



CREATING MULTILINGUAL MAGIC

# CABE 2014

APRIL 2 - 5, 2014 / ANAHEIM MARRIOTT HOTEL

SUCCESS FOR ENGLISH LEARNERS THROUGH THE COMMON CORE, THE NEW ELD STANDARDS, TECHNOLOGY & THE ARTS



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### DONNA ALONZO-VAUGHAN

Donna Alonzo-Vaughan, Superintendent of the Salinas City Elementary School District, sadly passed away at the age of 52 in June of 2013. Donna's deep commitment and dedication to public education leaves a legacy that will continue to be an inspiration. She is remembered as being a leader who was witty, dedicated, and a passionate advocate for children—particularly students of diverse language and cultural backgrounds. She was a long time member and supporter of CABE who served on many conference planning committees and provided key support as an educational leader. She was a brilliant leader whose impact will be remembered by many in the CABE community.



### SAL CASTRO

Sal Castro, a social studies teacher who played a leading role in the historic 1968 Chicano student walkouts protesting rampant bias and inequalities in the Los Angeles Unified School District, passed away in April of 2013 at the age of 79. Sal was a Lincoln High School teacher who guided student walkouts at five predominantly Mexican American schools on the Eastside in what came to be seen as a milestone in community activism. The students demanded bilingual education, ethnic studies and other changes at a time when the curriculum largely ignored Mexican American history and educators forbid Chicano students to speak Spanish and often steered them toward menial jobs rather than college despite strong academic abilities, according to the district. Sal was a friend and colleague to many in the CABE community. He was honored previously by the CABE Board for the passion and courage he provided thousands of students in his role as teacher, activist, mentor, and advocate. CABE stands with Sal and continues the work he bravely led in our schools and communities.



### MARIUCCIA IACONI

Mariuccia Iaconi, was the owner of Mariuccia Iaconi Book Imports in San Francisco from 1955-2006. She passed away in December of 2013 at the age of 85. Mariuccia was devoted to selecting meaningful and high quality literature for children in their primary language, a devotion which brought her great joy. She was a great supporter of CABE and was a regular exhibitor and sponsor at our annual conferences. Through her business, she imported multilingual titles for resell to schools and individuals. She enjoyed and savored literature, like a fine meal; she especially loved reading history. She firmly believed that speaking more than one language truly is a way to open and broadens one's horizons. She believed that a book in a child's hands could unlock her/his world. As her family shared, *"The CABE community was important to Mariuccia because it spoke to what she believed in: making sure that children were afforded the opportunity to read and be educated in their home language while learning English."* Mariuccia was an inspiration to the CABE community and is greatly missed.



### GREG IHNOTIC

Greg Ihnotic, co-founder for Arroyo Viejo Books, passed away in August of 2013 in Idyllwild, California. Greg worked in the field of English Learner and Bilingual Education since 1986. He supported CABE for many years as a favorite publisher and always brought the widest and best selection of multicultural and bilingual books for conference attendees to review. Greg was always friendly, engaging and made those who came by his booth feel very welcome. He was a dear friend to the bilingual and dual language community and he will be greatly missed.



### ISABEL SCHON

Isabel Schon, who passed away in 2011, was a much-appreciated collaborator and supporter of CABE. As a child growing up in Mexico City "Clabe" Schon's life-long dedication to literature and books started with weekly trips to the library. She attended the UNAM, and later came to the U.S. and earned both her Masters of Education and her doctorate degree. During her career at California State University at San Marcos, she established the Barahona Center for the Study of Books in Spanish for Children and Adolescents, and, after her retirement in 2009, was the founder of the Isabel Schon International Center for Spanish Books for Youth. Dr. Schon was internationally recognized as THE expert on children's and young adult literature in Spanish (and in English about Latin American themes), receiving numerous accolades and awards for her work from library associations, language teachers and others. Dr. Schon shared her knowledge and love of books with so many in the San Diego area, throughout California, and the international community, CABE posthumously salutes her vision and passion for the rich gift of reading in more than one language.

CONFERENCE AT A GLANCE

WEDNESDAY 4/2	REGISTRATION	EXHIBITS & CAREER FAIR	GENERAL SESSIONS	PARENT CENTER
	<b>7:30 am - 4:30 pm</b> Conference Registration Anaheim Marriott	<b>7:30 am – 11:00 am</b> Exhibit/Career Fair Move-In and Set-Up Marquis Ballroom	<b>4:30 pm - 6:00 pm</b> Opening General Session Platinum Ballroom	<b>11:00 am - 4:00 pm</b> Parent Center Opening Grand Ballroom C & D
	<b>7:30 am - 4:30 pm</b> Tote Bag Pick-Up, Anaheim Marriott	<b>12:00 pm – 4:00 pm</b> Exhibit/Career Fair Opening Marquis Ballroom	<b>Keynote Address:</b> <b>ANA MARIA Álvarez</b>	
		<b>6:00 pm – 7:30 pm</b> Night at the Exhibits Marquis Ballroom		
THURSDAY 4/3	REGISTRATION	EXHIBITS & CAREER FAIR	GENERAL SESSIONS	PARENT CENTER
	<b>7:30 am - 4:30 pm</b> Conference Registration Anaheim Marriott	<b>9:00 am – 5:30 pm</b> Exhibit/Career Fair Marquis Ballroom	<b>8:30 am - 10:00 am</b> General Session Platinum Ballroom	<b>7:30 am - 4:00 pm</b> Parent Center Grand Ballroom C & D
	<b>7:30 am - 4:30 pm</b> Tote Bag Pick-Up, Anaheim Marriott		<b>Keynote Address:</b> <b>LAURIE OLSEN</b>	
	<b>7:30 am - 8:00 am</b> New Attendees Orientation Gold Key 1			
FRIDAY 4/4	REGISTRATION	EXHIBITS & CAREER FAIR	GENERAL SESSIONS	PARENT CENTER
	<b>7:30 am - 4:30 pm</b> Conference Registration Anaheim Marriott	<b>9:00 am – 5:30 pm</b> Exhibit/Career Fair Marquis Ballroom	<b>8:30 am - 10:00 am</b> General Session Platinum Ballroom	<b>7:30 am - 4:00 pm</b> Parent Center Grand Ballroom C & D
	<b>7:30 am - 4:30 pm</b> Tote Bag Pick-Up, Anaheim Marriott		<b>Keynote Address:</b> <b>PEDRO NOGUERA</b>	
	<b>7:30 am - 8:00 am</b> New Attendees Orientation Gold Key 1			
SATURDAY 4/5	REGISTRATION	EXHIBITS & CAREER FAIR	GENERAL SESSIONS	PARENT CENTER
	<b>7:30 am - 10:00 am</b> Conference Registration Anaheim Marriott	<b>8:00 am – 1:00 pm</b> CABE Store/Exhibit Platinum Lobby		<b>7:30 am - 12:00 pm</b> Parent Center Grand Ballroom C & D
	<b>7:30 am - 10:00 am</b> Tote Bag Pick-Up Anaheim Marriott			

CONFERENCE AT A GLANCE

WORKSHOP SESSIONS	SPECIAL EVENTS	FEATURED SPEAKERS
<b>10:30 am – 4:00 pm</b> 2-Day Institutes – Day 1	<b>7:30 am – 8:30 am</b> School Site Visit Registration and Transportation to Schools	<b>1:00 pm – 2:15 pm</b> Alma Flor Ada
<b>1:00 pm – 4:00 pm</b> Half Day Institutes	<b>8:30 am – 2:00 pm</b> School Site Visits	<b>2:45 pm - 4:00 pm</b> Donna Knoell Gregorio Luke
<b>1:00 pm – 2:15 pm</b> Session 1 Workshops	<b>10:00 am – 1:00 pm</b> Vietnamese Heritage Language Two Way Immersion Roundtable BY INVITATION ONLY Orange County 4	
<b>2:45 pm – 4:00 pm</b> Session 2 Workshops	<b>6:00 pm – 7:30 pm</b> Night at the Exhibits Marquis Ballroom	
	<b>7:00 pm – 11:00 pm</b> CABE Membership Reception and Dance Grand Ballroom E & F	
<b>10:30 am – 4:00 pm</b> 2-Day Institutes – Day 2	<b>12:15 pm - 1:45 pm</b> Educator & Parent of the Year Awards Luncheon Platinum Ballroom	<b>10:30 am – 11:45 am</b> Isabel Campoy Kathryn Lindholm-Leary
<b>10:30 am – 4:00 pm</b> Full Day Institutes	<b>12:30 pm – 1:30 pm</b> CABE Poetry Slam Marquis Ballroom	<b>1:30 pm – 2:45 pm</b> Mike Lawrence
<b>1:30 pm – 4:30 pm</b> Half Day Institutes	<b>4:30 pm – 6:00 pm</b> CABE Jam Session Grand Ballroom C & D	<b>3:15 pm – 4:45 pm</b> Michael Orosco
<b>10:30 am – 11:45 am</b> Session 3 Workshops	<b>4:45 pm – 6:00 pm</b> CABE Film Fest Grand Ballroom F	<b>Featured Institute</b> <b>1:30 pm – 4:30 pm</b> Virginia Collier & Wayne Thomas Silvia Dorta Duque de Reyes Warren Dale
<b>1:30 pm – 2:45 pm</b> Session 4 Workshops		
<b>3:15 pm – 4:30 pm</b> Session 5 Workshops		
<b>4:45 pm – 6:00 pm</b> Session 6 Workshops		
<b>10:30 am – 4:00 pm</b> Full Day Institutes	<b>10:30 am – 5:00 pm</b> Administrative Leadership Symposium Grand Ballroom E	<b>10:30 am – 11:45 am</b> Barbara Conboy
<b>1:30 pm – 4:30 pm</b> Half Day Institutes	<b>12:30 pm – 1:30 pm</b> Pregonero Marquis Ballroom	<b>1:30 pm – 2:45 pm</b> Noma LeMoine Sonia Nazario
<b>10:30 am – 11:45 am</b> Session 7 Workshops	<b>4:45 pm – 6:00 pm</b> CABE Film Fest Grand Ballroom F	<b>3:15 pm – 4:45 pm</b> Dennis Parker José Luis Orozco
<b>1:30 pm – 2:45 pm</b> Session 8 Workshops	<b>5:30 pm – 6:30 pm</b> Seal of Biliteracy Reception BY INVITATION ONLY Elite Ballroom	<b>Featured Institute</b> <b>10:30 am – 4:30 pm</b> Kate Kinsella
<b>3:15 pm – 4:30 pm</b> Session 9 Workshops	<b>7:00 pm – 9:00 pm</b> Seal of Excellence Awards Banquet <b>Speaker: Author Yuyi Morales</b> <b>2014 Winner of the ALA Pura Belpré Award</b> Platinum Ballroom	<b>Featured Institute</b> <b>1:30 pm – 4:30 pm</b> Charlotte Knox Warren Dale
<b>4:45 pm – 6:00 pm</b> Session 10 Workshops	<b>9:00 pm – 12:00 am</b> Seal of Excellence Dance Platinum Ballroom	
<b>9:00 am – 12:00 pm</b> Half Day Institutes	<b>10:45 am – 12:00 pm</b> CABE Membership Meeting Platinum Ballroom 1	<b>10:45 am – 12:00 pm</b> Alma Flor Ada, Isabel Campoy, Suni Paz
<b>9:00 am – 10:15 am</b> Session 11 Workshops	<b>12:00 pm - 12:30 pm</b> Closing CABE Sing Along Grand Ballroom E	<b>Featured Institute</b> <b>9:00 am – 12:00 pm</b> Warren Dale
<b>10:45 am – 12:00 pm</b> Session 12 Workshops		



### GENERAL POLICY

Welcome to CABE 2014! The Planning Committee, Board of Directors, Staff, and Conference Sponsors have made every effort to make your attendance comfortable and rewarding. In order to ensure that the conference runs smoothly, please observe the following guidelines:

- Conference Registration Name Badges must be worn at all times to gain admission to conference sessions and activities including the Exhibit/Career Fair Hall.
- As a courtesy to presenters and audiences, please plan on arriving on time and staying for the full session. Be sure to turn off all cellular phones while inside workshops and general sessions.
- Smoking is not allowed indoors at any of the conference facilities.
- If a sign is posted stating "Session is Full," for the safety of all, please do not enter that session.
- If you need assistance or have questions, please contact any member of the planning committee or staff. We will do all we can to make your conference enjoyable.
- The Exhibit Hall and some workshop sessions will require you to "tap" your name badge upon entry at the CABE 2014 "Tap N Go" stands.

### REGISTRATION

If you are Pre-registered for the conference, you may pick up your **Conference Registration Materials** and tote bag at the registration area of the Anaheim Marriott, conference lobby area. The on-site registration counters are located in the same registration area. All participants are required to be registered and to display their registration badges for admittance to all conference sessions, activities and exhibits.

### CABE MEMBERSHIP

You are invited to join CABE or renew your membership in the registration area and at the CABE store located at the Conference Lobby Area of the Anaheim Marriott. Membership entitles you to reduced registration fees, entrance to the Membership Reception on Wednesday, April 2, 2014, as well as to the CABE membership meeting on Saturday, April 5, 2014 at the Anaheim

Marriott. Discounts are also available on CABE publications and merchandise throughout the year. As a member, you may also select to receive Language Magazine at a discounted rate and receive updates on current legislation and issues concerning bilingual education and the education of English Learners.

### CONFERENCE REGISTRATION BADGES

- Remember to bring your **Conference Badge** if you received yours in the mail prior to the conference.
- Name badges must be worn for admittance to all conference events, workshops and exhibits.
- Requests for replacement of badges and event tickets, **for any reason**, prior to or during the conference will be charged at the **original full price of the registration**. This policy will be strictly enforced – no exceptions will be made.
- CABE 2014 name badges contain your contact information electronically so that they may be scanned by exhibitors and used at all "Tap-n-Go" entry stations.

### UNIVERSITY CREDIT

You can earn university credit while participating at CABE 2014. For university credit requirements and registration information, please go to the University Credit booth in the West Lobby sponsored by Loyola Marymount University. Registration and payment of fees can be made on-site at the University Credit booth located at the Registration Area of the Anaheim Marriott. For more information, contact Elvira Armas at [elvira.armas@lmu.edu](mailto:elvira.armas@lmu.edu)

Note: Participants must register for university credit prior to attending any workshops or institutes that will be utilized to earn university credit.

### PARENT ORIENTATION

Conferences can be a perplexing experience for first timers. The Rosalia Salinas Parent Resource Center is located at the Anaheim Marriott, Grand Ballroom C/D where experienced conference participants will be available to assist parents in using the program and making choices that best meet their needs. See the conference program for specific times of orientations and other activities.

### SPECIAL EVENTS

Tickets were available for advance purchase for the various luncheons, banquets, and receptions. Tickets may still be purchased **on-site**; however, due to limited capacity, tickets for all events may not be available. Please inquire in the registration area.

### INTERPRETATION

Interpretation in Spanish and other languages requested during registration is provided at all General Sessions and Luncheons and selected featured speaker sessions listed in the program. Interpretation headsets are available for check-out prior to entering the events. A form of identification, (e.g. a driver's license) is necessary to check-out equipment. Workshops presented in languages other than English are noted in the workshop descriptions.

### SCHOOL SITE VISITS

Visits to a variety of exemplary bilingual education and other programs for English Learners will be available on Wednesday, April 2, 2014. Buses depart the Anaheim Marriott at 8:00 a.m. and return by 2:00 p.m. You must be pre-registered to participate.

### LOST AND FOUND

Lost and found items should be taken to the CABE Show Office, VIP Room, located in the Gold Key III room of the Anaheim Marriott. The Lost and Found will only be open during regular conference hours. If you have lost an item, you may also check with the Anaheim Marriott Front Desk and Security Office.

### EXHIBITS/CAREER FAIR

Exhibitors representing all areas of bilingual education and education in general will be in attendance giving you the opportunity to review and purchase the latest in education materials, publications, and support materials. Career Fair Exhibitors provide you the opportunity to meet with potential employers and recruiters from throughout California and out of state.

The Exhibit and Career Fair is located in the Anaheim Marriott Marquis Ballroom and will be open during the following hours:

#### WEDNESDAY, APRIL 2, 2014

12:00 pm - 4:00 pm  
6:00 pm-7:30 pm—Special Night at the Exhibits

#### THURSDAY, APRIL 3, 2014

9:00 am - 5:30 pm

#### FRIDAY, APRIL 4, 2014

9:00 am - 5:30 pm

# See You at CABE 2015



40<sup>th</sup> ANNUAL CONFERENCE  
Town and Country Resort and Convention Center  
San Diego, California March 4-7, 2015



Dear CABE 2014 Attendees:

It's my great pleasure to welcome you to CABE 2014: Creating Multilingual Magic – Success for English Learners through the Common Core, the new ELD Standards, Technology, and the Arts. There's a well-know proverb in the Spanish-speaking world: **El que habla dos idiomas, vale por dos. The person who speaks two languages is worth two people.** And this is ever more true in our global multicultural, multilingual world where communication, creativity, imagination, and innovation are at a premium.

My own story is one steeped in issues of language and culture. I was born the eldest daughter of two humble Spanish-speaking parents who understood the value of education even though they had not experienced it fully themselves. They understood that education was a powerful path to success and a better life for their children. Just as my parents dreamed of a brighter future for me, the parents whom we serve also have dreams of a better future for their children. What does it mean for our children to have access to a better future in the 21st century? In part, it means that they graduate college, career, and 21st century ready. A key 21st century capacity is mastering two or more languages and having the capacity for innovative, imaginative, and creative thinking and doing.

That's why the work we're doing to ensure multilingual and creative competency for all is so critical to our children's well being, and by implication to the health and wealth of our communities, our state, and our nation. We have a compelling research base; we have a sophisticated and proven pedagogy and practice; we have tremendous brainpower. We know what needs to be done, we know how to do it, and we know what to expect in terms of realizing the promise that lives in our children. And our children themselves know why the time is now to act on all this knowledge. Listen to the words of Liliana Isabella Sánchez, a third grade student in the Dual Language Academy at Walnut Grove K-8 School. When the question was posed to her --- Why are you proud to be bilingual? --- this is how she responded:

*Proud to be bilingual, I wear my languages like an elegant and pretty shawl full of words and many colors. My bilingualism connects me to my past and my culture. Like the seeds that need the rain that falls from the sky to bloom, my ideas need language to grow. Knowing two languages is like feeling the sun's heat that hugs me and allows me to communicate with the whole world. I develop my intelligence and my creativity like the stars that come out at nighttime. Being bilingual makes me happy. Being able to talk Spanish and English with my grandparents and my friends is a joyful gift from my parents and my teachers. I kiss my words when I speak the two languages. I'm inspired when I read the legends of ancient kings. The literature of México lets me take trips around the universe. My intelligence and my pride grow with every language I learn. I sail through the oceans of sea-blue words. I'm thankful that I can speak two languages because it is very useful in the 21st century for business and life. My bilingual education makes me have the value of two people. That's why I'm proud to be bilingual!*

Can any one of us describe Multilingual Magic better than that? Join me, the CABE Board of Directors, and the CABE staff during this week of extraordinary examples and testimonies about the power and magic of multilingualism. We look forward to hearing your stories as one by one, we remember, recreate, and reimagine America's story of language diversity and language strength.

Respectfully,

*Francisca Sánchez*  
Francisca Sánchez, CABE President



Dear CABE Familia:

Welcome to CABE 2014! ¡Bienvenidos a CABE 2014! We are thrilled to come together as a CABE Community--educators, parents, leaders, students, and community members! We look forward to this important convening every year and are so glad you are with us!

CABE 2014 is four packed days of powerful professional development, inspirational speakers, creative strategies to bring back to your schools, innovative resources and products, student entertainment, updates on legislative actions, connecting with new friends and old—and of course time to relax, rejuvenate and even do some dancing!

The educational shift that we are experiencing in California could not be more dramatic—our schools are gearing up for the implementation of the new ELD Standards, the Common Core Standards, the new Smarter Balance Assessment program, and the application of an entirely new approach to school finance through the Local Control Funding Formula (LCFF). We are closely following the progress of Senator Lara's bill in the senate (SB1174) that, if passed, would move to repeal Proposition 227 through a ballot vote. CABE 2014 will provide you with the resources and information you need to navigate your way successfully through these changes and offers us with a forum to act and make a difference.

There are a few things I would like to ask you as you embark on these powerful four days:

- **Become a CABE member** and join an amazing network of educators;
- **Go to the CABE Facebook page** and **LIKE** our page—you will see photos and updates from this week's conference and keep up to date on the latest news and resources;
- **Visit the Exhibit Hall each day** and show our exhibitors that we appreciate their commitment towards providing linguistically and culturally appropriate materials;
- Be attuned at how you can make your voice heard through **Legislative Action**—what happens in Sacramento impacts you in the classroom and in your community.
- **Stay connected**—with each other and with CABE—we make a powerful team!

We must keep our vision strong —“**Biliteracy, Educational Access, and 21<sup>st</sup> Century Success for All**”! Enjoy CABE 2014, and start planning to attend our 40<sup>th</sup> Anniversary—CABE 2015 in San Diego, March 4-7, 2015. Your tote bag has a special discount card for 2015—don't miss it!

Looking forward to enjoying our time together at CABE 2014!

*Jan Gustafson-Corea*

Jan Gustafson-Corea  
CABE CEO



**Francisca Sánchez**  
President



**Gloria Inzunza-Franco**  
Immediate Past President



**Ramón Zavala**  
Vice President



**Elodia Lampkin**  
Director of Legislative Affairs



**Barbara Flores**  
Director of Community Affairs



**Raúl Maldonado**  
Director of Financial Affairs



**Rosa Armstrong**  
Director of Para-Professional Affairs



**Irella Pérez**  
Director of Parent Relations



**Lettie Ramirez**  
Director of Secondary & IHE Affairs



**Annie Rodríguez**  
Region I Representative



**Stanley Lucero**  
Region II Representative



**Olivia Yayha**  
Region III Representative



**Laurie Nesrala**  
Region IV Representative



**Imelda Trinklein**  
Region V Representative



**Jan Gustafson Corea**  
Chief Executive Officer



**Delma Chwilinski**  
Director of Conference and Event Planning



**María S. Quezada**  
Director, Project 2INSPIRE



**Aida Madison**  
Executive Assistant



**Martha Zaragoza-Díaz**  
Legislative Lobbyist



**Ruth Navarrete**  
General Office Support



**Irma Gallegos**  
Accountant Assistant/ Membership



**Elizabeth Samaniego**  
Accountant Assistant



**Vanessa Ruíz**  
Conference Specialist



**Norma Rocha**  
Information Technology Manager



**María Villa**  
Coordinator  
Project 2INSPIRE



**Carlos Maya III**  
Parent Specialist  
Project 2INSPIRE



**Karen Úmeres**  
Parent Specialist  
Project 2INSPIRE



**Antoinette Hernández**  
Parent Specialist  
Project 2INSPIRE



**Elizabeth Jiménez**  
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**Laura Díaz**  
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**Karen Montes**  
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**Martha Montufar**  
Project 2INSPIRE



**María Valencia**  
Project 2INSPIRE



**Laura Villalobos**  
Project 2INSPIRE



**Gricelda Pérez**  
Plaza Comunitaria



**Elizabeth Jiménez**  
Consultant



**Paul Flores**  
Graphic Designer



**Marcia Vargas**  
Consultant

### CABE EXTENDS ITS GRATITUDE TO THE 2014 CONFERENCE SPONSORS...

for their support of CABE and their commitment to quality program for English Learners  
and the CABE vision of Biliteracy for all

*Velázquez Press*

#### CORPORATE SPONSOR

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Consulado General de España  
Davis Art/Discussions4Learning  
Del Sol Books  
ETS  
Fielding University  
Garcia, Hernández, Sawhney & Bermudez LLP  
Imagine Learning—Bronze Plus  
Language Magazine  
Loyola Marymount University  
School of Education  
Novelas Educativas  
Scholastic Inc.

