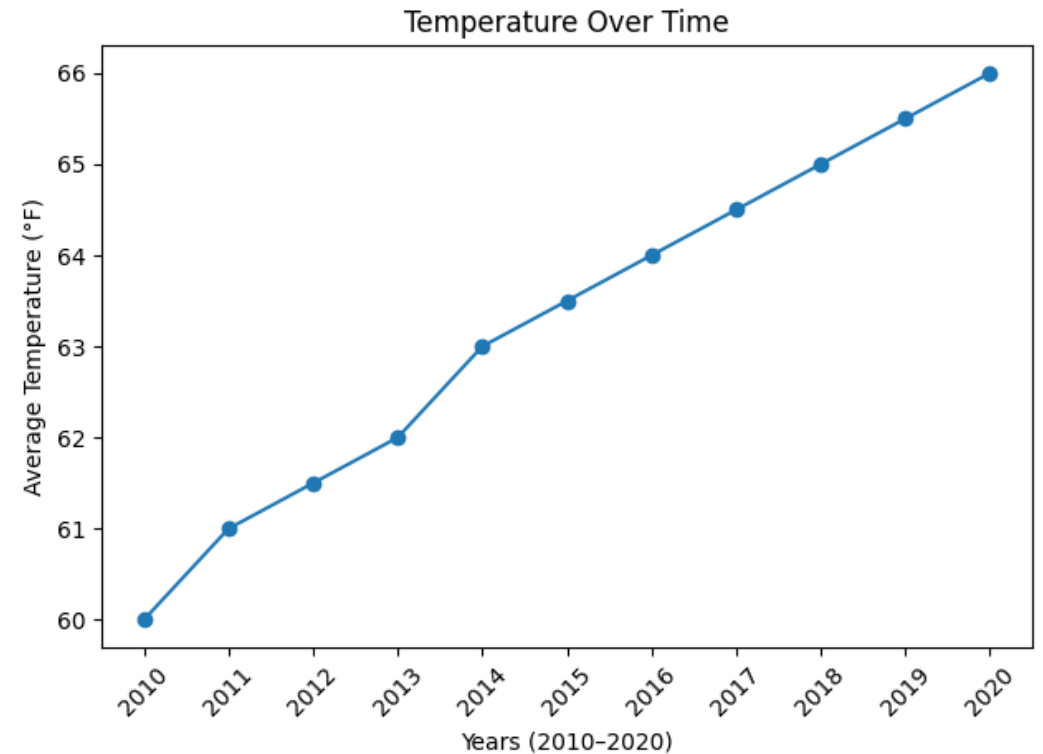


Staehr Fenner et al., 2024

Example Student Task

Text: *Jordan reviewed the data showing a steady increase in temperatures over the past decade and predicted that the trend would continue.*

Prompt: Why did Jordan predict that temperatures would continue to rise?



What might be challenging about this task for MLs?



I notice the graph shows temperatures going up, or increasing, over time. When I see data increasing like this, I think the trend might continue. A trend is a pattern we see over time. Here the pattern, or trend, is increasing temperatures. The text says Jordan predicted the trend would continue. To predict means to make an educated guess based on evidence. So, I am connecting the data, or evidence I see in the graph, and the idea of a trend. If temperatures have been increasing, it makes sense to predict they will keep increasing.

If I had to answer this question, I might say: ***Jordan predicted temperatures would continue to rise because the temperatures keep increasing each year without dropping, showing a consistent pattern.***



Bridging Participation with Scaffolds

Teacher provides:

- A model of thinking
- Connection to background knowledge
- Visible reasoning
- Explicitly taught academic language
- A language model with specific language needed



Students can:

- Access the task
- Use academic language
- Make meaning from data
- Explain their thinking clearly
- Make use of a modeled response



You Try It: Instructional Practices Scaffolds to Support MLs

Text: *In the story, Maya refuses to speak during the meeting, even when others share their opinions. She looks down at her hands and avoids eye contact.*

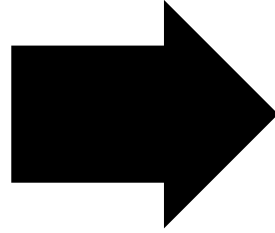
Prompt: Why does Maya choose not to speak during the meeting?

Meet in a breakout room for **six minutes** and discuss:

- What might be **challenging** about this task for MLs?
- What could the teacher say or do to support students with **content and language**?
- Work with your group to jot down a **brief teacher script**.
- Be prepared to **share** with the whole group.

