Opening Day Activities
7:30 am - 4:30 pm / Conference Registration and Tote Bag Pick Up / Yosemite and Grand Ballroom Foyers
7:30 am - 2:00 pm / School Site Visits / Yosemite C
9:00 am – 2:00 pm / University Site Visits / Yosemite C
10:30 am - 3:30 pm / JDA—Joint Delegate Assembly / Imperial B
11 am- 4:00 pm / Parent Center Opening / Plaza A

Exhibit Hall Activities-- Grand Ballroom
12:00 pm - 4:00 pm / Exhibit Hall Grand Opening
1:00 pm - 4:00 pm / Author’s Corner
6:00 pm – 7:30 pm / Night at the Exhibits

Workshops, Institutes, Activities
10:30 am – 4:30 pm / Two-Day Institutes - Day 1 / Union Square Rooms
10:30 am – 4:30 pm / Full Day Institutes
1:00 pm - 4:00 pm / Half-Day Institutes
1:00 pm - 4:00 pm / Workshop Sessions

Featured Institutes
10:30 am – 3:30 pm / Sarah Anderberg
10:30 am – 4:30 pm / Silvia Dorta-Duque de Reyes
12:00 pm – 4:00 pm / McGraw-Hill
1:00 pm – 4:00 pm / Lettie Ramírez and Parent Authors

Featured Speakers
1:00 pm – 2:15 pm / Alma Flor Ada / Luis Cruz
2:45 pm - 4:00pm / Barbara Flores

Opening General Session
4:30 pm - 6:00 pm
Special Greeting: John B. King, Jr. / Tom Torlakson
Keynote Address: Sonia Manzano / Continental Ballroom

Special Events
7:00 pm - 11:00 pm / Membership Reception and Dance
Featuring: DJ Bobby A / Continental Ballroom
### PLAN YOUR DAY

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


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


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


*STAY CONNECTED WITH CABE: www.bilingualeducation.org*
• Be GLAD 2-Day Institute

9:30 AM - 4:30 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!

Three programs that ensure SUCCESS for California English learners!

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TWO-DAY INSTITUTES 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!

•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

Ivannia 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.

•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.

STAY CONNECTED WITH CABE: www.bilingualeducation.org
FEATURED INSTITUTES

Sarah Anderberg
California County Superintendents
Educational Services Association

• Creativity at the Core: Engaging English Learners in Powerful Arts Learning, Grades K-12
Pre-registration Required

10:30 AM - 3:30 PM
Room: BR-Yosemite B

Charice Guerra, Ventura COE
Hamish Tyler, Monterey COE
Emiliano Valdez, Teatro Campesino

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

This institute, geared for county and district English Learner Coordinators, will feature key strategies to integrate the arts into the core curriculum aligned to Common Core State Standards. Presenters will engage participants in hands-on strategies that will assist English learners with competencies in reading, writing, speaking, listening and arts engagement! Learn more about the CCSESA Arts Initiative’s new Creativity at the Core modules by experiencing innovative strategies to take back to your site. These modules represent a portfolio of culturally and linguistically responsive arts learning curriculum modules of powerful interdisciplinary learning tied to California state standards, including Common Core. Be inspired by video examples of how the arts have transformed schools. Learn how CABE has partnered with CCSESA to help develop modules that will meet the needs of educators statewide. Most of all, come to this powerful learning opportunity so that you can also engage in the arts!

Silvia Dorta-Duque de Reyes
National Biliteracy Consultant

• La formación y la presentación de los conocimientos a través del lenguaje académico

10:30 AM - 4:30 PM
Room: BR-Franciscan B

Maritza Salcido, Gilroy SD

Grade Level: 6-12
Language: Spanish
Strand: Biliteracy/Dual Immersion
Audience Level: New to Field/Experienced

Durante este instituto de un día con enfoque en los niveles de secundaria (6-12) los participantes aprenderán y usarán estrategias para mejorar su propio español académico y el de sus estudiantes en todas las materias: los artes de lenguaje y literatura, las matemáticas , la historia/los estudios sociales, y las ciencias. A través de un proceso de análisis de texto, los participantes aprenderán cómo apoyar a sus estudiantes para obtener acceso al currículo, y a la vez, aumentar la comprensión crítica de la lectura promoviendo la adquisición de vocabulario y mejorando así el dominio del español académico oral y escrito.
FEATURED INSTITUTES

• Exploring Bilingualism and ELD with McGraw-Hill, featuring Jana Echevarría
  12:00 PM - 4:00 PM
  Room: BR – Imperial A

  Jana Echevarría, CSU Long Beach
  Deborah Shepherd, McGraw-Hill
  Yvette McCauley, McGraw-Hill

  Grade Level: K-8
  Language: English
  Strand: English Language Development (ELD)

  Join us in this special Sponsorship Session, featuring program author, Dr. Jana Echevarría, to explore bilingualism and English language development classrooms rich with language, through Maravillas, Wonders, and Wonders for English Learners. Together we will see how these McGraw-Hill programs support bilingualism, bilingualism and biculturalism. These programs have been recently approved as part of the California 2015 English Language Arts/English Language Development Instructional Materials Adoption (K-8). Lunch will be provided.

  (Space is limited to 125. Preferential seating to those who submitted RSVP.)

• Recetas para el éxito
  1:00 PM - 4:00 PM
  Room: Tower 3-Golden Gate 7

  Lettie Ramírez, CSU East Bay, Adriana Lopez, Newark USD, Veronica Torres, Newark USD, Sandra Avendano, Hayward USD, Helmin Meneses, Lupe Nunez, Claudia Quezada, Marie Dela Cruz, Farima Pour-Korshid, Olivia Gallardo, Miguel Delgado

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

  Madres inmigrantes de la area de San Francisco compartirán sus ideas e historias de como han puesto su timidez y vergüenza a un lado y como han participado en las escuelas de sus hijos. Los participantes se irán con un plan para mejorar la educación de sus hijos.
FULL DAY INSTITUTES

• Calling ALL Content Teachers! Let’s close the academic language gap during integrated ELD... and it is not just SDAIE strategies!

10:30 AM - 4:30 PM
Room: BR-Franciscan A

Magdalena Ruz González, Los Angeles COE
Della Larimore, Los Angeles COE

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

Academic language is learned at school. It is found in the complex texts of content reading and writing. Content area teachers will benefit from this session as we examine the elements of academic language, what academic language means in the new ELA/ELD Framework, and how text types are supported and scaffolded for English Learners. This interactive session will provide participants practice with, “A Tool To Scaffold Instruction for English Learners.” Come learn how to chunk your text by word or phrase level, and to make text comprehensible.
HALF DAY INSTITUTES 1:00 PM - 4:00 PM

• High Impact Practices for Meaningful Engagement: Transitional Kindergarten for ALL Children and Families

1:00 PM - 4:00 PM
Room: Tower 3-Taylor

Carola Matera, CSU Channel Islands
Soodie Ansari, San Mateo COE

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

Participants will learn the essentials of building a strong foundation for young dual language learners for all language of instruction classroom models. This interactive session will emphasize the importance of family outreach and engagement practices, home language support and high impact teaching practices.