#### CABE PARTNER ORGANIZATIONS

California Latino School Board Association  
California PTA—Parent Teacher Association  
Californians Together  
California County Superintendents Arts Initiative  
Confucius Institute—UCLA  
Confucius Institute—SDSU  
Confucius Institute—SFSU

**ING** 

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Palmdale School District  
Pomona Unified School District  
Saddleback Valley Unified School District  
San Bernardino City Unified School District  
San Bernardino County Superintendent of Schools  
WRITE Institute  
2-Way CABE Affiliate

#### REGION I CHAPTERS

(92) Hayward  
(45) Richmond (RABE)  
(23) San Francisco (SFABE)  
(11) El Pueblo de San José  
(17) Truckee/Tahoe  
(13) San Joaquin  
(76) Woodland  
(97) CSU Stanislaus (BECCA)  
(93) Penninsula  
(07) Sacramento (SALSA)  
(60) Elk Grove  
(08) META

#### REGION II CHAPTERS

(02) KABE  
(41) Fresno/Madera CABE/CASBE  
(75) Monterey Bay  
(31) Salinas (SABE)  
(66) Pajaro Valley  
(95) Eastern Sierra

#### REGION III CHAPTERS

(46) Azusa/Canyon City  
(54) Burbank  
(71) Central Orange County  
(16) Compton  
(14) L.A./U.S.C.  
(83) Lennox/Loyola Marymount University (LLABE)  
(62) Long Beach  
(04) Montebello  
(73) North Orange County  
(39) AVANCE  
(24) Pomona Valley  
(56) Puente Hills  
(61) San Fernando Valley  
(21) South East Los Angeles (SELA)  
(94) Pico Rivera  
(98) Baldwin Park  
(03) Pepperdine University  
(47) ABC  
(78) Garvey  
(40) Whittier

#### REGION IV CHAPTERS

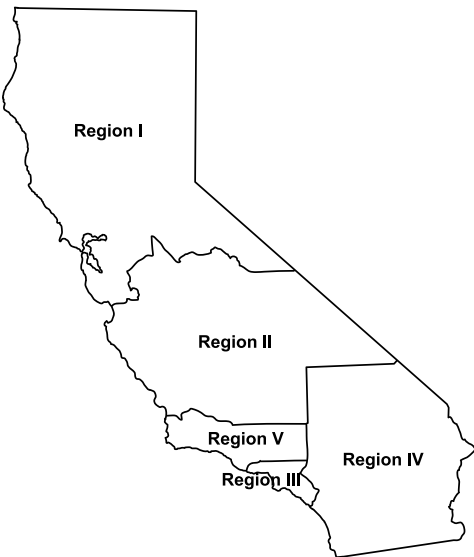
(43) Chino Valley  
(36) Coachella Valley  
(52) Fontana (FABE)  
(85) Greater San Diego  
(59) Pass Area (PAABE)  
(06) Riverside  
(10) San Diego Metro  
(65) San Diego South County  
(05) Moreno Valley

#### REGION V CHAPTERS

(58) Antelope Valley High Desert  
(90) Central Coast  
(48) Ventura County

#### STATEWIDE AFFILIATES

(19) California Association for  
Secondary Bilingual Education (CASBE)  
(84) Two-Way Bilingual Immersion (CABE Two-Way)  
(89) California Association of Parents  
for Bilingual Education (CAPBE)  
(100) California Association of Bilingual Teacher  
Educators (CABTE)





*If you talk to someone in a language he or she understands, that goes to the person's head.  
If you talk to somebody in his or her language, that goes to the heart.  
- Nelson Mandela*

Dear CABE 2014 Conference Participants:

As Conference Honorary Chairs and Co-Sponsors, it is our pleasure to welcome you to the 39<sup>th</sup> Annual CABE 2014 Conference, "Creating Multilingual Magic: Success for English Learners through the Common Core, the New ELD Standards, Technology, and the Arts."

The annual conference is our most exciting and important opportunity to experience and promote CABE's vision of *Biliteracy, Educational Equity, and 21<sup>st</sup> Century Success for All*. CABE's far-reaching vision recognizes our responsibility to prepare and support students through an enriched and relevant educational experience. To be able to reap the benefits of living in a more global community, our students must be:

- Multilingual communicators
- Multiculturally proficient collaborators
- Critical and creative thinkers and civically oriented
- Technology and information literate
- Academically prepared and empowered with their own voice
- Creative, interested, connected locally and globally

With this year's theme--*Creating Multilingual Magic: English Learner Success through the Common Core, the new ELD Standards, Technology and the Arts*--CABE continues to be at the forefront of the movement to promote multilingualism, multiculturalism, and creativity in our schools. To this end, this year's conference will provide current updates and research on essential topics including the Common Core State Standards (in English and Spanish), the 2012 ELD Standards, state assessments and their impact on English Learners, and dual-immersion programs. At this year's conference, you will have the opportunity to interact with practitioners, artists, researchers, California Department of Education leaders, and others to explore how we can work together to ensure 21<sup>st</sup> century success for all students. You will also have the opportunity to consider the integral role that the visual and performing arts, science, and other content areas can play in helping students develop 21<sup>st</sup> century skills and biliteracy.

Despite challenges associated with transforming teaching and learning to promote 21<sup>st</sup> century skills, we believe that this is an exciting time for students, teachers, and parents. We continue to support the creation and maintenance of inclusive, creative, enriched, and multilingual classrooms where all students feel welcome to explore who they are and who they wish to become.

CABE 2014 will inspire you by providing a wealth of opportunities to celebrate multilingualism and experience firsthand "Multilingual Magic" in action!

Respectfully,

CABE 2014 Honorary Chairs



**Paul Sevillano**  
Anaheim  
Union High School District



**Linda Wagner**  
Anaheim City School District



**Sarah Anderberg**  
CCSESA Arts Initiative



**Arturo Delgado**  
Los Angeles County  
Office of Education



**John Deasy**  
Los Angeles  
Unified School District



**Al Mijares**  
Orange County  
Department of Education



**Pauline Winbush**  
Palmdale School District



**Richard Martínez**  
Pomona  
Unified School District



**Clint Harwick**  
Saddleback Valley  
Unified School District



**Michael Matsuda**  
Anaheim  
Union High School District

Dear Conference Participants:

As co-chairs for the California Association for Bilingual Education (CABE) 2014, we welcome you to Anaheim for the 39<sup>th</sup> Annual CABE Conference. Each year, the CABE conference invites educators and parents from across the state of California and beyond to participate in the premier conference concerning the needs of English Learners. Participants represent schools, districts, county offices and institutions of higher education. CABE conferences are an important venue to address the educational needs of California's nearly 1.5 million English Learners, the professionals who teach them, and the parents who support them.

The theme of CABE 2014 is: **Creating Multilingual Magic! Success for English Learners through the Common Core, the New ELD Standards, Technology & the Arts.** We are certain that at CABE 2014 you will *catch the magic* and have a powerful and meaningful professional development experience!

CABE's mission is to promote biliteracy, educational equity and 21<sup>st</sup> century success for students with diverse cultural, racial, and linguistic backgrounds. The four-day CABE 2014 conference will focus on the assets of multilingualism and multiculturalism and on the opportunities that these provide for an enriched and more powerful educational experience. The conference will also explore the changes coming to California's education system and will address the impact of these changes on our English Learner population.

CABE 2014 conference will offer a wide range of opportunities to network and to learn more about effective education for students in all phases of learning English or another language. Speakers and workshop sessions will address multiple interests and needs of educators and parents, including the Common Core State Standards, the new ELD standards, parent engagement and leadership, the implementation and growth of two-way language immersion programs, the integration of technology in the classroom, state and local initiatives to engage students in the arts, and the State Seal of Biliteracy.

Thank you for joining CABE in making Multicultural Magic. It is our desire that, together, we will provide all our students true access to a quality education, 21<sup>st</sup> century preparedness, and success in multilingual learning in school and beyond.

Have a wonderful experience at CABE 2014!

CABE 2014 Co-Chairs



**Cynthia Vásquez Petitt**  
Anaheim Union  
High School District



**Maribél Galán**  
Anaheim City School District



**Yesenia Navarro**  
Anaheim City School District



**Magdalena Ruz González**  
Los Angeles  
County Office of Education



**Hilda Maldonado**  
Los Angeles  
Unified School District



**Stacey D. Larson-Everson**  
Orange County  
Department of Education



**Rosa Armstrong**  
Palmdale School District



**Madelyne Cordero**  
Pomona  
Unified School District



**Olivia Yahya**  
Saddleback Valley  
Unified School District



**Pamela Seki**  
Long Beach  
Unified School District



**2-Day Institutes**

Eva M. Robles  
Pomona Unified School District

**Administrative Leadership Symposium**

Michael Matsuda  
Anaheim Union High School District

Paul J. Sevillano  
Anaheim Union High School District

**Audio/Visual Technology**

German Aranda  
DowntownMac

Warren Dale  
Consultant

Gil Díaz  
San Bernardino County  
Superintendent of Schools

**Author/Literature and Book Signing**

William Chang  
Los Angeles Unified School District

**Conference Information Booth**

Beth Borkowski  
Saddleback Valley Unified School District

**Decorations/Mean Functions**

Marlene Calcines  
Palmdale School District

Estela Acosta  
CABE, Retired

David Cuestas  
CABE AV Chapter 58

**Exhibit & Career Fair Information Booth**

Alida J. Lucas  
Pomona Unified School District

**Evaluations**

Omar Guillen  
Orange County Department of Education

**High School Community Service**

Ron Hoshi  
Anaheim Union High School District

Ryan A. Ruelas  
Anaheim Union High School District

**Parent Center**

Araceli Chávez  
Anaheim Union High School District

Jaron E. Fried  
Anaheim Union High School District

Liberato G. Figueroa  
Anaheim Union High School District

Patricia Lockhart  
Anaheim Union High School District

**Protocol**

Lisa Massey  
CABE, Retired

Mae S. Chaplin

Orange County Department of Education

**Publicity**

Kostas Kalaitzidis  
Los Angeles County Office of Education

**Registration/Tote Bags**

Sandy Christensen  
Los Angeles County Office of Education

Beth Borkowski  
Saddleback Valley  
Unified School District

**School Site Visits**

Martha Ensminger  
Long Beach Unified School District

Oscar Herrera  
Long Beach Unified School District

Tracey K. Gaglio  
Orange County Department of Education

Stephanie R. Rosson-Niess  
Orange County Department of Education

**Student Artwork**

Mae S. Chaplin  
Orange County Department of Education

**Student Entertainment**

Kelley Barrett  
Anaheim City School District

**Student Writing Contest**

Marlene Calcines  
Palmdale School District

**Translation/Interpretation**

Beth Borkowski  
Saddleback Valley  
Unified School District

**University Credit**

Terri L. Bourg  
Los Angeles Unified School District

**Volunteer**

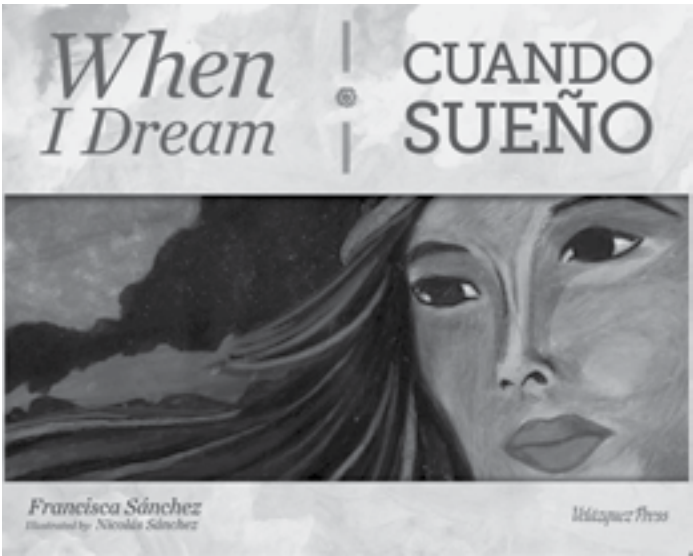
Yesenia Navarro  
Anaheim City School District

Yamile Cortes Canon  
Anaheim City School District

Emma Avalos  
Anaheim City School District

**WorkshopPresiders**

Rosa Armstrong  
Palmdale School District



AUTHOR FRANCISCA SÁNCHEZ WILL BE SIGNING HER BOOK  
**Thursday, April 3<sup>rd</sup>**  
**11a.m. -12 p.m.**  
**at the CABE Store**

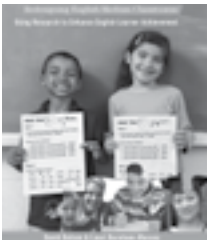
CHECK OUT OTHER CABE PUBLICATIONS!



Editors Lettie Ramírez and  
Olivia Gallardo  
*Multicultural Education in  
Practice: Transforming One  
Community at a Time*



Editor Magaly Lavadenz  
*Pedagogies of  
Questioning: Bilingual  
Teacher Researchers and  
Transformative Inquiry*



Authors David Dolson and  
Laurie Burnham-Massey  
*Redesigning English-  
Medium Classrooms:  
Using Research to  
Enhance English  
Learner Achievement*



Author Jim Cummins  
*Negotiating Identities:  
Education for  
Empowerment  
in a Diverse Society*

AVAILABLE IN THE CABE STORE OR ONLINE!





# La Cosecha 2014

19th Annual Dual Language Conference  
November 19 - 22, 2014

*Santa Fe*  
THE CITY DIFFERENT

## CONFERENCE PURPOSE

To provide current research, theory, practice, and discussion in order to enhance and expand the knowledge base and experience of educators developing and implementing dual language enrichment programs.

Join us in Santa Fe, New Mexico, for the 19th Annual *La Cosecha* Conference!

This event will bring together over 2,000 educators, parents, researchers, and dual language supporters from across the country and around the world. Come share your experience and knowledge as we celebrate the best of our multilingual and multicultural communities!

*¡Cosechando lo mejor de nuestra comunidad bilingüe!*



## Invited Speakers Include:

- |                     |                          |
|---------------------|--------------------------|
| • Claude Goldenberg | • Jeff Zwiers            |
| • Virginia Collier  | • Sandra Butvilofsky     |
| • Wayne Thomas      | • Shelly Spiegel-Coleman |
| • Karen Beeman      | • Kathy Escamilla        |
| • Cheryl Urow       | • DLeNM Staff and        |
| • Dr. Libia Gil     | community members        |

*And many more to be announced...*

## Why Attend La Cosecha 2014?

- Enhanced networking opportunities
- Gain new knowledge, training, enhance expertise
- Professional development pre-conferences institutes
- Leading Student Leadership Institute
- Learn about new technology and tools
- Learn about the latest research in the field
- Exposure to useful, new products and services
- And much more!

## Featured Strands:

CCSS and ELL Instruction \* Program Development \*  
Early Literacy Development \* Indigenous Language \*  
One-Way Programs \* Biliteracy Development \*  
Sheltering/Scaffolding Instruction \*  
STEM Education \* Two-Way Programs \*  
Teaching for Transfer \*  
and much more!

## SUGGESTED FUNDING RESOURCES:

Title I \* Title IIa \* Title III

Migrant Education  
Professional Development

Federal School Improvement Funding

## La Cosecha Registration

Take advantage of early rates —  
register by July 15, 2014!

For more information, visit us online at  
<http://dlenm.org.lacosecha2014>  
or scan the QR code with your phone.



La Cosecha is hosted by Dual Language Education of New Mexico  
1309 4th Street SW, Suite E \* Albuquerque, NM 87102  
[www.dlenm.org](http://www.dlenm.org)



# CABE 2014

SUCCESS FOR ENGLISH LEARNERS THROUGH THE COMMON CORE, THE NEW ELD STANDARDS, TECHNOLOGY & THE ARTS

# HIGHLIGHTS

CREATING MULTILINGUAL MAGIC



HOW WOULD YOU RATE YOUR EXPERIENCE AT CABE 2014?



CABE is the premier source of professional development for educators and parents of English Learners and students who are bilingual and biliterate. Your perspective and opinion on this year's conference are very important to the CABE Board and Staff.

This year you can provide your feedback by filling out the CABE 2014 online survey on the overall conference OR by filling out a paper evaluation in selected workshops.

Please take a few minutes to give us your feedback on CABE 2014 by filling out the CABE 2014 Conference Evaluation at: <https://www.surveymonkey.com/s/CABE2014>

**Thank you! Your input and voice make a difference!**

CABE 2014 CONFERENCE SCHOOL VISITS

**CABE THANKS THESE SCHOOLS FOR SHARING THEIR  
BEST PRACTICES FOR EDUCATING ENGLISH LEARNERS**

**Ralph A. Gates Elementary School**

[www.saddlespace.org/Gates/welcome/cms\\_page/view/605909](http://www.saddlespace.org/Gates/welcome/cms_page/view/605909)  
Saddleback Valley USD  
Yvonne Estling

**Patrick Henry K-8 School**

[www.henry-lbusd-ca.schoolloop.com](http://www.henry-lbusd-ca.schoolloop.com)  
Long Beach USD  
David Komatz

**Bergeson Elementary School**

[www.bgnes.capousd.caschoolloop.com](http://www.bgnes.capousd.caschoolloop.com)  
Capistrano USD  
Barbara Scholl

**Los Alisos Intermediate School**

[www.saddlespace.org/risser/losalisos/cms\\_page/view](http://www.saddlespace.org/risser/losalisos/cms_page/view)  
Saddleback Valley USD  
Bill Hinds

**Westminster HS**

[www.whslions.net](http://www.whslions.net)  
Huntington Beach Union High SD  
Owen Crosby

**Fountain Valley HS**

[www. http://fvhs.com/](http://www.fvhs.com/)  
Huntington Beach Union High SD  
Chris Herzfeld

**Laguna Hills High School**

[www.saddlespace.org/LHHS/lhhshomepage/cms\\_page/view](http://www.saddlespace.org/LHHS/lhhshomepage/cms_page/view)  
Saddleback Valley USD  
Brian L. Ferguson





Visiten el **CENTRO DE PADRES “ROSALÍA SALINAS”**  
Ubicado en el Grand Ballroom C & D

Horario:

<b>Miércoles</b>	<b>11:00 a.m.</b>	<b>-</b>	<b>4:00 p.m.</b>
<b>Jueves</b>	<b>7:30 a.m.</b>	<b>-</b>	<b>4:00 p.m.</b>
<b>Viernes</b>	<b>7:30 a.m.</b>	<b>-</b>	<b>4:00 p.m.</b>
<b>Sábado</b>	<b>7:30 a.m.</b>	<b>-</b>	<b>12:00 p.m.</b>

El propósito del **Centro Para Padres** es ofrecer a los padres un ambiente agradable donde pueden encontrar asistencia y servicios necesarios durante la conferencia de CABE o información para participar en actividades educativas diseñadas especialmente para padres. Invitamos a todos los padres que aprovechen esta oportunidad para que sea una experiencia valiosa, útil, informativa y productiva.

**Actividades/Servicios Disponibles**

- Sesiones diarias de orientación • Información sobre CABE y Proyecto 2INSPIRE
- Asistencia con información relativa al programa y eventos de la conferencia

*El Centro de Padres estará cerrado durante las sesiones generales y durante las presentaciones que no se llevaran a cabo en el Centro de Padres*



Visit the **“ROSALÍA SALINAS” PARENT CENTER**  
Located at the Grand Ballroom C & D

Hours:

<b>Wednesday</b>	<b>11:00 a.m.</b>	<b>-</b>	<b>4:00 p.m.</b>
<b>Thursday</b>	<b>7:30 a.m.</b>	<b>-</b>	<b>4:00 p.m.</b>
<b>Friday</b>	<b>7:30 a.m.</b>	<b>-</b>	<b>4:00 p.m.</b>
<b>Saturday</b>	<b>7:30 a.m.</b>	<b>-</b>	<b>12:00 p.m.</b>

The purpose of the **Parent Center** is to provide parents an atmosphere where they can seek services during the CABE Conference or participate in activities especially designed to enhance their educational development. Parents are encouraged to take advantage of this opportunity in order to make their stay at the conference an experience that will be valuable, productive and useful.

