HIGHLIGHTS

General Session
8:30 am - 10:00 am / General Session / Keynote Address: Andrés Ruzo / Continental Ballroom

Exhibit Hall Events -- Grand Ballroom
9:00 am - 5:30 pm / Exhibit/Career Fair
9:00 am - 11:00 am / Coffee Service for all attendees
10:30 am - 5:00 pm / Author’s Corner
12:00 pm - 1:30 pm / Exhibit Hall Dedicated Viewing / Food Carts Available for Lunch Purchase
1:30 pm / iPad Drawing
3:00 pm / Afternoon Snack
5:00 pm / Daily Exhibit Hall Drawings

Workshops, Institutes, Activities
7:30 am - 4:45 pm / Parent Resource Center / Plaza A
10:30 am - 4:30 pm / Two-Day Institutes - Day 2 / Union Square Rooms
10:30 am - 6:00 pm / Workshop Sessions
10:30 am - 4:30 pm / Full-Day Institutes
1:30 pm - 4:30 pm / Half-Day Institutes

Featured Speakers & Institutes
10:30 am - 11:45 am / Erika Lee / Noma LeMoine / Kathryn Lindholm-Leary / Lily Wong Fillmore
10:30 am - 12:30 pm / Ana María Álvarez
10:30 am - 4:30 pm / Kate Kinsella
1:30 pm - 2:45 pm / Lan Bercu / Jana Echevarría / Enid Lee
1:30 pm - 4:30 pm / Virginia Collier & Wayne Thomas
3:15 pm - 4:30 pm / Donna Knoell / Marguerite Lukes / Laurie Olsen / GueroLoco

Special Events
12:00 pm - 1:30 pm / Educator and Parent of the Year Awards Luncheon / Continental Ballroom
4:00 pm - 5:30 pm / 2-Way CABE Membership Meeting / Union Square 11
4:30 pm - 6:00 pm / CABE Jam Session - Bring your Instruments and Voices!
   Special Guest: Hip Hop Artist GueroLoco / Continental Ballroom
4:45 pm - 6:00 pm / CABE Film Festival / “Llévate mis amores • All of Me”
   Special Guest: Director Arturo González Villaseñor / Imperial A
6:00 pm - 8:00 pm / 2-Way CABE Reception (Invitation Only) / Imperial B

Thursday Evening
Open to enjoy San Francisco, Receptions, and Free Time
## PLAN YOUR DAY

**MORNING 8:00 am - 12:00 pm**

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**AFTERNOON 12:00 pm - 6:00 pm**

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**EVENING 6:00 pm - 11:00 pm**

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THURSDAY GENERAL SESSION

8:30 am – 10:00 am
Continental Ballroom

Entertainment
José Luis Orozco and 123 Andrés

Welcome

Host
Olivia Yahya
CABE Board of Directors, Region 3 Representative

CABE 2016 Honorary Chairs

John Baker, Superintendent, Redwood City School District
Sarah Anderberg, California County Superintendents Educational Services Association (CCSESA)

Policy and Legislative Update

CABE Board Awards

CABE 2016 Legacy Award
Lily Wong Fillmore

CABE 2016 Community Voice Board Award
Supervisor Jane Kim

Keynote Speaker

Andrés Ruzo
National Geographic Explorer

Closing and Announcements

CABE Thanks Our Gold Level Sponsor
Building Bridges: Shifting Paradigms in Science & Exploration

We are currently living through a revolution in science and exploration— and it isn’t just big data and exponential advancements in technology that have changed the paradigm. Now more than ever, scientists are expected to be communicators, educators, and active participants in their communities in order to bridge the gap between public knowledge and new discoveries. Andrés Ruzo shares his experiences as the head of an international conservation project that aims to protect a sacred indigenous site deep in the Amazon Rainforest. Through field anecdotes, Andrés will focus on how his bicultural and bilingual background have been essential to his mission, and how we, as educators, can empower the explorers of tomorrow.

Andrés grew up between Texas, Nicaragua, and Peru. Besides giving him a bit of a national identity crisis, it helped him see that most of the world’s problems are not confined by borders. In trying to find their solutions, he realized the way we produce and use energy lies at the root of many of our biggest issues. This realization led him to pursue degrees in Geology and Finance at Southern Methodist University, where he is currently finishing his PhD in Geophysics with a focus on geothermal studies. His geothermal research has taken him to five continents, most recently from the high Andes Mountains, to Peru’s coastal deserts, and even the Amazon Rainforest. Andrés is a National Geographic Explorer, and has been featured in the National Geographic Magazine, on television, a number of online NatGeo media outlets. He is also an active contributor to National Geographic Learning’s educational materials. Beyond this he is a TED speaker, and has earned recognitions and awards from a number of institutions, including the Geothermal Resources Council, the American Association of Petroleum Geologists, and Greenpeace.
Thursday, March 24, 2016

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| 11:15 am – 12:30 pm | **The Need for Relevant Literature in Secondary Classrooms: A Panel Presentation**  
|               | Award winning authors share their books and why they are important to share with middle and high school students.  
|               | Graciela Tiscareño-Sato, Ambassador Julian Nava, Rosie Ochoa, and Kirk Whisler |
| 12:45 pm – 2:00 pm | **Insights from Award Winning Children’s Picture Book Authors: A Panel Presentation**  
|               | The panel will present Award Winning Children’s Picture Book Authors and their take on topics including bilingual book trends, matching artwork to the story in picture books, and what the authors find is most popular today with young readers.  
|               | Maritere Rodríguez Bellas, Moderator  
|               | Marie Elena Cortés, René Colato Laínez, Graciela Tiscareño-Sato, and Gladys Barbieri |
| 2:15 pm – 2:45 pm | **CABE Board Member and Parent Authors, Lettie Ramírez**  
|               | **No Estás Solo: Recetas para obtener éxito, de padres para padres** |
| 3:00 pm – 3:30 pm | **Author, Melissa Reyes**  
|               | **I Am Sausal Creek/Soy El arroyo Sausal** |
| 3:45 pm – 4:15 pm | **Featured Speaker and Author, Enid Lee**  
|               | **Beyond Heroes and Holidays, Checking and Changing My Systems for Equity, and Guiding Principles for Equity Work** |
TWO-DAY INSTITUTE  10:30 AM - 4:30 PM
PRE-REGISTRATION AND ADDITIONAL FEE REQUIRED

•Engaging Language Learners through Kagan Structures for Active Engagement

10:30 AM - 4:30 PM
Room: Tower 3-Union Square 22

Tom Searl, Kagan Publishing & Professional Development

Grade Level: K-12
Language: English
Strand: Professional Development/Teacher Preparation
Audience Level: New to Field/Experienced

Boost academic achievement for English Learners with Kagan Structures: simple, research-based instructional strategies that make learning more active and interactive. You learn easy ways to use Kagan Structures as a part of every lesson, creating greater engagement, deeper understanding of the content, improved retention and greater liking for class and content. You master the Seven Keys to Cooperative Learning including Team Formation, Building Will, Management Techniques, Embedded Social Skills, PIES Principles, and Structures! If you want more fun in teaching, highly engaged students who love your classroom, and elevated test scores, this workshop is for you!

•Be GLAD 2-Day Institute

10:30 AM - 5:30 PM
Room: Tower 3-Union Square 19/20

Noshaba Afzal, Be GLAD LLC
Marcia Brechtel, Be GLAD LLC
Michele Rasner, Be GLAD LLC
Melissa Brooks, Be GLAD LLC

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

Award winning GLAD Model strategies will be shared, putting the research & theory of GLAD into action with alignment to the New Common Core Content Standards. Participants will experience effective strategies for multiple disciplines (reading, writing, brain compatible teaching, guided oral practice for language acquisition of best practices) to support English learners- but proven effective for differentiation for English only students too. These specific classroom strategies have practical classroom applications so students can access and acquire high academic content & language with proven phenomenal results. Official Credit for the Be GLAD 2-Day Workshop will be granted to participants, so participants will need to attend both full days to receive credit and be eligible to attend the future Be GLAD Classroom Demonstration. (The full Be GLAD Training consist of this 2-Day Workshop and a 4 or 5 Day Classroom Demonstration at a later time) Come reignite the excitement of teaching with us as we show you how to empower yourself & your students to succeed!

STAY CONNECTED WITH CABE: www.bilingualeducation.org
TWO-DAY INSTITUTES 10:30 AM - 4:30 PM
PRE-REGISTRATION AND ADDITIONAL FEE REQUIRED

• An Overview of Two-Way Bilingual/Dual Immersion Programs: Authentic 21st Century Learning for All Students
  10:30 AM - 4:30 PM
  Room: Tower 3-Union Square 17/18
  Jody Wiencek, CABE PDS Consultant
  Kris Nicholls, CABE Professional Development Services
  Grade Level: Preschool-12
  Language: English
  Strand: Biliteracy/Dual Immersion
  Audience Level: New to Field/Experienced

  This institute is designed for participants who are interested in developing or beginning a two-way bilingual/dual immersion program. Participants will interact with experienced practitioners as they provide a critical overview of the two-way bilingual/dual immersion program including definitions, goals, theoretical rationale, criteria for success, and basic components for implementation.

• Unpacking the ELD/ELA Framework and Standards for Integrated and Designated ELD Time
  10:30 AM - 4:30 PM
  Room: Tower 3-Union Square 23/24
  Ivanna Soto, Whittier College
  Grade Level: K-8
  Language: English
  Strand: English Language Development (ELD)
  Audience Level: New to Field/Experienced

  In this two-day institute, we will discover how the new ELD/ELA framework and standards can create language support and scaffolding for ELs throughout their school day. First, we will explore the intent, structure, themes, and key chapters of the ELD/ELA framework, as well as real classroom examples via the snapshots and vignettes. Then, we will unpack the new ELD standards, and spend time planning instruction for designated and integrated ELD.

• Science & Math Instructional Strategies for English Learners: Building Academic Success for ELs through Content and the Common Core Standards
  10:30 AM - 4:30 PM
  Room: Tower 3-Union Square 15/16
  Ron Rohac, Rohac Ed Solutions
  Grade Level: 6-12
  Language: English
  Strand: Curriculum & Instruction
  Audience Level: New to Field/Experienced

  This hands-on, teacher friendly workshop is loaded with practical applications and strategies that meet the Common Core State Standards. Participants will work through a number of lesson plans and activities in science and mathematics, demonstrating how to build academic language and literacy components for English Learners into content lesson plans without compromising the grade-level concepts or curriculum standards.
Preparing Long-Term English Learners to Meet Common Core Writing Demands

Kate Kinsella
San Francisco State University, Center for Teacher Efficacy

To meet the advanced writing demands posed by Common Core shifts, English learners need informed, interactive and systematic instruction. Rather than spending abundant class time silently journaling and completing graphic organizers, neophyte English writers need their ELD teacher to serve as the over-the-shoulder writing coach their parents cannot generally be. This institute outlines and models the process of conscientiously preparing students for a writing task, including introducing and unpacking a model paper exemplifying expectations, providing a student-friendly analytic rubric that clearly specifies the elements of the writing type, front-loading and practicing target language, and facilitating productive peer response sessions. Drawing on extensive ELD experience, the presenter points out persistent writing errors made by long-term English learners, and demonstrates effective strategies for addressing them through targeted instruction and timely, respectful feedback. Digital and print resources will be shared for site-based professional development: rubrics, model papers, language tools, and instructional routine guidelines.

