HIGHLIGHTS

Workshops, Institutes, Activities
9:00 am - 12:00 pm / Workshop Sessions

Special Half Day Institutes
8:00 am - 12:00 pm / Warren Dale - Creating Ethnographic Videos / Visit to Chinatown Street Market
9:00 am - 12:00 pm / 2-Way CABE Dual Immersion Program Showcase / Grace McField / Diana Velez

Featured Speakers
10:45 am - 12:00 pm / 123 Andrés / Alma Flor Ada / F. Isabel Compoy / Suni Paz

Special Events
10:45 pm - 12:00 pm / CABE Membership Meeting / Imperial B
12:00 pm / Final Conference iPad Drawing / CABE Store / Yosemite Foyer
12:00 pm - 12:30 pm / Closing CABE Sing Along / Imperial B

CLOSING CABE SING-A-LONG
12:00 pm - 12:30 pm / Imperial B
JOIN US!
LEAVE CABE 2016 WITH A SONG IN YOUR HEART!
PLAN YOUR DAY

MORNING 9:00 am - 12:30pm

What did I learn at CABE 2016 that I will put in practice next week?
FEATURED INSTITUTE

•Creating Ethnographic Videos: A Powerful Door to Cultural Understanding

NOTE SPECIAL TIME
8:00 AM - 12:00 PM
Room: BR-Franciscan D

Warren Dale, CABE

Grade Level: All
Language: English
Strand: Curriculum & Instruction
Audience Level: New to Field/Experienced

We will begin our four hour BYOD adventure with an early morning walking visit to the colorful Chinatown street market where you will use your cellphone or tablet to capture the engulfing sights and sounds. After returning to the hotel you will learn how to edit your pictures into a video telling the story of the visit. Next you will learn how to share your ethnographic masterpiece with the world. You will leave knowing how to integrate videos into your classroom language and cultural curriculum as an authentic “Proof-of Learning”. Please have a video editing app like iMovie, KineMaster Pro or VivaVideo loaded on your device.

•Engineering Understanding: Applying Science Concepts and Building Academic Language

9:00 AM - 12:00 PM
Room: Tower 3-Golden Gate 8

Diana Velez, UC Berkeley
Claudio Vargas, Oakland USD

Grade Level: K-8
Language: English
Strand: English Language Development (ELD)
Audience Level: New to Field/Experienced

Come problem-solve and design with us as we explore lessons and strategies that provide authentic engineering challenges that further science content learning for all students.

•The La Clase Mágica Nepohualtzitzin Ethnomathematics Club: Setting up an Ethnomathematics Afterschool Informal Learning Club

9:00 AM - 12:00 PM
Room: BR-Continental Ballroom 2

Margarita Machado-Casas, University of Texas at San Antonio
Lorena Claey, University of Texas at San Antonio
Belinda Flores, University of Texas at San Antonio
Everardo Lara González, Independent Consultant

Grade Level: Preschool-8
Language: English
Strand: Curriculum & Instruction
Audience Level: New to Field/Experienced

Using the epistemology of the sacred sciences, which encompasses notions of spirituality, transcendence, harmonic balance and synchronization, and evolution, The La Clase Mágica: Nepohualtzitzin Ethnomathematics (Nepo) Club is a collaborative project currently under the umbrella of the La Clase Mágica. This club is designed to support bilingual and generalist teachers and their students using culturally efficacious strategies and materials. The La Clase Mágica Nephuaultitzin Club is an after school informal learning club designed to improve student capacity and confidence in mathematics. Club participants develop the ability to think and apply reasoning skills, improve concentration, focus and memory, through association. The club combines both the use of the ancient Nepohualtzitzin and modern tools to engage students. Using interactive hands-on activities and media, participants will learn how to use the Nepohualtzitzin and what they need to know in order to start a club at their school sites.
• Acceso a los textos complejos: cómo apoyar a la comprensión de textos informativos en español

9:00 AM - 12:00 PM
Room: BR-Continental Ballroom 1

Francisco Pérez Duque, San Diego USD
Danielle Garegnani, WestEd

Grade Level: K-8
Language: Spanish
Strand: Biliteracy/Dual Immersion
Audience Level: New to Field/Experienced

En este instituto se presentarán estrategias, basadas en la lingüística sistémico funcional, para la comprensión de lectura y su aplicación a la escritura de textos informativos en español. Los participantes investigarán las características y los patrones del lenguaje de varios tipos de textos, interactuarán con actividades que apoyan la comprensión usando las características de diferentes géneros de textos informativos en español.