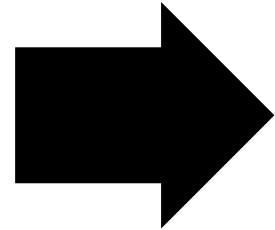
One Example: Instructional Practices Scaffolds

Key Vocabulary Instruction



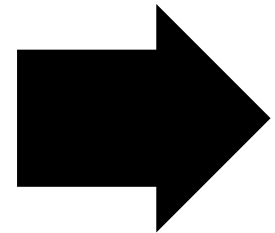
“Let’s think about the word *refuses*. *Refuses* means someone won’t do something, but it is a strong **no**.”

Explicit Teacher Modeling/Connecting to Evidence



“I notice Maya does not speak, even when others are sharing. I also see that she looks down and avoids eye contact. That makes me think she might feel nervous or uncomfortable.”

Language Support



Maya does not speak because _____.
I know this because _____.

Instructional Practices Scaffolds Debrief

Based on this experience, what **understanding about instructional practices scaffolding** will shape how you support MLs moving forward?





Explore Instructional Practices Scaffolds

Instructional Practices Scaffolds We'll Explore

1. Background knowledge
2. Vocabulary and academic language instruction



Staehr Fenner et al., 2024

Review of Effective Literacy Instruction for MLs

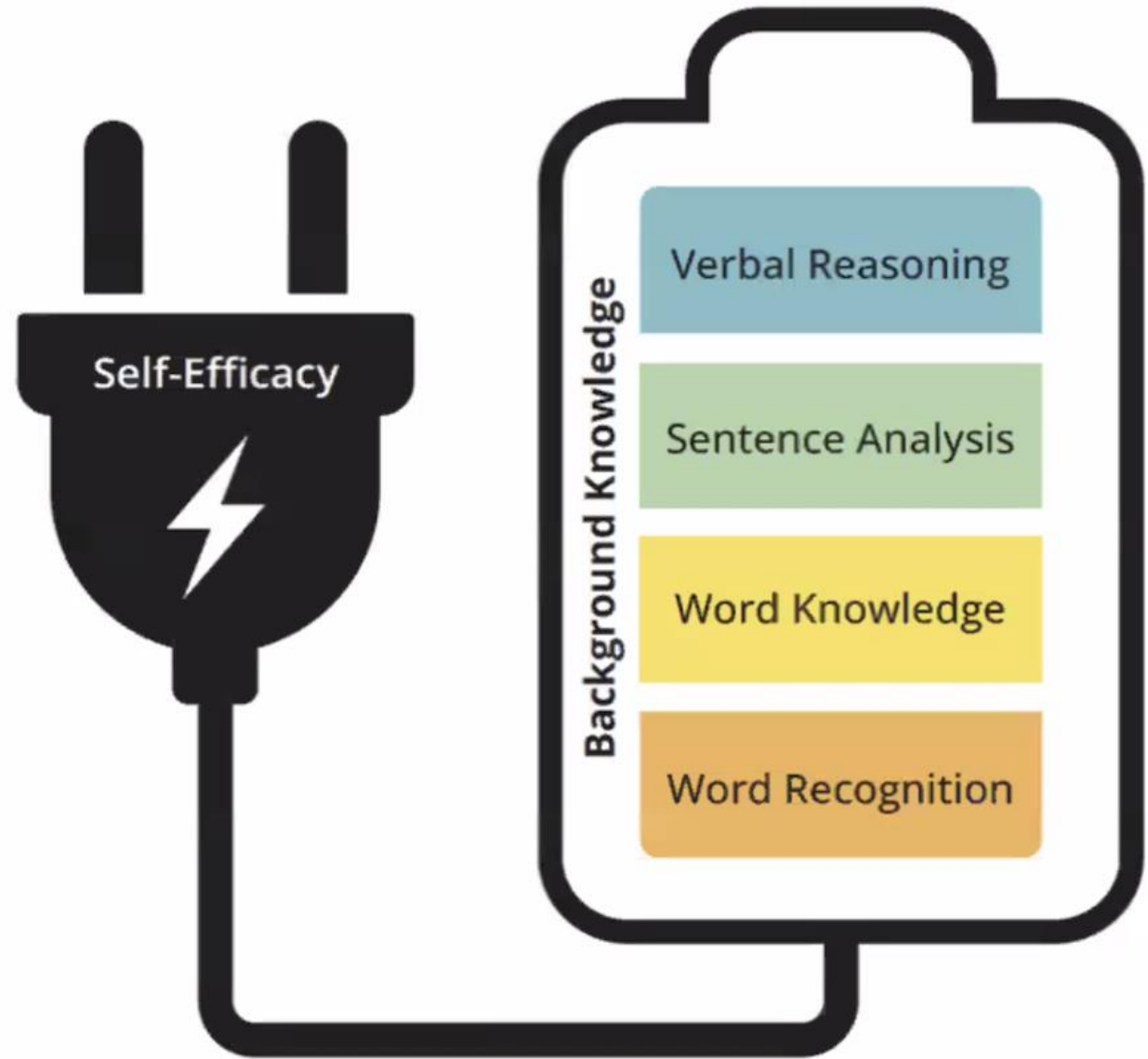


Must also include:

- Scaffolded instruction of skills in context
- Language and literacy development integrated with content learning
- Oral language development
- Leveraging of MLs' cultural and linguistic assets
- **Building of background knowledge to strengthen reading comprehension**
- Relevant inclusive curriculum
- Writing

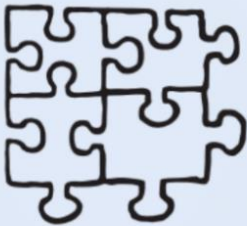
Escamilla et al., 2022

A Model for Adolescent Literacy



Fisher, D. et al., 2025

Two Approaches to Background Knowledge

TEACHER ACTIONS RELATED TO BACKGROUND KNOWLEDGE	DEFINITION	EXAMPLES
Providing background knowledge 	Giving students background knowledge that they do not already have on a particular topic or text	• Showing students a visual of Inuit art prior to them engaging in a lesson on the topic • Showing students a video clip on Betsy Ross
Activating existing prior knowledge 	Finding out and leveraging pre-existing knowledge on a topic or text	• Having students discuss what they think the title of a text titled "Hurricane Katrina" means in pairs • Having students write a paragraph in their journals about what they previously learned about the Revolutionary War

Staehr Fenner et al., 2024, p. 206

Strategies to Activate and Teach Background Knowledge



- A. Image Discussion
- B. Home Language Resources
- C. Teacher-Developed Text

A. Image Discussion



- This is a picture of ...
- The people in this picture are ...
- Something I know about this time period is ...
- A question I have is ...



B. Home Language Resources



Este campo de algas es el hogar de las esponjas rosadas de columna.

¿Dónde viven los corales?

Los arrecifes de corales necesitan ciertas condiciones de vida para conservar su salud. Necesitan de la profundidad adecuada de agua. Necesitan de algas saludables como alimento. Tanto

VOA

texte de recherche

A LA UNE VIDEOS AUDIO MAGAZINES RM SHOW BAMBARA DOSSIERS SPECIAUX

LANGUES APPRENEZ L'ANGLAIS

MENU AUDIO MENU VIDEO

AFRIQUE

11 août 2016

Le Lesotho souffre de la sécheresse

Partager

Vocabulary:

季节	jì jié	season
晴天	qíng tiān	sunny
云 (雲)	yún	cloud
阴天 or 多雲	yīn tiān or duō yún	cloudy
雷	léi	thunder
暖和	nuǎn huo	warm
很热	hěn rè	very hot
很冷	hěn lěng	very cold
风	fēng	wind
刮风/有风	guā fēng or yǒu fēng	windy
雾	wù	fog
雾(天)/有雾	wù tiān or yǒu wù	foggy

Other languages: <https://sites.google.com/a/mail.ccsf.edu/esl/home/esl-resources-for-different-language-groups>



C. Teacher-Developed Text



The Mississippi River

- *Guiding Question:* What is the Mississippi River like today?
- *Supplementary Question:* How can you describe the Mississippi River?
 - The Mississippi River is the _____ river in the United States. The Mississippi River has a lot of _____.

The Mississippi River	Glossary
The Mississippi River is the largest river in the United States. The part of the Mississippi River from its headwaters to St. Louis is called the Upper Mississippi. East Moline, Chad's hometown, is located on the Upper Mississippi. The Mississippi River has experienced a lot of pollution , and there is a lot of trash in the river and along the shoreline .	<i>headwaters</i> —the beginning of a river <i>upper</i> —higher in place <i>is located on</i> —is next to <i>pollution</i> —poisons, waste, or other things that hurt the environment <i>shoreline</i> —the place where land and water meet

August, Staehr Fenner, Snyder, 2014

Video: Activating and Teaching Background Knowledge Video

As you watch the video, consider:

- How did the teacher **activate** MLs' background knowledge?
- How did she **teach** background knowledge?
- How can the strategies discussed in this video be adapted to your context?



Corwin, 2021



Video: Activating and Teaching Background Knowledge Video

- How did the teacher **teach or activate** MLs' background knowledge?
- Which of the strategies from the video would you like to try in your context?