• Inspiring Voice: Social Justice, English Learners, and the Arts

Ana María Alvarez, CONTRA-TIEMPO Urban Latin Dance Theater
Sarah Anderberg, California County Superintendents Educational Services Association
Bryonn Bain, Lyrical Minded Artistic Director (Invited)

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

This institute, led by dancer/choreographer Ana Maria Alvarez will engage participants in exploring perspectives on how the arts can support and even inspire student voice through a focus on access, equity, and social justice. Other artists will join them to provide a framework for addressing issues of equity and access by design. Participants will have hands-on experiences in the use of dance, theatre, and other art forms in the classroom to dramatically improve the quality of English Learner instruction and interaction while creating a culturally and linguistically responsive and affirming environment for students and teachers. Participants will enjoy a visit from a special guest artist!!
FEARED SPEAKERS  10:30 AM - 11:45 AM

Erika Lee
University of Minnesota
10:30 AM - 11:45 AM
Room: BR-Continental Ballroom 9

•Asian American Communities: History and Contemporary Issues

Asian Americans are now the fastest growing group in the U.S. and are helping to change the face of the nation. Why and how has Asian immigration to the U.S. increased in recent years? What are the diverse educational needs of Asian American students? What is the “model minority” myth and how does it affect students? Join award-winning historian and author Erika Lee to discuss the history and contemporary issues of diverse Asian American students and communities. Book signing immediately following session.

Kathryn Lindholm-Leary
CSU San José
10:30 AM - 11:45 AM
Room: BR-Continental Ballroom 7

•The Critical Importance of Bilingualism

Research clearly shows the significant positive impact of bilingualism on the cognitive, language, and academic development of students, but it is also a key factor in familial and social relationships, and in mental health functioning. This presentation will examine different sources of current research demonstrating the critical importance of bilingualism for students across the schooling spectrum, PreK-12. Do you know the research-based reasons why early education needs to address bilingualism, or what the most current research shows about the impact of bilingualism on EL students’ reclassification and dual language students’ achievement, or what secondary students think of bilingualism, or how bilingualism is linked to good mental health?

Noma LeMoine
LeMoine & Associates Ed. Consulting
10:30 AM - 11:45 AM
Room: BR-Continental Ballroom 8

•Standard English Learners: New Schemas for Bridging Academic & Career Success

This seminar is designed to help educators develop new paradigms for advancing learning in Standard English Learners (SELS), i.e., Students for whom Standard English is not native. Participants will become knowledgeable about issues of language variation and learning in SEL populations, reflect on beliefs, attitudes, and perceptions that negatively impact their learning, and build new schemas that bridge culture, language and academic rigor for school and career success.

Lily Wong Fillmore
UC Berkeley
10:30 AM - 11:45 AM
Room: Tower 3-Union Square 10

•A Conversation with Lily Wong Fillmore

Join Dr. Lily Wong Fillmore for a close up conversational session where she will share stories and reflections on her research and scholarly work that have impacted thousands of educators for over four decades. Dr. Wong Fillmore’s work has focused on the needs of English Learners as well as students of varying dialects and language origins. She has made tremendous strides in affecting outcomes for our students in California as well as throughout the nation. Join this intimate session to hear the life stories of one of the most highly respected and impactful researchers and practitioners in the field of English Learners.
• Art Lessons to Motivate and Engage English Learner

10:30 AM - 11:45 AM
Room: Tower 3-Union Square 25

Louisa Castrodale, Palm Springs USD

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

Arts Coordinator, Louisa Castrodale will lead teachers through two hands-on art lessons designed to integrate art into other curricular areas, via Common Core strategies, while providing maximum motivation and engagement for second language learners.

• Fostering Motivation and Responsibility in the Classroom: How to Help Students Acquire Self-Management Skills

10:30 AM - 11:45 AM
Room: Tower 3-Golden Gate 4

Maria Reifler, Montebello USD

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

Students are growing up in a fast-changing and challenging world. To meet today’s challenges—new technologies, bullying, among others—young people need to learn the skills to manage their lives responsibly. In this session, educators will have the opportunity to learn and review self-management skills and how to apply them in their classroom. These skills will help participants learn how to foster a sense of responsibility, self-respect, and respect for others, in order to have a disciplined and motivated classroom environment.

• Academic Vocabulary: Purposeful Selection and Creative Solutions

10:30 AM - 11:45 AM
Room: BR-Imperial A

Eugenia Mora-Flores, University of Southern California

Grade Level: K-12
Language: English
Strand: English Language Development (ELD)
Audience Level: New to Field/Experienced

This session will present participants with strategies for developing students’ academic vocabulary. From vocabulary games to word analysis strategies participants will learn new ways of teaching vocabulary and providing ample opportunities for students to practice using the words in diverse ways. A framework for vocabulary instruction will also be presented.

• Inspiring ELs in Acquiring English and Connecting to School

10:30 AM - 11:45 AM
Room: Tower 3-Union Square 3

Ellen Tremblay, Chaffey Joint Union High SD
Brenton Tatum, Chaffey Joint Union High SD
Leonard Sánchez, Chaffey Joint Union High SD

Grade Level: 9-12
Language: English
Strand: English Language Development (ELD)
Audience Level: New to Field/Experienced

This presentation will offer multiple strategies and ideas to use with English learners. Presenters will share their experiences working in a Newcomer Program for grades 9-12. Participants will learn ways to connect students to the culture of their school and achieve academic success in English. From using poetry, to presentations, to technology, learn to engage English learners whether they have been in the United States one day or one year.
WORKSHOPS / SESSION 3  10:30 AM - 11:45 AM

• Teacher Teams and Collaboration for Whole School Change: One School’s Odyssey

10:30 AM - 11:45 AM
Room: BR-Continental Ballroom 3

Martha Torres, San Francisco USD
Marguerite Lukes, Internationals Network for Public Schools
Pablo Villavicencio, San Francisco USD
Amy Gottesfeld, San Francisco USD
Joe Luft, Internationals Network for Public Schools

Grade Level: 9-12
Language: English
Strand: Leadership
Audience Level: New to Field/Experienced

In this interactive workshop, administrators, leaders and teachers from SFUSD in partnership with the International Network for Public Schools will present structures and instruction developed in one comprehensive high school with the goal of improving services for ELs. Presented will be examples and best practices from their partnership work to redesign structures and instruction to integrate language development into all classes for ELs at the high school level. Administrators will discuss the role of the district in supporting the partnership, the role of school leaders in fostering teacher teams and teacher leadership development, and the impact of the partnership on whole school redesign and a comprehensive visions.

• Reading With Tech: Digital Read-Alouds, Leveled Reading and Multilingual Texts

10:30 AM - 11:45 AM
Room: BR-Franciscan C

Cathy James, Redwood City SD
Karyn Warner, Redwood City SD

Grade Level: K-8
Language: English
Strand: Technology and Digital Learning
Audience Level: New to Field/Experienced

This workshop will delve into the emerging online tools that will help you expand your options for addressing individual students’ reading needs. Explore apps and websites that range from picture books to middle-school level informational text. See demonstrations of tools that will read aloud to students, allow them to adjust their reading levels, define new vocabulary and more. This will include lesson flow ideas that connect the tools to reading strategies and the ELD/ELA standards.

• Plan Ahead: College and Career Readiness for English Learners

10:30 AM - 11:45 AM
Room: Tower 3-Golden Gate 8

Veronica Reilley-Granich, San Francisco USD
Mary Finn, San Francisco USD

Grade Level: 9-12
Language: English
Strand: College and Career Readiness
Audience Level: New to Field/Experienced

In this interactive, information rich workshop presenters will provide an overview of the college and career resources available from the Plan Ahead open source curriculum designed for 9th graders. They will then outline a series of research-based strategies for supporting English Learners at all levels. Participants will receive guidance in choosing a college and career readiness skill to focus on and matching appropriate strategies to that skill relevant to the student population they work with.
• ¡Cuando el alumno llega a otro país!

10:30 AM - 11:45 AM
Room: Tower 3-Golden Gate 1

Yara Amparo López, Sistema Educativo Estatal
Jessica Rivera, Sistema Educativo Estatal
Esther Cota, Sistema Educativo Estatal
Karla Dueñas, Sistema Educativo Estatal

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

Los retos que enfrentan los alumnos que cambian de vivienda y que tienen que acostumbrarse a otro país son muchos. Tienen que adaptarse a otro sistema educativo y sobre todo a otro idioma. Los participantes van a explorar cuales son las herramientas que tenemos los padres y los maestros para poder ayudar a estos alumnos.

• English Learners and Rigorous Texts: Providing Access for English Learners when teaching rigorous text and preparing them for academic conversations.

10:30 AM - 11:45 AM
Room: Tower 3-Union Square 12

Gwenn Lei, California Reading and Literature Project, UC Berkeley
Esther Chan, California Reading and Literature Project
Julie Constantino, California Reading and Literature Project

Grade Level: 3-12
Language: English
Strand: Professional Development/Teacher Preparation
Audience Level: Experienced

As a recommended resource in the new ELA/ELD framework, the California Reading and Literature Project has been preparing teachers to support students through the rigors of the Common Core. This workshop will provide an overview of how students can be given access to content area rigorous text in both literature and informational text. Strategies that help engage students in the text, and academic conversations will be highlighted throughout this session.

• OCDE Project GLAD® at the Secondary Level

10:30 AM - 11:45 AM
Room: Tower 3-Powell

Kelley White, Project GLAD® Orange County DOE
Nicole Chávez, Orange County DOE

Grade Level: 6-12
Language: English
Strand: Curriculum & Instruction
Audience Level: Experienced

OCDE Project GLAD® is a research-based curricular model of professional development dedicated to building academic language and literacy for all students, especially English learners. This session will provide secondary teachers an overview of the OCDE Project GLAD® model and instructional strategies designed to support language development, literacy, and Secondary Level academic success.

• Familias: Compañeros del sistema de apoyo para el comportamiento positivo (PBIS)

10:30 AM - 11:45 AM
Room: Tower 3-Plaza A

Marissa Lazo-Necco, San Bernardino County Superintendent of Schools

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

PBIS Es una estructura de apoyo e intervención para el comportamiento de todos los estudiantes. Las familias, como colegas de el sistema educativo tienen un papel importante en como establecer esta estructura de apoyo en el Hogar para el éxito estudiantil académico de su estudiante.

STAY CONNECTED WITH CABE: www.bilingualeducation.org
•Promoting an Effective Local Control Accountability Plan Year 3

10:30 AM - 11:45 AM
Room: Tower 3-Golden Gate 3

Teri Burns, California School Boards Association
Nancy Chaíres Espinoza, California School Boards Association
Adonai Mack, Association of California School Administrators

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

Join us for a discussion of the stakeholder role as districts enter year 2 of the Local Control Accountability Plan (LCAP) process. The topics to be covered include: timeline; gathering stakeholder input; and process for reviewing and updating information. What have we learned and what can be improved in sharing information with stakeholders, especially parents, to ensure progress in meeting goals for improved outcomes for English learners? What role will the new rubrics play?

•Perfil del maestro bilingüe (español-inglés) en el siglo XXI

10:30 AM - 11:45 AM
Room: Tower 3-Union Square 8

Fernando Rodríguez-Valls, CSU Fullerton
Rosario Outes, Spain Ministry of Education

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

Esta presentación abre la puerta para el diálogo entre todas las organizaciones, los padres y los expertos. Todos los que trabajan para asegurar que la alfabetización en dos lenguas sea un proceso que facilite la igualdad de los ciudadanos en una sociedad multicultural y multilingüe.

•Common Core Standards: Sus características, beneficios y retos para la educación de nuestros niños en la diversidad y la movilidad

10:30 AM - 11:45 AM
Room: Tower 3-Plaza B

Patricia Rámos-Méndez, Colibrí Consultores en Educación
Rita Méndez-Serrano, Edukka LLC

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

Inicialmente reconoceremos las características esenciales del Common Core, algunas semejanzas con la educación en América latina. En seguida identificaremos información básica en el internet y realizaremos algunos ejercicios de las habilidades y los conocimientos propuestos en dos grados escolares y dos áreas de conocimiento. Finalmente haremos una reflexión-propuesta acerca de los beneficios y los retos.