• Dual Language Immersion Program Showcase, Sponsored by 2-Way C Abe

9:00 AM - 12:00 PM
Room: Tower 3-Plaza B

Peggy Morrison, 2-Way C Abe
Estella Patel, Banning USD

Grade Level: K-8
Language: English
Strand: Biliteracy/Dual Immersion
Audience Level: New to Field/Experienced

Visit 2-Way C Abe’s Dual Language Immersion Program showcase! Two-Way Immersion schools will display information about their programs, their students and teachers, their successes and challenges. You will have an opportunity to speak to staff and parent representatives of each school and engage in informal conversation and questions and answers about these two-way programs. This is a drop-in showcase in a “poster session” format. There is no need to attend for the full 3 hours.

• Get Ready for the SB1174 Vote! A New Language Education Policy for California

9:00 AM - 12:00 PM
Room: Tower 3-Golden Gate 6

Grace McField, CSU San Marcos

Grade Level: All
Language: English
Strand: Advocacy & Engagement
Audience Level: New to Field/Experienced

What are the three key factors that led to the passage of Proposition 227 (1997-8) that instituted English-only instruction for all intents and purposes in California? How can individuals, parents, educators, and community members and organizations come together to spread the word about A) common community goals, B) the consistent research on bilingual education, and C) the need to support a multilingual education policy that is fit for California, the world’s eighth largest economy? Come join this community forum that will focus on advocating for Senate Bill 1174, which will update the badly outdated Proposition 227. Engage in strategically planning to support SB1174, which will allow local control for schools to offer multilingual programs. Support spreading awareness about California’s opportunity to vote to help schools teach language skills to address the academic, economic, health, military/ national security and social needs of our golden state and beyond!
FEATURED SPEAKERS  10:45 AM - 12:00 PM

Alma Flor Ada, Author
F. Isabel Campoy, Author
Suni Paz, Suni Paz

10:45 AM - 12:00 PM
Room: BR-Yosemite B

•“Está linda la mar” cómo enseñar y disfrutar la poesía en la clase

Desde la teoría a la práctica. La poesía como instrumento de aprendizaje, afianzamiento de la identidad, ampliación del vocabulario y disfrute en la clase.

123 Andrés
Academia Cultural

10:45 AM - 12:00 PM
Room: Tower 3-Plaza A

•Music to Inspire Dual Language Acquisition

Singing has long been a way for learning language and is an excellent tool for enhancing language arts lessons. Dual language songs help children acquire new vocabulary in multiple languages, promote self-esteem and provide opportunities for teaching a variety of subjects. The interactive presentation demonstrates how educators can incorporate music and original songs to teach geography, improve listening and cognitive skills, and introduce a variety of musical genres and styles.
Neuropedagogy: Teaching the Way the Brain Learns Best

Victor Tellez, Compton USD

Grade Level: All
Language: English
Strand: Professional Development/Teacher Preparation
Audience Level: New to Field/Experienced

We have all used neuropedagogy, or brain friendly teaching, in one way or another. Sometimes we have not been aware of it. Other times, without being aware of it, we have taught in direct opposition to how the brain learns best. In this presentation we will address what research says about learning. We will look at such areas as attention, literacy development, and memory. We will also look at a much neglected aspect of neuropedagogy-- the role of exercise in learning.