Corwin, 2021

2. Vocabulary and Academic Language

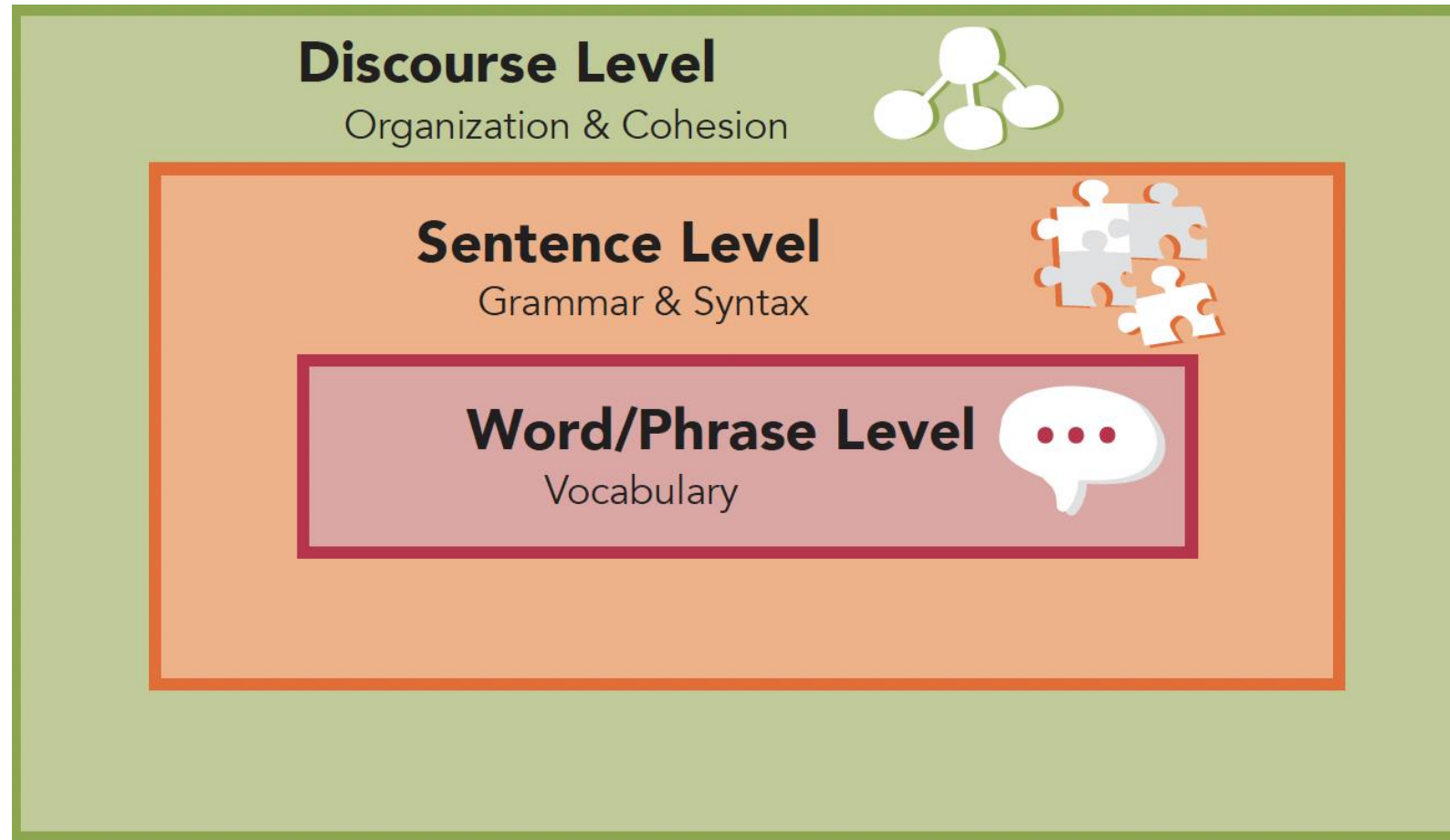
Our definition of academic language:

- Used in classroom settings to:
 - Acquire new knowledge and skills
 - Interact with a topic
 - Share information with others
- Encompasses both disciplinary and everyday language



August, 2018; NASEM, 2017; Bunch, 2014; Bunch & Martin, 2021; Molle et al., 2021; WIDA, 2020

Representation of Academic Language



Staehr Fenner et al., 2024; Adapted from: WIDA, 2012; 2020

Sociocultural Context

- Background knowledge
- Expectations
- Home language
- Impact of cultural background





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Word- and Phrase-Level Academic Language

Multifaceted Approach to Vocabulary Instruction



Staehr Fenner et al., 2024



Strategies to Teach New Vocabulary

- Visuals
- Gestures
- Student-friendly definitions
- Student-created definitions
- Examples and non-examples
- Synonyms and antonyms
- Home language