• Culturally and Linguistically Appropriate Intervention within a Multi-Tiered Support System

1:00 PM - 4:00 PM
Room: Tower 3-Powell

Julie Brown, Portland State University
Amanda Sanford, Portland State University
Maranda Turner, Gresham Barlow SD

Grade Level: K-5
Language: English
Strand: Special Needs Education (e.g. Gifted/Special Ed)
Audience Level: New to Field/Experienced

A research-based framework for planning instruction and intervention for students who are bilingual and struggle with reading within a Multi-Tiered System of Support will be presented. Case examples and data from implementation will be shared. Participants will analyze case studies, videos, and lesson plans for the instructional match to students’ linguistic/cultural backgrounds and literacy needs, with opportunity for discussion and action planning.

• California Content Standards and Assessments Aligned with the English Language Development Standards for English Learners

1:00 PM - 4:00 PM
Room: BR-Continental Ballroom 1

Gustavo González, California Department of Education
Gaye Lauritzen, California Department of Education
Kelly Bacher, California Department of Education
Shobhana Rishi, California Department of Education

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

California Department of Education staff from the English Learner Support Division and the Assessment Development and Administration Division will provide information, updates, and an introduction to ongoing projects related to the content standards (ELD, ELA, Math, and Science) for English learners, the new English Language Proficiency Assessments for California (ELPAC), and the California Assessment for Student Performance and Progress (CAASPP) assessments.

• Active and Scaffolded Vocabulary Instruction for English Learners

1:00 PM - 4:00 PM
Room: Tower 3-Sutter

Linda Diamond, Consortium on Reaching Excellence in Education (CORE)

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

Students and teachers are facing increasingly complex texts containing challenging vocabulary. In this institute, we will present components of active vocabulary instruction and examine resources to help teachers of ELA, ELD, History, and Science choose the best words for instruction. Demonstrations and video footage of effective scaffolds for ELs include primary language support, cognate analysis, use of structured sentence frames, and oral practice. Participants will explore online resources and receive templates for planning instruction.
FEATURED SPEAKERS  1:00 PM - 2:15 PM

- Luis Cruz  
  Independent Consultant

- Alma Flor Ada  
  Author

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1:00 PM - 2:15 PM  
Room: BR-Continental Ballroom 9

**Authentic Leadership and the Potential to Unleash the Learning of English Learners**

Learn how a school community infused all the characteristics associated with a Professional Learning Community to produce learning for its English Learner population. This workshop will detail the components of a PLC that teacher leaders utilized to help close the achievement gap for students learning English as a second language. Discover how distributive leadership and the act of listening to English Learner students helped educators in one school community better understand what was needed to meet the academic needs of this critical student population.

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1:00 PM - 2:15 PM  
Room: BR-Continental Ballroom 8

**Island Treasures - Tesoros de mi isla. Writing and sharing our own stories.**

Island Treasures contains the stories of my childhood, retold for young readers and their teachers. It is important to teach children how to observe life around them and to reflect that in their writings.

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• Como ayudar a nuestros hijos a tener el buen autemanje que los llevará a triunfar en la vida

1:00 PM - 2:15 PM
Room: Tower 3-Plaza B

Maria Reifler, Montebello USD

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

Los grandes cambios en el mundo nos presentan con increíbles retos que tenemos que afrontar positivamente. En este taller practicaremos técnicas y herramientas que los adultos pueden usar para ayudar a los niños/jóvenes a: (1) ser responsables, (2) desarrollar auto-motivación, y (3) planear para el futuro.

• Simple Tools of Technology to Help English Learners Succeed in the 21st Century

1:00 PM - 2:15 PM
Room: Tower 3-Golden Gate 5

Mary Mardirosian, Glendale USD

Grade Level: 6-12, College/University, Adult Education
Language: English
Strand: Technology and Digital Learning
Audience Level: New to Field/Experienced

This workshop proposes how to use simple technology with English Learners, such as PowerPoint and Prezi in order to incorporate 21st Century Skills with any existing assignment. Teachers will also be given examples of other technology such as comic strips and cartoons, used in a Senior English class, as well as a mid level English Language Development class and a Master’s Education class. This workshop is ideal for the newly adopted ELD standards and the Common Core. Through this workshop, educators will be presented with simple tools of technology that can be used with any existing assignment. Teachers will be provided with tips in order to incorporate 21st Century skills in their classroom setting. This workshop is ideal for the Common Core/ELD standards.

• Getting Up Close and Personal with Close Reading via Foldables and Interactive Notebooking

1:00 PM - 2:15 PM
Room: Tower 3-Union Square 21

Debi Krampen, Independent Consultant

Grade Level: 3-8
Language: English
Strand: Curriculum & Instruction
Audience Level: New to Field/Experienced

This session immerses you in fresh ways to engage bilingual learners in exploring reading connections in authentic contexts before, during, and after reading via interactive notebooks, coupling 3-D graphic organizers with best practices. Depart with mini-comp books full of immediately usable examples constructed during this practical, hands-on, evidence-based session.

• WRITE Institute: Informative Writing Across Content, Grades K-5

1:00 PM - 2:15 PM
Room: BR-Continental Ballroom 2

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

Grade Level: K-5
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 English learners, Spanish learners, and struggling students.
**Latino Research by Latino Bilingual Master’s Students and Recent Graduates.**

1:00 PM - 2:15 PM  
Room: Tower 3-Union Square 25

Zaida McCall-Pérez, Holy Names University  
Francisco Ortiz, Holy Names University  
Omar Franco, Holy Names University  
Annie Taipae, Holy Names University  
Lynn Scott, Humboldt State University

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

“About Latinos and by Latinos” - The California Association of Bilingual Teacher Educators (CABTE) will host and facilitate a panel of bilingual Master’s student research presentations about Latinos and by Latinos. Spanish bilingual Master’s students have selected a wide and interesting range of topics to explore. Topics investigated by student researchers include: the maintenance of heritage language among former bilingual program students; how Hispanic Serving Institutions (HSI) grants are serving universities with high concentrations of Hispanic students; whether and how Spanish is utilized by Spanish speaking personnel in pre-school programs; and what Latino parents value in outstanding teachers of their k12 students. Short panel presentations followed by Q/A session will be the format.