La disciplina con dignidad los siete días de la semana

Jorge Dueñas, Marysville Joint Unified SD

Grade Level: All
Language: Spanish
Strand: Parent and Community Engagement
Audience Level: New to Field/Experienced

La disciplina prepara a los niños, adolescentes y adultos a hacer buenas decisiones en sus futuros. También la disciplina aumenta su autoestima y les enseña a ser responsables por sus acciones, convirtiéndose en personas productivas de nuestras comunidades. Vengan a compartir como mejorar la comunicación con nuestros hijos. Compartiremos ideas de como desarrollar un sistema de disciplina consistente, firme y con mucha dignidad. Ustedes recibirán un folleto con ideas y sugerencias que podrían comenzar a usar inmediatamente. También se compartirá la manera de comunicarse con el presentador por correo electrónico.

Herencia y Legado: Parent Empowerment for Biliteracy

Alma Castro, CSU Long Beach

Grade Level: All
Language: English
Strand: Parent and Community Engagement
Audience Level: Experienced

In this workshop, results of a dissertation study I conducted in partnership with CSULB, narrates the experiences of EL high school students and staff highlighting untapped linguistic resources of EL students. Perceptions about the impact of a voluntary assets-based policy, the Los Angeles Unified School District (LAUSD) Seal of Biliteracy Awards Program are uncovered. The principal focus of this study was to explore Latino students’ pursuit of language recognition and the perceived academic impact associated with receiving this award. Altogether, the LAUSD and State Seal of Biliteracy legitimize non-dominant languages, granting linguistic cultural capital, power, and dismantling language imperialism. This initiative further encourages students to study multiple languages in preparation to face the demands of a global landscape. The focus of this workshop is to empower parents by validating a native tongue for crafting promising academic pathways for ELs that are falling off the education pipeline. Despite the myriad of academic challenges Latino students face, they possess defined strengths. Overwhelmingly, research amplifies the benefits of capitalizing on a native language as a resource towards acquiring proficiency in a second language.
• Tide Pools to Treetops: Adaptable Interdisciplinary Units That Your Students Will Love!

9:00 AM - 10:15 AM
Room: BR-Franciscan B

Josefa Bustos, Hanford Elementary SD

Grade Level: K-5
Language: English
Strand: Curriculum & Instruction
Audience Level: Experienced

In this session we will see how the Next Generation Science Standards (NGSS) can guide our themes throughout the year. This workshop will include a close look at adaptable primary units of study that were built around NGSS including all disciplines. We will look at how the reading and writing standards help students understand science content and how science helps students succeed in Language Arts and Math standards. The presentation will include the use of notebooks and vocabulary development through content. Finally, we will take a look at how engineering standards, art, singing and dancing make it both hands on and engaging (fun).

• Sane su pasado para criar hijos exitosos y felices

9:00 AM - 10:15 AM
Room: Tower 3-Golden Gate 1

Isabel Lara, Mt. Diablo USD

Grade Level: All
Language: Spanish
Strand: Parent and Community Engagement
Audience Level: New to Field/Experienced

Como padres de familia, si no hemos resuelto los problemas de nuestra niñez, la forma en que criamos a nuestros hijos será afectada y puede dañar la relación con ellos. Todos los padres queremos que nuestros hijos sean exitosos y felices, pero a veces nuestras acciones los afectan negativamente. En este taller, los guiaré a través de sus recuerdos y sus propias experiencias de la infancia- lo bueno y lo malo. Juntos analizaremos como esas experiencias han afectado la dinámica y la relación con sus propios hijos. Hablaremos de los cambios en nuestras vidas. Luego, aprenderemos maneras de resolver diferentes conductas negativas. También les guiaré como desarrollar mejores métodos para comunicar sus valores reales tales como la honestidad, la compasión, la bondad, y la responsabilidad entre otros. ¡Nuestros hijos triunfarán en la escuela y en la vida como resultado de nuestro cambio!