Staehr Fenner et al., 2024



Strategies to Practice New Vocabulary

Speaking/Listening	Reading/Writing	Games
• Dramatic Representations • Information Gap • Interactive Word Wall • Three Image Discussion • Video Clips • Word Experts	• Gallery Walk • Glossary • Key Word, Important Information, Memory Cue (KIM) • Text-Dependent Questions • Word Banks	• Heads Up • Memory • Pictionary • Vocabulary Bingo • Vocab Jigsaw

Staehr Fenner et al., 2024



Support Independent Word Learning

- Context clues
- Word parts
- Cognates and false cognates
- Words with multiple meanings



Staehr Fenner et al., 2024; Baker et al., 2014

Tool: Vocabulary Instruction Checklist (Document 3)

- Take three minutes to review this tool independently.
- Share in the chat:
 - Which step from the checklist would you like to focus on or improve upon?

FIGURE 5.15 VOCABULARY INSTRUCTION CHECKLIST

UNIT VOCABULARY		
STEPS	COMPLETED	NOTES
1. I have selected a short, engaging, content-related text to use for vocabulary selection.		
2. I have selected five to eight words that are central to understanding the text, appear frequently in the text, may appear in other content areas, have multiple meanings, or have affixes.		
3. I have assessed students' initial understanding of these words.		
4. I have taught the words using student-friendly definitions, visuals or actions, synonyms, antonyms, examples, and nonexamples.		
5. I have given students opportunities to practice the words in varied ways using multiple domains (i.e., speaking, reading, writing, and listening).		
6. I have given students opportunities to practice word-learning strategies (e.g., context clues, word parts, and cognates).		
7. I have reassessed student understanding of the new words.		





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Sentence- and Discourse-Level Strategies

Sentence-Level Strategies

1. Because, But, So
2. Sentence Kernels

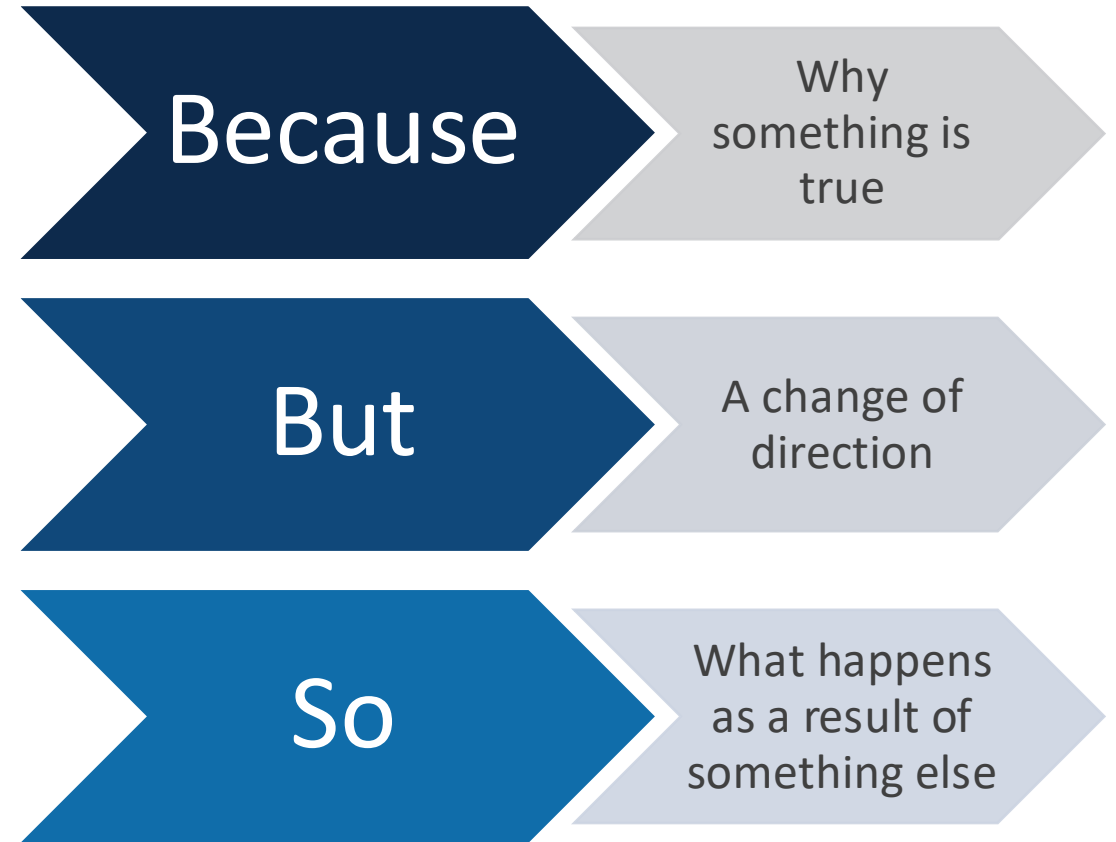
Sentence

Grammatical complexity of language (sentence structure)