**Valuing Consistent Communication Through a Multilingual Consortium**

1:00 PM - 2:15 PM  
Room: Tower 3-Union Square 10

Natalia Dueñas, Orange County DOE

*Grade Level: All  
Language: English, Spanish  
Strand: Multicultural/Diversity Education  
Audience Level: Experienced*

With the introduction of many educational initiatives including Academic Content Standards, 21st Century Learning and Smarter Balanced Assessments, there is a need to give a voice to our parents and to the community, strengthening consistent communication, while valuing the assets they bring culturally and linguistically. Building a Multilingual Consortium supports the educational initiatives needed to acquire the 21st century skills to be college and career ready and beyond.

**Pedagogical Clarity Continua: How dual language teachers came to know their practice.**

1:00 PM - 2:15 PM  
Room: BR-Continental Ballroom 3

Susana Ibarra Johnson, New Mexico Ed Continuum

*Grade Level: 3-5  
Language: English  
Strand: Professional Development/Teacher Preparation  
Audience Level: New to Field/Experienced*

In this session, through critical dialogue, I describe the continua that articulates Pedagogical Clarity rooted in the daily teaching dilemmas that three dual language teachers encountered as they taught biliteracy instruction. I will demonstrate with classroom vignettes and student work how the teachers came to better understand their practice in order to respond to their students’ biliteracy needs, desires, interests, questions, and more.

**How Effectively Crafted Objectives Can Aid Integrated ELD Instruction**

1:00 PM - 2:15 PM  
Room: Tower 3-Golden Gate 8

Jennifer Rodríguez, River Delta Joint USD  
Kristina Roys-Mineishi, River Delta Joint USD  
Joseph Usrey, River Delta Joint USD  
Christine Ewing, River Delta Joint USD

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

Like many content area teachers, our staff was still wrestling with how best to adjust instruction in order to meet the new state standards when the introduction of new ELD standards presented them with an additional
challenge: integrated ELD instruction. A small, cross-curricular team of teachers chose to complete an action research project to determine the effectiveness of paired content and language objectives as a means of providing integrated ELD instruction and increasing the engagement and performance of our significant long-term EL population. Our team of teachers will share their experiences, provide content-specific examples of well-crafted language objectives, explain their objectives review routine, and offer tips on creating a unique objectives routine for your classroom.

• Alimentando las raíces: Aprendizaje en un centro pre-escolar de inmersión

1:00 PM - 2:15 PM
Room: Tower 3-Union Square 9
Bethica Quinn, Centro Las Olas

Grade Level: All
Language: Spanish
Strand: Early Childhood Education
Audience Level: New to Field/Experienced

Esta sesión invitará a los participantes a reflexionar usando documentación de la vida escolar en Centro Las Olas, un centro pre-escolar de inmersión en español en San Francisco. Presentaremos, por medio de cuatro procesos esenciales del desarrollo, nuestras conclusiones emergentes sobre la creación de ambientes abundantes de colaboración e investigación para niños jóvenes bilingües. Los participantes investigarán esos procesos, su potencial para cerrar la brecha académica, y sus aplicaciones en contextos educativos diversos.

• School Smarts: Engaging Families and Building Communities with Creative Arts

1:00 PM - 2:15 PM
Room: Tower 3-Union Square 12
Lisa Borrego, California State PTA
Colette Rudd, California State PTA
Wendy Smithers, California State PTA

Grade Level: K-8
Language: English
Strand: Parent and Community Engagement
Audience Level: New to Field/Experienced

Like children, parents have multiple learning styles. Incorporating hands-on art projects in California PTA School Smarts family engagement program assists with learning and empowers participants to overcome language and cultural barriers, enabling them to help their children and build a stronger school community. It also helps parents recognize the importance of arts in education. This interactive workshop will provide participants with an understanding of how to engage parents and children of all cultures using art.

• Customizing Equity and Access Stations to Personalize Learning for All Students

1:00 PM - 2:15 PM
Room: Tower 3-Union Square 1
Lucy Hansen, Palm Springs USD
Charles Murfitt, Palm Springs USD

Grade Level: K-5
Language: English
Strand: Curriculum & Instruction
Audience Level: New to Field/Experienced

Equity and Access Learning Stations allow teachers to meet with students on a daily basis according to their individual ability levels. Participants will learn how to set up the structure using technology and instructional resources needed to provide students with a personalized literacy program. This blended learning model promotes an environment in which newly acquired knowledge is reinforced through multiple modalities.
WORKSHOPS / SESSION 1  1:00 PM - 2:15 PM

•Take your Immersion Program to the Next Level!
1:00 PM - 2:15 PM
Room: Tower 3-Union Square 6

Olympia Kyriakidis, San Diego COE

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

During this interactive, multi-media session participants will explore key elements of immersion programs (any language) that are grounded in research, best practices in program and instructional design, and advances in assessment. Participants will reflect on their current program and practices, analyze research and successful examples, and actively create next steps, ensuring success for all students, including English learners, in their immersion program.

•Spanish Literacy Intervention
1:00 PM - 2:15 PM
Room: Tower 3-Union Square 8

Rebecca Carranza, Educational Consultant

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

Join us for this interactive session for teachers, administrators, and support staff to explore the role of Spanish literacy intervention in elementary Dual Language and Bilingual programs. How does intervention accelerate progress? How does it differ from core classroom literacy instruction? How does it differ from remediation? How is Spanish intervention different from English literacy intervention? What materials and instructional approaches are most effective? What is the role of phonics in Spanish literacy instruction? Why are culturally relevant materials important? How do we engage parents effectively? Share your successes, concerns, and questions. Sample materials will be shared.

•Developing Academic Vocabulary and Language Through Fine Art Images
1:00 PM - 2:15 PM
Room: Tower 3-Union Square 2

Cheryl Hayward, Educational Consultant

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

This session will share research on oral vocabulary and its correlation to reading comprehension. Participants will learn how to easily incorporate 4-6 Tier 2 words in Spanish or English each day using fine art images as well as photos. The session will show participants how discussions of fine art can reinforce CCSS by using the image as text. Participants will receive handouts to support academically productive discussions. Each participant will leave with sample lessons and fine art images.

•El impacto que tendrá los nuevos estándares académicos en el salón de clase desde la instrucción hasta el asesoramiento.
1:00 PM - 2:15 PM
Room: Tower 3-Golden Gate 4

Marielena Ayala, Educate Foundation
Norma Ibarra, Pomona USD

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

Los Nuevos Estándares Comunes de California revolucionan la manera de como los estudiantes deben de aprender. Se implica que el uso de tecnología será mas amplio y extenso. Se le requiere al estudiante otro tipo de producto para prepararlo para las nuevas demandas de la fuerza laboral.