•Measuring Quality Implementation for English Learner Pathways

10:30 AM - 11:45 AM
Room: Tower 3-Union Square 9

Christina Wong, San Francisco USD

Grade Level: K-12
Language: English
Strand: Biliteracy/Dual Immersion
Audience Level: New to Field/Experienced

San Francisco Unified School District and Stanford Graduate School of Education launched a study to assess the quality and implementation of the SFUSD English Plus, Biliteracy, and Dual Language Immersion (DLI) Pathways in light of the California English Language Development Standards and Common Core State Standards. What constitutes “quality” is informed by (a) how the district defines each program model and its constituent
components and (b) existing research on effective instructional practices for ELs. The presentation will summarize the design team’s process of developing and piloting an observation protocol to measure the extent to which the essential features of SFUSD’s three language pathways and quality instruction for ELs are present in classrooms in each pathway. Participants will have the opportunity to try the observation protocol.

**Scaffolding Vocabulary for English Learners in Close Reading Lessons**

10:30 AM - 11:45 AM  
Room: Tower 3-Lombard

Lauren Greenberg, Consortium on Reaching Excellence in Education

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

Teachers have long known the importance of preteaching vocabulary used in complex text. With the advent of the CCSS, however, confusion abounds. Some educators insist that students figure out unfamiliar vocabulary on their own. Explore a framework for determining vocabulary instruction in the context of a close reading, observe video models of two approaches, and practice using a graphic organizer and flow chart to plan instruction for close reading of informational text.

**Sean ejemplos para sus hijos y sean líderes**

10:30 AM - 11:45 AM  
Room: Tower 3-Golden Gate 6

Ricardo Pajuelo, CABE Whittier Chapter  
Tania Maguina, CABE Whittier Chapter  
Esperanza Martínez, CABE Whittier Chapter  
Barbara Rabelo, CABE Whittier Chapter

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

El propósito de este taller es enriquecer el conocimiento del sistema educativo a través de experiencias personales de todos los padres, apoyando las nuevas estrategias de aprendizaje de los estudiantes. Esto incluye el desarrollo y practica de nuevas ideas para formar parte de una manera significativa en el éxito académico de sus hijos. También incluye la aplicación de nuevos planes de enlace entre los padres y las escuelas que resultan en un efecto dominó que atrae la participación de más padres con hijos sobresalientes.

**The California English Language Development Standards in Action**

10:30 AM - 11:45 AM  
Room: BR-Franciscan B

Annie Duong, San Joaquin COE

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

A demonstration ELD lesson will be used to contextualize the California English Language Development standards. Participants will become aware of the key shifts in the new standards, the new proficiency levels, the organization of the grade level standards, and the resources found in the appendices.
•Designated and Integrated English Language Development—the State’s Perspective

10:30 AM - 11:45 AM
Room: BR-Continental Ballroom 1

Gustavo González, California Department of Education
Elena Fajardo, California Department of Education

Grade Level: K-12
Language: English
Strand: English Language Development (ELD)
Audience Level: New to Field/Experienced

Presenters from the California Department of Education will provide professional learning on implementation of English language development in California.

•Practical strategies to advance language skills for both heritage and non-heritage speakers in Biliteracy and Immersion pathways

10:30 AM - 11:45 AM
Room: Tower 3-Union Square 21

Daisy Chan, San Francisco USD
Jade Lau, San Francisco USD
Selina Mok, San Francisco USD
Mandy Tsang, San Francisco USD

Grade Level: K-5
Language: English, Cantonese
Strand: Biliteracy/Dual Immersion
Audience Level: New to Field/Experienced

In this session, attendees will experience several reading and writing strategies that align instruction with the Common Core Standards and Chinese Language Arts Standards. The demonstrated strategies will cover all four language domains - listening, speaking, reading, and writing - in the target language and provide the scaffolds to assist students in processing texts and preparing them for short but rigorous academic writing.

•Equitable Pedagogies for Secondary Long-term English Learners

10:30 AM - 11:45 AM
Room: Tower 3-Taylor

Ana Hernández, CSU San Marcos
Anne Rene Elsbree, CSU San Marcos
Annette Daoud, CSU San Marcos

Grade Level: 6-12
Language: English
Strand: English Language Development (ELD)
Audience Level: New to Field/Experienced

This presentation will model equitable pedagogies for secondary Long-term English Learners (LTEls) using the Common Core Standards and differentiating instruction through content (materials/instruction), process (activities), and products (assessments). Presenters will share a five-part equitable lesson plan that includes: information about student; instructional strategy; explanation of strategy alignment to the student’s need; assessment criteria; and monitoring and adaptations. This lesson plan was published in Cabe’s 2015 Multilingual Educator. Participants will view and discuss sample lessons designed for LTEls.

•Access and Equity: Reclassification of English Learners with Individualized Education Plans (IEPs)

10:30 AM - 11:45 AM
Room: Tower 3-Union Square 14

Julio Moreno, San Francisco USD
Corinne Vega, San Francisco USD

Grade Level: Preschool-12
Language: English
Strand: Special Needs Education (e.g. Gate/Special Ed)
Audience Level: New to Field/Experienced

English Learners with IEPs are not only overrepresented in Special Education; they tend to be reclassified as fluent in English Learners at a much lower rate than their peers. This workshop will look into some of the
complexities of reclassification processes, the statistics that affect this population, the challenges and opportunities educators face in supporting the reclassification of English Learners with IEPs so they can access the core curriculum. This will provide them with an equitable and inclusive educational experience, as envisioned by SFUSD.

Learn HOW to Teach Standards Aligned Academic Language and Content Simultaneously

10:30 AM - 11:45 AM
Room: Tower 3-Golden Gate 5

Jonathan Ruiz, Velazquez Press
Kathleen Leos, The Global Institute for Language and Literacy Development

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

NEW Language and Content Standards require a new approach to teaching and learning. Join us in learning and practicing the 7 Step Instructional Approach for ELs and help attain high academic achievement in PK-12th grade. This practical, hands-on interactive session will teach you how to choose and use standards aligned instructional strategies and materials to teach academic language and connect ELD and content. Key strategies will be presented to help your teachers meet language and rigorous academic content demands and produce results for teachers, schools and district levels. Participants will work in teams to learn the 7 Step Approach to High Academic Achievement for Els

•Programa de Inmersión Be GLAD en Español (GLAD: Guided Language Acquisition Design)

10:30 AM - 11:45 AM
Room: Tower 3-Mason

Mona Gonzales, Be GLAD LLC
Carmen Garcia, Be GLAD LLC
Anisa Arain, Be GLAD LLC

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

Esta presentación del modelo Be Glad® ejemplifica cómo las estrategias GLAD® son utilizadas con gran éxito en programas de inmersión bilingües de inglés-español. Los participantes experimentarán algunas estrategias GLAD a través de su participación activa en español, usando ejemplos reales de las estrategias GLAD empleadas en clases de inmersión en español. Respetando los estándares de desarrollo del idioma español, el modelo GLAD capacita a los maestros en cómo integrar las directrices y currículos de sus distritos escolares locales en la enseñanza en aulas multilingües. El enfoque de GLAD es capacitar maestros en aulas multilingües desde kínder hasta el grado 12.
CLOSE the Word GAP with the RULE of 3 RAP Academic Vocabulary Development: The Key to Literacy

10:30 AM - 11:45 AM
Room: BR-Yosemite A

Linda Ventriglia-Navarrette, UC Riverside, Moreno Valley USD
Sonia Quinn, Moreno Valley USD
Emilio Gallegos, Moreno Valley USD

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

Academic vocabulary development using the innovative RULE of 3 is the missing link for success in literacy. Research states that systematic academic vocabulary development has the highest correlation with success in reading across the curriculum. The RULE of 3 is the result of 12 years of school-based research which included two United States Office of Education grants. The RULE of 3 uses conversation-based systematic vocabulary development. Students learn words as they REHEARSE, ANALYZE and PRODUCE the words. The implementation of ANALYZE phonics component and the Common Core reading and writing components has resulted in 90% of primary students growing 2-4 levels on language and literacy measures. Upper grade students have made significant gains on High Stakes literacy assessments. The achievement gap has been closed from 12.9 to 1.8. This presentation will include classroom teachers taking participants step by step through the RULE of 3 strategies. Classroom video clips will be shown of the RULE of 3 in action for grade levels K-6.

Closing the Opportunity Gap with a Rigorous SEI Program

10:30 AM - 11:45 AM
Room: Tower 3-Union Square 1

Andrew Apodaca, Anaheim City SD
Stephanie Shumate, Anaheim City SD

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

I don’t have 5-7 years for my English learners to acquire English. What changes can we make to give my students access to the English language now? Learn how one district is closing the opportunity gap for ELs. Review a Structured English Immersion program that focuses relentlessly on language development within a balanced literacy program. Explore Anaheim City School District’s implementation of this program through rigorous professional development, strategic curriculum selection, and continual classroom support.

Building Common Core ELD Math Instruction with Teaching Toolkits

10:30 AM - 11:45 AM
Room: BR-Continental Ballroom 2

Glenn Kenyon, San Francisco USD
Angie Estonina, San Francisco USD

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

We have an obligation to our EL students to provide meaningful access to grade-level math content. Complex texts and intellectually challenging activities are integral to both CCSS-M and California ELD Standards. SFUSD Multilingual and Mathematics departments are collaborating in curriculum and professional development that use rich math tasks as language catalysts in heterogeneous classrooms. But successful implementa-
tion of CCSS-M is as dependent on classroom practice and as it is on content delivery. Changing the content is easy, but changing the practice is hard. The SFUSD Math Teaching Toolkit and the SFUSD ELD Teaching Toolkit were created to bring this change to our heterogeneous classrooms. Participants will experience signature strategies and tools from both of these toolkits and discuss their merits in the context working on a rich math task from the SFUSD Math Core Curriculum.

**Parent Engagement Leadership Initiative (PELI)**

10:30 AM - 11:45 AM  
Room: Tower 3-Golden Gate 2

Beverly López-Armijo, Moreno Valley USD  
Rose Moreno, Moreno Valley USD

*Grade Level: Adult  
Language: English  
Strand: Parent and Community Engagement  
Audience Level: New to Field/Experienced*

The Parent Engagement Leadership Initiative (PELI) at Moreno Valley USD (MVUSD) is a sustainable, replicable program that is transforming parent engagement and influencing student learning and achievement district-wide. The curriculum was developed by the Riverside County Office of Education (RCOE), is based on Dr. Joyce Epstein’s Six Types of Parent Involvement, and addresses Parenting, Communicating, Volunteering, Learning at Home, Decision Making, and Collaborating with the Community. MVUSD parent leaders and staff have trained in two PELI courses, have taught them in Spanish to nearly 200 stakeholders in the district, and are now seeing parent engagement activities implemented at multiple grade levels district-wide, evidence of improved student achievement, and more effective parent engagement strategies for SSPAs and the LCAP generated by trained parents and staff. MVUSD students, including English learners, are gaining the family support needed to achieve and graduate as a result.

**The Use of Dramatic Monologues in the ELD Classroom: The House Project**

10:30 AM - 11:45 AM  
Room: BR-Yosemite B

Charlene Fried, Baldwin Park USD  
José Pérez, Salesian High School

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

This is an active hands-on workshop that will show you how to powerfully use dramatic monologues in two different ways: 1) to empower your students to tell their personal stories; 2) to bring to life their research on human rights issues around the world. The first part of the workshop starts with the houses where your students live(d), and ends with powerful monologues that reflect on the past, project into the future, and leave the audience with bold messages. The second part of the workshop focuses on how to take students’ research on human rights issues around the world (ex: Undocumented Students, Immigration) and turn the results of their research into powerful dramatic monologues for others to view.
WORKSHOPS / SESSION 3  10:30 AM - 11:45 AM

•Binational Panel-Supporting our Binational Students-
  Building Programs of Support and Success in Mexico,
  California, and Throughout the US

10:30 AM - 11:45 AM
Room: Tower 3-Golden Gate 7

Francisco de la Torre, IME-Instituto de Mexicanos en el
Exterior
Marianna Vinson, OELA-Office of English Language
Acquisition, US Department of Education
Veronica Aguila, CDE-California Department of Education
Karling Aguilera Fort-CABE Board President

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

Strategic advances in binational collaboration have
created educational opportunities for English Learners
in California and Mexico. A partnership between the
U.S. and Mexico is being developed with an emphasis
on cross border collaborations between administrators,
teachers, parents and students.