How relationships are expressed through simple, compound, and complex sentences

1. Because, But, So

- Conjunctions added to a stem to **expand or combine sentences**
- Show **relationships** between ideas
- Supports **analytical thinking**

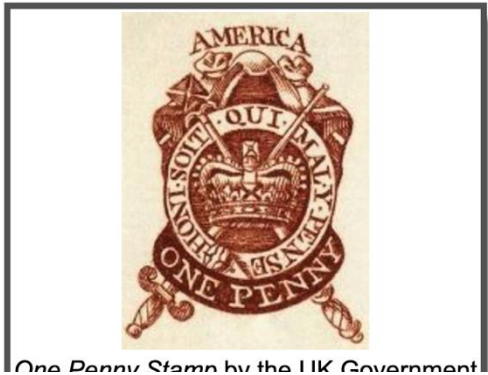


Hochman & Wexler, 2017

Scaffolding to Support Sentence Structure

What was the Stamp Act?

The Stamp Act was a tax put on the American colonies by the British in 1765. It said they had to pay a tax on all sorts of printed materials such as newspapers, magazines and legal documents. It was called the Stamp Act because the colonies were supposed to buy paper from Britain that had an official stamp on it that showed they had paid the tax.



One Penny Stamp by the UK Government

The Colonies React

The colonies reacted in protest. They refused to pay the tax. The tax collectors were threatened or made to quit their jobs. They even burned the stamped paper in the streets. The colonies also boycotted British products and merchants.

Huynh & Skelton, Webinar, 2026

- **Prompt:** Tell how the colonists' reacted to the British actions. Use _____, so _____ structure.
- **Guiding question #1:** What did the Stamp Act do? **The Stamp Act required colonists to pay taxes to the British on all paper goods.**
- **Guiding question #2:** What was the colonists' response? **The colonists protested.**
- **Combined sentence:** **The Stamp Act required colonists to pay taxes to the British on all paper goods, so the colonists protested.**



Sample Sentences Across Content Areas

ELA Examples

- _____ is the protagonist in the book because...
- The character is significant because...

Math Examples

- The problem is incorrect, so...
- $X=7$ is the correct answer, but...

Science Examples

- Tornadoes are dangerous, but...
- Carbon is an element, so...

Social Studies Examples

- Immigrants are important to our country, so...
- World War II was tragic because...

2. Sentence Kernels

- Start with a simple, declarative sentence related to the topic
- Choose question words to help students expand the sentence:
 - Start with when, where, and why
 - Connect question to the information students need to add to the kernel
- Put it all together in an expanded, complex sentence

Who?

What?

When?

Where?

Why?

How?

Content Examples

Science Example

Directions: Expand the sentence kernel.

It divides.

What?the cell.....

When?during mitosis.....

Where?in the nucleus.....

Expanded Sentence: During mitosis, the cell divides in the nucleus.

Math Example

Problem: $2(x+6)=14$

She made a mistake

Who?Jasmine.....

When?Step 1.....

Why?Didn't distribute 2 to both terms inside ().....

Expanded Sentence: In step 1, Jasmine made a mistake because she didn't distribute the 2 to both of the terms inside the parentheses.

	Jasmine	Maya
Step 1	$2x + 6 = 14$	$2x + 12 = 14$
Step 2	$2x = 8$	$2x = 2$
Answer	$x = 4$	$x = 1$

Discourse-Level Strategies

1. Analyze Sequencing in Text
2. Analyze Mentor Texts

Discourse

Organization of language

Cohesion of language

Density of language

1. Analyze Sequencing in a Text

- **Provide** sentence strips to students.
- **Ask** students to:
 - Work in pairs or small groups to sequence the sentences.
 - Identify clues that help them determine the correct order.



Try it! Flippity Sequencing Text Activity

- Use the link: bit.ly/SequenceText
- Click and drag the sentences into the correct order.
- Identify the clues that helped you figure out the correct order.
- Be prepared to share your thinking with the large group.

Many of the remaining buildings (even the ones proclaimed to be "fireproof") looked solid but were actually jerrybuilt affairs, the stone or brick exteriors hid wooden frames and floors, all topped with highly flammable tar or shingle roofs.

It was a common practice to disguise wood as another kind of building material.

The city boasted having 59,500 buildings, many of them - such as the Courthouse and the Tribune Building - large and ornately decorated.

The fancy exterior decorations on just about every building were carved from wood, then painted to look like stone or marble

Chicago in 1871 was a city ready to burn.