• Teaching Symbolic Chinese Characters to Preschool Children in Fun Ways

9:00 AM - 10:15 AM
Room: BR-Continental Ballroom 3

Amy Li, Wu Yee Children’s Services Lok Yuen Center
Lisa Lim, Wu Yee Children’s Services Lok Yuen Center
Jenny Xie, Wu Yee Children’s Services Lok Yuen Center
Lisa Li, Wu Yee Children’s Services Lok Yuen Center

Grade Level: Preschool
Language: English, Chinese
Strand: Early Childhood Education
Audience Level: New to Field/Experienced

Conference participants will learn to use Total Physical Response Techniques that enhance preschool children’s pronunciation of Chinese characters, develop their understanding of the characters’ roots and structure, and, most importantly in Chinese, help them learn to recognize these characters in context. The presenters will lecture briefly, then physically demonstrate their classroom use of multiple techniques, incorporating Tai Chi, singing, dancing and games to support a holistic language learning approach. Participants will be invited to participate.
•Conceptualizing Support in Academic Leadership Through Critical Pedagogy: A Redefining Model

9:00 AM - 10:15 AM
Room: BR-Yosemite B

Kenia Cueto, Chapman University
Tim Bolin, Chapman University

Grade Level: All
Language: English
Strand: Leadership
Audience Level: New to Field/Experienced

The presentation will be a participatory workshop that will allow the audience to share their expertise, concerns, and ideas with one another. We will include examples of “what works” and “what doesn’t” in relation to CP leaderships models. Through this cooperative collaboration (CP model), new support strategies for students, parents, and co-workers will be highlighted. Support from leadership (administrative, professorial, academic) comes in many forms however, little thought is given to how it is being dispersed.”Leaders who do not act dialogically, but insist on imposing their decisions, do not organize the people-they manipulate them. They do not liberate, nor are they liberated: they oppress.” Paulo Freire, Pedagogy of the Oppressed.

•Jellies Don’t Judge: Planning, Practicing, and Presenting About Nature Using Technology

9:00 AM - 10:15 AM
Room: BR-Continental Ballroom 9

George Feldman, Monterey Bay Aquarium

Grade Level: Preschool-5
Language: English
Strand: Technology and Digital Learning
Audience Level: New to Field/Experienced

Join educators from the Monterey Bay Aquarium to explore how you can use Little Bird Tales to help your English Learners feel confident and excited to share their ideas. Using a unit on Jellies, we’ll share tips on creating safe opportunities for students to speak academic English. If you have access to the internet, you can implement these curriculum ideas for free! There will be door prizes from the Monterey Bay Aquarium!

•The Earlier the Better: Bilingual Education for Infants and Toddlers

9:00 AM - 10:15 AM
Room: BR-Continental Ballroom 8

Kerrie Perata, Felton Institute
Courtney Ludlow, Felton Institute
Araseli Alvarez, Felton Institute

Grade Level: Preschool
Language: English
Strand: Early Childhood Education
Audience Level: New to Field/Experienced

Have you ever wondered how to implement a high-quality bilingual program for infants and toddlers? Come experience real examples from an innovative and inclusive toddler program. Our classroom combines best practices in early care and education with approaches to support the young dual language learner. Through documentation we will display how teachers can use care routines, open-ended play “invitations”, and early literacy interests as strategies for dual language learning.
Michele Fortes, UC Davis

Grade Level: All
Language: English
Strand: English Language Development (ELD)
Audience Level: New to Field/Experienced

Motivate students to write! Learn about your students!
Build a respectful classroom community that brings
family knowledge into the curriculum. This hands-on
workshop will share and model several activities that
support students as they write about themselves and
their families. The activities engage children and families
in the writing process and address Common Core
Writing and Language Standards and ELD Standards at
the same time. Several types of autobiographical and
biographical writing will be shared including “Where
I am From” poems, student written biographies of
their parents, ABC poems, and “history of my name”
narratives. Many examples of student work will be
shared and connections to Common Core Standards will
the highlighted.