**Activities/Services Available**

- Daily Orientation Sessions • Information on CABE and Project 2INSPIRE
- Assistance with Conference Program and Information on Events

*The Parent Center will be closed during general sessions and during workshop sessions that do not take place in the Parent Center*

**Centro de Padres / Parent Center**

**¿Qué está pasando en el Centro de Padres? / What's happening in the Parent Center?**

**miércoles 2 de abril, 2014/Wednesday, April 2, 2014**

11:30 am- 12:00 pm	Bienvenida-Orientación/Welcome-Orientation <b>Irella Pérez, CABE Board, Director of Parent Relation</b>
1:00 pm- 2:15 pm	Como ser un padre tan padre para ayudar a nuestros hijos llegar a la universidad <b>Imelda Martin, Israel Portillo, Yolanda Zamora, Corona-Norco USD</b>
2:45 pm- 4:00 pm	Automanejo para el siglo XXI: Como ayudar a sus hijos a tener buenos cimientos para triunfaren la vida <b>Maria Reifler, Montebello USD</b>

**jueves 3 de abril, 2014/Thursday, April 3, 2014**

8:00 am- 8:25 am	Bienvenida-Orientación/Welcome-Orientation / Parent of the Year and Nominees Honored <b>Antoinette Hernández, CABE/Project 2INSPIRE</b>
10:30 am- 11:45 am	Lo que los padres deben saber acerca de los Estándares Comunes Estatales para que sus hijos tengan éxito en la escuela y en la sociedad <b>Silvina Rubenstein, Los Angeles COE</b>
1:30 pm- 2:45 pm	How to Help Your Child Acquire Self-Manaagement, Motivation and Responsive Behavior Skills <b>Maria Reifler, Montebello USD</b>
3:15 pm-4:30 pm	Padres ayudando a padres en el proceso de educación especial <b>Susana Maciel, Isabel Torres, Sandra Pena, Irma Benavides Project 2INSPIRE Parents, Fontana USD, Corona Norco, Val Verde USD</b>
4:30 pm-6:00 pm	Jam Session <b>José Luis Orozco, Stanley Lucero and Carlos Maya III</b>


**viernes 4 de abril, 2014/Friday, April 4, 2014**

8:00 am- 8:25 am	Bienvenida-Orientación/Welcome-Orientation <b>María Quezada, CABE Project 2INSPIRE, Director</b>
8:30 am- 10:00 am	Sesión general/General Session
10:30 am- 11:45 am	Participación Positiva para Padres en ELAC/DELAC (entrenamiento para Padres de familia, facilitadores, y administradores) <b>Beverly López-Armijo, Marisela López, Raúl Muñoz, Jorgina Medina, Librado Murillo Moreno Valley USD</b>
1:30 pm- 2:45 pm	Local Control Funding Formula: What Parents Need to Know <b>Francesca González, California Rural Legal Assistance, Inc. Shelly Spiegel-Coleman, Californians Together</b>
3:15 pm-4:30 pm	Fostering the love of reading and writing in young children/Fomentando el amor hacia la lectura y la escritura en los niños <b>María Martínez and Cecilia Mercado, Los Angeles USD Linda Carstens, Stanford Unversity</b>

**sábado 5 de abril, 2014/Saturday, April 5, 2014**

8:00 am- 8:25 am	Bienvenida-Orientación/Welcome-Orientation <b>Maria Villa-Marquez CABE/Project 2INSPIRE Coordinator</b>
9:00 am- 10:15 am	Como los padres de familia pueden ayudar a sus hijos/as en su educación. Como pedir ayuda financiera para la Universidad. <b>Zoraida Quiroz, CSU East Bay</b>

¡Muchas gracias por visitar el Centro de Padres! Thank you for visiting the Parent Center!

Los talleres con este símbolo  son recomendados para Padres de familia

Workshops with this symbol  are recommended for Parents

## Family-School-Community Engagement Program

*Project 2INSPIRE provides a model approach for:*

- Building family awareness and competence in improving their children's educational outcomes
- Enhancing their knowledge, skills, and abilities to support student learning and school improvement
- Engaging school staff to support and cultivate positive environments and build relationships with families that increase their capacity to support their children's educational needs

### How your school can benefit



- Improve student achievement results in low-performing schools
- Reach diverse background, non-English speaking parents with materials in their own language
- Help parents guide their children's school success at home and at school
- Equip school staff members to engage parents and boost academic achievement
- Strengthen families and the community through building Family, School and Community Partnerships



Project **2**  
*Inspire*

For Project 2INSPIRE services at your school site contact:

**Maria Villa**  
Project Coordinator

at our CABE Headquarters

(626) 814-4441 Ext. 218 or via email  
[mvilla@bilingualeducation.org](mailto:mvilla@bilingualeducation.org)

### WHAT CREDIT IS AVAILABLE?

- Earn *continuing education units* (university credit) while participating at CABE 2014.
- University credit will be given upon successful completion and verification of all course requirements.

### HOW DO I ENROLL?

- Course registration is available at the University Credit table. The registration link may also be accessed online at <http://soe.lmu.edu/centers/ceel/>
- Participants must register for university credit **prior to attending any workshop or institute** that will be utilized to earn university credit.
- Credit card payments are accepted for online registration only.
- Checks are accepted for in-person registration only.

### WHAT ARE THE REQUIREMENTS?

	OPTION I - 1 UNIT	OPTION II - 2 UNITS	OPTION III - 3 UNITS
<b>Cost</b>	<b>\$130</b>	<b>\$260</b>	<b>\$390</b>
<b>Required Hours</b>	<b>8 hours on-site* plus 2 hours independent work</b>	<b>15 hours on-site* plus 5 hours independent work</b>	<b>20 hours on-site* plus 10 hours independent work</b>
<b>Required Assignments</b>	<ol style="list-style-type: none"> <li>1. Complete attendance form for each session attended to verify a total of <u>8 on-site, CABE</u> conference hours.</li> <li>2. Submit a summary paper that synthesizes what you've learned and identifies specific implications for classroom use - <u>2 pages</u> - typed, double-spaced = 2 hours independent work.</li> </ol>	<ol style="list-style-type: none"> <li>1. Complete attendance form for each session attended to verify a total of <u>15 on-site, CABE</u> conference hours.</li> <li>2. Submit a summary paper that synthesizes what you've learned and identifies specific implications for classroom use - <u>4 pages</u> - typed, double-spaced = 5 hours independent work.</li> </ol>	<ol style="list-style-type: none"> <li>1. Complete attendance form for each session attended to verify a total of <u>20 on-site, CABE</u> conference hours.</li> <li>2. Identify and read at least 2 articles or professional reading selections that deepen and/or extend your CABE conference learning.</li> <li>3. Submit a summary paper that (a) synthesizes your articles/readings (b) synthesizes what you've learned and (c) identifies implications of conference content <u>and</u> selected readings for classroom use - <u>6 pages</u> - typed, double-spaced with at least 2 references = 10 hours independent work.</li> </ol>
<b>Due Date</b>	<b>April 26, 2014</b>	<b>April 26, 2014</b>	<b>April 26, 2014</b>
<b>Questions</b>	For questions about this professional development opportunity, please contact Ms. Angela Ortiz at <a href="mailto:ceel@lmu.edu">ceel@lmu.edu</a> or (310) 568-6117.		
<b>Submit Assignments</b>	Loyola Marymount University   Center for Equity for English Learners 1 LMU Drive, Suite 2619 ♦ Los Angeles, California 90045 <a href="mailto:ceel@lmu.edu">ceel@lmu.edu</a> ♦ Phone: (310) 568-6117 ♦ Fax (310) 338-1976 Upon successful completion of assignments, participants can receive verification of university credit by requesting transcripts from Loyola Marymount University.		

\* CABE qualifying sessions include general sessions, featured speaker sessions, full-day or half-day institutes, workshops, and networking sessions.

### CABE 2014—Using Your DIGITAL VOICE!

**CABE 2014** OFFERS NEW AND FUN WAYS TO USE DIGITAL TECHNOLOGY AT OUR ANNUAL CONFERENCE TO:

- Provide educators with new, innovative ideas for technology use in the multilingual classroom
- Make resources and important information easily available
- Invite educators and parents to become familiar with digital technology they may not be familiar with
- Enhance your CABE 2014 conference experience!

#### • CABE 2014 TECHNOLOGY LAB

The CABE 2014 Technology lab room is located in Platinum 4. If you want to learn about digital resources for the classroom and the school, this is the places to be! Our thanks to CUE for donating the use of our technology lab for our designated Technology Lab.

#### • BYOD—BRING YOUR OWN DEVICE

CABE 2014 will offer Internet hot zones throughout the convention center, charging and docking stations, and workshops and digital resources that you can use right away on your own device (iPhone, Android, iPod, iPad, etc.).

#### • INTERNET HOT ZONES

Free Internet access is available throughout the Anaheim Marriott. Need a break to check your email or Facebook? Find a comfy place to sit and get on line fast!

#### • CHARGING AND DOCKING STATIONS

Battery running low? No worries! CABE 2014 offers charging and docking stations at different locations in the Marquis Ballroom. Plug in and while you are waiting to charge, view the wonderful exhibits our sponsors and exhibitors have provided!

#### • CUE TIPS: CUE (COMPUTER USING EDUCATORS)

CUE will be offering technology tip sessions at their booth in the exhibit hall throughout the conference. Booth #100.

### CABE 2014—Using Your DIGITAL VOICE!

#### • THE CABE APP

Download CABE's App on your iPhone, Android, iPad, or other device and view the Conference Program and other resources to add to your conference experience. <http://cabe2014.sched.org>

#### • POSTER SESSIONS

Students from AUHSD will be providing 10 - 15 minute technology poster sessions throughout the exhibit hall.

#### • COME PREPARED FOR CABE 2014 AND STAY CONNECTED!



Download a QR reader app onto your mobile device, if you don't already have one, to access the CABE 2014 conference program and latest information.

**Here are some you can get for free:**

- QR Reader for iPhone
- Red Laser-Barcode Scanner
- QR Code Reader by Scan

#### • CONNECT THROUGH SOCIAL MEDIA AND OUR STUDENT TECH TEAM!

Get the latest updates from CABE 2014 through Facebook, Instagram and Twitter! Not sure how to do it? Ask a CABE 2014 Student Tech Team member! The CABE 2014 Student Tech Team is made up of high school students from Anaheim Union High School District and they are ready to show you how to upload photos from your phone, send a tweet, or post a note about the conference on Facebook. They will also be providing Technology Poster Sessions in the Exhibit Hall each day from 12:00-1:30 and walking around during the entire conference. Feel free to stop and ask them for help—they are ready to answer any technology question you have!

**CABE DEEPLY THANKS OUR INNOVATIVE DIGITAL PARTNERS IN MAKING TECHNOLOGY COME ALIVE AT CABE 2014!**

CUE (Computer Using Educators): <http://cue.org>

DowntownMac: <http://www.downtownmac.com> ZEM: <http://www.edtechteam.com/team/warrendale>

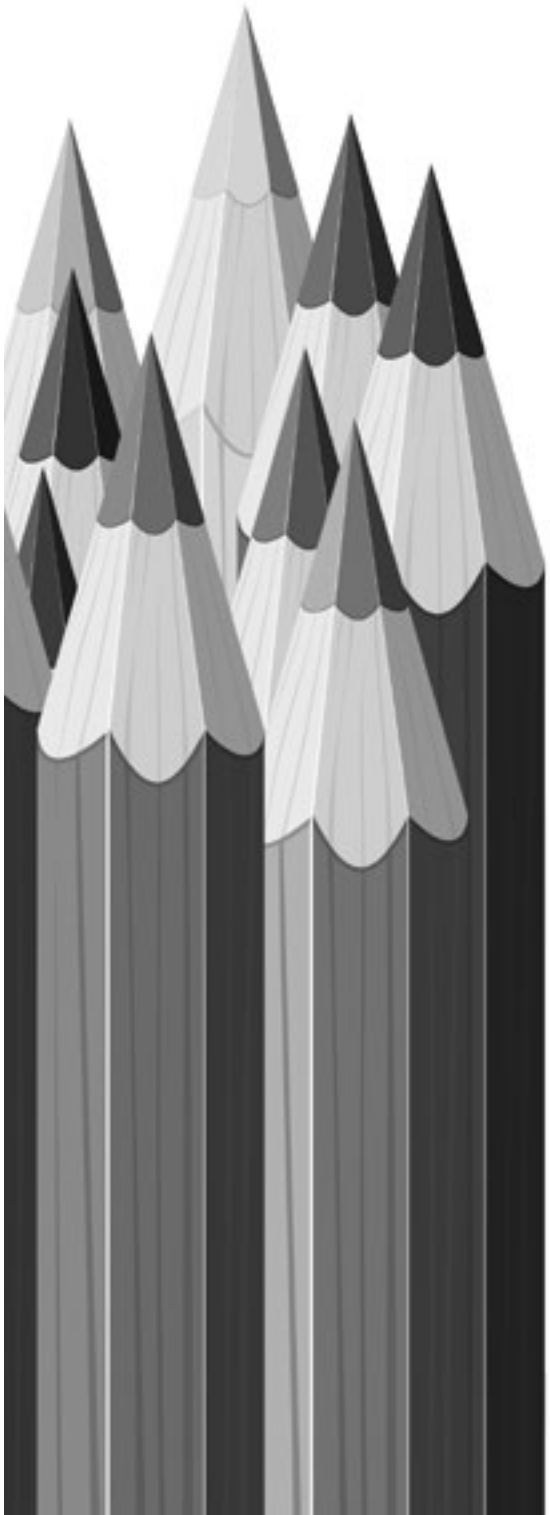
SBCSS—San Bernardino County Superintendent of Schools: [www.sbcss.k12.ca.us](http://www.sbcss.k12.ca.us)

CABE 2014 STUDENT ENTERTAINMENT SCHEDULE

Date	Time	Group	Type of Performance	School/Director
Wed 4/2/14	4:15 pm - 4:45 pm (Opening General Session)	Norwalk High School Steel Pan Band	Caribbean Music	Norwalk High School Karen Calhoun
Thurs 4/3/14	8:15 am - 8:45 am (General Session)			
	10:30 am - 10:50 am	Mariachi Real de Arrowview	Mariachi music	Arrowview Robert Ruff
	11:30 am - 11:50 am	Tuffree Middle School Jazz Band I	Jazz band	Tuffree Middle School James Hahn
	12:15 pm - 12:45 pm (Educator & Parent Awards Luncheon)	Palmdale School District Honor Band	Concert band music	Shadow Hills Marc Macisso/Angela Clayton
	1:30 pm - 1:50 pm	Santiago HS Concert Band	Concert band music	Santiago High School Paul Venagas
	2:30 pm - 2:50 pm	Santiago HS Orchestra	Orchestra music	Santiago High School Paul Venagas
	3:30 pm - 3:50 pm	Danzantes del Sol	Pre-Colombian Dance-Aztec	Claremont Colleges
Friday 4/4/14	8:15 am - 8:45 am (Closing Session)	Sean Oliu	Mariachi Singer	Price School Robbie Fernandez
	11:30 am - 11:50 am	McFarland Folklorico & Mariachi	Mariachi music	McFarland Unified SD Dario Diaz
	2:30 pm - 2:50 pm	5G	KPOP Dance	Oxford Academy
	3:30 pm - 3:50 pm	Korean Cultural Entertainment	Korean dance and movement	
	6:45 pm - 7:15 pm	Villa Park High School Jazz Band	Jazz music	Villa Park High School

ART AT CABE 2014

ART EXHIBITION IN THE LOBBY



CABE thanks the following districts  
and county offices for sharing the creative  
artwork of their students

**LONG BEACH**  
UNIFIED SCHOOL DISTRICT

**ORANGE COUNTY**  
DEPARTMENT OF EDUCATION

**MCFARLAND**  
UNIFIED SCHOOL DISTRICT





CONSEJERÍA DE EDUCACIÓN  
EMBAJADA DE ESPAÑA  
[www.sgci.mec.es/usa](http://www.sgci.mec.es/usa)

## CABE 2014

BOOTH # 323

**Asimismo, les animamos a participar en las siguientes iniciativas,  
de las que les daremos información en nuestro booth.**

- Becas para maestros de educación bilingüe y español como lengua extranjera para Institutos de Verano, en Universidades Españolas.
- Programa de Auxiliares de Conversación en Centros Educativos Estadounidenses.
- Programa de Intercambio de maestros.
- Programa de Intercambio de estudiantes.
- Las International Spanish Academies
- Pósters e información sobre España.

### PRESENTACIÓN:

#### Resources and Programs of the Spanish Embassy

**Rosario Outes Jiménez**  
**Asesora Técnica Docente / Education Advisor**  
**Consulado General de España / Consulate General of Spain**

*Date: Wednesday, April 2, 2014*  
*Time: 1:00- 2:15pm*  
*Room: Grand Ballroom F*

In this presentation, participants will hear of the different programs and resources that are available for Spanish teachers: reading resources online, magazines, school exchanges, scholarships, visiting teachers and assistants, educational networks and so forth. There will be a Q&A to address individual needs of the attendants.

## MÉXICO PRESENTE EN CABE 2014 EN APOYO A LA EDUCACIÓN BILINGÜE Y NUESTRA COMUNIDAD



**El Consulado de Carrera de México en Santa Ana**  
**El Consulado General de México en Los Ángeles**

Y

**El Instituto de los Mexicanos en el Exterior (IME)**  
**Secretaría de Educación Pública (SEP)**

Y

**la Universidad Virtual de la Universidad de Guadalajara**



BOOTH # 321

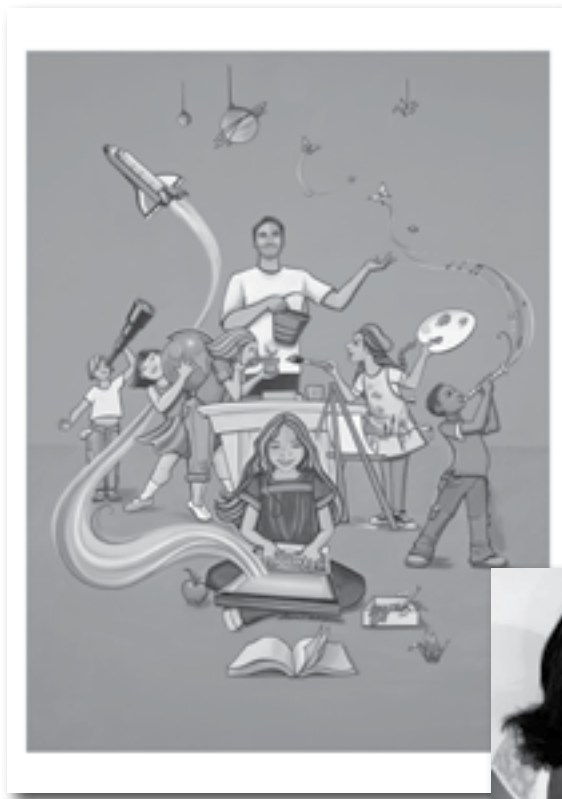
Te Invitan a conocer los programas de educación en español dirigidos a la comunidad de habla hispana en EUA como:

- Educación para adultos (Alfabetización, Primaria y Secundaria).
- Bachillerato abierto y a distancia, opción de educación en línea.
- Uso de la tecnología educativa
- Portales educativos en colaboración.
- Asesorías para la acreditación y certificación

Así como diversos materiales y recursos educativos en español que México ofrece a los maestros bilingües como herramientas de apoyo, para el mejor desempeño educativo de los niños de habla hispana en Estados Unidos.

**Aunque estés lejos de México ..... estamos contigo.**

### LAURA VÁZQUEZ RODRÍGUEZ



**CABE IS HONORED TO RECOGNIZE  
LAURA VÁZQUEZ RODRÍGUEZ ONCE  
AGAIN AS THE CABE 2014 ARTIST.**

The artwork of Laura Vázquez Rodríguez has been selected to represent the theme of CABE 2014—*Creating Multilingual Magic—English Learner Success through the Common Core, the New ELD Standards, Technology and the Arts!*

Laura Vázquez Rodríguez was born in Los Angeles and was raised in the Mexican Community of Pico Rivera. She received a Bachelor's Degree in Fine Arts, specializing in illustration, from California State University, Long Beach. Her artwork has been showcased on book covers, posters, and three documentaries. She has created art for CABE (California Association of Bilingual Educators) and AMAE (The Association of Mexican American Educators). Laura has exhibited artwork at Self Help Graphics, UCLA, Cal Poly Pomona, The University of Arizona, Santa Paula's California Oil Museum, Whittier College, Santa Fe Springs, Pasadena, Beverly Hills, Casita del Pueblo, Gallery ChimMaya, and Our Lady of the Angels Cathedral in Los Angeles. Laura's most recent works include a logo for the city of Los Angeles and the cover art for Roberto Rodríguez's upcoming book *Sacred Maize is Our Mother*.

#### Artist's Statement

*I consider myself more of an illustrator than a painter. I am a visual storyteller. For me color is secondary...the design comes first. Once I begin to paint, color is everything! As a musician plays his instrument, so I paint my canvas. It is with passion and always from the heart. My art is an expression of who I am—each piece an extension of my spirit. My paintings are my voice. Water and Wind play a large role in many of my paintings. Water because it is life giving, cleansing, quenching. It can soothe or cut. The wind because it can whisper or roar like faith that cannot be seen but is felt. With my paintings I celebrate family. I celebrate the beauty of women and their quiet strength. I celebrate Love and unity, human strength and frailty. I celebrate life and death. I celebrate dreams- those things that exist in this world and those things that exist only in my imagination. All things connected...I celebrate all of creation!*

Laura's work will be featured and available for sale in the Exhibit Hall, Booth #422  
She will be present throughout the conference to sign her artwork.

Do you have an effective practice for EL students to share?  
**Submit your Call for Presentations**

# CABE 2015

## 40<sup>th</sup> ANNUAL CONFERENCE

Town and Country Resort and Convention Center  
San Diego, California  
March 4-7, 2015



General Guidelines for Presenter Proposal Application Form

**Deadline: Friday, July 18, 2014**

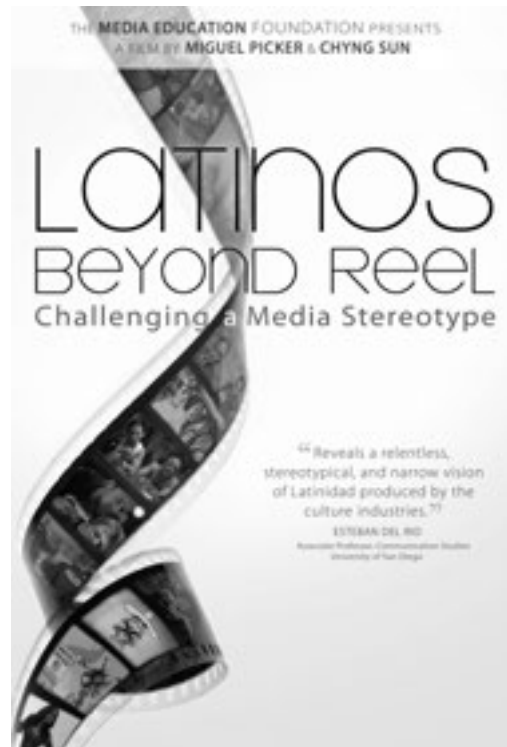
**Go On-line to submit:**

**<http://fs3.formsite.com/cabeforms/CABE2015/index.html>**

Registration   Strands   Audio Visual Equipment   Room set-up  
Scheduling   Notification of Scheduling   Where to Submit Proposals

# CABE 2014 Film Festival

## ANAHEIM MARRIOTT, GRAND BALLROOM F



**Thursday, April 3, 2014**

**4:45 PM - 6:00 PM**

### **LATINOS BEYOND THE REEL: CHALLENGING A MEDIA STEREOTYPE**

Produced & Directed by Miguel Picker and Chyng Sun

In *Latinos Beyond Reel*, filmmakers Miguel Picker and Chyng Sun examine how US news and entertainment media portray -- and do not portray -- Latinos. They uncover a pattern of gross misrepresentation and gross under-representation -- a world in which Latinos tend to appear, if at all, as gangsters and Mexican bandits, harlots and prostitutes, drug dealers and welfare-leeching illegals.