The trouble was that about two-third of all these structures were made entirely of wood.

Sequencing Flippity Answers

Chicago in 1871 was a city ready to burn.

The city boasted having 59,500 buildings, many of them - such as the Courthouse and the Tribune Building - large and ornately decorated.

The trouble was that about two-third of all these structures were made entirely of wood.

Many of the remaining buildings (even the ones proclaimed to be "fireproof") looked solid but were actually jerrybuilt affairs, the stone or brick exteriors hid wooden frames and floors, all topped with highly flammable tar or shingle roofs.

It was also a common practice to disguise wood as another kind of building material.

The fancy exterior decorations on just about every building were carved from wood, then painted to look like stone or marble



Sequencing Text Answers

1. Chicago in 1871 was a city ready to burn.



2. The city boasted having 59,500 buildings, many of them—such as the Courthouse and the Tribune Building—large and ornately decorated.

3. The trouble was that about two-thirds of all these structures were made entirely of wood.

4. Many of the remaining buildings (even the ones proclaimed to be “fire-proof”) looked solid, but were actually jerrybuilt affairs; the stone or brick exteriors hid wooden frames and floors, all topped with highly flammable tar or shingle roofs.



5. It was also a common practice to disguise wood as another kind of building material.

6. The fancy exterior decorations on just about every building were carved from wood, then painted to look like stone or marble.



2. Analyze Mentor Texts

- **Mentor texts:** Parts of text that model essential aspects of a particular genre of text or aspect of disciplinary writing.
- Examples:
 - Use of dates
 - Embedded definitions
 - Dialogue
 - Diagrams and labels
 - Cause and effect language
- Supports MLs to read and write



Example: Lab Report

In this investigation, different amounts of force were applied to a toy car to observe how force affects motion. When a small force was applied, the car moved slowly across the surface. As the amount of force increased, the car moved faster and traveled a greater distance. When a greater force is applied to an object, it accelerates more quickly. However, when additional mass was added to the car, its motion decreased, even when the same amount of force was applied.

To **analyze and deconstruct**:

- Identify purpose of this section of the lab report
- Notice and list language features

Deconstructing the Text

Section of Lab Report: Explanation	Purpose
	• Describe what happened • Explain relationship between force and motion • State a general scientific principle based on observations
In this investigation, different amounts of force were applied to a toy car to observe how force affects motion. When a small force was applied, the car moved slowly across the surface. As the amount of force increased, the car moved faster and traveled a greater distance. When a greater force is applied to an object, it accelerates more quickly. However, when additional mass was added to the car, its motion decreased, even when the same amount of force was applied.	Shows relationships between variables – why something happened Relationship words Show how one variable affects another Connects conditions and outcomes Generalized scientific statement this is how scientists express big ideas – don't use specifics from this experiment



Plan to Apply Strategies



Planning Support: Academic Language Analysis Tools (Documents 4a & 4b)

Checklist for Increasing Academic Language Awareness

Lesson Objectives:	Text:
Text type (e.g., biography, poem, lab report, word problem):	Text purpose (e.g., to inform, to persuade):
Academic tasks students will complete (e.g., summarize a text excerpt, discuss the main idea):	

Sentence Dimension

AWARENESS-BUILDING QUESTIONS	EXAMPLE(S) FOUND IN TEXT (IF PRESENT)	PRIORITY FOR INSTRUCTION
WORD/PHRASE LEVEL		
 Are there everyday words (e.g., ruler) that may be unfamiliar to MLs?		☐
 Are there cross-disciplinary academic words (e.g., analyze or describe) that may be unfamiliar to MLs?		☐
 Are there content or technical words specific to the topic you're teaching that may be unfamiliar to MLs?		☐

Checklist for Supporting AL Development in Speaking & Writing

Lesson Objectives:	
Text Type (e.g., biography, poem, lab report, word problem):	
Text Purpose (e.g., to inform, to persuade):	

AWARENESS-BUILDING QUESTIONS	EXAMPLE(S)	PRIORITY FOR INSTRUCTION
WORD/PHRASE LEVEL		
 Are there everyday words (e.g., pencil) that you would like MLs to use?		☐
 Are there cross-disciplinary academic words (e.g., analyze or describe) that you would like MLs to use?		☐
 Are there content or technical words (e.g., metamorphosis) specific to the topic that you would like MLs to use?		☐

Staehr Fenner et al., 2024



Planning for Your Context

Part One: Independent work (Five minutes)

- Reflect on the strategies shared during the session today.
- Think about an upcoming lesson and/or text you will be teaching.
- Identify either a background knowledge activity or an academic language building activity you would like to try connected to the text or task.

Part Two: Breakout room discussion

- Meet in a breakout room for eight minutes.
- Each person will share a brief overview of their text/task and the activity they would like to try.