•OCDE Project GLAD® en español

9:00 AM - 10:15 AM
Room: BR-Franciscan C

Diana Hernández, Orange County DOE
Nicole Chávez, Orange County DOE

Grade Level: All
Language: Spanish
Strand: Biliteracy/Dual Immersion
Audience Level: New to Field/Experienced

OCDE Project GLAD® por sus siglas en ingles (Diseño
de Adquisición del Lenguaje Guiado) es un modelo de
desarrollo profesional dedicado a construir lenguaje
académico y literatura. Esta sesión le proveerá de un
resumen del modelo así como también de estrategias de

•Vocabulary Development Through Chants, Poems and
Songs in a Two-Way Immersion Program

9:00 AM - 10:15 AM
Room: Tower 3-Golden Gate 4

Susan Dunlap, Redwood City SD
Narda García, Redwood City SD
Lilia Zepeda, Redwood City SD

Grade Level: K-2
Language: English
Strand: Biliteracy/Dual Immersion
Audience Level: New to Field/Experienced

The presenters will demonstrate how to use chants,
poems and songs to make new vocabulary accessible while
developing and practicing language skills. Through the use of
teacher created poems and chants, using familiar melodies,
you can introduce tier two theme related vocabulary to your
students in a fun and easy way. Participants will create a
group chant or song to take back to their schools.

•Four Years and a Million Dollars: Making College
Dreams Come True

9:00 AM - 10:15 AM
Room: Tower 3-Golden Gate 5

David McField, Mira Costa College
Grace McField, CSU San Marcos

Grade Level: All
Language: English
Strand: College and Career Readiness
Audience Level: New to Field/Experienced

Did you know that a college graduate earns one
million dollars more over a lifetime than a high school
graduate? This workshop will engage parents in a
conversation about key ways to support their children in the K-16 path of success, and provide planning tips for children at all levels of education. Topics to be discussed include, 1) the relationship between education and potential income; 2) questions parents can ask teachers about programs; 3) new opportunities available under the federal Dream Act, for high school dropouts or undocumented status students; 4) programs available at junior colleges (even without a high school diploma!); 5) scholarships that exist for future bilingual teachers.

•Supporting Transgender Students: Ensuring a Safe and Positive Learning Environment

9:00 AM - 10:15 AM
Room: BR-Yosemite C

Lisa Cisneros, California Rural Legal Assistance
Mary Hernández, Garcia, Hernandez, Sawhney & Bermudez, LLC
Judy Chiasson, Los Angeles USD

Grade Level: All
Language: English
Strand: Multicultural/Diversity Education
Audience Level: New to Field/Experienced

California and federal law protect transgender students’ rights to participate in sports and activities, and use facilities consistent with their gender identity. LAUSD implemented such a policy over a decade ago. The Department of Education has prosecuted districts under Title IX for anti-transgender discrimination. At the same time, there are more resources to help schools foster an inclusive environment. This presentation will provide legal information and tips from school administrators and legal advocates on supporting student success.

•Two Languages on My Tongue, Twice the Pleasure and Twice the Fun: Spanglish in the Classroom

9:00 AM - 10:15 AM
Room: BR-Continental Ballroom 7

Amy Costales, University of Oregon

Grade Level: All
Language: English, Spanish
Strand: Standard English Learners
Audience Level: New to Field/Experienced

Amy Costales, Spanish Heritage Language Advisor at the University of Oregon, will present Spanish language development methodology to meet the needs of heritage speakers. This interactive presentation will address linguistic variation in Spanish-speaking communities in the U.S. as well as specifically addressing Spanglish. Come learn how to help students broaden their Spanish while validating the Spanish they already speak.

•Rime Magic: The Decoding Solution

9:00 AM - 10:15 AM
Room: BR-Franciscan A

Sharon Zinke, West Contra Costa USD
Angela Barra, Mount Diablo USD

Grade Level: K-12
Language: English
Strand: Curriculum & Instruction
Audience Level: New to Field/Experienced

Our transitioning and dual immersion students deserve instruction that provides fast results. Come and find out how to engage your students and bring their English word recognition levels to proficiency quickly. Students experience immediate success and their confidence soars when they are immersed in short, daily Rime Magic lessons that lead to the easy decoding of multi-syllabic words. Eyes light up and you will hear comments like “Oh! Now I get it!”. The CCSS Reading Foundational Skills will come alive in your classroom. Students who have fallen behind in word recognition will find motivation and success in just a few targeted lessons.
• Spanish Biliterate Teachers Training and Credentialing: Keys to Excellence

10:45 AM - 12:00 PM
Room: BR-Continental Ballroom 9

Rosario Outes, Spain Ministry of Education

Grade Level: 6-12, College/University, Adult Education
Language: Spanish
Strand: Biliteracy/Dual Immersion
Audience Level: New to Field/Experienced

Exploraremos un estudio basado en la producción escrita de alumnos de las escuelas secundarias (high school y middle school) de programas de inmersión dual en California a lo largo de los últimos años. Habrá descripciones y explicaciones de algunos errores frecuentes de gramática y vocabulario. Compartiremos ideas para mejorar la enseñanza de escritura en español.