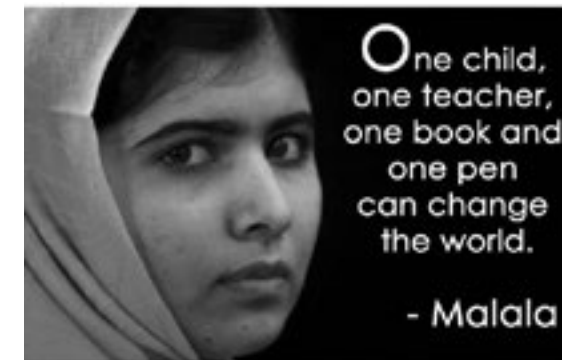
The film challenges viewers to think critically about the wide-ranging effects of these media stereotypes, and to envision alternative representations and models of production more capable of capturing the humanity and diversity of real Latinos.

Lorena Manríquez, President and Producer, will be present at the film for discussion and questions and answers. Manríquez is an award-winning independent filmmaker and president of Andes Media, LLC. Her love of film began at an early age watching Spanish and French films in Santiago, Chile, where she was born and raised. She is a co-producer of Miguel Picker's new documentary *Latinos Beyond Reel: Challenging a Media Stereotype* (2012).

# CABE 2014 Film Festival

The CABE Film Festival provides CABE attendees the opportunity to see films that celebrate our languages, our cultures, and our diverse life experiences!

## ANAHEIM MARRIOTT, GRAND BALLROOM F



**Friday, April 4, 2014**

**4:45 PM - 6:00 PM**

### **MALALA---A GIRL FROM PARADISE**

This documentary film is about Malala Yousafzai, the 16-year-old Pakistani girl, education activist, and youngest-ever Nobel Peace Prize nominee who survived an assassination attempt for her determined efforts to defend girls' education in Pakistan, after the Taliban outlawed schools for girls in her native Swat Valley.

She was critically wounded but eventually flown to England for treatment by specialists in skull reconstruction. Malala rose to international fame for chronicling the plight of children in a blog for the BBC under the penname Gul Makai, during the Taliban insurgency years. As a response to Malala's bravery, girls across Pakistan and the world are standing up and saying, "I am Malala" -- and this is our opportunity to show the same solidarity. Despite the advances in women's rights around the world, violence against girls and women remains one of the most common human rights abuses. The assault on women's right to education continues in many countries. Malala was attacked because she was a girl, and she was attacked not just because she wanted an education herself, but because she was campaigning for all girls to be able to fulfill their right to receive an education. Malala's struggle highlights a devastating reality. Shot in scenic Swat valley, the film tells how Malala took a stand against and stood up for her education and that of other girls.

*"Education is our basic right." Malala Yousafzai*

*Please note: Movie contains some violent imagery.*



### CABE 2014 EXHIBIT HALL (Anaheim Marriott Marquis Ballroom)



#### HOURS

Wednesday, April 2: 12:00 pm - 4:00 pm

Thursday, April 3: 9:00 am - 5:30 pm

Friday, April 4: 9:00 am - 5:30 pm

#### SPECIAL EXCLUSIVE VIEWING TIMES

Wednesday, 6:00 pm - 7:30 pm — Night at the Exhibits

Thursday and Friday, 12:00 pm - 1:30 pm

No workshops or institutes are scheduled during this time!



#### VISIT THE CABE 2014 EXHIBIT HALL

##### TO TAKE ADVANTAGE OF THE FOLLOWING:

- Multilingual resources to enhance your instructional program
- Access to publishers and company representatives to support and guide you
- The opportunity to meet authors and musicians and get their signature on the products you purchase
- Fun gift ideas—for family, friends, or yourself!
- Resources for ELD, Dual Immersion, Language Arts, Math, Science, Social Studies, Art, Music, and much more!
- Docking and charging stations for your phones, tablets and laptops—charge up while viewing the fabulous booths and products!
- Lead Retrieval System—just scan your name badge with any exhibitor you wish and your name is registered with them.
- iPad drawings will take place on Thursday and Friday at 1:30 pm. Tickets may be purchased at the CABE Store or from Board Members and Planning Committee members.
- The CABE 2014 Vendor Raffles will take place on Thursday and Friday at 5:15 p.m. in the Exhibit Hall.



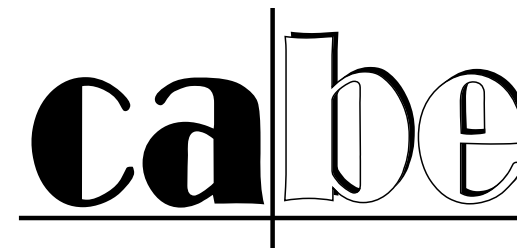
#### SPECIAL EVENTS IN THE CABE 2014 EXHIBIT HALL

##### ANAHEIM MARRIOTT, MARQUIS BALLROOM

- Student Entertainment!
- CABE Poetry Slam in the Plaza Area—Thursday, April 3, 12:30-1:30 pm
- ¡Pregoneros!—Highlighting bilingual authors, musicians, and illustrators in the plaza area—Friday, April 4, 12:30 pm-1:30 pm
- Student Technology Support Poster Sessions Daily
- Daily drawings!



### HAVE YOU EVER WANTED TO BE A CABE BOARD MEMBER?



California Association for Bilingual Education

CABE HAS OPENINGS ON THE CABE BOARD OF DIRECTORS FOR THE FOLLOWING POSITIONS:

**President Elect**

**Vice President**

**Region II Representative**

**Region IV Representative**

**Director of State/Legislative Affairs**

**Director of Para-Professional Affairs**

**Director of Parent Relations**

Any CABE member who is interested in one of these positions and meets the criteria has the opportunity to submit a nomination application. Applications for the above open positions were sent via email to all voting members at the end of March, 2014. The nomination application deadline is April 21, 2014. Members submitting a complete nomination application and meeting the established criteria for positions on the board of directors will be placed on the election ballot. Upon notification of an accepted application, Candidate Statements will be due on May 5, 2014, to be included on the election ballot.

Questions? Come to the Membership Counter in the registration area at CABE 2014 for more information!

All voting members with emails on file will be casting votes electronically. An e-mail invitation to execute your electronic election ballot for the 2014 election will include a hyperlink to your personalized election ballot using a user passcode. You can submit your vote for the candidates electronically. If you do not have an active, working email address, see below.

This information will also be posted on the CABE website at [www.bilingualeducation.org](http://www.bilingualeducation.org). The e-mail notification will be sent by VoteNet, CABE's independent election agent. Please be sure to look for the election ballot notification email on May 16, 2014.

**IMPORTANT-PLEASE NOTE:** If you do not have an email address or cannot participate electronically, please contact CABE e-mail at [info@bilingualeducation.org](mailto:info@bilingualeducation.org) or by phone at (626) 814-4441. A special printed ballot will be prepared for eligible members who do not have an email address on file with CABE headquarters. Remember you must be a member in good standing as of March 14, to participate in board member elections in 2014, and any candidate running for office must complete and submit a nomination application to be placed on the ballot.



### CABE LEADERSHIP AND ADVOCACY SESSIONS

#### **Raise Your Voices for English Learners and the Common Core**

Wednesday, April 2, 2014

Time: 2:45 PM - 4:00 PM

Anaheim Marriott

Room: Platinum 3

Participants will leave this session with tools (free copy of new toolkit) and talking points to use in local district dialogues to ensure that the Common Core is implemented in a way that fully includes English learners and that meets their unique language development and access needs. The session will discuss supports that are needed to realize the Common Core for English learners, and advancing the vision for English learner education that the Common Core can make possible.

#### **"Local Control Funding Formula"...What is it & Why Do We Need to Know!!**

Thursday, April 3, 2014

Time: 3:15 PM - 4:30 PM

Anaheim Marriott

Room: Grand Ballroom J

The Governor signed a bill that replaces how our school districts get funded with a new system of funding; the Local Control Funding Formula (LCFF). This presentation will share: a) the intent of the LCFF, its formula and accountability components; b) the need to participate in the development of the district's plan of the LCFF & the development of the district's budget to implement the plan; and c) the identification of key district and State dates for input. This presentation is targeted to parents, community activists, district program coordinators & educators.

#### **Challenges and Opportunities for English Learners in California: Californians Together Action and Advocacy**

Thursday, April 3, 2014

1:30 PM - 2:45 PM

Anaheim Marriott

Room: Grand Ballroom J

The Local Control Funding Formula, New ELD Standards, New ELA/ELD Curriculum Framework, State reporting of Long Term English Learners and the State Seal of Biliteracy all present opportunities for everyone in the state to focus on the education of English learners. Each person in this workshop will see how they can become involved locally and statewide with Californians Together, a statewide coalition of parent, teachers, administrators, board members, civil rights and legal services organizations to improve the policies, programs and instruction for English learners. Each of our voices is needed to make a difference!!!

#### **Empowering Our Youth, Our Girls, to Leadership Roles**

Thursday, April 3, 2014

3:15 PM - 4:30 PM

Anaheim Marriott

Room: Grand Ballroom A

As an educator, what is my role in empowering our youth, our girls, to leadership roles? How do we create an environment that encourages them to be bold and take calculated risks? CALSA Hermanas Leading Network has been formed to help our Latina women progress toward higher leadership roles. By focusing on professional development that is relevant to our women, creating an environment that encourages them to be bold and take calculated risks, and by providing opportunities that promote networking, in person and virtually, we are opening pathways for our women to advance equity in higher leadership roles.

#### **Local Control Funding Formula: Engaging your board to ensure best investments for students**

Friday, April 4, 2014

10:30 AM - 11:45 AM

Anaheim Marriott

Room: Grand Ballroom G

The Local Control Funding Formula is based on principles of equity, local control and transparency. It requires governing boards to engage with stakeholders, including parents, teachers, administrators and students in development of Local Control and Accountability Plans that will improve outcomes for English learners, low income students and foster youth. The California School Boards Association will share information and seeks input on how to engage stakeholders to develop effective programs and services for English learners.

#### **Local Control Funding Formula: What Parents Need to Know**

Friday, April 4, 2014

1:30 PM - 2:45 PM

Anaheim Marriott

Room: Grand Ballroom C and D

This workshop will provide an overview of the Local Control Funding Formula (LCFF), which changes the way that California pays for its schools. The LCFF gives extra money to districts that enroll English learners, low-income and foster youth students. This extra money must be spent on those students! This workshop will provide concrete strategies for parents including how they can participate in the development of the Local Accountability Plan (LCAP) for their children's school districts.

### CABE MEMBERSHIP MEETING 2014

## The CABE 2014 Membership Meeting is Not To Be Missed!

**Saturday, April 5, 10:45-12:00**

Platinum 1

Facilitators: Francisca Sánchez (CABE President) and Ramón Zavala (CABE Vice President)



#### **Outcomes for our Membership Meeting**

- Generate enthusiasm and pride about being a CABE member.
- Rekindle the CABE spirit.
- Launch a new membership drive and energize membership to enlist others as CABE members.
- Inspire CABE members to actively engage in CABE COMPASS implementation efforts.

★ ★

### ALL IN ATTENDANCE WILL RECEIVE:

- A free copy of the book "Cuando Sueño/When I Dream" by Francisca Sánchez)
- A free copy of the Seal of Biliteracy DVD
- For every 5 members from each chapter that attends, your chapter will receive a complimentary registration to CABE 2015—to use as you like
- A sense of connectedness and collaboration across the CABE membership!

★ ★



**GREETINGS FROM THE CONFUCIUS INSTITUTE AT UCLA!**



Connecting communities, engaging new audiences, and advancing UCLA's mission of teaching, research, and public service.

The Confucius Institute at UCLA congratulates CABE on its 39th annual conference and wishes all attendees a Happy Year of the Horse!

We are proud to be partners and collaborators with CABE as we work together to grow multilingual programs throughout Southern California and the entire state.

欢迎

huān yíng

Welcome!



Chinese New Year 2014 The Year of Horse

**Daily Drawings**

**DON'T MISS YOUR DAILY OPPORTUNITY TO WIN  
A APPLE iPad MINI, A CARRIBEAN VACATION OR A FREE CABE 2015 REGISTRATION!**

Daily drawings will be held inside the Exhibit Hall  
at 1:30 p.m. on Thursday and Friday and  
at 12:00 p.m. on Saturday at the CABE Store.

**TICKETS \$5 EACH OR 5 TICKETS FOR \$20**

Tickets can be purchased prior to and during the conference from CABE Board Members, Planning Committee Members, and at the CABE Store.

**Support CABE and good luck!**





# 2-Way CABE



Supporting Two-Way Bilingual/Dual Immersion Programs in California through:

- Networking
- Professional Development
- Technical Assistance
- Advocacy

## 2-WAY CABE BOARD

Carla Herrera, President

Erin Bostick Mason, Vice President

Adeline Blasingame, Treasurer

Kris Nichols, Secretary

Adrienne Machado, Member at Large

For more information:

Email: [info@bilingualeducation.org](mailto:info@bilingualeducation.org)

Website: [www.bilingualeducation.org](http://www.bilingualeducation.org)



CABE PROFESSIONAL DEVELOPMENT SERVICES –  
THE EXPERT PROVIDER OF SERVICES TO ACCELERATE  
DUAL LANGUAGE LEARNERS

In 2013, CABE launched a new service ~ CABE PDS ~ to provide hands on support, professional development, mentoring and coaching directly to schools and districts.

### CABE PDS OFFERS:

*District and Site Level Training and Classroom Coaching*



*Consultation on District strategic plans*



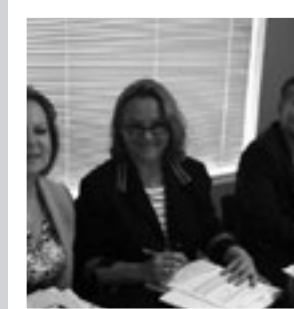
*Curriculum Development*



*Collaborating on Planning and Implementation of Dual Language Immersion Programs*



*Regional In-depth Professional Development Series*



*Author Visits*



**COME LEARN MORE ABOUT CABE PDS AT CABE 2014 AND HOW YOU CAN BE A PART OF IT!**

Teacher to Teacher Professional Development  
Presented by Elizabeth Jiménez

CABE now provides professional development all year long. Come find out more about our work and how you might join us to share your expertise as a CABE Professional Developer. Learn about our services and how you might join our team.

Date: Saturday, April 5, 2014

Time: 9:00am-10:15am

Room: Anaheim Marriott, Platinum 2

For more information about CABE Professional Development Services contact Elizabeth Jiménez, (909) 489 4466 or [ejimenez@bilingualeducation.org](mailto:ejimenez@bilingualeducation.org)

CABE ANNOUNCES

# THE CABE 2014 NIGHT AT THE EXHIBITS!

Get a head start on viewing the  
Exhibit Hall on the first night of CABE 2014

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

## NIGHT AT THE EXHIBITS

WEDNESDAY, APRIL 2  
6:00 PM-7:30 PM  
MARQUIS BALLROOM

**Raffles and discounts!**

**Stop by the National Geographic Booth (#128) for Drink Coupons!**

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

**The CABE Store will be open too!**

AFTER YOU ARE DONE IN THE EXHIBIT HALL, WALK ACROSS THE HALLWAY TO

THE CABE MEMBERSHIP RECEPTION  
GRAND BALLROOMS E/F  
7:00 PM-11:00 PM

**MAKE YOUR FIRST NIGHT AT CABE 2014 ONE OF YOUR BEST!**

An Invitation to the  
**SEAL OF BILITERACY RECOGNITION  
RECEPTION FOR DISTRICTS**  
at CABE 2014  
(Invitation Only)

Californians Together and CABE  
extend a special invitation to  
Superintendents, School Board Members,  
District Office Staff, Principals, Teachers and Parents  
of the Seal of Biliteracy School Districts to the

**SEAL OF BILITERACY RECOGNITION RECEPTION**  
at the CABE 2014 Conference  
Friday, April 4, 2014  
5:30 - 6:30 p.m.  
Anaheim Marriott Hotel  
Elite Ballroom

All Seal of Biliteracy Districts are invited and recognition will be given to those districts  
who awarded the State Seal of Biliteracy in 2013 for the first time.

Special Guest Speakers

**TOM TORKLAKSON**  
State Superintendent of  
Public Instruction  
(Confirmed)

**LIBI GIL**  
Assistant Deputy  
Secretary, OELA,  
US Department  
of Education  
(Confirmed)

**THIS IS AN INVITATION ONLY EVENT**  
Sponsored by Velazquez Press

\*\*\*\*\*

CABE CONFERENCE: 8:30-5:00  
ADMINISTRATIVE LEADERSHIP SYMPOSIUM: 10:30-5:00  
SEAL OF BILITERACY RECEPTION: 5:30-6:30  
CABE SEAL OF EXCELLENCE AWARD BANQUET: 7:00-9:00



CHULA VISTA ELEMENTARY SCHOOL DISTRICT  
Human Resources Services and Support  
Teacher and Administrator Recruitment  
84 EAST J STREET  
CHULA VISTA, CA. 91910  
Web Site: <http://www.cvesd.org>



For application and information, call  
(619) 425-9600 ext. 1346 or apply  
online: [www.cvesd.org](http://www.cvesd.org)

Please bring:

- Resume
- Transcripts
- Credential copy, or CCTC verification
- CBEST, RICA, MSAT, CSET, CLAD  
Authorization, and NCLB Compliance if  
applicable

## POSSIBLE POSITIONS

### Certificated Positions:

Elementary K-6 BCLAD/CLAD

Part-Time Program Support Teachers

- Visual & Performing Arts
- Music
- Physical Education
- Technology
- Charter Middle and High School

Single Subject Teacher

### Special Education

- Resource Specialist
- Language, Speech and Hearing/Speech  
Language Pathologist
- Mild/Moderate
- Moderate/Severe

### Administrative Positions:

- Principal
- Associate Principal
- School Psychologist

Success = I<sup>3</sup>

Imagination • Intellect • Inquiry



# CABE 2014

SUCCESS FOR ENGLISH LEARNERS THROUGH THE COMMON CORE, THE NEW ELD STANDARDS, TECHNOLOGY & THE ARTS

# WEDNESDAY

## CREATING MULTILINGUAL MAGIC



WEDNESDAY

HIGHLIGHTS

EXHIBIT HALL EVENTS

12:00 PM - 4:00 PM / EXHIBIT HALL OPENING / ANAHEIM MARRIOTT—MARQUIS BALLROOM

6:00 PM – 7:30 PM / “NIGHT AT THE EXHIBITS” / ANAHEIM MARRIOTT - MARQUIS BALLROOM

WORKSHOPS, INSTITUTES, AND ACTIVITIES

7:30 AM-4:30 PM / CONFERENCE REGISTRATION AND TOTE BAG PICK UP / ANAHEIM MARRIOTT—CONFERENCE LOBBY AREA

7:30 AM - 2:00 PM / SCHOOL SITE VISITS / ANAHEIM MARRIOTT—HOTEL MAIN LOBBY

10:00 AM-1:00 PM / NATIONAL ROUNDTABLE DISCUSSION OF VIETNAMESE LANGUAGE TWO-WAY BILINGUAL IMMERSION PROGRAMS (BY INVITATION ONLY) / ANAHEIM MARRIOTT- ORANGE COUNTY 4

10:30 AM – 3:30 PM / JDA—JOINT DELEGATE ASSEMBLY / ANAHEIM MARRIOTT—PLATINUM 1

10:30 AM – 4:00 PM / TWO-DAY INSTITUTES - DAY 1 / ANAHEIM MARRIOTT – LOWER LEVEL

11:00 AM- 4:00 PM / PARENT CENTER OPENING / ANAHEIM MARRIOTT—GRAND BALLROOM C/D

1:00 PM - 4:00 PM / WORKSHOP SESSIONS

1:00 PM - 4:00 PM / HALF-DAY INSTITUTES

FEATURED SPEAKERS

1:00 PM-2:15 PM / ALMA FLOR ADA

2:45 PM - 4:00 PM / DONNA KNOLL / GREGORIO LUKE

OPENING GENERAL SESSION

4:30 PM - 6:00 PM / KEYNOTE ADDRESS: ANA MARÍA ÁLVAREZ / ANAHEIM MARRIOTT—PLATINUM BALLROOM

SPECIAL EVENTS

7:00 PM - 11:00 PM / MEMBERSHIP RECEPTION AND DANCE / FEATURING DJ JOHNNY MANCILLA  
ANAHEIM MARRIOTT—GRAND BALLROOM E/F

WEDNESDAY

PLAN YOUR DAY

MORNING: 8:00 am - 12:00 pm

AFTERNOON: 12:00 pm - 6:00 pm

EVENING: 6:00 pm - 11:00 pm

WEDNESDAY

TWO-DAY INSTITUTES - DAY 1

PRE-REGISTRATION AND ADDITIONAL FEE REQUIRED

Cultural Proficiency: Changing the Conversation

10:30 AM - 4:00 PM  
Anaheim Marriott  
Room: Los Angeles

Randall Lindsey, CSU Los Angeles  
Delores Lindsey, CSU, San Marcos

Grade Level: All  
Language: English,  
Strand: Advocacy & Engagement  
Audience Level: Experienced

Participants in this highly interactive session will learn the tools of Cultural Proficiency and proactive uses of the tools in classrooms, schools and parent/community engagement. Emphasis is on educators and their schools being responsive to the educational needs of diverse communities served by schools.

The WRITE Institute: Six High-leverage Writing Practices for Grades 3-12

10:30 AM - 4:00 PM  
Anaheim Marriott  
Room: Desert Springs

Julie Goldman, WRITE Institute - San Diego COE  
Kristen Blake, WRITE Institute - San Diego COE

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

This institute will prepare participants to understand the most important research-based practices in L1 and L2 writing. Participants will experience interactive, differentiated strategies that foster writing across content areas for grades 3-12.

Science & Math Instructional Strategies for EL Students – Building Academic Success for English Learners through Content and the Common Core Standards.

10:30 AM - 4:00 PM  
Anaheim Marriott  
Room: San Diego

Ron Rohac, Rohac Ed Solutions

Grade Level: 5-12  
Language: English,  
Strand: Curriculum & Instruction  
Audience Level: New to Field/Experienced

The presentation is a hands-on, teacher friendly workshop loaded with practical applications and strategies. These activities are easy to implement and can be used the next day! The presentation will have teachers 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. The strategies and activities prepare English learners to meet the Common Core State Standards and others such as the College and Career readiness Anchor Standards.

WEDNESDAY

TWO-DAY INSTITUTES - DAY 1

PRE-REGISTRATION AND ADDITIONAL FEE REQUIRED

Project GLAD® Two-Day Research & Theory Workshop

10:30 AM - 4:00 PM  
Anaheim Marriott  
Room: Newport Beach and Rancho Las Palmas

Susan McCoy, Orange County DOE: Project GLAD  
Stacey Larson-Everson, Orange County DOE: Project GLAD  
Nicole Chávez, Orange County DOE: Project GLAD  
Kelley White, Orange County DOE: Project GLAD

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

This Two-Day Project GLAD® Workshop provides the theoretical and research base for Project GLAD® classroom implementation and practices. Participants will explore the Project GLAD® curriculum model and practical classroom strategies, including those designed to promote academic language, literacy, and cross-cultural respect in the classroom. Throughout the workshop, participants will dialogue and learn with other professionals in the field about the research that supports the Project GLAD® model, will be introduced to Project GLAD® units and gain exposure to about thirty effective teaching strategies. All participants will meet the 2-Day requirement of Project GLAD® Tier I training. Following this workshop, participants will be eligible to attend the second component of Tier I training, the 4/5 Day Demonstration Lesson.