•How an Idea Becomes Law

10:30 AM - 11:45 AM
Room: Tower 3-Union Square 13

Sal Villaseñor, Association of California School
Administrators
Martha Zaragoza Díaz, Zaragoza Díaz & Associates

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

Understanding how state laws are created is so important
to educators, students and their parents. The legislative
process is more then simply reading a manual on state
governent. Its a complex maze of steps that the average
citizen does not understand, but with a basic understand-
ing can be so powerful in influencing legislators and their
ideas. Advocacy is not just necessary in Sacramento, its
local as well. Advocacy on behalf of California’s EL
students is at a critical point especially as the state’s
funding system has transitioned through the Local Con-
trol Funding Formula. Join us at this workshop and leave
with a desire to get involved through advocacy.

•Designing Writing for English Learners

10:30 AM - 11:45 AM
Room: Tower 3-Sutter

Nancy Akhavan, CSU Fresno

Grade Level: 3-8
Language: English
Strand: English Language Development (ELD)
Audience Level: New to Field/Experienced

This workshop will share a way of designing writing
units to guide your English Learners of varying levels of
English proficiency to write critically and thoughtfully.
By designing writing units that build from assessment
based on student proficiency in writing and speaking,
participants will learn how to implement lessons that
guide students to feel confident as writers, know how to
improve their writing, and develop a community of writ-
ers in your classroom or school. Nancy, an experienced
consultant, will share with you how to build units based
on constructed responses, Common Core Writing and
Listening Standards and employing analytical rubrics to
support engaging and interactive lessons. Participants
will leave with two lesson plans and one constructed re-
sponse prompt to use immediately with their students.

•Preventing LTEL Status: Interdisciplinary Language
Teaching through Project-Based Learning

10:30 AM - 11:45 AM
Room: BR-Franciscan A

Elvira Armas, Loyola Marymount University
Magaly Lavadenz, Loyola Marymount University
Gisela O’Brien, Center for Equity for English Learners,
Loyola Marymount University

Grade Level: 3-8
Language: English
Strand: Curriculum & Instruction
Audience Level: New to Field/Experienced
How can we effectively respond to English Learners at risk of becoming Long-Term English Learners? School systems that focus on preventive measures to ensure that ELs do not become LTELs promote effective practice that include active participation, integrated language learning through academic content, affirming environments, and authentic opportunities to connect and extend learning in the wider community. This session will present concrete examples of curriculum development and implementation of an interdisciplinary approach to language teaching using Project-Based Learning (PBL). This program is part of a National Professional Development grant, Project STELLAR (Science Teaching for English Learners: Leveraging Academic Rigor) that focuses on language and literacy learning through an action-based emphasis on urban ecology.

**“California Students on the Cutting EDGE”**
Multilingualism for All

10:30 AM - 11:45 AM
Room: Tower 3-Union Square 4

Cheryl Ortega, United Teachers Los Angeles
Juan Ramírez, United Teachers Los Angeles

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

This power point will share the data leading up to the creation of the Education for a Global Economy (EDGE) initiative, the demographics of who will benefit, the outstanding history of multilingual education and how parents and teachers can help make this a reality in the November 2016 election.

**El camino al éxito - A Spanish Kindergarten Response to Intervention**

10:30 AM - 11:45 AM
Room: Tower 3-Union Square 2

Kerry Gavett, Kids Learning for Success LLC

*Grade Level: K-2*
*Language: English*
*Strand: Commercial*
*Audience Level: New to Field/Experienced*

“El camino al éxito” is a research-based Kindergarten curriculum that provides early intervention to at-risk children learning to read in Spanish in Dual Language Immersion or Spanish Literacy Programs. “El camino” is a 30-minute program that includes 118 daily lessons, with explicit teaching routines and fun and engaging activities. The program was created in 2006 in the Tigard-Tualatin School district in Oregon. It is currently being used in Oregon, Washington and California schools.
• Augmenting Reality in the EL Classroom

10:30 AM - 11:45 AM
Room: Tower 3-Van Ness

Warren Dale, CABE

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

Bring your smartphone with a QR Code reader/generator installed (RedLaser for iOS or QR Droid for Android devices). Learn to create and leverage those funny little squares and other “triggers” that are enhancing the world around us. We will make “triggers” and “targets” and discover how they can expand the scope and distribution of experiences in your classroom. Understand how QR codes are beginning to serve as instant portals to complement, expand, and complete our daily classroom experiences, and serve as media-enriched portfolios to celebrate authentic student achievement. (Warning: This will be crazy fun!)

• Engaging Young Dual Language Learners Through Practice and Application Activities

10:30 AM - 11:45 AM
Room: Tower 3-Union Square 5

Barbara Kennedy, Center for Applied Linguistics

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

Dual language learners in pre-k and kindergarten best acquire language, literacy, and content skills by engaging in interactive activities that provide opportunities to use oral language to practice and apply new knowledge. This hands-on session offers participants the opportunity to try out fun and stimulating activities designed for young learners (in English and Spanish), discuss the targeting of additional languages, and then collaborate in the creation of activities for use in their own classrooms.

• Formative Instruction in ELD

10:30 AM - 11:45 AM
Room: Tower 3-Union Square 6

Deborah Shepherd, McGraw Hill Companies
Yvette McCauley, McGraw Hill Education

Grade Level: K-5
Language: English
Strand: Commercial
Audience Level: New to Field/Experienced

In this presentation, we will focus on the importance of Formative Assessment within ELD, providing feedback for instruction to help students with language growth. Participants will get strategies and real classroom application for helping students’ develop language and literacy.
Welcome
Elodia Ortega-Lampkin  
CABE Board of Directors, Director of Legislative Affairs

Honorary Chairs
Patrick Sweeney, Superintendent, Napa Valley USD  
Stanley Dobbs, Superintendent, Hayward USD

Greeting
Consulado General de España  
Consulado General de México  
Instituto de Mexicanos en el Exterior

CABE Teachership Awards
Alma Flor Ada Award: Caren Liset Pantoja Pérez  
F. Isabel Campoy Award: Diana E. Rico Zamora  
Carlos Penichet Award: Gabriela Gómez  
Chuck Acosta Award: José de Jesús Robles Guzmán  
CABE Bilingual Teacher Award: Laura Mendoza

CABE Awards
CABE Parent of the Year: María G. Ocegueda, Palmdale SD  
CABE Para Educator of the Year: Jessica Albornoz, Palmdale SD  
CABE Teacher of the Year: Cynthia Meza, San Francisco USD  
CABE Administrator of the Year: María Gutierrez-García, Westminster SD

CABE Thanks Our Sponsors:
Consulado General de España, San Francisco  
Instituto de Mexicanos en el Exterior (IME)  
Consulado General de México, San Francisco

For awardee information see program pages 225-247
•Beyond Fragments and Run-Ons: ELD for Sentence Sense
1:30 PM - 4:30 PM
Room: Tower 3-Mason

Tonya Ward Singer, Tonya Ward Singer Consulting

Grade Level: 3-8
Language: English
Strand: English Language Development (ELD)
Audience Level: New to Field/Experienced

Tired of fragments and run-ons? Eager to ensure your ELs can make sense of complex texts? Learn six dynamic ELD lessons you can use to empower ELs with academic sentence sense. Participants analyze EL writing and complex texts to identify instructional priorities, engage in interactive demonstrations, and collaborate to plan designated and integrated ELD aligned to the new CA framework.

•Sí, se puede - los beneficios de involucrarse en la educación de sus hijos
1:30 PM - 4:30 PM
Room: Tower 3-Plaza A

María Quezada, CABE
María Villa, CABE
Toni Hernández, CABE
J. David Ramírez, Independent Evaluation Consultant

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

Todos los padres quieren involucrarse en la vida de sus hijos, pero cuando esto incluye la vida escolar de sus hijos, muchos padres de familia desconocen como hacerlo. En esta sesión les presentaremos la importancia de este involucramiento, los distintos modos de involucrarse, e información que necesitan para ser padres activos en la vida escolar de sus hijos.

•Equity and Teaching and Leading Excellence: Using California’s Educator Equity Plan and Greatness by Design to Inform Your Local Planning
1:30 PM - 4:30 PM
Room: BR-Continental Ballroom 1

Gustavo González, California Department of Education
Barbara Murchison, California Department of Education
Carrie Roberts, California Department of Education
Judy Ennis, Center on Great Teachers and Leaders

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

Presenters from the California Department of Education will present California’s Educator Equity Plan and introduce the recommendations provided in Greatness by Design: Supporting Outstanding Teaching to Sustain a Golden State to inform local planning. CDE staff from the Professional Learning Division will provide you with general information, updates, and an introduction to ongoing projects.

•Fortalezcamos y pongamos en práctica habilidades para la vida como el fundamento para seguir aprendiendo en la diversidad, en una comunidad educativa multicultural.
1:30 PM - 4:30 PM
Room: Tower 3-Plaza B

Patricia Rámos-Méndez,
Colibrí Consultores en Educación
Rita Mendez-Serrano, Edukka LLC

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

Independiente del lugar donde vivimos, actualmente estamos obligados tener habilidades y conocimientos comunes, para vivir y ser un ejemplo en el desarrollo y el bienestar de nuestros niños y adolescentes. Por eso
compartiremos este tiempo. Para empezar identificando la diferencia entre habilidades sociales y cognitivas. Después aprenderemos con ejercicios en una carpeta, como desarrollar y fortalecer habilidades como la disciplina, el amor, el respeto, la tolerancia, la observación, el análisis, la lectura comprensiva, y la escritura. Concluiremos haciendo un análisis del valor del ejemplo, de los derechos y de los deberes.

• 21st Century Teachers: Building on Bilingual Students’ Knowledge of Languages

1:30 PM - 4:30 PM
Room: Tower 3-Union Square 8

Myriam Casimir, Cal Poly Pomona
Daniel Soodjinda, CSU Stanislaus
Fernando Rodríguez-Valls, CSU Fullerton

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

In this institute, we invite educators to reflect on and examine the key dispositions and language competencies needed by quality bilingual teachers. We then engage participants with interactive activities and mini-lessons that integrate culturally/linguistically responsive teacher dispositions into elementary and intermediate level teaching routines. Educators will leave with a framework outlining a professional development plan that builds on bilingual learners’ cultures and languages in Dual Language and English classrooms.

• Los estándares para el desarrollo del idioma español: ¿Qué? ¿Por qué? ¿Cómo?

1:30 PM - 4:30 PM
Room: Tower 3-Taylor

Jorge Cuevas Antillon, San Diego COE

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

Este cursillo presentará los estándares oficiales estatales para el desarrollo del idioma español. Repasaremos los propósitos y usos de los estándares, exploraremos ejemplos de lecciones para el desarrollo del idioma español, y practicaremos inclusión de los estándares en lecciones de varios cursos. El cursillo dará estrategias para promover la adquisición de español académico. Los temas incluirán conexiones con los commoncore-espanol.com, fuente de los estándares para las artes de lenguaje en español.