•Developing Academic Vocabulary and Language Through Fine Art Images
1:00 PM - 2:15 PM
Room: Tower 3-Union Square 2

Cheryl Hayward, Educational Consultant

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

This session will share research on oral vocabulary and its correlation to reading comprehension. Participants will learn how to easily incorporate 4-6 Tier 2 words in Spanish or English each day using fine art images as well as photos. The session will show participants how discussions of fine art can reinforce CCSS by using the image as text. Participants will receive handouts to support academically productive discussions. Each participant will leave with sample lessons and fine art images.
• Transforming Classrooms Through Performance Based Teaching and Learning for English Learners

1:00 PM - 2:15 PM
Room: Tower 3-Mason

Sonal Patel, San Leandro USD
Doris Castillo, San Leandro USD
Zarina Zanipatin, San Leandro USD
Joanne Clark, San Leandro USD

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

The San Leandro Unified School District is transforming the educational experience of English Learners through authentic, performance based teaching learning. We invite you to learn how SLUSD is systemically shifting the mindset from compliance to instruction when building the infrastructure for EL success. Join us as we share about the instructional methodologies, resources, and mindset shifts that are part of our movement to create real world, relevant learning that prepares ELs for college and career.

• Transformed Summer School: A Designated ELD Professional Learning Model

1:00 PM - 2:15 PM
Room: Tower 3-Union Square 11

Rita Pope, Washington USD

Grade Level: K-8
Language: English
Strand: Professional Development/Teacher Preparation
Audience Level: New to Field/Experienced

Learn how Washington Unified School District transformed their traditional summer school for English learners into an effective professional institute that builds teacher capacity around language instruction. Over four weeks, teachers perfected strategies for designated ELD in a highly supportive environment, and left with a deepened understanding of how to reach and move their English learners in their regular classrooms. Specific guidance on how to replicate this model in your school or district will be provided, including correlations to the ELA-ELD Framework.

• Resume de cursos para graduarse de la secundaria y prepararse para el colegio.

1:00 PM - 2:15 PM
Room: BR-Franciscan D

Sylvia Juárez-Magana, Juárez Consulting Inc.
Cindy Flores, Juárez Consulting Inc.

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

Un expediente académico será utilizado para cubrir cómo un representante de la universidad revisará los datos del estudiante para la admisión a la universidad. La discusión incluirá una revisión de las actividades extracurriculares y de lo que debe considerar por escrito para la consideración de becas y admisión universitaria.

• Nurturing Cultural Identity in Dual Language Preschool Programs

1:00 PM - 2:15 PM
Room: Tower 3-Union Square 13

Kelley Wheatley, First 5 San Francisco
Martha Elena Martinez, First 5 San Francisco

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

We believe a strong family partnership is non-negotiable for a successful bilingual program. In this interactive workshop presenters will show multiple ways they have partnered with families to create vibrant cultural experiences for the children in their classrooms. Participants will learn strategies for parent engagement that support and honor the families’ cultural and linguistic backgrounds and create diverse communities.
Diseño interdisciplinario de las materias a través de las tipologías textuales en programas bilingües: El lenguaje española y las ciencias sociales

1:00 PM - 2:15 PM
Room: Tower 3-Union Square 3

Maria Capdevila, Glendale USD
Jordi Solsona, Glendale USD

Grade Level: 6-8
Language: Spanish
Strand: Biliteracy/Dual Immersion
Audience Level: New to Field/Experienced

Esta sesión pretende explicar y revisar en profundidad un proyecto para mejorar la coordinación entre profesores de programas bilingües al tiempo que se amplía el conocimiento del lenguaje académico de los estudiantes. Utilizando las diferentes tipologías textuales, se han diseñado actividades interdisciplinares conjuntas en dos asignaturas; Lengua Española y Ciencias Sociales. La sesión se centrará sobre los ejes de coordinación y la promoción del lenguaje académico a través de diferentes tipos de textos como dos de los elementos que promueven la excelencia en la implementación de programas bilingües en la escuela secundaria. Los ponentes, profesores de Ciencias Sociales y de Lengua Española, ofrecerán un recorrido por los resultados del proyecto, los materiales y recursos más efectivos en la coordinación y mejoramiento del lenguaje académico de un programa bilingüe en secundaria. Así mismo, los ponentes promoverán la participación en el debate posterior.

Developing Biliterate Academic Vocabulary Skills in English and Spanish with Special Needs Students

1:00 PM - 2:15 PM
Room: Tower 3-Golden Gate 3

Barbara Place, Davis Curriculum and Research Institute

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

This session demonstrates how K–8 teachers of Bilingual Special Needs Students can develop oral academic vocabulary in English and Spanish through scaffolded, engaging discussions of fine art images from around the globe and across time, from ancient Greece and Egypt to Pre-Columbian art, to 21st century art. Practical handouts are included.

Implementing the ELA/ELD Framework: One District’s Journey

1:00 PM - 2:15 PM
Room: Tower 3-Golden Gate 2

Marti Reed, Sylvan USD
Karin Linn-Nieves, San Joaquin COE

Grade Level: K-5
Language: English
Strand: Professional Development/Teacher Preparation
Audience Level: New to Field/Experienced

This session will focus on how the Sylvan USD in the Central Valley began its journey to implement the tenets of the ELA/ELD Framework by first leveraging their Title III plan through strategic building of infrastructure, carefully designed professional learning, and shared responsibility among administration. Although English learners comprise only 15% of the district population, their data analysis identified the need to prioritize the development of a more rigorous and robust ELD program. Sylvan identified a multi-year professional learning plan for implementing integrated and designated ELD as they expand and refine their programs and practices throughout the district.
Building Trust between Families Creates Bridges of Engagement

1:00 PM - 2:15 PM
Room: Tower 3-Union Square 5

Elizabeth Carzoli, Sweetwater Union High SD

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

Research has shown that parent engagement in our schools increases student’s academic success. Parent engagement can only be achieved through building bridges of trust with their schools. By focusing on how trust plays in the relationships between families and schools, responsible educators can build those bridges of trust and thus achieve student academic success. In this workshop, participants will be guided on how to build and promote trust with their schools and families by engaging in activities that will help them reflect on best practices for building bridges of trust in their schools and families. (adopted from Megan Tschannen-Moran, Trust that Matters: Leadership for Successful Schools)

Language Acquisition through STEM Investigations: TL3C Summer PD Institute Review

1:00 PM - 2:15 PM
Room: Tower 3-Van Ness

Megan Garvy, Mesa Community College
Margarita Jiménez-Silva, Arizona State University

Grade Level: K-12, College/University
Language: English
Strand: University Programs
Audience Level: New to Field/Experienced

The Teachers of Language Learners Learning Community (TL3C) is a federal grant project that aims to support teachers of language learners (TLLs) in various programs at Title I schools. The project hosts professional development opportunities for TLLs including a 7-day summer institute followed by two full day sessions during the academic year. During the institute, TLLs engage in interactive experiences that model an investigative classroom for language learners focusing on increasing depth of content knowledge and academic language. These signature experiences are sheltered to model best practices for language learners. Teachers collaborate in grade levels to replicate STEM investigations to pilot in dual language and SEI classrooms. The framework of the institute is built around college courses that further address scientific inquiry and lesson design specific to language learners. In this session, participants will experience a micro investigation and will identify the guiding principles to set up investigations in the classroom that are inclusive of language learners.
Teachers and Immigration - How teachers can advocate for their immigrant students inside and outside of the classroom.