Kagan Cooperative Learning Structures for Active Engagement for English Learners

10:30 AM - 4:00 PM  
Anaheim Marriott  
Room: La Jolla

Rachel Treaster, Kagan Publishing & Professional Development

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

Boost academic achievement with Kagan Cooperative Learning Structures: simple, research-based instructional strategies that make learning more active and interactive for all students, especially English learners. 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. 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 institute is for you!

HALF-DAY INSTITUTES 1:00 PM - 4:00 PM

**Building a Strong Foundation for Dual Language Learners Early On: Preschool - Transitional Kindergarten & Kindergarten**

1:00 PM - 4:00 PM  
Anaheim Marriott  
Room: Suite 312

**Vickie Ramos Harris, Early Edge California**  
**Carola Matera, CSU Channel Islands**

*Grade Level: Preschool-2,*  
*Language: English*  
*Strand: Early Childhood Education*  
*Audience Level: Experienced*

This interactive institute will provide teachers and administrators with concrete tools and strategies to bring into their early education and transitional kindergarten classrooms through presentations and hands on activities. Participants will learn the essentials of building a strong foundation for young dual language learners, including effective classroom practices that integrate culture and language in a comprehensive way, resources for effective professional development and support along a continuum of learning, and family outreach and engagement practices.

**Dual Immersion Program and School Implementation Tool Kit**

1:00 PM - 4:00 PM  
Anaheim Marriott  
Room: Grand Ballroom J

**Carlos Ulloa, Old Adobe Union SD**

*Grade Level: K-8, College/University*  
*Language: English*  
*Strand: Two-Way Bilingual/Dual Immersion*  
*Audience Level: New to Field/Experienced*

In this institute, participants will learn how to begin, support, grow and sustain a quality and research based dual immersion program and school.

**Use of Inquiry as an Effective Strategy for Engaging Students in Math and Science.**

1:00 PM - 4:00 PM  
Anaheim Marriott  
Room: Grand Ballroom K

**Anthony Quan, Los Angeles COE**

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

This workshop will model the use of inquiry as a strategy for teaching and engaging English learners. Participants will experience hands-on activities that can be used in the classroom the next day. We will discuss questioning and language acquisition through oral and written activities. This workshop will include discussions of how inquiry supports the Common Core State Standards and Next Generation Science Standards.

HALF-DAY INSTITUTES 1:00 PM - 4:00 PM

**A Tool to Scaffold Instruction for English Learners**

1:00 PM - 4:00 PM  
Anaheim Marriott  
Room: Orange County 1

**Magdalena Ruz González, Los Angeles COE**  
**Bobbi Ciriza Houtchens, EdAchieve**

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

English learners must use their cognitive skills to process language while simultaneously mastering complex concepts. This newly developed tool guides teachers to scaffold instruction for students at all levels of English proficiency. The tool targets questions, responses, sentence frames, and products at each level of Bloom's Taxonomy for each proficiency level from the new California Common Core English Language Development Standards. Participants will receive sample pages from the tool and have time to apply the tool to their current lesson plans.

**Developing Language and Cognition in the Context of Science**

1:00 PM - 4:00 PM  
Anaheim Marriott  
Room: Suite 304

**Diana Velez, Lawrence Hall of Science, UC Berkeley**  
**Joanna Totino, Lawrence Hall of Science**

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

The Common Core and the new English Language Development standards present both challenging demands and rich opportunities for language acquisition. Explore how science provides the perfect

context for developing critical thinking skills and for acquiring academic language. We will model an elementary hands-on science investigation using literacy and language development strategies and then examine the convergence of the practices in the Common Core, Next Generation Science Standards, and the English Language Development Standards.

**Creativity in Motion: Making Movies to Accelerate Learning**

1:00 PM - 4:00 PM  
Anaheim Marriott  
Room: Grand Ballroom H

**Warren Dale, CABE**

*Grade Level: All*  
*Language: English*  
*Strand: The Digital Age in the Classroom*  
*Audience Level: New to Field/Experienced*

Bring your iOS device and let's make videos! Learn how to incorporate student created video into your classroom! Experience first-hand why movie making is the best way to enhance language acquisition and retain curricular content. With handheld video, students research, organize and synthesize information. Learning soars as students marry ideas, visuals, sounds and words to transform the content they have gathered into an irrefutable proof of learning. Please have the iMovie and Edmodo apps installed BEFORE the session begins.



FEATURED SPEAKER 1:00 PM - 2:15 PM



**Alma Flor Ada, Author**  
**F. Isabel Campoy, Author**

Anaheim Marriott  
Room: Grand Ballroom E

**Yes! We are Latinos: from many lands, with different stories.**

History belongs to those who write it. As Latinas we write about the depth and richness of the Latino identity, springing from multiple roots: Indigenous, European, African, Jewish, Asian, and from the many paths our people have followed while creating and supporting this nation: planting and gathering the crops, tending the herds, raising the buildings, manning the factories, joining all professions, enriching our lives with art.



WORKSHOPS / SESSION 1 1:00 PM - 2:15 PM

**1. World Language Programs as a Pathway to Biliteracy**

1:00 PM - 2:15 PM  
Anaheim Marriott  
Room: Grand Ballroom G

**William Chang, Los Angeles USD**

*Grade Level: 6-12*  
*Language: English*  
*Strand: Administration & Management*  
*Audience Level: New to Field*

World language, formerly known as “foreign” language, programs provide students opportunities to embark on a pathway to biliteracy. Come learn about LAUSD’s World Languages and Cultures program. Topics include various factors to consider when planning to implement various language programs, professional resources, and the experiences from LAUSD.

**2. Artistic Perception and Creative Expression Activities Designed to Enhance Language and Learning**

1:00 PM - 2:15 PM  
Anaheim Marriott  
Room: Elite 3

**Maureen Lorimer, California Lutheran University**

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

Guiding students, including English learners, through group discussion about a work of art serves as a catalyst for critical thinking and creative expression. Participants will learn about the theoretical underpinnings that support the explicit use of art images and creative art activities in diverse classrooms. Transparent modeling of key strategies, questioning techniques, and interactive discussions will provide participants with

first-hand experience with visual scanning. Participants will reflect upon their existing classroom and generate ideas for infusing artistic perception and creative expression activities into the curriculum.

**3. The Emerging Latino Male Student: From Crisis to Empowerment**

1:00 PM - 2:15 PM  
Anaheim Marriott  
Room: Elite 2



**Eleanor Rodríguez, Encuentros Leadership**

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

This workshop is designed to give an overview on the condition of the educational attainment of Latino males in our schools. It will focus on the best practices to review and implement by which we can effectively raise and measure Latino male’s educational attainment. The presenter will focus on dispelling the achievement gap and cultural myths and discuss the real needs of Latino males. Issues will include framing experiences in the educational setting, the role of masculinity in educational decisions and male focused initiatives to address educational pathways to success.



WORKSHOPS / SESSION 1 1:00 PM - 2:15 PM

4. Using Visual Arts to Improve Reading Comprehension and Student Self-Esteem

1:00 PM - 2:15 PM  
Anaheim Marriott  
Room: Orange County 2

**Laura De La Torre, Independent Education Consultant**

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

This dynamic VAPA-oriented session will demonstrate the power of visual arts to engage students, improve language skills, and enhance the quality of instruction in core subjects such as English and social studies. The session, which will emphasize K-12 instruction for English learners and at-risk students, will feature a hands-on drawing lesson to help participants better understand art literacy. In addition, an integrated standards-based visual arts/English lesson will be presented along with corresponding block planning and grading techniques.

5. Understanding Text Complexity and the Common Core for Long Term English Learner Success

1:00 PM - 2:15 PM  
Anaheim Marriott  
Room: Grand Ballroom A

**Mandy Paterson, CSUF GEAR UP/Anaheim Union High SD**

*Grade Level: 6-12, College/University  
Language: English  
Strand: Curriculum & Instruction  
Audience Level: New to Field/Experienced*

The Common Core and Habits of Mind require students to be able to access all content areas through interacting with complex text. This will be a difficult challenge for both teachers and students, especially LTELs. This workshop will help teachers understand what complex text is, as well as how to build purposeful academic tasks and activities that enhance student capacity in learning and mastering difficult content.

WORKSHOPS / SESSION 1 1:00 PM - 2:15 PM

6. Technology to Enhance and Preserve African Languages and Culture

1:00 PM - 2:15 PM  
Anaheim Marriott  
Room: Orange County 3

**Darleana McHenry, St. Carries Center  
Jamal Muhammad, St. Carries Center  
Tezeta Gebramlak, St. Carries Center**

*Grade Level: All  
Language: English  
Strand: Indigenous Languages  
Audience Level: New to Field/Experienced*

This presentation shows how technology and social media can be used to enhance and preserve African languages and culture. Discussions and information scaffolded through technology can expand National languages while supporting mother tongue instruction. Instruction in activities will be introduced via Skype and pre-recorded materials which can be accessed via mobile.

7. Teaching Resources and Programs from the Spanish Embassy

1:00 PM - 2:15 PM  
Anaheim Marriott  
Room: Grand Ballroom F

**Rosario Outes, Embassy of Spain - Education Office**

*Grade Level:  
Language: English  
Strand: Professional Development/Teacher Preparation  
Audience Level:*

A presentation of the different programs and resources that are available for Spanish teachers: reading resources online, magazines, school exchanges, scholarships, visiting teachers and assistants, educational networks and so forth. There will be a Q&A to address individual needs of the attendants.

8. Read, Write, Think, and Act! A Bilingual Social Justice Curriculum in Elementary Schools

1:00 PM - 2:15 PM  
Anaheim Marriott  
Room: Platinum 2

**Anita Hernández, New Mexico State University  
José Montelongo, New Mexico State University  
Marisol Ruiz, Humbolt State**

*Grade Level: K-8, College/University  
Language: English  
Strand: Multicultural/Anti-Bias/Diversity Education  
Audience Level: New to Field/Experienced*

Critical literacy makes a difference in children's literacy engagement especially with English learners in all English and dual language K-5 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.

9. Como Ser Un Padre Tan Padre Para Ayudar A Nuestros Hijos Llegar A La Universidad

1:00 PM - 2:15 PM  
Anaheim Marriott  
Room: Grand Ballroom C/D

**Imelda Martin, Corona-Norco USD  
Israel Protillo, Corona-Norco USD  
Yolanda Zamora, Corona-Norco USD**

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

En esta ponencia se hablará sobre la importancia de ser unos padres unidos con sus hijos para SUPERAR LOS OBSTACULOS de ingreso a la universidad, y de la necesidad de formar un equipo autosuficiente para tener éxito en las metas fijadas.



WORKSHOPS / SESSION 1 1:00 PM - 2:15 PM

10. El Nuevo marco curricular para las artes del lenguaje en Español

1:00 PM – 2:15 PM  
Anaheim Marriott  
Room: Platinum 4

Lillian Pérez, California Department of Education

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

Se presentará un recurso esencial para la implementación de los Estándares estatales comunes para las artes del lenguaje en Español y para la lecto-escritura de California (CACCSS for ELA/Literacy) y los Estándares del desarrollo del inglés como idioma adicional. El nuevo marco curricular incluye la integración de ambos estándares y provee dirección y asistencia a niveles elemental y de secundaria. Al igual se presentara información sobre el desarrollo del borrador para materiales didácticos.

11. Highly Successful Program Design & Implementation

1:00 PM – 2:15 PM  
Anaheim Marriott  
Room: Grand Ballroom B

Oscar Medina, Poesis Educational Consulting

Grade Level: K-12  
Language: English  
Strand: Administration & Management  
Audience Level:

Addressing the needs of newcomer and long-term ELs is a highly complex endeavor. This workshop will describe the program components and efforts undertaken to dramatically turn around academic achievement for long-term English learners in a large school district. The success of the program spilled over to the mainstream, providing dramatic gains in EL, Latino, and all-student API scores.

FEATURED SPEAKER 2:45 PM - 4:00 PM



Donna Knoell, Educational Consultant and Author

Anaheim Marriott  
Room: Grand Ballroom E

Helping English Learners Develop Content Vocabulary and Academic Language Proficiency

Presenter will share strategies to help English learners and all striving students develop their content vocabularies. She will discuss classical roots, affixes, Latin cognates, and the importance of visuals to help students grasp content terminology. Attendees will receive extensive ideas and strategies, to help students utilize language, access complex information, and become engaged thinkers, speakers, readers, and writers. Attendees will learn strategies to meet Common Core Standards, to unleash students' academic potential, and to facilitate student success. Handouts provided.



Gregorio Luke, ARCOS (Art in Communities and Schools)

Anaheim Marriott  
Room: Grand Ballroom F

ARCOS Bringing Great Murals to your School

Distinguished art scholar Gregorio Luke has developed ARCOS, a lecture series for kids. Using a 43 X 22 inflatable screen and powerful digital projectors, he presents LIFE SIZE murals of Diego Rivera, Siqueiros and Orozco, and art of Frida Kahlo, giving students an unforgettable artistic experience. Learn how you can bring ARCOS to your school.



WEDNESDAY

WORKSHOPS / SESSION 2 2:45 PM - 4:00 PM

12. Calmecac, Charter schools and Chican@ Communities - Freedom as Pedagogy

2:45 PM - 4:00 PM  
Anaheim Marriott  
Room: Elite 2

Marcos Aguilar, Semillas Community Schools  
Miahuatl Kuauhtzin, Anahuacalmecac International University Preparatory  
Maria Pérez, Anahuacalmecac International University Preparatory  
Minnie Ferguson, Semillas Community Schools

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

How can Chican@s, and other indigenous peoples, advance decades old concerns for educational autonomy, self-determination and college-preparatory advancement? Semillas Community Schools proposes the proliferation of self-organizing centers of autonomous thinking, learning, teaching, research, and social empowerment through the critical application of charter school laws AND internationally recognized rights of Indigenous Peoples. A case-study approach to the organization and development of Anahuacalmecac International University Preparatory in East Los Angeles, the city's first authorized, public International Baccalaureate World School, will be discussed.

13. Raise Your Voices for English Learners and the Common Core

2:45 PM - 4:00 PM  
Anaheim Marriott  
Room: Platinum 3

Shelly Spiegel-Coleman, Californians Together  
Laurie Olsen, Sobrato Early Academic Language Program

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

Californians Together views the advent of the Common Core Standards as an opportunity to strengthen the schooling of English learners by providing the framework for a rigorous education that will prepare them (as all students) for the 21st century. We also recognize that any reform that increases rigor and does not address how English learners will be supported to master that rigor can exacerbate the barriers and achievement gaps that have characterized the education of English learners for too long. Participants will leave this session with tools (free copy of new toolkit) and talking points to use in local district dialogues to ensure that the Common Core is implemented in a way that fully includes English learners and that meets their unique language development and access needs. The session will discuss supports that are needed to realize the Common Core for English learners, and advancing the vision for English learner education that the Common Core can make possible.

WEDNESDAY

WORKSHOPS / SESSION 2 2:45 PM - 4:00 PM

14. Lessons from Hacienda La Puente: Accelerating Oral Academic Vocabulary

2:45 PM - 4:00 PM  
Anaheim Marriott  
Room: Elite 1

Barbara Place, Davis Curriculum and Research Institute  
Barbara Fraracci, Hacienda La Puente USD

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

This session will begin with a summary of the research on oral language, academic vocabulary, and comprehension. The presenters will then share the experiences of English learners in Hacienda La Puente who have accelerated their academic vocabulary through engaging discussions about fine art images and photos. Participants will learn how English learners can jumpstart their academic vocabulary, regardless of their decoding skills or previous academic experiences. The presenters will share classroom videos and useful handouts.

15. A Policy Pathway: Embracing Arts Education to Achieve Title I Goals

2:45 PM - 4:00 PM  
Anaheim Marriott  
Room: Orange County 2

Lauren Stevenson, California Alliance for Arts Education  
Joe Landon, California Alliance for Arts Education

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

Research demonstrates the value of certain kinds of arts programs to achieving the goals of Title I—a federal program targeting funds to support the achievement of students from low-income families. Despite this evidence, and statements from Secretary of Education Arne Duncan and his predecessors that Title I funds may be appropriately used for arts education programs that advance Title I goals, schools and districts are often reluctant to expend Title I funds on such programs for fear of reprisal. This session will discuss efforts in California and Arizona to connect advocacy, research, and policy to help schools and districts move beyond this fear of reprisal to embrace appropriate arts education programs among their resources for advancing the goals of Title I and supporting the success of low-income students, including English learners.



WEDNESDAY

WORKSHOPS / SESSION 2 2:45 PM - 4:00 PM

16. An English-Spanish Cognate Read-Aloud Curriculum

2:45 PM - 4:00 PM  
Anaheim Marriott  
Room: Suite 315

José Montelongo, New Mexico State University  
Anita Hernández, New Mexico State University

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

This presentation demonstrates how to use the English-Spanish cognates in read-aloud picture books. Strategies and activities designed to introduce English-Spanish cognates to primary schoolchildren in order to develop their academic vocabulary will be presented. Morphology study, spelling-improvement techniques, and vocabulary development will be introduced through classroom-tested activities to accompany picture book read-alouds. The presenters will share their handouts, as well as the online databases comprised of the English-Spanish cognates from over 2,000 award-winning and honor picture books written in English and/or Spanish.

17. Alfabetización visual y aprendizaje lúdico para desarrollar el vocabulario científico.

2:45 PM - 4:00 PM  
Anaheim Marriott  
Room: Grand Ballroom B

Luis Hernández, Project BESTEX - University of North Texas at Dallas

Grade Level: 3-5  
Language: Spanish  
Strand: Curriculum & Instruction  
Audience Level: New to Field/Experienced

Las habilidades tanto de “leer” como de “escribir” tienen imágenes que son fundamentales para el aprendizaje de las ciencias. Venga a conocer las actividades que le permitirán desarrollar en sus estudiantes las habilidades necesarias para interpretar representaciones visuales e incrementar el vocabulario y la retención. Se entregará material didáctico a los participantes.

18. El esplendor de las civilizaciones pre-colombina de Mesoamérica

2:45 PM - 4:00 PM  
Anaheim Marriott  
Room: Platinum 2

Connie Acosta, Independent Presenter

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

Aprenda sobre las civilizaciones antiguas y las ciudades fundadas por los Olmecas, Mayas, Zapotecas, Toltecas, y Aztecas. Examinaremos como las pirámides representan diversos calendarios, solar y lunar. Cuáles eran los factores principales del objeto de motivación y cohesión cultural en las grandes metrópolis. Esta presentación incluye fotos a través de PowerPoint.

WEDNESDAY

WORKSHOPS / SESSION 2 2:45 PM - 4:00 PM

19. Project GLAD® in the Language Immersion Classroom Setting

2:45 PM - 4:00 PM  
Anaheim Marriott  
Room: Orange County 3

Nicole Chávez, Orange County DOE: Project GLAD

Grade Level: All  
Language: English, Spanish,  
Strand: Two-Way Bilingual/Dual Immersion  
Audience Level: New to Field/Experienced

Project GLAD®, Guided Language Acquisition Design, is a curricular model of professional development dedicated to building academic language and literacy for all students. For over 20 years, Project GLAD® has provided exemplary training for educators both nationally and internationally resulting in students’ access to quality instruction and high-levels of success. We’ll be exploring how the model and its strategies support immersion classrooms, specifically looking at Spanish and Mandarin. The model enhances teachers’ design and delivery of standards-based instruction through an integrated approach. Project GLAD® classrooms promote an environment that encourages biliteracy, respects and honors each child’s voice, personal life experience, beliefs, and values their culture.

20. Developing Academic Vocabulary and Language in the Secondary Classroom

2:45 PM - 4:00 PM  
Anaheim Marriott  
Room: Grand Ballroom A

Kim Hanley, Capistrano USD  
Kati Bennett, Capistrano USD

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

In this workshop, participants will explore and discuss research supporting vocabulary instruction for English learners that aligns with the requirements of the Common Core Standards. Educators will use this information to practice strategic selection of the most critical words to teach within a text. Interactive instructional approaches will be used to demonstrate how teachers can build and extend vocabulary acquisition to help English learners access and make meaning from complex text.

WORKSHOPS / SESSION 2 2:45 PM - 4:00 PM

21. Automanejo para el siglo XXI: Como ayudar a nuestros hijos a tener buenos cimientos para triunfar en la vida

2:45 PM - 4:00 PM  
Anaheim Marriott  
Room: Grand Ballroom C/D



Maria Reifler, Montebello USD

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

Todo buen padre y educador quiere lo mejor para sus hijos y estudiantes: una vida feliz y eficaz. El siglo XXI nos presenta con increíbles retos que tenemos que afrontar positivamente. En este taller presentaremos destrezas, técnicas, y herramientas que ayudan a guiar a los niños y jóvenes a triunfar en sus vidas.

22. Innovative Professional Development for Common Core: A Triangular Collaborative Model

2:45 PM - 4:00 PM  
Anaheim Marriott  
Room: Grand Ballroom G

Tamara Collins-Parks, Project CORE  
Silvia Reyes, San Diego State University  
Alexandra Hunt, San Diego State University  
Rhianna Henry Casesa, San Diego State University

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

Join the conversation on the Common Core for English Learners and learn about Project CORE's innovative, triangular collaborative model of professional development in the Common Core Era. Presenters will describe the design, guiding principles and implementation of the project; discuss the project's impact on participants' knowledge surrounding the Common Core Language Arts Standards, the California English Language Development Standards 2012, and effective education for English learners; and provide commentary on practical application for other institutions.

