

**CABE STRATEGIC PLAN
ANNUAL SUMMARY REPORT
2013-18**



PRIORITY CLAIM/GOAL: 2.1 Professional Development Framework

Project Managers: Kris Nicholls and Delma Chwilinski

DESCRIPTION: 2.1 Professional Development Framework: Develop and disseminate a common professional development framework to develop the highest quality teachers and administrators who are prepared to engage high achieving and joyful 21st century English Learners.

2.2 Professional Development: Provide coherent, comprehensive, and ongoing professional preparation and support programs based on well-defined standards of practice, aligned to CABE’s Professional Development Framework, and designed to create professional learning communities and networks of administrators, teachers, and other staff to implement a powerful vision of excellent teaching for each group of English Learners they serve and support English Learner best practices, research, policies, and materials/resources.

ACTIONS	KEY EVIDENCE/ACCOMPLISHMENTS
<p>2.1.1 Convene a framework design team</p>	<p>Program Manager: Kris Nicholls</p> <p>PD Framework team will reconvene to revise draft outline and complete the writing of the framework once the EL Roadmap guide has been adopted by the SBE</p>
<p>2.1.2 Disseminate and publicize the board-adopted framework</p>	<p>Program Manager: Kris Nicholls</p> <p>PD Framework team will determine the audience and the dissemination/publicity plan once completed</p>
<p>2.2.1 Establish a CABE Professional Development Services Group to develop and market training and other services that fit with the CABE mission and</p>	<p>Program Manager: Kris Nicholls</p> <p>PDS continues to grow; we currently (2018) have 13 active consultants,</p> <p>PDS is growing in the depth and breadth of its offerings, and the field is responding with increasing requests for PDS consulting and professional development support</p>

ACTIONS	KEY EVIDENCE/ACCOMPLISHMENTS
vision, and to develop aligned supporting products.	PDS is working at the local, state, national, and international level
<p>2.2.2 Launch Phase I/ Start - Up of the Professional Services Plan in order to structure the business for growth, help budget the future work, and lay the groundwork for a successful launch for SY 13-14.</p>	Completed 2013-14 under the leadership of consultant Elizabeth Jimenez
<p>2.2.3 Launch Phase II/ Growth of the Professional Services Plan in order to conduct the Year One professional development events.</p>	Completed 2014-15 under the leadership of consultant Elizabeth Jimenez and the new PDS Director, Kris Nichols
<p>2.2.4 Launch Phase III/ Expansion of the Professional Services Plan.</p>	<p>Program Manager: Kris Nicholls</p> <p>Continually in progress</p> <p>A full-time director for CAFE PDS was hired in September 2015—Kris Nicholls</p> <p>PDS has grown from 1 part time consultant in 2013 to 4 FT Staff and 13 in 2018 and continues to receive applications from outstanding candidates wanting to work with PDS.</p> <p>At its initiation in 2013 CAFE PDS had a dedicated budget of \$12,500. In 2018 we are projecting a budget of \$1.1 million.</p> <p>PDS is leading the way in the state with its professional development and consulting for biliteracy programs.</p> <p>Marketing activities (CAFE and PDS webpages, flyers, email blasts, articles in CAFE Newsletter, various listservs, through partners' websites, etc.) occur regularly to support the PDS professional development and consulting services.</p>

ACTIONS	KEY EVIDENCE/ACCOMPLISHMENTS
	<p>CABE has formed partnerships with other professional development organizations—DLeNM, CAL, Calforians Together, etc. to strengthen and support biliteracy and EL support throughout the state and nation.</p> <p>PDS regularly presents at other organizations' conferences/events—DLeNM, NABE, CALSA, CLSBA, CSBA, CDE</p> <p>Upon request, PDS will do an initial meeting with a district/site considering its services to share with stakeholders the work that PDS does and how PDS could provide customized consulting and professional development in support of the outcomes that each has identified.</p>
<p>2.2.5 Create a culture of quality service and support to our schools, districts, and communities through an accountable professional development system.</p>	<p>Program Managers: Delma Chwilinski and Kris Nicholls</p> <p>P & E Team: Increased participation of attendee's diverse, culture and of linguistic background.</p> <p>High rate of exemplary evaluation ratings for all conferences. Provided high quality customer service: registrations, accounts receivables, speakers, presenters and memberships. High quality feedback for Keynote speakers. Record breaking registration causing Registration to be closed. Increased access to high quality technology resources: website, Sched app, CABE app, Facebook, and twitter. High interest on Superintendent and other educational leaders speaking at our conferences.</p> <p>PDS: PDS has gained a reputation of quality service and support.</p> <p>PDS continues to seek topics that are of critical interest to the field of English Learner and biliteracy education and provide customized consulting and design professional development in response to the need.</p> <p>In 2016-2017 and 2017-2018, PDS has been contracted by nearly 40 districts each year to provide customized professional development</p> <p>PDS developed the <i>ELPAC Institute</i>, which was approved by the CDE, that focuses on the content of the new English Language Development test for the state.</p>