• Biliteracy through the Use of Multicultural Literature, a Balanced Literacy Program and a Projects-Based Curriculum with an Emphasis on Digital Story Telling and 21st Century Literacy

1:30 PM - 4:30 PM
Room: Tower 3-Sutter

Mary Cappellini, Bilingual Educational Consultant

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

A balanced literacy program allows students to have books read TO them, to read them WITH a teacher and to read them BY themselves in order to become truly biliterate, and they need to use the tools of the 21st Century to show their learning. The presenter will use a variety of bilingual multicultural books at all levels of development for use in a dual immersion classroom, based on the needs of the students, and within themes or units of study. She will demonstrate how to create an environment of respect where children work and talk and create group projects using digital story telling and multimedia presentations which deal with themes that will be of interest to all students. Teachers in this institute will learn how to work with all levels of ELs, helping to improve their literacy in English while also developing their Spanish literacy.
HALF DAY INSTITUTES  1:30 PM - 4:30 PM

•Educated Kick/Patada Educada 101
1:30 PM - 4:30 PM
Room: Tower 3-Union Square 25

Armando Cepeda, Educated Kick Student Empowerment Project

Grade Level: 6-12, Adult, College/University
Language: English
Strand: Advocacy & Engagement
Audience Level: Experienced

Educated Kick Student Empowerment Project is a series of workshops and presentations designed to challenge struggling students in gaining a higher degree of self-awareness, validation and confidence. These are critical factors required for succeeding in school and in society. Combining visuals, music and humor, Armando Cepeda’s program is quite entertaining, highly effective and most educational. All participants will be given a personal repair manual to use as a reference guide in the classroom.

•Planning for Targeted, Integrated ELD
1:30 PM - 4:30 PM
Room: BR-Continental Ballroom 2

Elizabeth Jiménez Salinas, GEMAS Consulting

Grade Level: K-12
Language: English
Strand: English Language Development (ELD)
Audience Level: New to Field/Experienced

Effective Integrated ELD begins with knowledgeable planning. In this session participants will receive tools and guidance on how to decide which ELD elements to target and how to conduct Integrated ELD effectively and efficiently to achieve measurable results.

•Creating Collaborative Structures to Maximize Student Learning
1:30 PM - 4:30 PM
Room: Tower 3-Powell

Patricio Vargas, Corona-Norco USD
Alejandro Vásquez, Jefferson Elementary School
Katrina Sybesma, Jefferson Elementary School
Annette Barras, Jefferson Elementary School

Grade Level: K-12
Language: English
Strand: College and Career Readiness
Audience Level: New to Field/Experienced

Common Core State Standards have inspired teachers to apply a new pedagogical approach where the use of defined academic language scripts supports students, specifically English Learners, in communicating their own ideas and developing their own voice. The rigor of activities is manifested in students’ interaction as they construct meaning together, putting complex thoughts into language. The result, students who are College and Career Ready.
FEATURED HALF-DAY INSTITUTE  1:30 PM - 4:30 PM

Virginia Collier, George Mason University
Wayne Thomas, George Mason University

1:30 PM - 4:30 PM
Room: BR-Yosemite B

• Dual Language as a Remedy: The Research Rationale

The major rationale for well-implemented dual language education includes full gap closure, satisfying legal requirements for both English learners and historically underserved groups, and graduating fully proficient bilinguals who have superior brains because of the cognitive stimuli from cross-cultural learning. Dual language education is a major vehicle for systemic reform of teaching practices, the curriculum, and school leadership. We will include our latest research findings from 2015-2016.

Book signing immediately following session.
Thursday, March 24, 2016

FEATURED SPEAKERS  1:30 PM - 2:45 PM

**Lan Bercu**  
Lead Across Cultures International

1:30 PM - 2:45 PM  
Room: BR-Continental Ballroom 7

- **Teaching Competently Across Cultures: How to Engage Your Bilingual/ESL Students**
  
This hands-on and highly interactive presentation will help participants to achieve the following:

- Comprehend and remove barriers to cross-cultural communication for English learners
- Enable English learners to overcome fear of speaking in the classroom
- Understand cross-cultural styles of thinking, interaction and speaking in the classroom
- Apply tips and techniques to bring out the best from your English learners

**Enid Lee**  
Enidlee Consultants, Inc.

1:30 PM - 2:45 PM  
Room: BR-Continental Ballroom 9

- **“I Was the Only One”: From Exclusion to Engagement with African American Learners**

In this presentation, we will examine cases in which systems and strategies are used at community, classroom, school and district levels that build on the linguistic and cultural strengths of African American Learners. We will challenge ourselves to check, consolidate and change where necessary the systems we control for racial, cultural and linguistic equity in order that African American Learners can use their strengths to Bridge Multiple Worlds for Local and Global Success.

Book signing immediately following session.

**Jana Echevarría, CSU Long Beach**

1:30 PM - 2:45 PM  
Room: BR-Continental Ballroom 8

- **Meeting the California Common Core Standards and ELA/ELD Framework: How SIOP Can Help**

With the increased rigor of the California Common Core and the ELA/ELD Framework, providing effective language and literacy instruction for English learners is more relevant now than ever. In this session, we’ll explore SIOP’s compatibility with the Standards and Framework, and will share practical, use-tomorrow activities for developing your students’ content knowledge and academic language proficiency.

Book signing immediately following session.
• Supporting Teachers’ and Administrators’ Implementation of Integrated and Designated ELD

Eric Antuna, Palm Springs USD
Amanda Gonzáles, Palm Springs USD

Grade Level: K-12
Language: English
Strand: Professional Development/Teacher Preparation
Audience Level: New to Field/Experienced

Participants will learn about the process that Palm Springs Unified used to roll out Integrated and Designated ELD to administrators, teacher leaders, and classroom teachers. Participants will also receive an outline of the plan and will also see two district strategies used for Integrated ELD.

• Implementing Writers Workshop in a Two-Way Spanish Immersion School

Cynthia Suárez, Language Academy of Sacramento
María De Luna, Language Academy of Sacramento

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

This presentation will show how a K-8 two-way immersion school piloted and then implemented Teachers College’s Writers Workshop Units of Study in two years. It will present examples of student work across all the grade levels from years one and two of implementation. The presenters will review the successes and challenges of adapting a program written in English to serve a dual language school. Ideas for making the work doable when teaching in two languages will be shared. Examples of work that will be shared include: writers checklists, charts, mentor texts, word lists, and teacher-language agreements in English and Spanish.

• WRITE Institute: Informative Writing for Content, Grades 6-12

Julie Goldman, San Diego COE
Kristen Blake, San Diego COE

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

The Writing Reform and Innovation for Teaching Excellence (WRITE) Institute offers a one-hour presentation of professional learning and ready-to-use materials to scaffold compare/contrast writing across content. Participants will experience interactive, differentiated strategies to improve academic vocabulary, critical thinking skills, and informative writing for all learners, including Long-term English learners, Spanish learners, and struggling students.

Vengan a aprender todos juntos. ¡Adelante California!

Benchmark ADVANCE

Come see what everyone is talking about!

Booth #700-706
WORKSHOPS / SESSION 4 1:30 PM - 2:45 PM

•Bilingualism and Children’s Rights: Cases of Children of Returnees to Mexico

1:30 PM - 2:45 PM
Room: BR-Imperial A

Ali Borjian, CSU San Francisco
Luz María Muñoz de Cote, University of Guanajuato
Thalia Rangel, Universidad de Guanajuato
Patricia Houde, Universidad de Guanajuato

Grade Level: All
Language: English
Strand: Research and Evaluation
Audience Level: New to Field/Experienced

Schooling of children who live between multiple nation-states is a global phenomenon and transnational children who have experienced living in both the United States and Mexico will have a significant impact on the educational systems of the two nations. In this presentation we will focus on linguistic rights of U.S. born children living in Mexico. We will explore the families’ circumstances that lead to their return to Mexico. Children’s human and social capital will be examined and their cultural norms and adaptations as well as bilingual development will be discussed. By opening a small window through which the complexities of four children’s lives can be seen we argue that economic policies are impacting children of returnees in powerful ways. We will discuss the educational and policy implications of our findings and will emphasize the need for providing teacher professional development opportunities that focus on respecting the linguistic rights of transnational students and steps needed to support children and their dual language development.

•Increasing Parent’s Cultural Capital

1:30 PM - 2:45 PM
Room: Tower 3-Golden Gate 2

Ingrid Lin, Palm Springs USD

Grade Level: Preschool-12, Adult
Language: English
Strand: Parent and Community Engagement
Audience Level: New to Field/Experienced

How do we effectively engage parents? This interactive session covers why and how building parents’ Cultural Capital could increase parent engagement to ensure academic success for students. Bourdieu argued that in order for an individual to acquire the necessary skills to navigate the education system, one must possess knowledge of the valued culture. Participants will be part of pre activity and post activity that will illustrate the importance of Cultural Capital.

•Empowering Student Voice: Using Ed Tech Tools To Support Oral Language Development through Curiosity, Exploration and Creativity

1:30 PM - 2:45 PM
Room: BR-Franciscan C

Karyn Warner, Redwood City SD
Cathy James, Redwood City SD

Grade Level: K-8
Language: English
Strand: Technology and Digital Learning
Audience Level: New to Field/Experienced

Students of all backgrounds deserve opportunities to explore, create, and share using effective ed tech tools. For best learning outcomes, classroom instruction should integrate ed tech tools to support students’ role as creators and not just consumers of technology. During this session we demonstrate some of the most effective oral language development apps for K-8 students. Lesson flows are provided to show teachers how to differentiate instruction to a wide range of students. The latest research for best practice using tech tools with students is also discussed.
Deconstructing Language: Learning How English Works

1:30 PM - 2:45 PM
Room: Tower 3-Union Square 4

Karin Foster, Collaborative Ed
Kim Hanley, Collaborative Ed
Kati Bennett, Collaborative Ed

Grade Level: 3-12
Language: English
Strand: English Language Development (ELD)
Audience Level: New to Field/Experienced

In this workshop, teachers will examine Part II of California’s ELD Standards: Learning About How English Works. Teachers will explore the elements common to academic English. Teachers will recognize not only the role of academic vocabulary, but also complex sentence structure, and text organizational patterns. Teachers will apply strategic instruction to target these areas and help English Learner students make meaning of these elements and use academic language to express themselves effectively.

How to Have Successful Classroom Discussions on Diversity Issues

1:30 PM - 2:45 PM
Room: BR-Franciscan B

Lee Mun Wah, StirFry Seminars & Consulting

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

Many students have complained that their instructors are often unprepared and uncomfortable when discussions of diversity issues surface. Too few educators are trained to have these types of conversations for fear they may elicit deep emotions and conflicts between individuals and groups. In this new workshop, the presenter will model how to successfully create a safe container in which to have discussions of diversity issues, where each person feels valued and acknowledged. Educators and administrators will learn to de-escalate conflicts or intense dialogues that may elicit deep emotions between individuals and groups. Participants will practice techniques and exercises that enhance community building, health ways to communicate, mindful inquiry, and compassion.

El equipo de apoyo del estudiante: como apoyar a nuestros estudiantes que están aprendiendo inglés con dificultades académicas

1:30 PM - 2:45 PM
Room: Tower 3-Golden Gate 5

Patricia Pelino, Gilroy USD
Lucy Navarro, Gilroy USD

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

Conozca el proceso para su estudiante que tiene dificultades. Elabore las preguntas correctas y conozca su papel como padre/madre. ¿Quiénes son los miembros del equipo? ¿Quién debe estar presente? ¿Qué tipo de conversación se mantiene durante la junta? ¿Qué preguntas puedo hacer para obtener mayor participación y apoyo a mi estudiante? ¿Cuál lenguaje se utiliza en la junta? ¿Cuáles son los objetivos y resultados que se plantean en la junta?
Let’s brainstorm how your school can develop a school-based language access plan that will ensure that English Learner parents are provided with a meaningful opportunity to participate in and have access to programs and services critical to their child’s education. To start our discussion, we will review applicable state and federal laws and study the following two principles of language access: Principle 1 - Effective communication between schools and parents is essential for facilitating parent engagement and increasing student achievement. Principal 2 - Competent language services are essential elements of an effective educational delivery system in a pluralistic society.

EL Village: Summer Learning for Newcomer English Learners and Their Teachers

1:30 PM - 2:45 PM
Room: Tower 3-Union Square 3

Amy Gottesfeld, San Francisco USD
Stephen Koffman, San Francisco USD
Erin Deis, San Francisco USD

Grade Level: 9-12
Language: English
Strand: College and Career Readiness
Audience Level: New to Field/Experienced

Connecting EL teacher professional development with summer credit recovery for EL students produces great results for both teachers and students. Nicknamed the “EL Village,” groups of 100 Newcomer ELs take two summer courses with an interdisciplinary team of 4 teachers, reimagining long-summer block periods.