1:00 PM - 2:15 PM
Room: Tower 3-Union Square 14

Annette Wong, Chinese for Affirmative Action
Derrlyn Tom, San Francisco USD
Hong Mei Pang, Asian Students Promoting Immigrant Rights through Education
Laura Melgarejo, People Organizing to Demand Environmental and Economic Rights

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

Immigration is a hot topic across the nation these days. As educators we see, on a daily basis, that immigrant students face a myriad of struggles in the classroom but also beyond as a direct result of their immigrant experience. Educators can have a huge impact on the lives of their immigrant students by staying informed about what is happening at the national level in terms of immigration policy but also what relief programs are available for undocumented students who qualify.

Learning Language Through Grade-Appropriate Content: The High School Newcomer’s Challenge

1:00 PM - 2:15 PM
Room: Tower 3-Lombard

Kathryn Thomas, Campbell Union High SD
Diana Nguyen, Campbell Union High SD

Grade Level: 9-12
Language: English
Strand: English Language Development (ELD)
Audience Level: Experienced

This presentation will share the strengths, challenges, and discoveries of a five week ELD Summer Bridge program designed to prepare ELs for academic rigor at the secondary level. Participants will reflect on the challenges and responsibilities surrounding accessibility to grade-appropriate content for beginning and early intermediate language learners.
Mini Shared Reading is a teaching/learning strategy organized: 1) to familiarize the children with a leveled predictable book two levels beyond their instructional level; 2) to engage them in successful act of proficient reading; and 3) to make visible the cueing systems (semantic, syntactic, graphophonic, and orthographic) and universals strategies (predicting, sampling, confirming, self correcting, comprehending) as the reader revisits the text with mediated guidance. It is based on four theoretical and research foundations that include: Vygotsky’s sociocultural theory of teaching/learning, Goodman’s sociopsycholinguistic theory of reading; Ferreiro & Teberosky’s sociopsychogenesis theory of “how children come to know” written language; and 4) Freire’s sociopolitical theory of the praxis of teaching/learning.

Book signing immediately following session.
Author's Corner

Meet the author and get your book signed!

Please join CABE in recognizing authors of multicultural and multilingual literature!

Wednesday, March 23, 2016

2:30 pm – 3:00 pm  
Author, Oliver Chin  
*Tales from the Chinese Zodiac Series*

3:15 pm – 3:45 pm  
Author and Speaker, Elizabeth Jiménez Salinas  
*El Corazon Sincero, LALO, and Math, Science and History Cognate Books*

6:00 pm – 7:00 pm  
Keynote Speaker, Sonia Manzano  
*Becoming María: Love and Chaos in the South Bronx*

CABE offers an amazing setting for all of us to learn about new programs and books that might be of interest to our students. We’re proud to announce two new programs that we feel you’ll want to know about and use. To get our weekly *Latino Reads Podcast* with author interview and more, go to iTunes and sign up for the free downloads. With *The Empowering Speakers Bureau* we work with Dolores Huerta, Víctor Villaseñor, Luis Rodríguez, Josefina López, Ambassador Julian Nava and more than 50 other great speakers for your school or event. Call Marie Elena Cortés at 832-388-8218 or email MarieElena.Cortes@gmail.com for more information.
WORKSHOPS / SESSION 2  2:45 PM - 4:00 PM

•Three Voices: Strategies Developing Academic Literacy in Math and Science

2:45 PM - 4:00 PM
Room: Tower 3-Van Ness

Michael Towne, Val Verde USD
Esperanza Arce, Val Verde USD

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

This interactive workshop engages beginning and experienced teachers in three strategies designed to develop academic literacy during math and science lessons grades 3-12. We introduce each strategy with brief descriptions and supporting research followed by video clips demonstrating actual classroom applications. Each participant will receive access to our training videos, graphic organizers for classroom use and interactive planners online. We analyze strategies in debriefing sessions after each video, answering questions or clarifying strengths or weaknesses observed.

•Las diferencias entre estudiantes que pasan examenes de lectura de manera con éxito y los que encuentran dichos examenes dificiles

2:45 PM - 4:00 PM
Room: Tower 3-Plaza A

Victor Tellez, Compton USD

Grade Level: All
Language: Spanish
Strand: Assessment & Accountability
Audience Level: New to Field/Experienced

En el 2015 hice esta presentacion en inglés. Esta vez quiero presentarla en español. Los Estados Unidos está experimentando una crisis muy grave. Esta es una crisis de alfabetismo entre los estudiantes que hoy día acuden a las escuelas. Esta crisis se refleja en las estadísticas de desempeño que presentan los niños. Un ejemplo triste de esto se ve en la proporción de alumnos que pasan el examen de California de desarrollo en inglés(CELDT.) Solo 1 de cada 5 alumnos logran conseguir puntuacion apropiada para poder reclasificarse Cuál es la diferencia? Exactamente qué son las estrategias que aseguran el éxito? En esta presentación veremos las estadísticas sobre las evaluaciones de lectura. También veremos los métodos que actualmente se usan para enseñar y los últimos descubrimientos científicos sobre estos métodos y el aprendizaje de la lectura. También veremos unos ejemplos que usted podría usar en casa para ayudar a sus hijos mejorar su progreso en la lectura.

•Student Collaboration and Assessment through Close Reading

2:45 PM - 4:00 PM
Room: BR-Continental Ballroom 2

Christina Arpante, Santa Clara COE
Rhonda Beasley, Santa Clara COE

Grade Level: 3-12, Adult
Language: English
Strand: Professional Development/Teacher Preparation
Audience Level: New to Field/Experienced

This hands-on workshop will focus on dynamic classroom discussions through collaborative close reading. Because literacy is woven into every aspect of the learning, participants will put on their “student hat” and engage in a rigorous, collaborative, and peer driven close reading. Participants will experience flexible multi-strategy learning opportunities for all learners while demonstrating how to become more adept and informed readers of complex texts.
WORKSHOPS / SESSION 2  2:45 PM - 4:00 PM

•Designing Parent Workshops and Events - Help is on the Way!