GENERAL SESSION

4:30 pm-6:00 pm  
Anaheim Marriott, Platinum Ballroom

ENTERTAINMENT  
Norwalk High School Steel Pan Band

WELCOME  
Jan Gustafson Corea, CABE CEO

HONORARY CHAIRS  
Linda Wagner, Superintendent  
Anaheim City SD  
John Deasy, Superintendent  
Los Angeles USD  
Michael Matsuda, Superintendent  
Anaheim Union High SD

HOST  
Francisca Sánchez, CABE President

MEMORIAL - CABE Honors the work and legacy of:  
Sal Castro  
Greg Ihnotic  
Mariuccia Iaconi  
Isabel Schon  
Donna Alonzo-Vaughan

CABE BOARD AWARDS  
PROMOTING BILINGUAL LEADERS AWARD  
Debra Luna  
San Francisco State University  
SOCIAL JUSTICE/COURAGE TO ACT AWARD  
Jeff Duncan-Andrade  
San Francisco State University

KEYNOTE SPEAKER  
Ana María Álvarez  
Founding Artistic Director,  
Director/Choreographer  
CONTRA-TIEMPO Urban Latin Arts Dance  
Theater In School and After School Performing  
Arts Programs

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KEYNOTE ADDRESS

ANA MARÍA ÁLVAREZ  
Founding Artistic Director,  
Director/Choreographer  
CONTRA-TIEMPO Urban Latin  
Dance Theater - In school and  
After School Performing Arts  
Programs

Ana María Álvarez is a Cuban-American choreographer, born and raised in the Southern and Northeastern United States. Álvarez began her technical dance training at the age of five with Ballet until her teen years, when she became rooted in Dunham Technique, Afro-Cuban (Foklorico) and Afro-Haitian. She was exposed to Salsa as a child and continued to develop her knowledge of the form through frequent trips to Cuba and dancing in New York and Miami. Álvarez moved to Brooklyn and lived, danced and performed in NY for several years before heading to Los Angeles in 2002. There, Álvarez received her MFA in Choreography from UCLA's Department of World Arts and Cultures. Her thesis work, which explored the abstraction of "Latin Dance", specifically Salsa, as a way to express social resistance with in the US immigration battle, grew into a piece called "CONTRA-TIEMPO/Against the Times". This piece eventually became the impetus for founding CONTRA-TIEMPO in 2005.

Álvarez has received numerous awards and recognition from the arts world and beyond. Last year Álvarez was invited to choreograph the first of seven plays about Hunger with Cornerstone Theater and Homeboy Industries. In 2012 Álvarez was invited by the LA Department of Cultural Affairs and America Dance Abroad, to represent Los Angeles contemporary dance and CONTRA-TIEMPO at Internationale Tanzmesse, in Dusseldorf, Germany.

CABE ANNOUNCES

THE  
**CABE 2014** NIGHT  
AT THE EXHIBITS!

Get a head start on viewing the  
Exhibit Hall on the first night of CABE 2014

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

**NIGHT AT THE EXHIBITS**

WEDNESDAY, APRIL 2  
6:00 PM-7:30 PM  
MARQUIS BALLROOM

**Raffles and discounts!**

**Stop by the National Geographic Booth (#128) for Drink Coupons!**

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

**The CABE Store will be open too!**

AFTER YOU ARE DONE IN THE EXHIBIT HALL, WALK ACROSS THE HALLWAY TO

**THE CABE MEMBERSHIP RECEPTION**  
GRAND BALLROOMS E/F  
7:00 PM-11:00 PM

**MAKE YOUR FIRST NIGHT AT CABE 2014 ONE OF YOUR BEST!**

**CABE MEMBERSHIP RECEPTION**

Start your CABE 2014 experience with a special celebration in honor of our CABE Members!

Wednesday, April 2, 2014  
7:00 p.m.-11:00 p.m.

Anaheim Marriott, Grand Ballroom E/F

**Complimentary Admission for CABE Members ONLY**  
Non member fee: \$25 Entrance Fee

**DON'T MISS THE RAFFLE FOR A FREE PASS TO DISNEYLAND!**  
Members will receive a raffle ticket at the event to enter the raffle!

Entertainment Provided by:  
**DJ JOHNNY MANCILLA**



**JOHNNY  
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# CABE 2014

SUCCESS FOR ENGLISH LEARNERS THROUGH THE COMMON CORE, THE NEW ELD STANDARDS, TECHNOLOGY & THE ARTS

# THURSDAY

## CREATING MULTILINGUAL MAGIC



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GENERAL SESSION

8:30 am – 10:15 am  
Anaheim Marriott, Platinum Ballroom

WELCOME

**HOST**  
**Raúl Maldonado**, CABE Board  
McFarland USD

**Elodia Ortega-Lampkin**, CABE Board  
Woodland Joint USD

HONORARY CHAIR

**Richard Martínez**, Superintendent  
Pomona USD

**Sarah Anderberg**  
Director, CCESA Arts Initiative

CABE BOARD AWARDS

**VISUAL & PERFORMING ARTS AWARD**  
**Pat Gutiérrez**  
Retired Educator, Clovis USD

**VOICES FOR CHANGE**  
**RESEARCH/SCHOLARLY ACTIVITY AWARD**  
**Virginia Collier and Wayne Thomas**  
George Mason University, Professors Emeriti

**MEDIA & COMMUNICATION AWARD**  
**Deepa Fernández**  
KPCC Radio

KEYNOTE SPEAKER

**Laurie Olsen**  
Author, Educator, Researcher  
Sobrato Family Foundation  
and Californians Together

**CABE THANKS OUR SPONSORS:**  
National Geographic/Cengage



KEYNOTE ADDRESS

**LAURIE OLSEN**  
Author, Educator, Researcher  
Sobrato Family Foundation and  
Californians Together

**Not Again! Opportunities and Dangers for English Learners in this Common Core Era.**

Time after time, new reforms have promised to deliver on educational quality and access for all students, yet have ended up with disappointing outcomes for English learners. The Common Core standards are a massive rehaul of public education, changing curriculum, assessment and instruction in ways that mirror some of what research has been suggesting is needed for English learners to thrive. Hear about what is happening in the Common Core roll-out throughout California that suggests English learners may once again be left behind. Consider the implications for English learners, and what WE need to do as educators and advocates to make sure the Common Core delivers on its promise for English Learners and provides the rigorous, meaningful and relevant education that has eluded English learners for too long.

Laurie Olsen is the Director of the Sobrato Early Academic Literacy (SEAL) initiative in the Redwood City and San Jose school districts. She has spent the last four decades researching, writing, advocating, and providing leadership development and technical assistance on educational equity.

*Book signing immediately following session.*

TWO-DAY INSTITUTES - DAY 2

PRE-REGISTRATION AND ADDITIONAL FEE REQUIRED

**Cultural Proficiency: Changing the Conversation**

10:30 AM - 4:00 PM  
Anaheim Marriott  
Room: Los Angeles

**Randall Lindsey, CSU Los Angeles**  
**Delores Lindsey, CSU, San Marcos**

*Grade Level: All*  
*Language: English,*  
*Strand: Advocacy & Engagement*  
*Audience Level: Experienced*

Participants in this highly interactive session will learn the tools of Cultural Proficiency and proactive uses of the tools in classrooms, schools and parent/community engagement. Emphasis is on educators and their schools being responsive to the educational needs of diverse communities served by schools.

**The WRITE Institute: Six High-leverage Writing Practices for Grades 3-12**

10:30 AM - 4:00 PM  
Anaheim Marriott  
Room: Desert Springs

**Julie Goldman, WRITE Institute - San Diego COE**  
**Kristen Blake, WRITE Institute - San Diego COE**

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

This institute will prepare participants to understand the most important research-based practices in L1 and L2 writing. Participants will experience interactive, differentiated strategies that foster writing across content areas for grades 3-12.

**Science & Math Instructional Strategies for EL Students – Building Academic Success for English Learners through Content and the Common Core Standards.**

10:30 AM - 4:00 PM  
Anaheim Marriott  
Room: San Diego

**Ron Rohac, Rohac Ed Solutions**

*Grade Level: 5-15*  
*Language: English,*  
*Strand: Curriculum & Instruction*  
*Audience Level: New to Field/Experienced*

The presentation is a hands-on, teacher friendly workshop loaded with practical applications and strategies. These activities are easy to implement and can be used the next day! The presentation will have teachers 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. The strategies and activities prepare English learners to meet the Common Core State Standards and others such as the College and Career readiness Anchor Standards.



THURSDAY

## TWO-DAY INSTITUTES - DAY 2

PRE-REGISTRATION AND ADDITIONAL FEE REQUIRED

### Project GLAD® Two-Day Research & Theory Workshop

10:30 AM - 4:00 PM  
Anaheim Marriott  
Room: Newport Beach and Rancho Las Palmas

**Susan McCoy, Orange County DOE: Project GLAD**  
**Stacey Larson-Everson, Orange County DOE: Project GLAD**

**Nicole Chavez, Orange County DOE: Project GLAD**  
**Kelley White, Orange County DOE: Project GLAD**

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

This Two-Day Project GLAD® Workshop provides the theoretical and research base for Project GLAD® classroom implementation and practices. Participants will explore the Project GLAD® curriculum model and practical classroom strategies, including those designed to promote academic language, literacy, and cross-cultural respect in the classroom. Throughout the workshop, participants will dialogue and learn with other professionals in the field about the research that supports the Project GLAD® model, will be introduced to Project GLAD® units and gain exposure to about thirty effective teaching strategies. All participants will meet the 2-Day requirement of Project GLAD® Tier I training. Following this workshop, participants will be eligible to attend the second component of Tier I training, the 4/5 Day Demonstration Lesson.

### Kagan Cooperative Learning Structures for Active Engagement for English Learners

10:30 AM - 4:00 PM  
Anaheim Marriott  
Room: La Jolla

**Rachel Treaster, Kagan Publishing & Professional Development**

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

Boost academic achievement with Kagan Cooperative Learning Structures: simple, research-based instructional strategies that make learning more active and interactive for all students, especially English learners. 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. 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 institute is for you!

## FULL DAY INSTITUTES 10:30 AM – 4:00 PM

### Systems that Support Implementation of the ELD Standards

10:30 AM - 4:00 PM  
Hilton Anaheim  
Room: Catalina 6

**Elena Fajardo, California Department of Education**  
**Karen Cadiero-Kaplan, California Department of Education**  
**Thomas Adams, California Department of Education**  
**Lily Roberts, California Department of Education**

*Grade Level: All*  
*Language: English*  
*Strand: Administration & Management*  
*Audience Level: Experienced*

Presenters from the California Department of Education will provide general information, updates, introduction of on-going projects, and public documents related to the implementation of the 2012 California English Language Development Standards. Five divisions and their directly related offices are participating in this institute. They include the English Learner Support Division, the Assessment Development and Administration Division, the Curriculum Frameworks and Instructional Resources Division, the Professional Learning Division, and the Office of Chief Deputy.

### High-Impact ELD for Common Core Success

10:30 AM - 4:00 PM  
Hilton Anaheim  
Room: Catalina 7

**Tonya Ward Singer, Tonya Ward Singer Consulting**

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

Make K-8 ELD powerful for every student. California's Next Generation ELD standards call for significant shifts in ELD instruction, shifts that are essential to ensure EL access to Common Core. Learn how to translate the new standards into high-impact lessons with a concrete framework and planning tools. Participants will engage in interactive demonstrations, analyze videos, and collaborate to apply learning into site-based action.

THURSDAY

FEATURED SPEAKERS 10:30 AM – 11:45 AM



**F. Isabel Campoy, Author**  
**Patricia Acosta, Author**

Anaheim Marriott  
Room: Elite 1



**Vocabulary Development  
through Interactive eBooks**

This hands-on presentation will explore various methodologies to foster language development through the use of interactive eBooks in the classroom. Isabel and Patricia will share their expertise on teaching vocabulary through literary and informative texts and digital resources.



**Kathryn Lindholm-Leary,**  
**San José State University**

Anaheim Marriott  
Room: Elite 3

**Critical Components of a Successful DL Program:  
Research & implications**

Research can provide us with some important information about how to develop and improve our dual language programs so that they optimally meet the needs of our student populations. Come and hear about the critical components of dual language programs and what the newest research says about issues such as program characteristics, language and literacy development, transfer, curriculum and instruction, and assessment and accountability. Research will include language and literacy development from Preschool to



WORKSHOPS / SESSION 3 10:30 AM – 11:45 AM

**23. The Asian Bilingual Authorization Credential Program: From Teacher Candidate to Bilingual Teacher**

10:30 AM - 11:45 AM  
Anaheim Marriott  
Room: Platinum 9

**Fay Shin, CSU Long Beach**

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

The presenters will discuss the California State University Consortium for the Asian Bilingual Authorization Credential Program and share their experiences working with students and parents in Korean and Chinese Immersion Programs. Recommendations based on results from a research study about Asian parents' attitudes toward bilingual education will also be discussed.

**24. Biliteracy for All**

10:30 AM - 11:45 AM  
Anaheim Marriott  
Room: Grand Ballroom J



**Shelly Spiegel-Coleman, Californians Together**  
**Magaly Lavadenz, Loyola Marymount University - Center for Equity for English Learners**

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

With thousands of seniors across California being recognized for their biliteracy skills in over 100 languages, it time now to focus on what schools and communities can do to support and advocate for biliteracy programs and services to allow all students the opportunity to develop proficiency in English and

one or more other world languages. This session will present a set of goals and strategies plus opportunities for everyone to engage in a new effort to promote "Biliteracy for All".

**25. Arts Integration and the Common Core: Evidence of Student Learning**

10:30 AM - 11:45 AM  
Anaheim Marriott  
Room: Elite 2

**Dennis Doyle, Collaborations: Teachers and Artists (CoTA)**

*Grade Level: K-8*  
*Language: English*  
*Strand: Arts Learning*  
*Audience Level: New to Field/Experienced*

This session examines outcomes of an evaluation of teacher professional development and the impact of arts-infused pedagogy in an elementary school district with 67% English Learners. Participants will actively review project-based units and will discuss the results as evidence of student learning in the Common Core. Essential questions will prompt dialogue on different ways of knowing. Participants will have access to completed lesson plans that can be adapted for use in their own classrooms.

WORKSHOPS / SESSION 3 10:30 AM – 11:45 AM

**26. A Study of the Language of Long Term English Learners**

10:30 AM - 11:45 AM  
Anaheim Marriott  
Room: Grand Ballroom H

**Thomas Bye, Education Consultant**

*Grade Level: 6-12*  
*Language: English*  
*Strand: Assessment, Evaluation & Accountability*  
*Audience Level: Experienced*

This research study explores the academic reading and writing of several large cohorts of long term English learners, examining year-to-year achievement on selected clusters of the California Standards Test/ELA. The study also analyzes academic writing in Grades 7, 8, and 9—focusing on the use of academic vocabulary, syntax complexity, and discourse-level features associated with academic discourse. The presentation discusses the implications of findings for policy and classroom practice.

**27. Engage, Support, Connect: Leveraging Digital Tools to Meet the Literacy Needs of our Diverse Learners**

10:30 AM - 11:45 AM  
Anaheim Marriott  
Room: Platinum 4

**Jennifer Boyle, Benchmark Education Company**

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

Our students grow up in a brave, new digital world. Digital tools and principles of 4-C's learning engage, support and connect powerfully to our digital veterans. So, the focus of this session is how to bring the best of technology into our language and literacy instruction.

Strategies to support each stage of gradual release are emphasized, using interactive whiteboards, e-books and digital project organizers. Attendees experience strategies to customize technology-enriched whole group instruction, small group differentiated lessons and independent practice, to bridge the digital divide. The best news: these lessons enable us to meet the needs of ALL our diverse learners.

**28. I want to be an engineer when I grow up!**

10:30 AM - 11:45 AM  
Anaheim Marriott  
Room: Orange County 4



**Esperanza Basulto, Los Angeles USD/APOLO Dual Language Office**

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

Did you know that out of 100 ninth grade students, less than two will become engineers? Children have a natural curiosity for how and why things work. Learn how to increase classroom activities that build science, technology, engineering, and mathematics (STEM) skills and introduce your students to various types of engineering careers. Inspire your students to become our future bilingual engineers!

WORKSHOPS / SESSION 3 10:30 AM – 11:45 AM

**29. Understanding Common Core Writing Text Types K-8**

10:30 AM - 11:45 AM  
Anaheim Marriott  
Room: Platinum 2

**Carolyn Hood, Learning Headquarters**

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

Can you visualize all bilingual and multilingual students understanding the three rigorous Common Core writing text types? Come to this session to explore user-friendly techniques to guide your students in internalizing the argument (opinion), informative/explanatory and narrative writing text types. All educators will gain insight into the nuances of Common Core writing text types and how to support students in writing shorter and extended time frame pieces immediately!

**30. Keeping ELD and CC Standards Rigorous: A Sample Research Unit**

10:30 AM - 11:45 AM  
Anaheim Marriott  
Room: Suite 304

**Welton Kwong, Fremont Union High SD**  
**Chelsa Anderson, Fremont Union High SD**  
**Sean Bui, Fremont Union High SD**  
**Josh Miller, Fremont Union High SD**  
**Stefanie Fan, Fremont Union High SD**  
**Laurel Garceau, Fremont Union High SD**

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

To meet the rigor of CCSS, five ELD teachers and an administrator, as a PLC, designed a unit requiring

students to engage in close reading of non-fiction, review and synthesize topical literature, generate a research question, conduct interviews, and produce a report of their study. With explicit academic language instruction, 2012 ELD standards work in tandem with CCSS. Participants will learn about the unit through interactive activities and receive a copy upon completion of session.

**31. Beyond Think-Pair-Share: Preparing ELs for Academic Text Talk**

10:30 AM - 11:45 AM  
Anaheim Marriott  
Room: Suite 312

**Alesha Ramírez, Tulare COE**  
**Laura González, Tulare COE**

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

Do your students pair-share efficiently, and you're wondering what more can be done to match the rigor of the new Common Core? We're ready to move students from "listening and speaking" to the coordinated application of reading, writing, speaking, and listening as they grapple with new learning and build knowledge. Join us for this interactive session to explore additional options for students to process their thinking in preparation for thoughtful, evidence-based responses to content.



WORKSHOPS / SESSION 3 10:30 AM – 11:45 AM

32. Aprendices de inglés exitosos en álgebra con los Estándares Comunes Estatales

10:30 AM - 11:45 AM  
Anaheim Marriott  
Room: Suite 315

Maria Constantino, Long Beach USD

Grade Level: 6-12  
Language: Spanish  
Strand: Curriculum & Instruction  
Audience Level: New to Field/Experienced

Los estudiantes que están aprendiendo el inglés como segunda lengua se enfrentan a otro nuevo reto para ser exitosos: Los Estándares Comunes Estatales en Matemáticas. En esta presentación, los participantes practicarán brevemente algunas técnicas de lecto-escritura utilizadas en una clase de álgebra, que está ayudando a estos estudiantes a entender, resolver, conceptualizar las matemáticas y mostrar evidencia de un pensamiento crítico, riguroso y complejo en su transición hacia la implementación de los nuevos estándares.

33. A Standards-Based Three-Step Approach to Develop Academic Language

10:30 AM - 11:45 AM  
Anaheim Marriott  
Room: Grand Ballroom F

Yvonne Freeman, The University of Texas at Brownsville  
David Freeman, The University of Texas at Brownsville

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

The presenters first define academic language. Then they explain a three- step approach for building the

academic language needed to meet literacy and content standards. Using specific classroom examples for each step, the presenters share activities and strategies that develop English learners’ oral and written academic English. Teachers will learn how to assess students’ present language use, plan language objectives, and teach along a continuum that moves students from conversational to academic language.

34. Desarrollando y fortaleciendo nuestras habilidades sociales y valores pedagógicos en comunidades educativas, donde quiera que estemos.

10:30 AM - 11:45 AM  
Anaheim Marriott  
Room: Grand Ballroom E

Patricia Ramos-Méndez, Colibrí Consultores S.C.  
Rita Méndez-Serrano, Edukka LLC

Grade Level: All  
Language: Spanish  
Strand: Multicultural/Anti-Bias/Diversity Education  
Audience Level: New to Field

Un taller para desarrollar y/o fortalecer habilidades sociales y valores pedagógicos. Primero identificando los elementos que influyen en la práctica o ausencia de valores esenciales y de las habilidades sociales. Analizando y creciendo en importancia la autoestima para apoyar a los que están junto a nosotros. En la segunda parte aprender, poner en práctica y transferir habilidades y valores para convivir y vivir mejor con nuestra familia, con nuestros semejantes en donde quiera que nos encontremos. Estableceremos compromisos que cada uno se llevará un cuaderno que se proporcionara gratuitamente.

WORKSHOPS / SESSION 3 10:30 AM – 11:45 AM

35. Dispelling the Myth: Latinos Don’t Care about Education

10:30 AM - 11:45 AM  
Anaheim Marriott  
Room: Platinum 7

Mike Madrid, College of Educational Studies of Chapman University  
Christina Luna, Farmersville USD

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

The workshop presentation will discuss, review, and analyze the myth regarding Latinos not caring about their children’s education. The content will review why the myth persists, how it is perpetuated, and how it not only places Latino students at risk, but also how it tends to create conflicts between parents and educators who have a preconceived notion of what constitutes a “good” parent. Participants also will learn of successful programs and practices that have dispelled negative and inaccurate beliefs about Latino children and parents.

36. Fostering Engagement and School Collaboration with Spanish-Speaking Parents

10:30 AM - 11:45 AM  
Anaheim Marriott  
Room: Grand Ballroom A

Diego Arias, Newport-Mesa USD  
Evelyn Ontiveros, San Diego USD

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

This interactive presentation models the process of establishing partnerships between Spanish-speaking parents and the school community. Participants will learn the importance of fostering genuine collaboration among culturally and linguistically diverse parents and stakeholders. Results of a mixed-methods design indicated that parents acquired information and resources to better support their child’s education and increased involvement in school-related activities. This presentation demonstrates an approach to empower Spanish-speaking parents as advocates in their child’s education.



WORKSHOPS / SESSION 3 10:30 AM – 11:45 AM

**37. Lo que los padres deben saber acerca de los Estándares Comunes Estatales para que sus hijos tengan éxito en la escuela y en la sociedad**

10:30 AM - 11:45 AM  
Anaheim Marriott  
Room: Grand Ballroom C/D



**Silvina Rubinstein, Los Angeles COE**

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

Las escuelas están desarrollando los programas de instrucción basándose en Los Estándares Comunes Estatales, conocidos en inglés como “Common Core”. Cubren el estudio del idioma inglés y las matemáticas, y el desarrollo del idioma inglés. Los Estándares Comunes Estatales también fueron desarrollados en español con adaptaciones según las características del idioma. Enfocan el aprendizaje en lo que todos los estudiantes deben aprender para graduarse de las escuelas públicas con los conocimientos necesarios para continuar estudios universitarios o profesionales. En este taller los padres y madres de familia aprenderán cuales son los cambios en la instrucción como resultado de Los Estándares Comunes Estatales y como pueden apoyar la educación de sus hijos para que tengan éxito en la escuela y aprendiendo inglés. Si tiene interés en saber lo que esperar de las escuelas en este momento de tanto cambio no deje de asistir a este taller donde usted obtendrá información que le será útil y que podrá compartir con otros padres y madres de familia. ¡Los espero en el taller!

**38. AMOR, ÁNIMO Y APOYO: Destrezas, Estrategias y Conceptos Para Padres**

10:30 AM - 11:45 AM  
Anaheim Marriott  
Room: Platinum 3



**Francisco Reveles, CSU Sacramento**

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

Este taller se dirige a los padres Hispanos con el enfoque a la práctica y contenido reconocido como modelo relacionado a la conducta de jóvenes, incluyendo las pandillas. El énfasis del taller es el desarrollo saludable de nuestros hijos y se presenta en un modo interactivo con folletos informativos. La presentación se basa en el libro/manual novísimo AMOR, ANIMO Y APOYO escrito específicamente para padres Hispanos por el autor Dr. Francisco Reveles.