Fun and Active Learning with Read Alouds

1:30 PM - 2:45 PM
Room: Tower 3-Union Square 1

Elva Mellor, Chula Vista Elementary SD
Maria Rammer, University of Nevada, Las Vegas

Grade Level: K-5
Language: English
Strand: Biliteracy/Dual Immersion
Audience Level: New to Field/Experienced

Active participation in read alouds provides opportunities to use language in meaningful ways and gain confidence in speaking. Learn how to liven up and bring comprehensible input to stories and to involve students in critical thinking. Participants will be able to apply the format in either English or Spanish.

Read the World: Use Pictures to Enhance Writing

1:30 PM - 2:45 PM
Room: BR-Continental Ballroom 3

Nancy Hong, Temple City USD
Kate Franceshini, Temple City
Natasha Neumann, Temple City

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

Still and moving pictures surround our daily lives and communicate perspectives. This workshop provides
strategies to help English Learners closely observe and analyze visual information to enrich their narrative and expository writing across the curriculum. Developing visual literacy and the language to articulate oral and written ideas will be explored as participants deepen their conceptual understanding. Writing scaffolds and language rehearsal strategies can be easily applied to BOOST your classroom instruction!

•Building Academic Vocabulary and History Knowledge in Adolescent English Learners
1:30 PM - 2:45 PM
Room: Tower 3-Lombard

Lauren Greenberg, Consortium on Reaching Excellence in Education

Grade Level: 6-12
Language: English
Strand: Research and Evaluation
Audience Level: New to Field/Experienced

How many words per week can we really teach effectively? What kinds of supports enable second language learners to learn new English academic vocabulary? A recent federally-funded study created a robust curriculum to build vocabulary while also building history content knowledge. Learn about this Stanford-led study and examine implementation factors and a variety of vocabulary supports, including robust primary language support and cognate analysis. Come hear the encouraging and sometimes surprising results!

•Successful Professional Development to Teach High School English Learners
1:30 PM - 2:45 PM
Room: Tower 3-Union Square 21

Annette Daoud, CSU San Marcos

Grade Level: 9-12
Language: English
Strand: Professional Development/Teacher Preparation
Audience Level: New to Field/Experienced

This presentation describes components of a professional development model that provide high school teachers with training on how to use content standards, English language development standards, and the Common Core State Standards to develop lessons in content classes with English learner students. Teachers participating in the professional development reported their EL students “learned more” from their modified curriculum as evidenced by showing more independence, and demonstrating a deeper understanding of content.

•Dual Language Learners in PreK and Transitional Kindergarten: Bilingualism Matters
1:30 PM - 2:45 PM
Room: Tower 3-Union Square 5

Betty Pazmiño, San Francisco USD
Penelope Ho, San Francisco USD

Grade Level: Preschool-2
Language: English
Strand: Early Childhood Education
Audience Level: New to Field/Experienced

A majority of students in SFUSD are English Language Learners. In the Early Education Department, we refer to our PK and TK students as “Dual Language Learners” as we recognize and honor the home language as an asset and a tool for developing English, while also teaching and learning in the children’s first language. This presentation will tell the story of how the Dual Language Learner Program in 8 PK classrooms (Spanish/English and Cantonese/English) and 2 TK classrooms (Spanish/English) began, why it is an important narrative to hear, and the implications of our work on teacher pedagogy.
Mission Education Center is a K-5 school for newly arrived Spanish-speaking immigrant students. It is a transitional program aimed at supporting the newcomer student to achieve the necessary skills and confidence in order to succeed in other San Francisco Unified School District schools to which they will transfer at the end of 1-2 years. During their time with us, we strive to help our students gain some fundamental basics of the English language; foster their academic, social & emotional growth in their new home environment; and support them and their families to navigate & understand our educational system. Our program has been very successful to advance newcomer students, many who often come with little, interrupted, or no schooling experience. At the core of our program are basic good teaching practices based on establishing supportive & trusting relationships within the classrooms, with families, and amongst the school staff and community at large. Come hear our experience and learn or be reminded of what can help your newcomers, English Learners, and their families. We will share with you how we establish a wrap around support system to benefit our students and their families so that they can thrive, gain confidence, and accelerate in academic, social, and personal growth.

In this session, Words Their Way with English Learners author Dr. Lori Helman will guide K-6 grade educators through an overview of how to tailor your word study instruction for emergent bilingual students who are learning to speak English while they develop reading and writing skills. You will practice analyzing students’ writing samples and see examples of hands-on word study instruction with vocabulary development for a range of student abilities.

El autor René Colato Laínez compartirá su camino más íntimo que comienza con su infancia en El Salvador. Luego compartirá su experiencia como un inmigrante en un país nuevo, su vida como maestro, y su éxito como autor publicado. Él compartirá sus logros, así como sus tres reglas principales: Nunca te des por vencido, estudia mucho, y siempre cree en ti mismo. El autor finalizará, leyendo algunos de sus libros.
• How to Incorporate Cultural Learning Into Daily Curriculum

1:30 PM - 2:45 PM
Room: Tower 3-Union Square 9

Ramona Winner, Brainstorm 3000

Grade Level: All
Language: English
Strand: Commercial
Audience Level: Experienced

From Science to Language Arts, presenter will introduce literature and props, easily attainable, that will allow teachers to incorporate cultural learning into every day activities. Focus is on celebrating diversity and respecting different cultures. Very hands-on presentation.

• Making Our Dreams Come True: How We Accelerated EL Growth

1:30 PM - 2:45 PM
Room: Tower 3-Union Square 12

Deborah Hernández, National SD
Vanessa Tapia, National SD

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

We are dedicated to helping our ELs achieve academic language success! Come learn how we are improving language development for our beginners to early intermediate ELs through academic conversations. We will share how we used data to identify students in need of extra support, how we implemented that support and then used data to track growth. Our plan showed improvement with ALL of our students in our targeted program!

• African-American Language Matters: New Ways of Teaching Standard English Learners

1:30 PM - 2:45 PM
Room: Tower 3-Golden Gate 8

Jamila Gillenwaters, Los Angeles USD
Jessica Thomas, Los Angeles USD

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

What is African American Language? How can educators use knowledge of language variation to help Standard English Learners add academic English to their linguistic repertoires? This multimedia workshop validates and affirms the home languages and cultures of African American Standard English Learners. The presenters will guide participants through successful teaching practices that build and bridge on students’ strengths in order to help them acquire the Academic English they need to become College and Career Ready.
WORKSHOPS / SESSION 4  1:30 PM - 2:45 PM

• Leer, Escribir, Pensar, y Actuar!: Creating a Bilingual Social Justice Curriculum

1:30 PM - 2:45 PM
Room: Tower 3-Union Square 13

Anita Hernández, New Mexico State University
José Montelongo, New Mexico State University
Ida Madrid, Las Cruces Public Schools
Johanna Esquivel, New Mexico State University

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

Critical literacy makes a difference in children’s literacy engagement especially with English learners in English classrooms and bilingual learners in dual language K-6 classrooms. In this presentation we share the results of this project: the lessons, bilingual literature books, social justice themes, writing that engaged the students, and their action plans.

• New Ways to Support Student Readiness for SBAC Writing

1:30 PM - 2:45 PM
Room: Tower 3-Union Square 10

Christina Supe, Get Ahead Writing, LLC
Julie Burris, Get Ahead Writing, LLC

Grade Level: 3-8
Language: English
Strand: Commercial
Audience Level: New to Field/Experienced

More than 60% of all English Learners in California performed “below standard” in writing in 2015. So, Get Ahead Writing has created My SBAC Coach- an on-line platform for students to practice short texts, brief writes, and full writes. The tasks are based on ELA Claim and Target specifications. During this session, participants will be talked through the site and given many ideas of how My SBAC Coach can be used in their classrooms.

• !Viva el Mariachi!: An SFUSD Case Study

1:30 PM - 2:45 PM
Room: BR-Yosemite A

Sofía Fojas, San Francisco USD
Marcia Neel, Music Education Consultants, Inc.
José Hernández, Mariachi Sol De Mexico

Grade Level: 3-12
Language: English
Strand: Arts Learning
Audience Level: New to Field/Experienced

Mariachi programs across the U.S. are resulting in an increase in student, family and community engagement. In addition to providing an overview of the inclusion of this genre into the school setting, the SFUSD partnership with Music Education Consultants, West Music, Community Music Center, San Francisco Symphony Instrument Training and Support program, and Mariachi Nueva Generación will be presented as a case study. An engaging demonstration lesson will be conducted by Maestro Jose Hernandez.

• OnlineIPT: Data-Driven Diagnostics to Improve Instruction

1:30 PM - 2:45 PM
Room: Tower 3-Union Square 14

Sari Luoma, Ballard & Tighe, Publishers
Elaine McClendon, Ballard & Tighe Publishers

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

OnlineIPT is a web-based, easy-to-administer testing system for English and Spanish that provides automatic score reporting. The tests evaluate proficiency, yielding diagnostic information about strengths and weaknesses without requiring special software. Building from test design, we focus on the uses of the system-generated reports for record-keeping, progress monitoring, and diagnostics for guiding instruction. The “Student Summary Report,” “Individual Student Diagnostic Report,” and class, school, and district reports will be shared.
This workshop will explore how the twenty-one books of the California Missions (Las Misiones de California) series, both in English and Spanish, support the fourth grade History/Social Science Content Standards curriculum in dual language programs. During the discussion, we will examine how we can use the books to introduce the major nations of California Native Americans in the classroom. We will also look at the Spanish exploration and colonization of California and the relationships among soldiers, missionaries, and Native Americans. We will visit the mapping, geographic basis, and economic factors that played a key role in the placement of the Spanish missions, as well as a description of the daily lives of the people who occupied them. We will end the workshop with an open conversation about the creation of the models and their educational purpose.

• Bilingual Instruction in Motion: Powerful, Student-Created Curricular Movies

1:30 PM - 2:45 PM
Room: Tower 3-Van Ness

Warren Dale, CABE

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

BYOD and experience how you can create your own video! You can then engage your students to create and share curriculum-based movies in your classroom. This is a powerful way to leverage language learning with project-based instruction and technology. Creativity, rigor and engagement best describe these student-produced projects. Get resources for images and music. Discover how student movie-making deepens learning and serves as a built-in assessment tool. Join in a post-production discussion of classroom 1:1 implementation issues, including peer critiquing, grading, uploading, and time and bandwidth constraints. Please have a video editing app like iMovie, KineMaster Pro or VivaVideo loaded on your device.
FEATURED SPEAKERS  3:15 PM - 4:30 PM

GUERO LOCO
Bilingual Nation USA

3:15 PM - 4:30 PM
Room: BR-Continental Ballroom

• Using Music and Motivation in the Language Learning Classroom

Join bilingual educational hip hop artist Güero Loco, aka Mr. GL, as he takes you on his language learning journey from almost failing Spanish in high school to becoming an award-winning Spanish hip hop artist. After learning the language in the US Marines and later with la gente, GL eventually became a dual-language middle school educator and now performs at schools around the US and Mexico encouraging students to be multilingual and to believe in themselves. His didactic music includes the Alfabeto Rap and using Reggaeton to conjugate Los Verbos. He also performs his own positive bilingual songs with music videos, pictures, and videos from his tours and visits to Mexico & Central America. Stop by for a fun and informative session involving rhythm, motivation, and language learning. GL is based out of the LA area and is available for concerts in California.
For More Info: www.BilingualNationUSA.com

DONNA KNOELL
Educational Consultant and Author

3:15 PM - 4:30 PM
Room: BR-Continental Ballroom 8

• Increasing Number Sense, Mathematical Thinking, and Problem Solving Proficiency: Helping Every Bilingual Student Succeed in Mathematics

This presentation will offer problem solving strategies applied to real world problems. The presenter will share techniques to advance mathematical thinking, reasoning, conceptual understanding, and skills for all English learners. She will offer research-based strategies and practical ideas that she has used successfully with EL populations. She will model effective questioning strategies, as ways to develop students’ mathematics discourse and visible thinking, and increase conceptual understanding. She will offer differentiation strategies, including implementation of blended learning formats, maximizing use of adaptive learning technology and flexible grouping. Speaker will demonstrate the effectiveness of using real world problems to engage students and make mathematics relevant. She will offer strategies and ideas to help every student succeed in mathematics, to close the achievement gap and increase student achievement, engagement, and self-confidence.
Marguerite Lukes  
Internations Network for Public Schools

Laurie Olsen  
Sobrato Early Academic Language Program

**FEATURED SPEAKERS  3:15 PM - 4:30 PM**

**Pushouts, Dropouts and Dreamers: Immigrant Youth in High School and Beyond**

Each year, countless immigrant youth arrive in the U.S. with dreams of a better future for themselves and their families. Many arrive well into high school age, some with interrupted formal education and some as unaccompanied minors, with vast life experience and shouldering adult responsibilities, but still with needs of adolescents. Drawing on her recent book, Latino Immigrant Youth and Interrupted Schooling: Dropouts, Dreamers and Alternative Pathways to College, Marguerite Lukes will share personal experiences and stories of Latino immigrant youth who have enrolled — or tried to enroll — in high school in the U.S. She challenges the often negative and simplistic representations of this often overlooked group of students and explores ways in which policy and school structures impact their educational opportunities, work options, and integration into the cultural, social and economic mainstream of the U.S. and provides recommendations for policy and program design to better serve these youth.