• “No ‘sabo’ All of It.” How Strong is Their Spanish?

10:45 AM - 12:00 PM
Room: BR-Continental Ballroom 3

Esther Berndt, Redwood City SD

Grade Level: K-12
Language: English, Spanish
Strand: Assessment & Accountability
Audience Level: Experienced

Why are some of my students still struggling to read in Spanish even though they are receiving bilingual instruction? Could it be that their Spanish is not as strong as I assume? Why not assess Spanish oral language as we do English? Come hear how a formative assessment of Spanish oral language can help guide individualized or small group instruction for your struggling readers, enabling them to make accelerated progress in reading.

• Rich Math Tasks as Language Catalysts

10:45 AM - 12:00 PM
Room: BR-Continental Ballroom 4

Glenn Kenyon, San Francisco USD
Noam Szoke, San Francisco USD

Grade Level: K-5
Language: English
Strand: English Language Development (ELD)
Audience Level: New to Field/Experienced

We have an obligation to our EL students to provide meaningful access to grade-level math content via appropriate instruction. Complex texts and intellectually challenging activities are integral to the new CCSS-M. Participants will learn how rich math problems can be presented, worked on, and shared in heterogeneous classrooms in ways that support high cognitive demand as well as promote meaningful interactions between all students, including English Language learners. These strategies are a key component of SFUSD’s focus on discourse in the implementation of the CCSS-M.

• Learning Language while Special Needs: Toddlers in Dual Language Immersion

10:45 AM - 12:00 PM
Room: BR-Franciscan B

Jessica Miguel, CSU Fresno

Grade Level: Preschool-K
Language: English
Strand: Special Needs Education (e.g. Gate/Special Ed)
Audience Level: New to Field/Experienced

Using current and ongoing research this presentation will describe and discuss a Dual Language Immersion program that enrolls three to five year old Special Education students in California’s Central Valley. Instances of language learning among the students will be viewed through the frameworks of Translanguaging and the Third Space in order to provide teachers with real life classroom examples and to promote a positive discourse of these frameworks within early and special education.
• Rethinking Bilingual Education - With a Social Justice Perspective

10:45 AM - 12:00 PM
Room: Tower 3-Golden Gate 3

Pilar Mejia, SFABE & Rethinking Bilingual Education
Peggy Morrison, 2-Way CABE

Grade Level: All
Language: English
Strand: Advocacy & Engagement
Audience Level: New to Field/Experienced

We want to share and get your feedback about a new bilingual education book Rethinking Schools will publish soon. We define bilingual ed as occurring in instructional settings where teaching and learning take place in two languages with the objective of developing long-term biliteracy. This book will share articles that describe K--12 bilingual classroom teaching and curriculum — those that are social justice oriented, story--rich, replicable and critical—teaching from a social justice perspective. This is about teachers sharing with teachers and is focused on students’ voices!

• Experiencing the Shift in Teaching and Learning - A Series of Modeled Lessons

10:45 AM - 12:00 PM
Room: Tower 3-Golden Gate 2

Lorena Vega, Hughson USD
Annie Duong, San Joaquin COE

Grade Level: K-5
Language: English
Strand: English Language Development (ELD)
Audience Level: New to Field/Experienced

Participants will experience first hand the activities/strategies that are being implements in the K-3 classrooms to exemplify the changes in teaching and learning in the Common Core era. Video clips, students’ work will be shared along with detailed discussions on the implementation to meet the needs of all students, especially English learners.