WORKSHOPS / SESSION 3 10:30 AM – 11:45 AM

**39. Motivate, Accelerate, Innovate Using Technology with English Learners**

10:30 AM - 11:45 AM  
Anaheim Marriott  
Room: Platinum 8

**Anne Jenks, Oxnard SD**

*Grade Level: K-8*  
*Language: English*  
*Strand: The Digital Age in the Classroom*  
*Audience Level: New to Field*

Bring your iPad/iPod to this interactive workshop and discover how the integration of technology at McKinna Elementary School accelerated learning and achievement for English learners. Principal, Anne Jenks, will share best practices including elements of iRead, a literacy program recognized by Apple as a Distinguished Program in 2012. Participants will receive a list of applications by grade level that can be used with iPads and iPods to enhance student engagement and creativity.

**40. Isn't English a Trip Especially When It Comes To Mathematics?**

10:30 AM - 11:45 AM  
Anaheim Marriott  
Room: Platinum 1

**José Franco, WestEd**

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

We can deliver high quality mathematics with equally high outcomes for English learners (ELs). To achieve this goal it is critical to: have high expectations; tap into their prior knowledge; scaffold our instructional approach; extend their mathematical comprehension; and provide opportunities for students to talk math.

In this workshop, we will address how to make mathematics accessible for all students, in particular ELs, through effective instructional practices and learning strategies.

**41. Gifted English Learners: Developing Critical and Creative Thinking and Academic Language through Non-traditional Texts**

10:30 AM - 11:45 AM  
Anaheim Marriott  
Room: Orange County 3

**Eugenia Mora-Flores, USC**  
**Sandra Kaplan, USC**

*Grade Level: K-8*  
*Language: English*  
*Strand: Special Needs Education*  
*Audience Level: New to Field/Experienced*

This presentation introduces teachers to gifted English learners. It includes an in-depth presentation and demonstration of how to facilitate “depth and complexity” in student’s thinking about content through the use of non-traditional texts. Participants will understand how to develop high levels of critical and creative thinking with a focus on the academic language demands of the experience.

WORKSHOPS / SESSION 3 10:30 AM – 11:45 AM

**42. Culture, Language, and Empowerment for Chicana and Chicano Standard English Learners**

10:30 AM - 11:45 AM  
Anaheim Marriott  
Room: Orange County 1

**Javier San Román, Los Angeles USD**  
**Lorraine Torres, 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 the majority Latino student population. The workshop will examine key components within the Chicano/a educational pipeline that must respond to additive reform for English-dominant students whose language needs have largely been obscured by a single focus on English learners. This workshop will familiarize participants with the language variety called Chicano English and will guide participants through successful pedagogical practices that foster motivation, resiliency, and empowerment for Chicana/o Standard English Learners.

**43. Building a Framework for Biliteracy**

10:30 AM - 11:45 AM  
Anaheim Marriott  
Room: Grand Ballroom B

**Silvia Dorta-Duque de Reyes, San Diego COE**  
**Jo Ann Isken, Lennox SD**  
**Martha Hernández, Ventura COE**  
**Magda Maldonado, Chula Vista Elementary SD**

*Grade Level: K-8*  
*Language: English*  
*Strand: Two-Way Bilingual/Dual Immersion*  
*Audience Level: New to Field/Experienced*

The California State Board approved innovative guidelines directing the creation of an integrated English Language Arts/English Language Development Curriculum Framework. The Framework includes Criteria for Evaluating Instructional materials aligned to CCSS for Program 3: Biliteracy Language Arts/ELD Program for grades K-8. Key constructs that guide and build Biliteracy will be showcased.

**44. Estrellita: Building a Reading Foundation in Spanish for English Learners and Spanish Learners**

10:30 AM - 11:45 AM  
Anaheim Marriott  
Room: Grand Ballroom G

**Karen Myer, Estrellita, Inc**

*Grade Level: Preschool-2*  
*Language: English*  
*Strand: Two-Way Bilingual/Dual Immersion*  
*Audience Level: New to Field/Experienced*

Estrellita is a supplemental, phonics-based, accelerated Spanish reading program. An overview of the Estrellita programs will include K-1, Pre-Kinder and Games and Activities components. Participants will gain step-by-step awareness on how to teach Spanish reading to students Pre-Kinder through 1st grade using auditory, visual and kinesthetic modalities.

WORKSHOPS / SESSION 3 10:30 AM – 11:45 AM

**45. Making the Common Core Language Development Connection: English and Spanish**

10:30 AM - 11:45 AM  
Anaheim Marriott  
Room: Orange County 2

**Kris Nicholls, UC Riverside/2-Way CABE**

*Grade Level: All*  
*Language: English*  
*Strand: Two-Way Bilingual/Dual Immersion*  
*Audience Level: New to Field/Experienced*

Participants will learn how the Common Core State Standards, Common Core en Español, and the new English Language Development (ELD) standards are linked to support the biliteracy development of students in dual/two-way immersion programs. We will compare each set of standards and determine the connection between all the standards. We will explore the implications for instruction in both English and the target language, and how the standards support rigorous, high quality instruction in both languages.

**46. Plaza comunitaria e importancia de la educación en los adultos**

3:15 PM - 4:30 PM  
Anaheim Marriott  
Room: Grand Ballroom K

**Gricelda Pérez, Plaza Comunitaria CABE**  
**Elena Aragón, Consulado General de México**  
**Olga González, Consulado General de México**

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

Nuestro objetivo principal es ofrecerles un lugar con los recursos necesarios donde ustedes puedan comenzar o continuar sus estudios. Ofrecemos nuestro servicio de una forma individual e independiente para

el aprendizaje de la lectura, escritura, la terminación de su primaria o secundaria, completar su bachillerato (preparatoria), GED, ESL o tomar cursos de capacitación para la vida y el trabajo. Todo esto, aprovechando las tecnologías de la información y la comunicación en un salón de computadoras con acceso al internet.

**47. The Seal of Biliteracy: Managing Multiple Languages**

10:30 AM - 11:45 AM  
Anaheim Marriott  
Room: Gold Key I

**Liberato Figueroa, Anaheim Union High SD**  
**Cynthia Vásquez Petitt, Anaheim Union High SD**  
**Claudia Mercado, Anaheim Union High SD**  
**Lisette Ramírez, Anaheim Union High SD**

*Grade Level: 6-12*  
*Language: English*  
*Strand: Assessment, Evaluation & Accountability*  
*Audience Level: New to Field/Experienced*

There are numerous pathways to meeting the language criteria for the state Seal of Biliteracy. Providing students the opportunity to demonstrate their proficiency in a target language can be a challenge for districts to manage and assess. Meet one district that is creating and managing the assessments of multiple languages of a large, diverse student population.





## EDUCATORS AND PARENT OF THE YEAR AWARDS LUNCHEON

12:15 pm – 1:45 pm  
Anaheim Marriott, Platinum Ballroom

### ENTERTAINMENT

Palmdale School District Honor Band

### WELCOME

**Francisca Sánchez**, CABE President

### HOST

**Gloria Inzunza-Franco**, CABE Board

### HONORARY CHAIR

**Pauline Winbush**, Superintendent  
Palmdale SD

### GREETING

**Consular Titular Alejandra Garcia Williams**  
Consulado de Carrera de México, Santa Ana  
**Rosario Outes Jiménez**  
Asesora Técnica Docente / Consulado General  
de España

### CABE AWARDS

**Alma Flor Ada Award:** Megan Maureen Gibbs  
**F. Isabel Campoy Award:** Daisy Ibarra  
**Carlos Penichet Award:** Seongin You  
**Chuck Acosta Award:** Marco Antonio Castillo

### CABE TEACHERSHIP AWARDS

Parent of the Year  
Para Educator of the Year  
Teacher of the Year  
Administrator of the Year

### CABE THANKS OUR SPONSORS:

California Teachers Association  
Consulado General de España  
Instituto de Mexicanos en el Exterior  
Consulado General de México, Los Angeles  
Consulado de Carrera México Santa Ana

## AWARD WINNERS

### PARENT OF THE YEAR

Ismael Martínez  
Anaheim Union High SD

### PARA-EDUCATOR OF THE YEAR

Gerard Rivero  
Anaheim Union High SD

### TEACHER OF THE YEAR

Luz Álvarez  
Palmdale SD

### ADMINISTRATOR OF THE YEAR

Emma Sánchez  
Chula Vista Elementary SD

## CABE 2014 POETRY SLAM



**THURSDAY, APRIL 3, 2014**

**12:30 pm - 1:30 pm**

**Exhibit Hall Plaza Area**

**Anaheim Marriott, Marquis Ballroom**

*Calling all poets and spoken word artists! Join CABE in our second annual multilingual Poetry Slam! Bring something prepared or be ready to ad lib!*

Join us at the CABE Plaza inside the Exhibit Hall—each participant will have 3 minutes to share their work, their talents, and their voice! Come and participate or be inspired by the words of others!

### HOSTED BY: RAMONA WEBB, SPOKEN WORD POET

Ramona Webb is the Artistic Director of Lyrical Minded 415 and Project ABLE, which is an art-based learning for equity curriculum implemented in Title I Neglected school sites. Mona moved to the Bay Area from Baton Rouge Louisiana where she was co-founder and president of The Baton Rouge Poetry Alliance for seven years. She has a Bachelor's degree in theater and is a conservatory trained Performance Artist. Mona is currently completing a M.Ed. degree at Lesley University. Her most recent production, "5 Civilized Tribes from The Book of Corrine" debuted in The National Queer Arts Festival 2011. Ramona is the host, organizer, coach, and Slammaster of San Francisco's The City Poetry Slam. Ramona has competed on the National Poetry Slam circuit for 15 years.

**LET'S RAISE OUR VOICES IN WORD, RHYME, AND LYRIC!**  
**SHARE YOUR MULTILINGUAL VOICE!**

FEATURED INSTITUTES 1:30 PM – 4:00 PM



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

Anaheim Marriott  
Room: Grand Ballroom F

**Dual Language Education for a Transformed World**

This overview of our longitudinal research findings of the past 28 years highlights keys to dual language implementation and program effectiveness, including our latest research findings on dual language education from NC, OR and TX, and the major reasons that dual language education works so well for all students.

*Book signing immediately following session.*



**Silvia Dorta-Duque de Reyes, San Diego COE**

Anaheim Marriott  
Room: Orange County 4

**Spanish Language Writing Performance Project**

Formative assessments in writing are a critical component of instruction leading to proficient biliteracy. This institute showcases the development of Spanish language writing performance tasks, resources and professional learning. Sample Spanish language performance tasks and instructional resources for various grade levels will be presented and shared. The samples presented have been designed following Smarter Balanced and Engage NY samples. We are committed to equitable assessment practices and want to assist bilingual and dual language educators to begin planning the shifts in instruction that will be required to help students meet the demands of the new assessments. We recognize that LEA's do not always allocate resources for development of Spanish instructional resources and want to propose a statewide taskforce to address this need. We will present and share writing performance units, rubrics and instructional resources, including online Spanish language resources to support writing performance tasks.

HALF-DAY INSTITUTES 1:30 PM – 4:30 PM

**Highly-Motivating Common Core Writing Instruction for ALL Students (K-6)**

1:30 PM - 4:30 PM  
Anaheim Marriott  
Room: Suite 304

**Linda Fisher, Learning Headquarters**

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

Does your school/classroom successfully implement Common Core writing? Imagine every student, regardless of English proficiency, actively engaged in dynamic, at-or above-standard writing. Using argument (opinion) as a catalyst, experience a scope and sequence of K-6 writing rigor that builds across grade levels and addresses grade-level specifics explicitly. The transferable techniques you learn in this session will enhance all students' writing in any language. Leave with tools to catapult writing immediately!

**La utilidad de los conocimientos y habilidades básicos, the Common Core Standards para la educación en la diversidad cultural-para la integración.**

1:30 PM - 4:30 PM  
Anaheim Marriott  
Room: Grand Ballroom E



**Patricia Ramos-Méndez, Colibrí Consultores S.C.**  
**Rita Méndez-Serrano, Edukka LLC**

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

Se trata de que los asistentes reconozcan que para favorecer lo que nuestros niños deben saber hacer (habilidades) y deben saber (conocimientos) será

fundamental la participación activa de los padres de familia y de los maestros integrados en una comunidad educativa que transmita valores pedagógicos y normas fundamental dirigidas al bienestar de la niñez y de sus adultos. Y para lograrlo somos los adultos quienes ponemos el ejemplo, y como tales somos los primeros en aprender esas habilidades y conocimientos que en un primer momento son universales y en un segundo son transferidos a la situación de vida presente en la que tenemos que adaptarnos activamente, para luego integrarnos.

**Inquiry Design for Deep Learning: Empowering Students to Become Critical Thinkers through Questioning**

1:30 PM - 4:30 PM  
Anaheim Marriott  
Room: Suite 312

**Vanessa Karwan, TIDES--Transformative Inquiry Design for Effective Schools and Systems**  
**Christine Liboon, TIDES--Transformative Inquiry Design for Effective Schools and Systems**

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

Learn and practice the design of engaging scenarios for English learners incorporating engineering and technology elements of the Next Generation Science Standards and research practices of the CCSS. Create Inquiry Prompts to engage students in generating their own questions. Learn and practice a step-by-step process to implement in your classroom. Learn how to use students' questions to empower students and create self-regulated learners. Learn how to connect students' questions in your lesson design and delivery in order to engage students in close reading.

HALF-DAY INSTITUTES 1:30 PM – 4:30 PM

**Understand Fractions from a Number Line Approach from Conceptual Understanding of Fractions to Addition and Subtraction of Fractions**

1:30 PM - 4:30 PM  
Anaheim Marriott  
Room: Suite 315

**Susie Hakansson, UCLA**  
**Greisy Winicki-Landman, Cal Poly Pomona**

*Grade Level: 3-8*  
*Language: English*  
*Strand: Professional Development/Teacher Preparation*  
*Audience Level: New to Field/Experienced*

The California Version of the Common Core Content Standards in Mathematics (CaCCSS-M) emphasizes the use of the number line as a model for fractions. This session will increase teachers' conceptual understanding of fractions using the number line approach through problem solving and discourse and will include activities and materials for use in the classroom. The CaCCSS-M Standards for Mathematical Practice and English Language Development strategies will be infused throughout the presentation. Come and have some fun learning and discussing about fractions!

**iPad for Educators - Beginners**

1:30 PM - 4:30 PM  
Anaheim Marriott  
Room: Platinum 2

**Warren Dale, CABE**

*Grade Level: All*  
*Language: English*  
*Strand: The Digital Age in the Classroom*  
*Audience Level: New to Field*

Get a 16-GB wifi iPad mini and learn to use it! Explore initial iPad setup, how to add content, how to make the most of iTunes U, and how to find the best educational apps available including apps for creating content and media on the iPad. An overview of mobile learning in the classroom, cutting-edge 1:1 programs, and volume licensing for education will be included in this hands-on session. Cost \$410

FEATURED SPEAKERS 1:30 PM – 2:45 PM



**Mike Lawrence, Computer Using Educators (CUE)**

Anaheim Marriott  
Room: Platinum 1

**Remix Your Learning**

In this talk, we will use the old "Choose Your Own Adventure"-style books as a way to introduce three revolutionary, technology integration ideas that are radically changing the educational landscape and making it more engaging for English learners as well as all students.

- Choose Your Own Class: Just as iTunes freed consumers from having to buy the whole album to get those two great tracks, online and blended learning, coupled with connected mobile devices are providing students of all ages with the flexibility to select the best courses from among rockstar teachers across the globe.
- Personalize Your Assignment: Students are now given customized problems geared to their next proximal zone of development. Khan Academy and other tools approach this, but we haven't even tapped the surface of what's possible when game mechanics and reward systems are implemented.
- Pimp Your Textbook: Textbooks as we knew them are becoming extinct in favor of digital Internet-connected content collections updated in real-time (or near-time). These tools allow students to consume AND create, becoming masters of their own learning.





WORKSHOPS / SESSION 4 1:30 PM – 2:45 PM

**48. Si Magazine: Celebrating the Creativity and Achievement of Latino Youth!**

1:30 PM - 2:45 PM  
Anaheim Marriott  
Room: Platinum 3

**Francisco Reveles, CSU Sacramento**

*Grade Level: All*  
*Language: English*  
*Strand: Administration & Management*  
*Audience Level: New to Field/Experienced*

This graphic workshop will be the exclusive venue for showcasing the innovative internet educational periodical ¡Adelante Jóvenes! that highlights contemporary issues and successes associated with Latino/migrant youth from across the nation. Various elements (music, literature, community involvement, Consejos, etc.) of this high interest bilingual e-magazine will be discussed and specific classroom strategies will be emphasized. The development of ¡Adelante Jóvenes! represents an exciting collaboration between Dr. Reveles and graphic designer Taylor Barnes of L7 Studio.

**49. Best Practices in Promoting Parent Engagement of English Learners**

1:30 PM - 2:45 PM  
Anaheim Marriott  
Room: Grand Ballroom A

**Maria Moráles-Thomas, Pepperdine University**

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

There are contrasting schools of thought with regards to how to engage parents of EL students in their children's school. Moll et al. (1992) and Arias and Morillo-Campbell (2008) assert that the traditional

model of EL parent engagement is ineffective at promoting EL parent engagement because the model lacks the integration of EL parents' culture and there is no mutual understanding between the EL parents and the schools due to cultural and linguistic differences. This work will present parent narratives of practices that are most effective for them.

**50. Challenges and Opportunities for English Learners in California: Californians Together Action and Advocacy**

1:30 PM - 2:45 PM  
Anaheim Marriott  
Room: Grand Ballroom J

**Shelly Spiegel-Coleman, Californians Together**  
**Martha Zaragoza Díaz, CABE - Legislative Advocate**  
**Michael Matsuda, Californians Together**

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

The Local Control Funding Formula, New ELD Standards, New ELA/ELD Curriculum Framework, State reporting of Long Term English Learners and the State Seal of Biliteracy all present opportunities for everyone in the state to focus on the education of English learners. Each person in this workshop will see how they can become involved locally and statewide with Californians Together, a statewide coalition of parent, teachers, administrators, board members, civil rights and legal services organizations to improve the polices, programs and instruction for English learners. Each of our voices is needed to make a difference!!!

WORKSHOPS / SESSION 4 1:30 PM – 2:45 PM

**51. And Still We Rise: How Culturally Competent Service Learning Empowers Youth**

1:30 PM - 2:45 PM  
Anaheim Marriott  
Room: Platinum 7

**Feliza Ortiz Licón, National Council of La Raza**  
**Ruben Dueñas, Youth Policy Institute**

*Grade Level: 6-12*  
*Language: English*  
*Strand: Advocacy & Engagement*  
*Audience Level: New to Field/Experienced*

Despite staggering obstacles and challenges, Latino youth have historically been a catalyst of change. However, resiliency and leadership are attributes that must be cultivated in students to positively contribute to the larger Latino community. This interactive workshop is primarily for teachers and community partners interested in harnessing the power of youth voice with culturally relevant service-learning projects. In this workshop, audience members will: hear from students as they contribute to the dialogue about community transformation through service action; receive a service-learning toolkit entitled Culturally Relevant, Service-Learning Toolkit (Addendum) to implement the service-learning model; and participate in a youth-oriented, youth-led conversation about issues affecting the Latino community.

**52. Arts Integration....a Powerful Strategy for English Learners!**

1:30 PM - 2:45 PM  
Anaheim Marriott  
Room: Grand Ballroom K

**Shannon Wilkins, Los Angeles COE**  
**Silvina Rubinstein, Los Angeles COE**

*Grade Level: Preschool-8*  
*Language: English*  
*Strand: Arts Learning*  
*Audience Level: New to Field/Experienced*

There are many benefits to making art a stepping stone in the understanding another subject. This session will explore the power of arts integration to provide English learners with an opportunity to learn in a whole-brain manner and engage in art activities to expand language skills and academic knowledge.

**53. Designing ELD/Science Experiences that Promote Thinking and Academic Language**

1:30 PM - 2:45 PM  
Anaheim Marriott  
Room: Orange County 3

**Eugenia Mora-Flores, USC**  
**Lilia Sarmiento, CSU Dominguez Hills**

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

Through classroom scenarios, videos and a hands-on experience, participants will examine effective practices to support the teaching of science content and to maximize language opportunities as expected in the new core standards.

WORKSHOPS / SESSION 4 1:30 PM – 2:45 PM

54. Leading a Common Core State Standards Implementation for English Learners

1:30 PM - 2:45 PM  
Anaheim Marriott  
Room: Orange County 1

Martha Dueñas, Fontana USD  
Oscar Dueñas, Fontana USD  
David Baker, Fontana USD  
Ana Diez, Fontana USD

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

Participants will learn how Fontana Unified School District's design and utilization of a systemic ELD professional development approach enabled the district to implement Dr. Kate Kinsella's language development pedagogy and provide a Common Core State Standards aligned Academic Language Development Program focused on high-quality instruction that supports and improves student language and academic achievement. This interactive presentation will demonstrate how English learners are using an academic register; increasing verbal and written interactions using high-leverage vocabulary; improving speaking and listening skills through discussions, collaboration, and speeches, and developing argumentation writing skills.

55. Harry Potter and Hunger Games: Engaging English Learners with Rich Literacy Experiences Provides for a Culture of Readers

1:30 PM - 2:45 PM  
Anaheim Marriott  
Room: Platinum 9

Mary Soto, CSU Chico  
Esther Loracco, CSU Chico  
Maria Sudduth, CSU Chico  
Elizabeth Stevens, CSU Chico

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

To access the College and Career Readiness (CCR) anchor standards for literature, English Learners (ELs) must collaborate with peers to interpret and respond to meaningful literature. (ELA Common Standards – CCSS – and ELD Standards). The presenters will share two exemplar literature units, Harry Potter (elementary) and Hunger Games (secondary). These units consist of multiple instructional strategies that enable students to meaningfully engage with rich literature. Presenters will demonstrate how to address the CCSS and ELD Standards and facilitate student access to grade level literature.

WORKSHOPS / SESSION 4 1:30 PM – 2:45 PM

56. Learning Walks-Teacher Led Accountability: Improving Instruction for the 21st Century

1:30 PM - 2:45 PM  
Anaheim Marriott  
Room: Elite 3

Michael Matsuda, Anaheim Union High SD  
Paul Sevillano, Anaheim Union High SD

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

With the anticipated application of new Common Core standards and assessments focusing on academic literacy and "habits of mind", it is imperative that district PD is aligned with the instructional shifts required for successful implementation across the curriculum. In Anaheim, "Learning Walks" are transforming school culture and instructional practices supporting Long Term English learners and 21st Century skills and curriculum. This presentation highlights Learning Walks as an effective form of professional development that allows the participants (walkers) from across content areas to reflect on their own practice through the lens of Lesson Design and Habits of Mind. This model builds shared understanding in what Common Core practice looks like, allows for clarification of new common language, and provides site leadership with systemic accountability.