Book signing immediately following session.

**Integrated and Designated ELD: What does it really look like?**

This workshop shares tools for helping educators understand the meaning of and differences between integrated and designated ELD, and an approach to designing and planning strong designated ELD lessons for elementary schools that are content-based and connected to integrated thematic units using the new generation of standards.
California Reach for Reading: Experience the National Geographic Difference!

This special session presented by National Geographic/Cengage (a CABE Platinum sponsor) will highlight the new Reach for Reading curriculum, an ELA/ELD Program which was recently state approved for Program 2 of the California ELA/ELD Framework. California Reach for Reading was built to ensure mastery of the California Common Core and California ELD standards as well as the California Criteria. Four week units built around Science or Social Studies topics include the Big Question and engaging fiction and nonfiction selections. National Geographic engaging photographs and motivating authentic literature bring the world to your classroom. This session will provide participants with a very special opportunity to get an inside look at this new curriculum and the features it provides to support English Learners through the language arts. Representatives from National Geographic/Cengage will be present.
WORKSHOPS / SESSION 5  3:15 PM - 4:30 PM

• Keeping ELD Rigorous: A Unit on Argumentation

3:15 PM - 4:30 PM
Room: BR-Franciscan C

Welton Kwong, Fremont Union High SD
Chelsa Anderson, Fremont Union High SD
Bui Sean, Fremont Union HSD
Josh Miller, Fremont Union High SD

Grade Level: 6-12
Language: English
Strand: English Language Development (ELD)
Audience Level: New to Field/Experienced

A team of ELD teachers and an administrator designed a unit requiring students to produce a TedTalk video arguing whether technology is making us dumber. In this interactive session, participants will learn about the lessons that supported students to complete this summative task successfully. Upon completion of the session, presenters will share a unit with examples of close reading, argumentative writing and speaking, academic language instruction, and the use of technology as a presentation tool.

• Empowering and Engaging Latino Parents Through Parent Mentoring Programs

3:15 PM - 4:30 PM
Room: Tower 3-Golden Gate 2

Marlene Batista, Palmdale SD

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

The presenter will discuss the background and results of her study specifically looking at why mentoring programs, such as Project 2 Inspire, are more successful in increasing Latino parent involvement than other traditional parenting programs. Participants will look at how Project 2 Inspire and other mentoring programs build on the capacity of Latino parents increasing their social and cultural capital. Finally, recommendations and suggestions will be shared on how school administrators can create a school environment and offer programs that will create long-term Latino parent involvement at their schools thus supporting student learning and achievement.

• Using Music, Songs and Movement in the Bilingual Early Childhood and Elementary Classroom

3:15 PM - 4:30 PM
Room: Tower 3-Golden Gate 1

Gilberto Soto, Texas A & M International University

Grade Level: Preschool-5
Language: English
Strand: Early Childhood Education
Audience Level: New to Field/Experienced

The purpose of this presentation is to provide the participants with alternative iconic, symbolic and interactive experiences through music and movement, which can be linked to the bilingual lesson plan for early childhood and/or elementary school programs. A variety of subjects linked into bilingualism will be presented, including ESL/EL fluencies, reading, math, science, and listening, among others. Bilingual music arrangements come from several Hispanic countries, including Spain. This is a 100% hands-on presentation, so be ready to sing, move and dance from beginning to end!!!!
•What Districts are Doing to Effectively Implement their EL Programs and Make Progress in Teaching English Learners

3:15 PM - 4:30 PM
Room: Tower 3-Golden Gate 6

Barbara Ginsberg, Atkinson, Andelson, Loya, Ruud & Romo

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

Title VI requires districts to take affirmative steps to rectify language deficiencies so that minority students may be provided with meaningful equal access to education. This workshop will explore the characteristics of districts that are successfully making progress in teaching ELs, as well as the traits of less effective districts. Best practices for maintaining a highly effective EL program will be discussed, as well as considerations for transitioning EL programs to Common Core standards and for redesigning the district’s teacher evaluation system to incentivize reform within the EL program.

•Responding to the Needs of Long-Term English Learners

3:15 PM - 4:30 PM
Room: Tower 3-Union Square 3

Greg Roberts, Saddleback Valley USD
Erin Lopes, Saddleback Valley USD

Grade Level: 9-12
Language: English
Strand: Curriculum & Instruction
Audience Level: New to Field/Experienced

Over the past four years, Laguna Hills High School has created, implemented and refined a 9th grade elective course called Freshman Focus. The course was developed to provide LTELs with the strategies and support mechanisms necessary for a successful transition into and throughout a student’s four years of high school.

•Close Up on Close Reading

3:15 PM - 4:30 PM
Room: Tower 3-Lombard

Karin Foster, Collaborative Ed
Kim Hanley, Collaborative Ed
Kati Bennett, Collaborative Ed

Grade Level: 3-12
Language: English
Strand: Curriculum & Instruction
Audience Level: New to Field/Experienced

In this workshop, teachers will examine the role of complex text required by the Common Core Standards and the CA ELD Standards. Teachers will learn how to identify elements that make a text complex and provide strategic scaffolding that supports students as they make meaning of these texts. Participants will explore ways to differentiate so that diverse learners improve their ability to access content while becoming independent and proficient readers.
Educational Games for EL Students: State of the Art

3:15 PM - 4:30 PM
Room: Tower 3-Union Square 9

Maria Burns Ortiz, 7 Generation Games
Jovita Buendía, A.L. Conner Elementary School

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

The educational gaming industry is booming, but of the thousands of games and apps being created each year, there is a significant shortage of games for English Learners. This session will sift through the noise and highlight examples of good educational games for EL students – that hit not just on English language learning, but other areas like math and social studies. It will provide educators with ways that they can use existing games and technology within their classrooms to benefit EL and non-EL students, introduce easy-to-use tools educators can use to create their own educational games to integrate into their curriculum and take a look at the future of EdTech to see what resources are coming down the pipeline.

Estrellita: Building a Reading Foundation in Spanish for EL and SL Students

3:15 PM - 4:30 PM
Room: Tower 3-Union Square 5

Elise Lasko, Estrellita

Grade Level: Preschool-2
Language: English
Strand: Commercial
Audience Level: New to Field/Experienced

Estrellita K-1 is a complementary, phonics-based, accelerated Spanish reading program. Participants will learn a “chant” and hand signals for the initial sounds. A new, improved approach to teaching syllables based on task analysis will be presented. Both approaches (new and traditional) will be contrasted and the advantages of the new method will be noted. The blending process covers: forming syllables, manipulating syllables to form words, manipulating words to form sentences, and reading and comprehending simple stories.

La poesía en el aula: un recurso para el aprendizaje de español

3:15 PM - 4:30 PM
Room: Tower 3-Golden Gate 4

Josefa Salvador, Education Office, Consulate General of Spain, San Francisco

Grade Level: 3-12, College/University
Language: Spanish
Strand: Biliteracy/Dual Immersion
Audience Level: New to Field/Experienced

La poesía proporciona recursos múltiples para el aprendizaje y el perfeccionamiento lingüístico. El texto poético, poco utilizado en el aula, ofrece numerosas y ricas oportunidades de práctica y acercamiento a la lengua. Asimismo, se convierte en una de las estrategias más eficaces para que el profesorado enriquezca su vocabulario y se acerque a contenidos culturales diversos. El taller tendrá dos vertientes, una dirigida a actividades con alumnos y otra dirigida al propio profesorado.
•Culture, Language, and Empowerment for Chicana/o Standard English Learners

Javier San Román, Los Angeles USD
Cindy Márquez, Los Angeles USD

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

This workshop begins a much-needed discussion as to how to effectively educate the significant non-English Learner portion of California’s Latino student population. The workshop will examine key components within the educational pipeline that must respond to the language and learning needs of English dominant Mexican American students. This workshop will familiarize participants with the language variety known as Chicano English and will guide participants through successful teaching practices that foster motivation, resiliency, and empowerment for Chicana/o SELs.

•Building, and Flying the Plane: Implementing the CA ELA/ELD Framework

John Paul Lapid, WestEd

Grade Level: Preschool-2
Language: English
Strand: English Language Development (ELD)
Audience Level: Experienced

The adoption of the California ELA/ELD framework brings clarity and guidance to our work in supporting English learners to develop high levels of academic literacy. This presentation will focus on the implementation of the framework throughout a district and draw from the California ELA/ELD framework to present highly engaging literacy work grounded in complex texts for elementary grades. Participants will engage with academic texts in scaffolded interactive literacy tasks that connect both integrated and designated ELD with content areas.

•Caminos: Understanding the Journey of Newcomer Immigrant Latino Students and Families

Angelina Romano, San Francisco USD

Grade Level: K-12
Language: English
Strand: Multicultural/Diversity Education
Audience Level: New to Field/Experienced

Beginning in 2013, the United States saw a drastic increase in the number of Central American minors, without adult accompaniment, crossing its southern borders. In response to this humanitarian crisis, SFUSD created the program Caminos to assist providers, both in the community and at school sites, in building capacity to serve this population, and to connect individual students and families to legal assistance. The goals of this workshop are to: 1. Increase knowledge around the experience of newcomer Latino youth and their migration process, and 2. Improve capacity to build school site programs and interventions for this population.
•LiveBinders: Back by Popular Demand

3:15 PM - 4:30 PM
Room: BR-Franciscan D

Denise Stewart, ELL Teacher Pros
Cheryl Sawyer, ELL Teacher Pros

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

With increasing numbers of ELs entering classrooms, teachers need a centrally organized location to store vital internet sources for ready access to meet academic needs of their students quickly. This workshop will guide teachers in setting up their binders as well as help them navigate the wide range of already developed binders shared by other educators to pull from as needed.

•Building Engaging Integrated Units: Connecting Reading and Writing Standards

3:15 PM - 4:30 PM
Room: Tower 3-Union Square 13

Nydia Cerecer, Chula Vista Elementary SD
Graciela Chávez, Chula Vista Elementary SD

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

In this workshop, both the reading and writing standards are used in tandem to enhance students’ learning experiences around Science and Social Studies. We will discuss how to create these integrated units using authentic literature, non-fiction texts, and multi-media elements. The units include a plethora of lesson ideas. These lessons also address language, speaking and listening, and foundational standards. You will gain an understanding of how to begin and implement the units into your classroom. We will also share sample units to help you create your own.