• Familias unidas a través de la lectura y el aprendizaje

10:45 AM - 12:00 PM
Room: Tower 3-Golden Gate 1

Ninfa Zuno, Redwood SD
Secundino Zuno, Familias Unidas a Tráves de la Lectura y el Aprendizaje

Grade Level: Preschool-5, Adult,
Language: Spanish
Strand: Parent and Community Engagement
Audience Level: New to Field/Experienced

Administradores, maestros y padres cada uno somos un factor esencial para el éxito académico del estudiante. Los padres latinos han expresado el deseo de apoyar a sus hijos, pero no saben como hacerlo. Familias Unidas promueve el progreso de nuestra comunidad enseñando a los padres como apoyar y guiar a sus hijos. Padres e hijos juntos en familia aprenden estrategias de lectura, las matemáticas, la tecnología y las herramientas necesarias para lograr la meta de que sus hijos se gradúen de la universidad. ¡Más de 500 familias latinas han participado! Familias Unidas recibió los siguientes premios: J. Russell Kent Exemplary Program Award presentado por San Mateo County School Boards Association en el 2010; y el San Mateo County Reading Association Award en el 2013.

STAY CONNECTED WITH CABE: www.bilingualeducation.org
Teaching and Supporting Migrant Children in Our Schools: A Culturally Proficient Approach

10:45 AM - 12:00 PM
Room: BR-Yosemite C

Reyes Quezada, University of San Diego
Fernando Rodriguez-Valls, CSU Fullerton

Grade Level: All
Language: English
Strand: Multicultural/Diversity Education
Audience Level: New to Field/Experienced

This session will focus on how to reach cultural proficiency both in practice and in policies in order to close the academic achievement and social gaps that exist among migrant students and non-migrant students. Outcomes: •Participants will have an opportunity to assess where they, their school, school districts, county offices and migrant education offices are by identifying key components of the five principles of cultural proficiency. •Participants will identify how they can plan and implement a cultural proficient environment for migrant students and their families. •Participants will share challenges and success stories will be made available as well as other resources that support cultural proficiency as a tool for school and community leaders.

South Asian Be GLAD Awareness-Punjabi, Urdu, Hindi

10:45 AM - 12:00 PM
Room: Tower 3-Golden Gate 4

Naurin Khan, Be GLAD® LLC
Tasneem Arain, Be GLAD LLC
Amina Khan, Be GLAD LLC

Grade Level: All
Language: English, Punjabi, Urdu, Hindi,
Strand: Asian & Pacific American Education/Indigenous Languages
Audience Level: New to Field/Experienced

This is a specialized Be GLAD® Awareness/overview presentation that exemplifies how GLAD® strategies are used to support Punjabi, Urdu and Hindi speaking populations. Participants will experience some GLAD strategies through active participation in these languages. Participants will be taken on a journey with actual samples of the GLAD strategies conducted in various languages. The Guided Language Acquisition Design (GLAD®) is a model of professional development with proven replicability in hundreds of school sites across the nation. Through Be GLAD® training, teachers are provided with research, theory, and practical, effective strategies that promote academic language, literacy, academic achievement, and cross-cultural skills.

Saturday Special Events

10:45 pm - 12:00 pm / CABE Membership Meeting / Imperial B
12:00 pm / Final Conference iPad Drawing / CABE Store / Yosemite Foyer
12:00 pm - 12:30 pm / Closing CABE Sing Along / Imperial B
• **Teaching Writing to Language Learners: Strategies for Success**

  **10:45 AM - 12:00 PM**
  **Room: Tower 3-Golden Gate 5**

  **Erick Herrmann, Academic Language Learning Institute, Inc.**

  **Grade Level:** 3-12  
  **Language:** English  
  **Strand:** Commercial  
  **Audience Level:** New to Field/Experienced

  Participants will explore the challenges of teaching writing to English learners at a variety of proficiency levels. A framework for integrating writing throughout the subject areas in a manageable and sustainable way will be presented. Specific, practical strategies will be introduced that participants will be able to implement immediately in their classrooms, including ways to increase the amount of writing to engage English learners.