Background Knowledge

- Image Discussion
- Home Language Resources
- Teacher-Developed Text

Sentence-Level Strategies

- Because, But, So
- Sentence Kernels

Discourse-Level Strategies

- Analyze Sequencing in a Text
- Analyze Mentor Texts



Reflection

- How will the use of instructional practices scaffolding **expand MLs' access** to language, literacy, and numeracy?
- What is **one action step** you will take as a result of today's session?





Wrap-Up

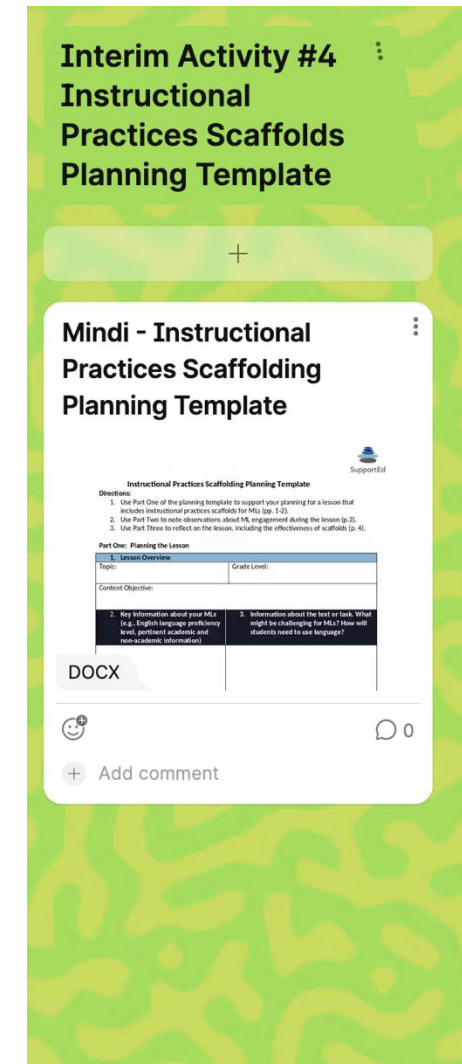
Interim Activity (Document 2 & 5a, 5b, or 5c)

Between now and the next session on June 3:

1. Plan and reflect using the template that best matches your role or resonates most with you:

- **Teachers with MLs:** Implementation and Reflection Template (Document 5a)
- **Non-Teaching Role or Teachers Without MLs in Class:** Application and Reflection (Document 5b)
- **Instructional Leaders:** Planning for Your Vision for Instructional Practice Scaffolding (Document 5c)

2. Post your template to the Padlet.



Review of Session Objectives



Next Steps

Session	Topic	Date and Time
6	Reflecting and Goal Setting for ML Success	June 3, 2026 3:00 – 5:00

- Before our final session on June 3, please complete the interim activity and post your reflection on the Padlet.
- Please reach out with any questions: Mindi@SupportEd.com

Reflecting on Today's Session (Document 6)

- Please provide anonymous feedback with a brief evaluation.
- bit.ly/MaineEval5
(case sensitive)
- Thank you!



Session Evaluation: Scaffolding Through Instructional Practices for Multilingual Learners

Thank you for participating in today's session. Please take a moment to provide us feedback.

mindi@getsupported.net [Switch account](#) 

 Not shared

* Indicates required question

Please mark your cohort.

☐ Elementary

☐ Secondary

What did you appreciate about today's session? *

Your answer





SupportEd

Multilingual Learner

SYMPOSIUM

2026

Empowering Educators, Elevating Student Learning

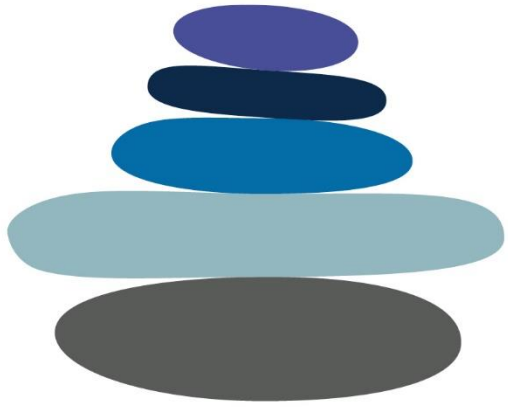
- + FREE ML Toolbox with Registration
- + Experience an Interactive Keynote
- + Choose from Six Breakout Sessions
- + Live Q&A with ML Experts
- + Walk Away with Practical Strategies
- + Earn a Certificate for 6 PD Credit Hours

JUNE 4 | 10:00 AM - 4:00 PM EST | VIRTUAL

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Questions





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Thank You!

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