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

Marcia Turner, Ocean View SD
Sandra Pérez, Ocean View SD
Marina Valero, Ocean View SD

Grade Level: Preschool-8
Language: English
Strand: Parent and Community Engagement
Audience Level: New to Field/Experienced

Planning and designing parent engagement activities can be time consuming, and often our schools don’t do as much as they should. We will provide support by sharing some of our successful practices. Participants will come away with some specific agendas and materials for classes, workshops and meetings in Spanish that are of interest to English Learner parents. For example: Beginning Computer Skills, Positive Discipline Strategies, Reading with your Child.

•Let’s Talk History! Social Studies, Academic Discussions, and Language Acquisition

2:45 PM - 4:00 PM
Room: Tower 3-Lombard

Mae Chaplin, CSU Sacramento

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

This interactive workshop focuses on using Social Studies curriculum to promote language acquisition and academic discussions. Topics covered include: 1. An introduction of the characteristics and benefits of using academic discussions to enhance language acquisition; 2. An interactive presentation of activities used to prepare and facilitate academic discussions; 3. An overview of planning considerations related to Social Studies; and 4. Time for individual reflection concerning the practical application of the above activities.

•Invitations to the Conversation: Teacher Talk Moves that Empower English Learners

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

Jenn Guerrero, Sonoma COE
Kelly Matteri, Sonoma COE

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

In California, three out of five English Learners in grades 6-12 are Long Term English Learners. In order to address this crisis, English Learners must be purposefully positioned as active, valued participants in the learning community of the classroom. Teachers play a critical role in facilitating the kind of inclusive, academically rich discussions that have the potential to engage and empower English Language Learners. This workshop will equip teachers with strategic moves for facilitating academic discussion that can help break ineffective communicative habits held by both teachers and students, while building a new, more powerful, repertoire of communication skills.

•Nourishing the Roots of Learning: Lessons from an Immersion Preschool

2:45 PM - 4:00 PM
Room: Tower 3-Union Square 9

Bethica Quinn, Centro Las Olas

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

This session invites participants to reflect on documentation being collected at Centro Las Olas, a Spanish immersion preschool in San Francisco. Through the lens of four underlying processes of development, we will present our emerging conclusions about creating classrooms rich in discourse and inquiry for young dual language learners. Participants will investigate these processes, their potential for narrowing the achievement gap, and how they may be applied in a variety of educational contexts.
WORKSHOPS / SESSION 2  2:45 PM - 4:00 PM

• Reading Strategies to Use in Your Classroom Tomorrow

2:45 PM - 4:00 PM
Room: BR-Continental Ballroom 3

Debbie Quevedo, Hesperia USD

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

Come and “make and take” effective, research-based reading strategies to implement in your classroom immediately. Walk away with various activities and techniques to motivate students and help them improve understanding of complex text. Come be an active participant in this fun-filled, hands-on session!

• Why You Should Pay Attention to Foreign Language Anxiety

2:45 PM - 4:00 PM
Room: BR-Continental Ballroom 8

Taghreed Al-Saraj, Berkeley Language Center & Educate Right

Grade Level: 9-12, College/University, Adult Education
Language: English
Strand: Professional Development/Teacher Preparation
Audience Level: New to Field/Experienced

Many people suffer from foreign language anxiety and are not aware of it. Language anxiety can be extremely debilitating for some to the point that they stop the learning process and flee from the opportunity. This presentation will explain exactly what foreign language anxiety is, as well as how to recognize it, both as an educator or as a student, and provide methods of how to reduce the effects on the language learner.

CANCELLED

• Scaffold Student Learning: Building the Rigor

2:45 PM - 4:00 PM
Room: Tower 3-Union Square 13

Tracey Gaglio, Orange County DOE
Omar Guillen, Orange County DOE

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

Participants will explore explicit connections between language and content. The rigor of the Common Core requires students to engage in productive oral and written work across content areas. This workshop highlights a tool which is based on Bloom’s Taxonomy, Norm Webb’s Depth of Knowledge (DOK) and the 2012 California ELD Standards. The scaffold tool consists of teacher prompts and student response frames across all levels of language development and higher level thinking in order to help educators meet the language demands of the Common Core. Participants will also explore the new scaffold student support tool. The purpose of this learning tool is to promote critical thinking and engagement in academic conversations. The student support tool brings together three distinct parts of learning:

• Connect: Link Current & Previous learning
• Construct: Engage as a Learner
• Consider: Think About Your Learning. In this workshop participants will walk away with strategies that enhance language and content as well as building the oral rigor need for students.
WORKSHOPS / SESSION 2  2:45 PM - 4:00 PM

•Close Reading for K-1

2:45 PM - 4:00 PM
Room: Tower 3-Union Square 5

Marie Echaves, Hayward USD

Grade Level: K-2
Language: English
Strand: Curriculum & Instruction
Audience Level: New to Field/Experienced

Kindergartners, first graders, doing close reads? Taking notes, answering text dependent questions? Are you out of your mind? Come learn strategies that you can use in your classroom to help your students better succeed at doing close reads. Presentation will include examples of close reading lessons, strategies for EL success, and how to extend the close read to meet other Common Core State Standards!

•“A Bridge to Somewhere:” Metaphor in Bilingual Policy Reform Efforts

2:45 PM - 4:00 PM
Room: Tower 3-Union Square 14

Sharon Merritt, Fresno Pacific University

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

As California voters will reconsider Proposition 227 through the November 2016 ballot proposition, the EdGE initiative bilingual educators, parents and students must become aware of the role language ideologies and metaphorical framing play in the political decision-making process. I will present findings from a doctoral study of a Two-Way Immersion program review that revealed the importance of language ideology and metaphor in a failed reform effort.

•Los elementos esenciales sobre la educación especial y el plan educativo (IEP) que todos los padres deben de saber especialmente con los nuevos Estándares Comunes Educativos de California.

2:45 PM - 4:00 PM
Room: Tower 3-Plaza B

Víctor Torres, Woodland Joint USD
Marielena Ayala, Educate Foundation

Grade Level: All
Language: Spanish
Strand: Special Needs Education (e.g. Gate/Special Ed)
Audience Level: New to Field/Experienced

Este taller explicará a los padres con lenguaje comprensivo cómo entender las reuniones de los planes educativos conocidos por IEP. Los padres entenderán las razones por las cuales llevan estas reuniones y cómo los padres pueden prepararse para tener un buen plan educativo efectivo para sus hijos. Algunas de las preguntas que serán contestadas a fondo son: ¿Qué es un IEP? ¿Cuál es la función de este plan educativo para sus hijos? ¿Cómo deben conducirse las reuniones con los maestros? ¿Cómo prepararse para estas reuniones y qué clase de preguntas se pueden hacer? ¿Quienes son los miembros de este comité y cuál es su función? Cómo proceder cuando sus hijos no han cumplido las metas establecidas? ¿Qué resultados se esperan ver?