•Preparación para ayuda financiera - llenando el FAFSA a revisando la oferta el apoyo financiero.

3:15 PM - 4:30 PM
Room: Tower 3-Golden Gate 7

Sylvia Juárez-Magaña, Juarez Consulting Inc.
Teresa Ramírez-Sordia, UC Berkeley

Grade Level: 9-12
Language: English, Spanish
Strand: College and Career Readiness
Audience Level: New to Field/Experienced

Sesión cubrirá los documentos necesarios para llenar la solicitud Gratuita de Ayuda Federal para Estudiantes (FAFSA). Los diferentes tipos de ayuda financiera serán revisados con sugerencias sobre cómo completar la solicitud FAFSA. La presentación también cubrirá cómo leer una carta de concesión de ayuda financiera cuando un estudiante es admitido a una universidad.

•Ethnic Studies Initiative in El Rancho Unified School District

3:15 PM - 4:30 PM
Room: BR-Continental Ballroom 3

Roxane Fuentes, El Rancho USD
Martin Galindo, El Rancho USD
Aurora Villon, El Rancho USD
Jose Lara, El Rancho USD

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

On June 17, 2014, El Rancho USD made history by becoming the first school district in California to adopt Ethnic Studies as a high school graduation requirement. Learn how this historic decision has placed ERUSD at the cutting-edge of promoting a global education for students. Ethnic Studies has been implemented through a collaborative effort with teachers, and has generated extensive community and university partnerships. Participants gain a replicable model for making history in their own district!
• Engage English Learners with the Common Core State Standards

3:15 PM - 4:30 PM
Room: Tower 3-Union Square 4

Giselle Lundy-Ponce, American Federation of Teachers

Grade Level: K-12
Language: English
Strand: College and Career Readiness
Audience Level: New to Field

New to the Common Core State Standards or supporting others to meet them? This workshop will provide an introduction to the CCSS. Participants will learn about the supports that ELs need to meet the CCSS, the new roles for educators with the CCSS, and equip participants with strategies and resources to include ELs in the CCSS. Participants will conduct a reflective self assessment of their own instructional practices and supports and discuss and share challenges and opportunities.

• Building Teacher Capacity to Provide High-Level Academic Language Support for All English Learners

3:15 PM - 4:30 PM
Room: BR-Franciscan A

Yee Wan, Santa Clara COE
Angelica Ramsey, Santa Clara COE
Rhonda Beasley, Santa Clara COE

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

This session will introduce a planning tool and a process that build teacher capacity to deliver high quality content and English language development lessons. Participants will engage in a model lesson and practice planning effective content lessons that strategically integrate English language development support for English learners. Model lesson guides will be shared.

• “Fun in the Sun and Under the Sea” - Summer ELD, Arts, Science Integration for English Learners and Reclassified Students in Grades 3-5

3:15 PM - 4:30 PM
Room: Tower 3-Union Square 12

Andrea Guillame, CSU Fullerton
Laurel Estrada, Placentia-Yorba Linda USD

Grade Level: 3-5
Language: English
Strand: English Language Development (ELD)
Audience Level: New to Field/Experienced

In summer 2015, CSU, Fullerton faculty from the Center for Creativity and PYLUSD teachers and administrators worked together to provide ELD/Arts/Science Integrated education for English learners and reclassified students in grades 3-5. Students learned integrated ELD and arts education while studying the ocean biome in an engaging, highly interactive, and challenging summer program. Additional partnerships included a dance specialist from Segerstrom Center for Performing arts and secondary AVID students. The design of the program integrated Next Generation Science Standards, ELD standards, arts education, and research-based strategies for reaching students from poverty. Presenters will share their experience designing and implementing powerful learning experiences for teachers, co-teachers, students, and others who were involved in this unique opportunity.
• Los conceptos transversales de las ciencias para todos los estudiantes

3:15 PM - 4:30 PM
Room: Tower 3-Union Square 14

Diana Velez, UC Berkeley
Claudio Vargas, Oakland USD

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

Experimenten el poder de los siete conceptos transversales de los Nuevos Estándares de Ciencia (NGSS) a través de investigaciones activas y discusiones académicas. Aprendan cómo apoyar a los estudiantes para que logren una comprensión más profunda de los conceptos de ciencias e ingeniería utilizando iconos y estrategias de cuestionamiento que les ofrecen un vocabulario común para hacer conexiones entre las disciplinas.

• ¡Padres informados, hijos exitosos!

3:15 PM - 4:30 PM
Room: Tower 3-Golden Gate 5

María Teresa Herrera, Kern High SD

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

El propósito de esta presentación es motivar a los padres a recuperar su derecho a ser la más grande influencia en la vida de sus hijos. El adaptarse a una nueva cultura y un nuevo idioma no debe de relegar a los padres ni a nuestro idioma a un segundo lugar. Es crítico que los padres sepan defender su derecho y su lugar como guías principales de la educación de sus hijos. Los participantes conocerán estrategias para desarrollar su potencial como padres y guías de sus hijos hacia un futuro multicultural exitoso.

• TL3C Ten Fidelity Assurances of Dual Language Immersion Programs

3:15 PM - 4:30 PM
Room: Tower 3-Union Square 1

Nora Reyes, Mesa Community College
Megan Garvy, Mesa Community College
Margarita Silva, Arizona State University
Cristina Ladas, Language Solutions

Grade Level: Preschool-12
Language: English
Strand: Biliteracy/Dual Immersion
Audience Level: New to Field/Experienced

The Teachers of Language Learners Learning Community (TL3C) is a federal grant project that establishes partnerships between the community college and partner LEAs that offer dual language immersion programs for language learners. There are more than thirty schools in Maricopa County, Arizona that offer DLI programs. In an effort to establish best practices for program design, the TL3C project established ten program assurances for all partner sites. These assurances are based off of Utah’s model for DLI programs and address program quality. This past spring, the DLI Assurances were presented to the TL3C Consortium in conjunction with Stages of Implementation. Ten schools submitted applications to partner with the community college committing to these assurances. The application process requires LEA leadership teams to negotiate the details of the DLI program. Connecting these assurances to the Stages of Implementation allows any LEA from the exploration to full implementation phase to participate in the project. The TL3C partner sites will be provided resources including teacher training, materials for STEM clubs, program consulting and language assessments to establish and maintain a cohesive program design. The model can be replicated in schools across the country.
Developing High-Level Academic Language and Vocabulary in Both Spanish and English Through Discussions of Fine Art Images

3:15 PM - 4:30 PM
Room: Tower 3-Union Square 2

Barbara Place, Davis Curriculum and Research Institute

Grade Level: K-12
Language: English
Strand: Arts Learning
Audience Level: New to Field/Experienced

This session demonstrates how K–8 teachers in Dual Language programs can develop high-level academic vocabulary and language and accelerated multiliteracy in English and Spanish. Students acquire vocabulary and language naturally through engaging discussions of fine art images in both Spanish and English. The images are from around the globe and across time, from ancient Greece and Egypt to Pre-Columbian art, to 21st century art. All participants will receive sample lessons in Spanish and English, along with the accompanying fine art images.

Be a Part of Changing Our State for English Learners

3:15 PM - 4:30 PM
Room: Tower 3-Golden Gate 3

Shelly Spiegel-Coleman, Californians Together
Martha Zaragoza Díaz, Zaragoza Diaz & Associates
Xilonín Cruz González, Californians Together

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

There is exciting work for all of us to do to make bilingualism and biliteracy a reality for all of California’s students. Join with Californians Together to hear about how the Local Control Funding Formula, the State Seal of Biliteracy, Biliteracy Pathway Awards, the Seal of Biliteracy extension to the university system, the Proposition on the 2016 Ballot to repeal and amend sections of Proposition 227 all present opportunities for each of us to work to change the policies and practices for educating English learners and all students. Now is the time for each of us to engage!!! Californians Together is a statewide coalition of 25 parent, teachers, administrators, board members and civil rights groups focused on improving policy and practice for English Learners.
The passage of the Every Student Succeeds Act (ESSA) presents a moment of opportunity for educators to advance equity for English Learners. During this session, participants will learn about key shifts in ESSA as they pertain to ELs and discuss the various tools and resources from the US Department of Education to support equity and access for ELs. Department staff will highlight the English Learner Toolkit as well as other resources to support English Learners and immigrants. Participants will have an opportunity to invite comments and questions, and suggestions for next steps.

The CCSS-aligned Word Intelligence curriculum is designed to provide support for all English Learners. This Tier 2 vocabulary intervention for grades 6-10 incorporates strong scaffolding, extensive primary language support in Spanish, multiple exposures, and ample opportunities for student talk. Repeated reading and discussion of vocabulary-rich text passages build content knowledge in US and World history. This session will highlight program features and demonstrate our new online components.
• The Benefit of Assessing Spanish-Speaking Students in English and Spanish

4:45 PM - 6:00 PM
Room: Tower 3-Golden Gate 3

Carol Johnson, Renaissance Learning

Grade Level: K-8
Language: English
Strand: Commercial
Audience Level: New to Field/Experienced

Educators sometimes question the value of assessing native Spanish-speaking students in Spanish when both instruction and exams are in English. The information gained, however, identifies for teachers the knowledge and skills students already have that they cannot yet demonstrate in English, and thus guides instruction.

• Inspiring Writing and Oral Fluency for ELL and Struggling Students

4:45 PM - 6:00 PM
Room: Tower 3-Golden Gate 2

Claudia Salinas, iLit

Grade Level: 3-8
Language: English
Strand: Commercial
Audience Level: New to Field/Experienced

As educators, we know the importance of personalized instruction, but how can we accomplish this and meet both ELD and content standards? One goal is to present how technology can be an instructional multiplier for students. The second goal is to examine how artificial intelligence can provide instant feedback on the writing and oral fluency of students and accelerate language acquisition. We will share the research and observe it in practice.

• Escalating Your Success: Interacting in Meaningful Ways

4:45 PM - 6:00 PM
Room: Tower 3-Golden Gate 4

Zulma Cifuentes, Houghton Mifflin Harcourt
Diana Palmer, Houghton Mifflin Harcourt
Mandy Rod, Houghton Mifflin Harcourt

Grade Level: 3-8
Language: English
Strand: Commercial
Audience Level: New to Field/Experienced

The ultimate goal for every English Learner is to become college, career and civic ready. With more intensive and focused instruction our Long Term English Learners will be closer to meeting these expectations. To meet these goals students must develop interpretive, collaborative and productive language that can be used in a variety of setting for a variety of purposes. Come join us to experience engaging, challenging and active instruction that will escalate your students’ academic and linguistic proficiency.

• The Use of Technology in the Classroom

4:45 PM - 6:00 PM
Room: BR-Franciscan A

Ana Castro, PreK12 Plaza
Michelle Emirizian, PreK12 Plaza

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

Technology is key in helping students learn. During this session we will discuss and introduce technology resources (in English and Spanish) and tips available to help students improve their writing, reading, math and enhance their overall academic skills.
Love to sing with others? Here is your chance! Get your groove on with your fellow CABE conference attendees in our 4th Annual Official CABE Jam Session!

CABE Jams will be led by CABE artists José Luis Orozco, Stanley Lucero, Yolanda Lucero, GueroLoco and many more!

Join us for a song or two on your way to your next session, or stay for the whole time! If you play an instrument, bring it along and join in!

ALL ARE WELCOME!
This moving and inspirational award winning documentary tells the story of Las Patronas, a group of women in La Patrona, a small Mexican town in Veracruz that is situated by the tracks of a train from Central America that brings many migrants North to the United States. Las Patronas have help immigrants since 1995 as they cross Mexico on their way to the U.S. Perched on high-speed trains, the young travelers reach out to grab bags of hot food that the women have prepared for them. This documentary is an intimate look at the daily lives that cross the borders of rural Mexico and Central America with the hope and dream of a better life. In the midst of a country at war, in a world where hope seems lost, Las Patronas rescue the core human value day after day by showing compassion and love for others.
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