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	<p>PDS continues to present ELPAC Institutes around the state (nearly 6,000 participants thus far) in support of county offices of education, districts, sites, teachers, students, their families, and communities.</p> <p>PDS is now presenting the institute's newest version, the ELPAC 2.0, which identifies and presents/models high-leverage strategies for English Learner success on the ELPAC and the classroom (academically and linguistically), based on an in-depth analysis by the PDS team of the ELPAC tasks and practice tests.</p> <p>CABE has specifically focused on supporting teachers who teach in Spanish settings with:</p> <ul style="list-style-type: none"> -Academic Spanish day long PD sessions as well as workshops, -Binational GLAD Teacher PD in partnership with the Sistema Educativo Estatal (SEE) in Tijuana <p>PDS is collaborating with the Center for Applied Linguistics (CAL) on the development of a <i>Teacher Personal Reflection Log</i>, based on the <i>Guiding Principles for Dual Language Education, 3rd edition</i>, and the translation into Spanish of the <i>Guiding Principles</i>.</p> <p>At CABE 2017 and CABE 2018, PDS partnered with CAL on multiple presentations on the <i>Guiding Principles for Dual Language Education</i>, including <i>Using the "Guiding Principles for Dual Language Education" to Strengthen Your Program</i></p> <p>At CABE 2018, PDS also presented the following:</p> <ul style="list-style-type: none"> • <i>How to Successfully Transition an Elementary DLI Program to Secondary</i> • <i>High-Leverage Strategies for the English Language Proficiency Assessments for California (ELPAC; pilot of ELPAC 2.0) Institute (half-day)</i> • <i>Planning and Implementing a Strong, Successful, and Sustainable Elementary Dual Language Immersion Program</i> • <i>Secondary DLI Institute (half-day)</i> • <i>ELPAC Institute for Administrators and Instructional Coaches (half-day)</i> <p>PDS updated its online "Dual Language Immersion Planning Guide" to align it with the new 3rd edition of the <i>Guiding Principles for Dual Language Education</i>, and presented a</p>

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	<p>session at CAFE 2018 on how to use the online guide to plan and implement a new elementary Dual Language Immersion (DLI) program.</p> <p>PDS provides DLI and Developmental Bilingual Education (DBE) professional development and coaching for district/site administrators, teachers, and instructional coaches for a strong, successful, and sustainable DLI program (S³)</p> <ul style="list-style-type: none"> • Establishing a District Leadership Team (DLT) • Planning and implementing a new DLI/DBE program • “DLI/DBE 101” (definition, program and implementation models, second language acquisition theory, research, <i>Guiding Principles for Dual Language Education, 3rd edition [GP3]</i>, Spanish Language Development [SLD] standards) • Designated ELD in a 90:10 program • Academic Spanish • Cross-linguistic transfer • Best instructional practices in a DLI/DBE program • Transitioning an elementary DLI/DBE program to secondary • DLI/DBE program reflection system based on the GP3 • Student monitoring system (language development in L1 and L2, academic achievement) • DLI/DBE Master Plan development <p>PDS was privileged to lead the DLI Networks (for beginning programs and for established programs) for LACOE in 2016-2017 and 2017-2018. We have been asked to again lead the networks this coming year.</p> <p>PDS partnered with CSU Fullerton in the fall 2017 to present the 2-day <i>Secondary DLI Symposium</i>, which was one of the first events in the US to focus on secondary DLI programs. The symposium was attended by 222 participants from across the country.</p> <p>PDS also partnered with Velazquez Press in surveying DLI/DBE programs across California to learn what subject areas were being taught in what target languages. The survey also asked for the name of the curriculum used in each of the classes. This was done to support DLI/DBE programs who were expanding their programs to higher grade levels and wanted to know what curriculum might be available. The data results were shared at the 2017 <i>La Cosecha</i> conference (Dual Language Education New Mexico; DLeNM)</p>