•Writing an Integrated Bilingual Shape Poem

2:45 PM - 4:00 PM
Room: Tower 3-Union Square 25

José Chávez, Moreno Valley USD
Victoria Acevedo, Moreno Valley USD

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

Presenter will describe an integration of writing, geometry, and art, with a focus toward Bilingual and Dual Language Immersion classes. An outline will demonstrate how teachers assist students in writing a poem using geometric shapes. The addition of color will be discussed. Attendees will have the opportunity to create their own poems. Geometric shapes, coloring materials, and handouts will be provided. Connections will be made to Common Core Standards.
• Identidades Académicas de Alumn@s Latin@s en Programas de Inmersión Dual

2:45 PM - 4:00 PM  Room: Tower 3-Union Square 2

Myriam Casimir, Cal Poly Pomona

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

Docentes de inmersión dual (K-5) necesitan desarrollar las identidades académicas de alumn@s hispanoparlantes de bajos recursos. Platicaremos de la participación académica variada de alumnos de diferentes comunidades. Presentaré estrategias que he usado en grados primero a quinto para: a) acelerar la autoestima académica de niñ@s latin@s de bajos ingresos; b) diferenciar la enseñanza del español para hispanoparlantes; y c) enseñar usando recursos culturales. Maestr@s planificarán como integrar éstas ideas en sus aulas para promover la justicia social.

• Mow Wow! Bilingual Advocacy for Animals: A California Assembly Resolution

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

Leonor Delgado, Palo Alto Humane Society
Maureen Allen, Palo Alto Humane Society

Grade Level: K-5
Language: English
Strand: Advocacy & Engagement
Audience Level: New to Field/Experienced

Palo Alto Humane Society’s advocacy for a statewide resolution promoting humane education has resulted in a 2016 California State Assembly resolution, and this resolution will be the point of departure for our workshop. We will examine Mow Wow Animals, our bilingual (English–Spanish) K–5 complete online program that not only furthers the precepts of the resolution, but also fully satisfies Section 233.5 of the State Education Code and provides best practices in bilingual education.

• Using Research-Based Instruction to Promote Multilingualism: A Day in the Life of a Dual Immersion Student

2:45 PM - 4:00 PM  Room: Tower 3-Union Square 6

Mona Gonzales, Silicon Valley Academy
Mona Nezzar, Silicon Valley Academy
Lina Fawal, Silicon Valley Academy
Azzah Izzeldin, Silicon Valley Academy

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

Experience research-based strategies of the GLAD (Guided Language Acquisition Design) Model in an Arabic dual immersion classroom. Presenters will demonstrate strategies with participants using Arabic. Presenters will create an environment that encourages risk-taking, multiculturalism, and multilingualism. Participate and succeed with what our students endure when learning in a language that is not their primary language. Conference participants will know the ability and potential of these research-proven strategies by experiencing them as a student.

• Colorín Colorado! Professional Development and Parent Resources for PK-12 Educators

2:45 PM - 4:00 PM  Room: Tower 3-Union Square 11

Giselle Lundy-Ponce, American Federation of Teachers

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

Since 2004, Colorín Colorado—a free online resource for Pre-K-12 educators of ELs—has provided educators and parents with resources on literacy skills, academic content, and parent outreach. Whether you are a mainstream or veteran educator who wants to be up to date, this workshop is for you! Come learn about what’s new on Colorín Colorado and how to use it as a professional development tool and how to use it to work with parents.
**WORKSHOPS / SESSION 2  2:45 PM - 4:00 PM**

- **Bringing the CA ELD Standards Part II to Life...**
  2:45 PM - 4:00 PM  
  Room: Tower 3-Golden Gate 2  
  **Karin Linn-Nieves, San Joaquin COE**  
  **Grade Level:** K-5  
  **Language:** English  
  **Strand:** English Language Development (ELD)  
  **Audience Level:** New to Field/Experienced  
  This interactive session focuses on the ELD Standards Part II, and how to use Part I to collaboratively build our English learners knowledge of ‘How English Works.’ Together we will experience some possible applications of these standards with the goal of helping our ELs develop understanding of and proficiency in using academic English. In addition to activities, there will be student work and video clips, as well as reflections on learning.

- **Introducing a New Way to Effectively Monitor Exited English Learners**
  2:45 PM - 4:00 PM  
  Room: Tower 3-Union Square 12  
  **Teddy Rice, Ellevation  
  Sarah Williams, Napa Valley USD**  
  **Grade Level:** K-12  
  **Language:** English, Spanish  
  **Strand:** Curriculum & Instruction  
  **Audience Level:** New to Field/Experienced  
  Come and observe how bilingual classrooms promote higher order thinking and conversations! Participants of this workshop will learn the essentials of Shared Reading as part of a balanced literacy framework. Participants will also engage in Depths of Knowledge questioning that aims to promote critical thinking and accountable student conversations in the classroom. Throughout this presentation, there will be multiple opportunities to unpack and utilize DOK questions when planning for Shared Reading.

- **Depths of Knowledge (DOK) and Shared Reading: Promoting Comprehension and Conversations in the Bilingual Classroom**
  2:45 PM - 4:00 PM  
  Room: Tower 3-Union Square 1  
  **Stephanie Mariscal, Camino Nuevo Charter Academy  
  Carmen Ramos, Camino Nuevo Charter Academy  
  Blanca Gonzalez, Camino Nuevo Charter Academy**  
  **Grade Level:** K-5  
  **Language:** English, Spanish  
  **Strand:** Curriculum & Instruction  
  **Audience Level:** New to Field/Experienced  
  Come and observe how bilingual classrooms promote higher order thinking and conversations! Participants of this workshop will learn the essentials of Shared Reading as part of a balanced literacy framework. Participants will also engage in Depths of Knowledge questioning that aims to promote critical thinking and accountable student conversations in the classroom. Throughout this presentation, there will be multiple opportunities to unpack and utilize DOK questions when planning for Shared Reading.