• **Primary Coders: Unplugged Activities to Teach Coding Foundations to English Learners**

  **10:45 AM - 12:00 PM**
  **Room: BR-Yosemite A**

  **Leticia Batista, Oxnard SD**

  **Grade Level:** K-2  
  **Language:** English  
  **Strand:** English Language Development (ELD)  
  **Audience Level:** New to Field/Experienced

  I will share unplugged activities that help support EL students’ understanding of coding foundations. Through hands-on activities such as play, story telling, music, calendar time, drawing, nursery rhymes, and patterns you will see how these foundations can be applied to also meet ELD foundations in kindergarten. Additional support in Second Language Acquisition and greater relevance with unplugged lessons has been supported by simultaneously teaching coding foundations with ELD lessons.

• **Ni Hot Tamales nor Criminales: Our Stories in Nuestras Propias Voces**

  **10:45 AM - 12:00 PM**
  **Room: BR-Continental Ballroom 7**

  **Amy Costales, University of Oregon**

  **Grade Level:** 6-12, College/University, Adult Education  
  **Language:** English, Spanish  
  **Strand:** University Programs  
  **Audience Level:** New to Field/Experienced

  Presenter will present digital story-telling projects of University of Oregon Spanish Heritage Language Students that document their family and personal history. The students all grew up in Spanish-speaking families/communities and participated in a course that combines U.S Latino History and U.S. Latino Literature with an introduction to ethnic studies and socio-linguistics. The course allows students to recuperate and/or further develop Spanish-language skills while supporting a positive sense of identity in all its facets. A positive sense of identity relates to more positive achievement, academic motivation and engagement. In the digital storytelling projects students respond to the course material they find most compelling. Topics include immigration, status in the U.S., questioning of the meaning of success, sexual orientation, family and personal triumphs, personal talents, social barriers, reception of Spanglish, gender identity, etc. The students become participatory members in the production of the representation of Latinos, their topics being themselves.
Research Dual Language Immersion (DLI) programs shows that students in DLI programs outperform their peers in measures of academic achievement and in their levels of biliteracy by the time they complete elementary school and continue on this trajectory through the remainder of their school career. Often, administrators, teachers, parents, and community members ask, “How can we be sure that our DLI program is on the right path to provide our students the same outcomes as we see in the research?” It is not uncommon for DLI programs to be dismantled after only 4 or 5 years due to uncertainty that the program can deliver these positive outcomes. This presentation explores some of the challenges in and benefits of considering a system to map the trajectory of established programs whose students do attain the promise of high levels of academic achievement and biliteracy. This is important in the current context with the exponential growth of DLI programs, as it has the potential to inform the development of new and refinement of experienced programs so that administrators, teachers, parents, and community members can be assured that the students will also have the opportunity to reach the promise of high levels of academic achievement and biliteracy.
CABE Members are invited to participate in the Annual Membership Meeting 2016!

Saturday, March 26, 10:45 am-12:00 pm in the Imperial B Room.

The Membership Meeting provides you with the opportunity to meet your elected CABE Board Members and give valuable input on CABE’s Strategic Plan as well as hear about upcoming elections for open board positions.

CABE President Karling Aguilera-Fort, and Vice President Ramón Zavala, along with other board members, will share the progress of the CABE Strategic Plan (The CABE Compass) and lead attendees in providing insight and feedback on how CABE can best serve the educators and parents of English Learner students, promoting the CABE vision of Biliteracy for All.

Come to the Membership Meeting and let your voice be heard!

Date: Saturday, March 26, 2016
Time: 10:45 am-12:00 pm
Place: Imperial B
All participants will receive a FREE CABE T-shirt!

STAY CONNECTED WITH CABE: www.bilingualeducation.org
What better way to bring our CABE 2016 conference to a close than with a CABE community sing-a-long?

12:00 PM - 12:30 PM    Room: Imperial B

Join musicians José Luis Orozco, Stanley and Yolanda Lucero, Suny Paz, Alma Flor Ada, F. Isabel Campoy, and others as we enjoy the gift of music and voice to share our “canciones favoritas.”

JOIN US!

LEAVE CABE 2016
WITH A SONG IN YOUR HEART!