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	<p>PDS also provides English Learner professional development for district/site administrators, instructional coaches, and teachers on the</p> <ul style="list-style-type: none"> • ELA/ELD Framework • ELD standards • Integrated ELD/Differentiated instruction • Integrated ELD in secondary science (NGSS) • Designated ELD • English Learner Master Plan development <p>CABE received three grants that focus on professional development and systemic support for teachers and administrators in biliteracy and EL settings and the development of biliteracy pathways:</p> <p style="padding-left: 40px;">Sobrato—Bilingual Teacher Pipeline Grant (2017-2019) Coordinated and led by Jan Corea, Cynthia Vazquez Petitt and Ivannia Soto</p> <p style="padding-left: 40px;">National Professional Development Grant (2015-2022) Project Director: Maria Villa with targeted support from PDS and other team members</p> <p style="padding-left: 40px;">EL PLN—CCEE—in partnership with Californians Together.</p> <p>Through the passage of Bilingual Teacher Professional Development (BTPD) in CA in 2017, CABE works with and supports the 8 LEAs who received this 3 year grant.</p>
<p>2.2.6 Maintain our regional and annual conference structure with targeted focus on timely and relevant professional development.</p>	<p>Program Managers: Delma Chwilinski and Kris Nicholls</p> <p>P & E Team: CABE Annual Conference served thousands of attendees, providing timely and relevant Professional Development access to high quality resources, active parent engagement leadership, targeted offering for para-educators, teachers and educational leaders and parent highly inspiring keynotes speakers and presenters. Our attendees span from parents, teacher, administrators, community members, partners and students.</p> <p>We have maintained our alternation location pattern and have held the following annual conferences from 2013-2018. In this five-year span, have served 27,661 attendees.</p>

ACTIONS	KEY EVIDENCE/ACCOMPLISHMENTS
	<p>CABE 2013: Long Beach Total Registered = 3610</p> <p>CABE 2014: Anaheim Total Registered = 4251</p> <p>CABE 2015: San Diego Total Registered = 4411</p> <p>CABE 2016: San Francisco Total Registered = 5076</p> <p>CABE 2017: Anaheim Total Registered = 5808</p> <p>CABE 2018: Total Registered: 4505</p> <p>The Parent and Para Educator Regional Conferences have shown very positive growth in the last 5 years. At the writing of the strategic plan in 2013, we questioned if the focus and effort put forth for regional conferences was making a strong enough impact programmatically and fiscally. After the first year, with focused and strategic marketing and attention, we began to see strong growth in the number of attendees and revenues proving that indeed the regional conference structure is a viable and important one.</p>

ACTIONS

KEY EVIDENCE/ACCOMPLISHMENTS

Year and Conference	Date	Grand Total
2013 Bakersfield	11/9/13	178
2014 Sacramento	1/30/14	223
2014 Monterey	3/27/14	187
2014 Riverside	5/22/14	550
Total 2013-14		1138
2014 Bakersfield	10/30/14	236
2014 Sacramento	11/13/14	298
2015 Monterey	4/30/15	258
2015 Riverside	5/20/15	889
Total 2014-15		1681
2015 Bakersfield	10/29/15	298
2015 Northern Regional	11/19/15	342
2016 Anaheim	4/26/16	529
2016 Riverside	5/17/16	1018
Total 2015-16		2187
2016 Monterey	10/20/16	282
2016 Bakersfield	11/17/16	313
2017 Northern	1/25/17	209
2017 Riverside	5/17/17	1168
Total 2016-17		1972
2017 Monterey	10/26/17	245
2017 Bakersfield	11/30/17	389
2018 Anaheim	2/1/18	267
2018 Riverside	5/9/18	1130
Total 2017-18		2031
TOTAL 2013-2018		9009

From 2013-18, we have had a 44% increase in attendance at the regional conferences.

PDS:

PDS has partnered with the Program and Events team since 2014 to present up to four (4) comprehensive Administrator and Teacher Institutes on critical topics in English Learner education at the Regional Conferences over the past four (4) years, and looks forward to being able to continue the

ACTIONS	KEY EVIDENCE/ACCOMPLISHMENTS
	<p>partnership and presentation of Administrator and Teacher Institutes with the Program and Events team.</p> <p>2017-2018 Administrator and Teacher Institutes at the Regional Conferences were attended by 690 administrators, instructional coaches, and teachers. The topics included:</p> <ul style="list-style-type: none"> • <i>ELPAC Institute for Administrators and Instructional Coaches</i> • <i>Academic Spanish: The “What” and the “How”</i> • <i>NGSS Science and CCSS Math for Grades 6-12: Integrating ELD and ELPAC-Like Tasks</i> • <i>LTEs: Powerful, Asset-Focused Instruction for Long-Term English Learners (Grades 6-12)</i>