- **¡Padres con información, hijos con exito!**
  2:45 PM - 4:00 PM  
  Room: Tower 3-Golden Gate 5  
  **María Teresa Herrera, Kern High SD**  
  **Grade Level:** All  
  **Language:** Spanish  
  **Strand:** College and Career Readiness  
  **Audience Level:** New to Field/Experienced  
  El proposito de esta presentación es motivar a los padres a recuperar su derecho a ser la influencia mas grande en la vida de sus hijos. El adaptarse a una nueva cultura y a un nuevo idioma no debe de relegar a los padres ni a nuestro idioma a un segundo lugar. Es criticó 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.
WORKSHOPS / SESSION 2  2:45 PM - 4:00 PM

•Using Lesson Study to Increase Sheltered Instruction Implementation

2:45 PM - 4:00 PM
Room: BR-Yosemite A

Jennifer Himmel, Center for Applied Linguistics

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

Teachers introduced to sheltered instruction practices need job-embedded support to successfully incorporate them into lesson delivery. During this multimedia session, the presenter introduces a version of Japanese lesson study to use with teachers ready to deepen their reflection and implementation of sheltered instruction. Through demonstration with classroom video, participants learn the lesson study process and explore how to use an observation protocol that focuses teacher attention on the integration of content and language development.

•Unpacking the ELD Standards without a PowerPoint

2:45 PM - 4:00 PM
Room: Tower 3-Golden Gate 8

Nabila Massoumi, San Mateo COE
Patrick Hurley, San Mateo COE

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

In this session, participants will be engaged in an interactive way to understand the ELD Standards and walk away with online resources to share this activity with other colleagues. We will lead the group into a sorting activity using the standards from a grade level and then show them where they can access and replicate the same activity for their colleagues and staff at different grade levels. We will also show how the standards are connected to the grade level vignettes in the ELA/ELD Framework.

•Multiculturalism & Global Competency

2:45 PM - 4:00 PM
Room: Tower 3-Union Square 10

Vanessa Brambila, Chula Vista Elementary SD
Robert Pollack, Chula Vista Elementary SD

Grade Level: Preschool-12
Language: English
Strand: Multicultural/Diversity Education
Audience Level: Experienced

What is “multiculturalism” and why is it important in the classroom? In this interactive session, participants will explore culture and how it impacts students’ identities and global competencies. Participants will learn ideas on classroom projects, community activities, and how to incorporate literature and other resources to validate students’ cultures and broaden their world views.

•Organizing Language by Time in Any Bilingual School Model

2:45 PM - 4:00 PM
Room: Tower 3-Union Square 3

Jorge Cuevas Antillón, San Diego COE
Olympia Kyriakidis, San Diego COE

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

How can we move beyond simple percentages to organize the language goals of our bilingual and two-way programs? This session is designed for school leadership teams, coaches and administrators to explore elements to consider when designing a coherent language development model across grades. Recommendations by experts will be reviewed, a template will be shared and time will be dedicated to allow every participants to review pros and cons of their current language program model and to consider possible improvements.
Intentionally creating language rich environments for our preschool English learners takes time and effort. This interactive workshop engages participants in thinking about how children learn language and introduces successful research-based strategies for having a classroom that is alive with words, aloud with language, and results in language-rich learning.

California’s state budget reflects the state’s values and priorities. This workshop is intended to provide information about the state budget and how to navigate the state budget process.
Get to know National Geographic Learning

- Engaging content from National Geographic
- Interactive learning through digital offerings
- Effective programs support Common Core State Standards
- Academic language support
- Content area literacy connections

See our California state adopted materials.

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Advanced & Electives · Career and Technical Education

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WEDNESDAY GENERAL SESSION
4:30 pm – 6:00 pm
Continental Ballroom

Entertainment
Aztlan Mariachi, Pueblo Magnet HS
José Luis Orozco and 123Andrés

Welcome
Jan Gustafson Corea, CABE CEO

Host
Karling Aguilera-Fort, CABE Board of Directors, President

Honorary Chair
Richard Carranza, Superintendent San Francisco USD

Policy and Legislative Update

Special Greetings
John B. King, Jr. - Secretary of Education, US Department of Education
Tom Torlakson - California State Superintendent of Public Instruction

Presentation of Ohtli Award
Carlos García, Honoree
Francisco de la Torre - Executive Director, IME (Instituto de Mexicanos en el Exterior)

CABE 2016 Memorial
Francisco X. Alarcón, Chicano and American Poet and Educator

Keynote Speaker

Sonia Manzano, “María” from Sesame Street
Actress and Advocate for Bilingualism

Closing and Announcements

CABE Thanks Our Platinum Level Sponsor:
In this presentation based on her new book, Becoming Maria: Love and Chaos in the South Bronx, Manzano shares her personal tale of the struggles she faced coming from a poor Puerto Rican family to eventually becoming one of the most influential Latinas in television. Based on her memoir, this poignant and inspirational story is told with Manzano’s signature humor and wit, making this a memorable presentation for all.

Sonia Manzano is a first-generation American of Latino descent who has affected the lives of millions of parents and children since the early 1970’s when she was offered an opportunity to play “Maria” on Sesame Street. Manzano was raised in the South Bronx where her involvement in the arts was inspired by teachers who encouraged her to audition for the High School of Performing Arts. She was accepted there and began her career as an actress. A scholarship took her to Carnegie Mellon University in Pittsburgh, and in her junior year, she came to New York to star in the original production of the off-Broadway show “Godspell.” Within a year, Manzano joined the production of Sesame Street, where she eventually began writing scripts for the series. She was thrilled to help write the story line for “Maria’s” marriage and birth of “Maria’s” baby, played for a while by Manzano’s real-life daughter Gabriela.


Sonia will be signing her book immediately following this session in the Author’s Corner in the Grand Ballroom Exhibit Hall.
CABE 2016
NIGHT AT THE EXHIBITS

Get a head start on viewing the CABE 2016 Exhibit Hall on the first night CABE 2016

The Exhibit Hall will be open immediately following the Opening General Session

For a Special Night at the Exhibits

Wednesday, March 23, 2016
6:00 PM-7:30 PM
Grand Ballroom

Raffles, drink coupons, and discounts!

More time to browse the exhibit booths and speak with our exhibitors one on one!

After your visit to the Exhibit Hall, join us at

The CABE Membership Reception

Continental Ballroom - 7:00 PM-11:00 PM

Join us as we get off to a fabulous and fun start of CABE 2016!
CABE 41st Anniversary Membership Reception

Start your CABE 2016 experience in honor of our CABE Members!

Wednesday, March 23, 2016
7:00 pm-11:00 pm • Continental Ballroom

Complimentary Admission for CABE Members ONLY
Non-member fee: $25

DON’T MISS THE RAFFLE!
Members will receive a raffle ticket at the event to enter the raffle!
Hosted by the CABE Board Members

Sponsor: CTA nea

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