57. ¡Sane su pasado, crie a un hijo orgulloso y exitoso!

1:30 PM - 2:45 PM  
Anaheim Marriott  
Room: Grand Ballroom B



Isabel Lara, Mt. Diablo USD

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

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

WORKSHOPS / SESSION 4 1:30 PM – 2:45 PM

58. Creating Art with Children’s Books

1:30 PM - 2:45 PM  
Anaheim Marriott  
Room: Orange County 2



**René Colato Laínez, Los Angeles USD/Author**  
**Mara Price, San Diego USD/Author**  
**Amy Costales, Connecting Authors/University of Oregon**  
**Jorge Argueta, Luna’s Press**  
**James Luna, Riverside USD**  
**Christianne Meneses Jacobs, Iguana Magazine for Kids**

*Grade Level: All*  
*Language: English, Spanish*  
*Strand: Multicultural/Anti-Bias/Diversity Education*  
*Audience Level: New to Field/Experienced*

Come and celebrate reading in two languages. Six children’s authors will present their bilingual books. Then, they will share art activities relating to their books that you can do in the classroom with your students or at home with your children. Ven y diviértete.

59. Addressing the Implementation Gap: A Systems-Based Approach to Professional Development

1:30 PM - 2:45 PM  
Anaheim Marriott  
Room: Grand Ballroom G

**Kris Nicholls, UC Riverside/2-Way CABE**  
**Maritza Rodríguez, UC Riverside**

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

Often it is an implementation gap that limits the effectiveness of a professional development program. In this presentation, a systems-based approach to Differentiated Instruction through Universal Design professional development, winner of the California School Boards Association “Golden Bell Award” in 2012 for reducing the achievement gap, for pre-service, induction, and in-service teachers will be presented based on Fixsen’s Implementation Theory, highlighting the importance of stakeholder buy-in, participation, and instructional leadership in professional development programs.

WORKSHOPS / SESSION 4 1:30 PM – 2:45 PM

60. How to Help Your Child Acquire Self-Management, Motivation and Responsive Behavior Skills

1:30 PM - 2:45 PM  
Anaheim Marriott  
Room: Grand Ballroom C/D



**Maria Reifler, Montebello USD**

*Grade Level: K-5*  
*Language: English*  
*Strand: Parent and Community Engagement*  
*Audience Level: New to Field/Experienced*

Parents and educators can help young people acquire self-management skills. This includes (1) a balanced sense of self; (2) a well-developed character; (3) a sense of responsibility; and (4) strong interpersonal skills. In this workshop, we will explore and practice techniques and tools for adults to help children become good self-managers.

61. Addressing Common Core State Standards and Teaching Academic Language

1:30 PM - 2:45 PM  
Anaheim Marriott  
Room: Elite 1

**Shelley Xu, CSU Long Beach**

*Grade Level: 3-5*  
*Language: English*  
*Strand: Curriculum & Instruction*  
*Audience Level: New to Field/Experienced*

The presenter will: 1) discuss Common Core state standards that are related to academic language; 2) analyze academic language from informational texts to show the complexity of academic language (expository text structure, expository sentence structure, and academic vocabulary); and 3) demonstrate instructional strategies of teaching academic language to enhance English learners’ text comprehension.

The workshop attendees will participate in activities of analyzing academic language in informational texts and developing activities based on presented instructional strategies.

62. Using Technology to Expand English Language Experiences

1:30 PM - 2:45 PM  
Anaheim Marriott  
Room: Grand Ballroom H

**Brenda Burns, San Bernardino City USD**  
**Beverly Brett, San Bernardino City USD**

*Grade Level: 3-8*  
*Language: English*  
*Strand: The Digital Age in the Classroom*  
*Audience Level: New to Field/Experienced*

This presentation will focus on using Internet capability to support student interaction on a global level. Presenter will share activities that engage children to broaden their appreciation of various cultures and ethnicities while fostering an understanding of the social norms in cultures other than their own. These activities will incorporate reading, writing, listening, and speaking to encourage students to be owners of their own education. Come prepared with access to the Internet for full involvement during this informative and practical workshop.

WORKSHOPS / SESSION 4 1:30 PM – 2:45 PM

**63. Spanish Language Development through Inquiry**

1:30 PM - 2:45 PM  
Anaheim Marriott  
Room: Elite 2

**Laura Cortez, XinaXcalmecac Academia Semillas del Pueblo**  
**Armando Garibay, XinaXcalmecac Academia Semillas del Pueblo**

*Grade Level: All*  
*Language: English*  
*Strand: Two-Way Bilingual/Dual Immersion*  
*Audience Level: New to Field/Experienced*

Semillas Community Schools is the first International Baccalaureate School founded in Los Angeles, California. Kinder through fifth grade students learn in a 90:10 dual language model and through trans-disciplinary units of inquiry. Teachers expose students to inquiry strategies while supporting Spanish language development. Attendees will learn the benefits of learning Spanish through inquiry, plus how to promote higher-level thinking and questioning, with an opportunity to engage in inquiry-based activities adaptable for diverse learners and classroom settings.

**64. The Dual Language Academy: A Secondary District's Journey**

1:30 PM - 2:45 PM  
Anaheim Marriott  
Room: Platinum 8

**Joe Carmona, Anaheim Union High SD**  
**Ann Corral, Anaheim Union High SD**

*Grade Level: 6-12*  
*Language: English*  
*Strand: Two-Way Bilingual/Dual Immersion*  
*Audience Level: New to Field/Experienced*

The AUHSD Dual Language Academy (DLA) is an

academic program of instruction at Sycamore Junior High and Anaheim High School which builds language and content proficiency in both English and Spanish. While many dual immersion programs are growing across the state and country at the elementary level, programs at the middle and high school level are not as prevalent. The DLA is innovative as it has taken the dual immersion concept at the elementary level and expanded it to also include the secondary level students who already have a rich language and cultural heritage in the Spanish language and to build upon the assets these students bring to school to prepare them for the world beyond high school graduation. The presenters will share how the program developed from a concept to the fourth year of implementation and how they are preparing for the vision of the future.

**65. College/Career Readiness and Long Term English Learner (LTEL) Achievement Program**

1:30 PM - 2:45 PM  
Anaheim Marriott  
Room: Gold Key I

**Ramón Zavala, Compton USD**  
**María Durán, Compton USD**

*Grade Level: 6-12*  
*Language: English*  
*Strand: Assessment, Evaluation & Accountability*  
*Audience Level: Experienced*

Data chats and career inventories ready LTELs for college/career. Instructional aides conduct 30 minute data chats with LTELs on a quarterly basis. LTELs analyze data from assessments germane to the reclassification criteria: CST, CELDT, and writing. They develop improvement plans and metacognition skills. Students attend bi-monthly Family Evening meetings. Families work on career inventories online and end meetings with data chats. The program's focus is reclassification. Once reclassified, LTELs exit the program. LTELs who continue benefit from the College/Career Programs.

FEATURED SPEAKERS 3:15 PM – 4:30 PM



**Michael Orosco, UC Riverside Graduate School of Education**

Anaheim Marriott  
Room: Elite 1

**Word Problem Solving Development with English Learners in a Common Core Environment**

Although publications aimed at improving instruction for English learners (ELs) is growing, to date there is surprisingly little research on common core practices or recommendation for practice, including promoting English language development and instruction that help promote EL math achievement. Research indicates that although basic math skills such as computation are taught well enough for ELs to perform as their native English speaking peers, teachers are challenged in showing ELs how to grasp specific math language and concepts that impact word problem solving comprehension. The purpose of this presentation is to discuss findings from a series of word problem solving intervention studies (English and Spanish) conducted with ELs within a common core math standards environment.





THURSDAY

WORKSHOPS / SESSION 5 3:15 PM – 4:30 PM

66. “Local Control Funding Formula”...What Is it & Why Do We Need to Know!!

3:15 PM - 4:30 PM  
Anaheim Marriott  
Room: Grand Ballroom J

Martha Zaragoza Díaz, CABE - Legislative Advocate

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

The Governor signed a bill that replaces how our school districts get funded with a new system of funding; the Local Control Funding Formula (LCFF). This presentation will share: a) the intent of the LCFF, its formula and accountability components; b) the need to participate in the development of the district’s plan of the LCFF & the development of the district’s budget to implement the plan; and c) the identification of key district and State dates for input. This presentation is targeted to parents, community activists, district program coordinators & educators.

67. Curriculum Connected Through Rhythm and Music

3:15 PM - 4:30 PM  
Anaheim Marriott  
Room: Elite 3

Daria Hernández, San Luis Coastal USD  
Katie Collins, San Luis Coastal USD

Grade Level: Preschool-2  
Language: English, Spanish  
Strand: Arts Learning  
Audience Level: New to Field/Experienced

Lessons come alive for second language learners when music and rhythm are linked to thematic contents. Presenters will provide hands on activities for the participants to promote powerful and meaningful learning in the primary classroom. Come ready to rock your curriculum!

68. Preventing Long Term English Learner (LTEL) Status: Interdisciplinary Language Teaching through Project-Based Learning

3:15 PM - 4:30 PM  
Anaheim Marriott  
Room: Grand Ballroom G

Elvira Armas, Loyola Marymount University - Center for Equity for English Learners  
Magaly Lavadenz, Loyola Marymount University - Center for Equity for English Learners

Grade Level: 3-12  
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.

THURSDAY

WORKSHOPS / SESSION 5 3:15 PM – 4:30 PM

69. Writing an Integrated Bilingual Shape Poem

3:15 PM - 4:30 PM  
Anaheim Marriott  
Room: Orange County 2

José Chávez, Moreno Valley USD

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

Presenter will describe an integration of writing, geometry, and art and then demonstrate how teachers assist students in writing a poem using various geometric shapes. It will discuss how to add color to the finished product using classroom materials such as crayons, colored pencils and markers. Attendees will then create their own poem. Connections will be made to the Common Core Standards.

70. The Road to Reclassification: Helping students navigate their way to R-FEP status!

3:15 PM - 4:30 PM  
Anaheim Marriott  
Room: Elite 2

Susan Newcomb, Norwalk-La Mirada USD  
Gloria Jiménez, Norwalk-La Mirada USD  
Brian Casey, Norwalk-La Mirada USD

Grade Level: 3-12  
Language: English  
Strand: Assessment, Evaluation & Accountability  
Audience Level: New to Field/Experienced

How can we help decrease the numbers of long-term English learners (LTELs), especially at the middle school and high school level? This was the driving questions that led us to develop a worksheet and presentation for our English learners called “The Road to Reclassification.” This workshop provides participants with the materials developed in Norwalk-La Mirada

Unified School District to help guide student goal setting and take the guesswork out of reclassification, both for students and parents. Modifiable for any CELDT level.

71. Preparing English Learners for the Common Core

3:15 PM – 4:30 PM  
Anaheim Marriott  
Room: Gold Key I

Beverly Fine, BrainPOP

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

Are you challenged to address the rigor of the Common Core for Els? Key changes are required by teachers, including content-rich nonfiction, with complex materials and tasks, academic language, and more opportunities to interact with technology. How can we make this happen for ALL students? Come see how BrainPOP ESL’s animated movies and activities support language, vocabulary, reading, and content standards. Participants will leave with teaching and learning strategies that can help, whether you use BrainPOP ESL or not.

WORKSHOPS / SESSION 5 3:15 PM – 4:30 PM

**72. Long-Term English Learners: Accelerating ELD through a Comprehensive Framework**

3:15 PM - 4:30 PM  
Anaheim Marriott  
Room: Orange County 3

**Lester Malta, Los Angeles USD**  
**Hassan Dornayi, Los Angeles USD**  
**Michael Berger, Los Angeles USD**  
**Terri Bourg, Los Angeles USD**

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

The purpose of this workshop is to present the framework of the LAUSD Long Term English Learner (LTEL) course and the benefits it provides for students. This framework outlines a course that provides an environment of English Language Development in all four domains, while introducing grade-level English Language Arts (ELA) content necessary to meet reclassification criteria and create a foundation for continued academic success and access to the Common Core State Standards. The framework also calls for a balance of attention to this student population's specific academic and socio-emotional needs.

**73. Supporting Literacy Development for English Learners in the Common Core ELA Standards**

3:15 PM - 4:30 PM  
Anaheim Marriott  
Room: Orange County 1

**Gloria Moreno, Pomona USD**  
**Veronica Ruiz-Ramírez, Pomona USD**

*Grade Level: 6-8*  
*Language: English*  
*Strand: Curriculum & Instruction*  
*Audience Level: Experienced*

This interactive session will provide participants with common core lessons that guide students in grades 6 - 8 with integrated lessons in science, geography, reading, writing, writing conventions, research skills, art, speaking skills, and math. The lessons teach participants the art of creating a research report that includes: reading for the purpose of researching a topic; gathering and organizing information for report; writing a multi-paragraph / multi-page report; English grammar and writing conventions; map skills (drawing to scale, compass rose, legend, etc.); art instruction (drawing and illustrating); math lessons (data, tables, charts, etc.); and oral presentations.

WORKSHOPS / SESSION 5 3:15 PM – 4:30 PM

**74. Implementing the New California ELD Standards with Powerful Interactive Read Alouds**

3:15 PM - 4:30 PM  
Anaheim Marriott  
Room: Grand Ballroom K

**Tamaye Ota, WestEd**  
**Lety Varela, Lawndale Elementary SD**  
**Jo Ann Isken, Lennox SD**

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

The new California English Language Development Standards call for rigorous thinking, speaking and writing about complex text. Learn about an entire ELD block built around rigorous literature and informational text that includes repeated interactive read alouds, language lessons, writing and vocabulary. Presenters implemented the ELD block successfully in a high poverty district with fantastic results for teachers and students. A short video will illustrate the strategy with children and the sample ELD block schedule and lessons will be shared.

**75. The CCSS & CA ELD Standards Working in Tandem: Close Reading about Bats**

3:15 PM - 4:30 PM  
Anaheim Marriott  
Room: Platinum 3

**Pam Spycher, WestEd**  
**Karin Linn-Nieves, San Joaquin COE**

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

In this hands-on session, the CCSS for ELA/Disciplinary Literacy and California's new ELD Standards are used

in tandem to accelerate English learners' academic literacy development. Participants will learn a close reading approach for informational text – text reconstruction – to implement in integrated ELA/ science and to extend in dedicated ELD.

**76. Making Connections: Building Bridges to the New CA ELD Standards**

3:15 PM - 4:30 PM  
Anaheim Marriott  
Room: Platinum 7

**Carla Gutiérrez, Los Angeles USD**  
**Christopher Mason, Los Angeles USD**  
**Cristina Rodríguez, Los Angeles USD**  
**Leonel Angulo, Los Angeles USD**

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

The Common Core State Standards will impact how we teach our English learner populations. To ensure ELs excel with rigorous common core expectations, educators need to make connections and gain a deeper understanding of expectations for our students. During the workshop participants will analyze tiered vocabulary, informational text structure, and authors' craft. Participants will apply the processing strategy of advanced graphic organizers to examine exemplar texts from CCSS in varying grade levels with varying complexity.

WORKSHOPS / SESSION 5 3:15 PM – 4:30 PM

77. Effective Strategies for English Learner Students

3:15 PM - 4:30 PM  
Anaheim Marriott  
Room: Platinum 9

**Merle Bugarin, USC**  
**Sharon Bennett, USC**  
**Enyetta Mingo-Long, USC**

*Grade Level: K-5*  
*Language: English*  
*Strand: Multicultural/Anti-Bias/Diversity Education*  
*Audience Level: New to Field/Experienced*

This workshop will explore topics that address the literacy needs of elementary English learner students. Topics to be discussed will be Funds of Knowledge, Parent Engagement, Culturally Relevant Instructional Strategies, and Social Capital. The objective is to examine these topics as they pertain to English learner students who continue to struggle with early literacy skills beyond third grade. Instructional strategies that support these topics will be presented.

78. Empowering Our Youth, Our Girls, to Leadership Roles

3:15 PM - 4:30 PM  
Anaheim Marriott  
Room: Grand Ballroom A

**Imelda Ramírez-Trinklein, CALSA Hermanas Leading Network**  
**Irella Pérez, CALSA Hermanas Leading Network**

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

As an educator, what is my role in empowering our youth, our girls, to leadership roles? How do we create an environment that encourages them to be bold and take calculated risks? CALSA Hermanas Leading

Network has been formed to help our Latina women progress toward higher leadership roles. By focusing on professional development that is relevant to our women, creating an environment that encourages them to be bold and take calculated risks, and by providing opportunities that promote networking, in person and virtually, we are opening pathways for our women to advance equity in higher leadership roles.

79. 10 Steps to Raising a Self-Motivated Child

3:15 PM - 4:30 PM  
Anaheim Marriott  
Room: Grand Ballroom B

**Nicoline Ambe, Dr. Nicoline Ambe & Co.**

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

With the advent of sophisticated and enticing technological gadgets, parents find themselves competing for their children's attention. Many children are distracted by the very things that are supposed to improve their lives – video games, ipods, smartphones, etc. This can certainly impact their school work, which can ultimately affect their livelihood in the long run. While it is true that many parents wrestle with their children to get them on track, there are still several children who successfully take responsibility for their own school work. These are the children who are self-motivated, who see value in their school work and who have a sense of purpose. This presentation will give parents 10 step by step tips for helping their children take responsibility for their own school work. Through audience interaction and participation, it will explore 10 powerful ideas that parents can immediately implement at home to inspire their children to be self-motivated and ease the stress of having to continuously pursue them to do their own work.



WORKSHOPS / SESSION 5 3:15 PM – 4:30 PM

80. Utilizing the SIOP Model within an RTI Framework

3:15 PM - 4:30 PM  
Anaheim Marriott  
Room: Platinum 1

**Rebecca Canges, Metropolitan State University of Denver**

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

The SIOP Model is a research validated approach to teaching that, when implemented well, improves student achievement. Participants will be briefly introduced to the components of the SIOP Model and how it can be used to help English learners achieve high standards across content areas. Next, there will be a discussion of The SIOP Model and its application in a Response to Intervention (RTI) Framework since effective instruction in the general education classroom (Tier 1) is critical for academic success.

81. Educators as Bridge Makers: Supporting the Educational Success of Immigrant Students

3:15 PM - 4:30 PM  
Anaheim Marriott  
Room: Platinum 8

**Sandy Tezen, San Francisco State University**

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

The vast majority of economically disadvantaged immigrant students in the United States are not able to obtain a college degree. However, despite facing multiple challenges, some successfully navigate the U.S. educational system. Their journeys in our schools

can be more rewarding, and many more students can benefit from obtaining a college education, if appropriate support systems and effective ways to establish collaborative processes between educational institutions at different levels are implemented. Educators from kindergarten teachers to university professors need to learn about the context in which students emigrate to the U.S. and the multitude of out-of-school factors that influence their educational achievement. The journey of a Guatemalan immigrant from elementary school to a four-year university will be shared in this presentation. The obstacles she faced throughout are presented and ways in which hurdles were overcome are explained.

82. Padres ayudando padres en el proceso de educación especial

3:15 PM - 4:30 PM  
Anaheim Marriott  
Room: Grand Ballroom C/D

**Susana Maciel, Project 2 Inspire Parents**  
**Isabel Torres, Project 2 Inspire Val Verde USD**  
**Sandra Pena, Project 2 Inspire Fontana USD**  
**Irma Benavides, Project 2 Inspire Val Verde USD**

*Grade Level: All*  
*Language: Spanish*  
*Strand: Special Needs Education*  
*Audience Level: Experienced*

Este taller les informará a los padres de una manera expositiva de cómo prepararse en el proceso de un IEP (plan individual de educación) para lograr un mejor desempeño académico con sus hijos.





THURSDAY

WORKSHOPS / SESSION 5 3:15 PM – 4:30 PM

83. Parenting and Teaching our Gifted: Facts and Myths Roundtable

3:15 PM - 4:30 PM  
Anaheim Marriott  
Room: Platinum 4



Martha Soto, Gabriella Charter School  
Clara Montz, Gabriella Charter School

Grade Level: Preschool-12  
Language: English  
Strand: Special Needs Education  
Audience Level: Experienced

As a parent, educator, and continuous advocate/ researcher of gifted students, I will present this workshop in an interactive, roundtable manner. Many parents and educators can be puzzled and challenged by meeting the needs of our identified or unidentified gifted students. Given our nation’s scarce resources, it is vital for teachers and parents to find a curriculum that best fits the special needs of our gifted learners. Hence, school districts must examine existing differentiated instruction-type, curriculum-based programs that will meet the needs of our gifted learners. This research-based workshop will be an interactive discussion on the facts and myths about parenting and teaching our gifted learners. A PowerPoint presentation and interactive ideas with resources will be available to all participants.

84. Using Blogs to Teach Literacy

3:15 PM - 4:30 PM  
Anaheim Marriott  
Room: Grand Ballroom H

Kate Petty, Saddleback Valley USD

Grade Level: 9-12  
Language: English  
Strand: The Digital Age in the Classroom  
Audience Level: New to Field/Experienced

Find out how you can meet EL and Common Core writing standards and teach your students key 21st century literacy skills at once! Not only will this workshop show you how to integrate blogs into your curriculum, you will create a model blog you can take back that will help you and your students start your journey no matter what blog platform you use!

WORKSHOPS / SESSION 6 4:45 PM – 6:00 PM

85. iPads and Struggling Readers: LANGUAGE! Live Comes Alive in Classrooms

4:45 PM - 6:00 PM  
Anaheim Marriott  
Room: Platinum 3

Shauna Williams, Voyager Learning

Grade Level: 6-12  
Language: English  
Strand: Commercial  
Audience Level: New to Field/Experienced

Explore Common Core State Standards and see the newest reading research; combine that information with the newest technology on iPads as a proven approach to teach struggling secondary students. Learn how adaptive online instruction in LANGUAGE!® Live strives to reignite students’ enjoyment of peer interaction and combine it with proven learning strategies to promote academic achievement. Use your iPad to help target and remediate gaps in the foundational language skills that enable reading.

86. Acentuación

4:45 PM - 6:00 PM  
Anaheim Marriott  
Room: Grand Ballroom B

Francisco Pérez-Duque, Sherman Academy

Grade Level: All  
Language: Spanish  
Strand: Two-Way Bilingual/Dual Immersion  
Audience Level: New to Field/Experienced

Enseñar acentuación no tiene que ser una tarea engorrosa y difícil; puede ser ameno, divertido y sencillo. Conoceremos la importancia de una correcta enseñanza de la acentuación. Los asistentes podrán aprender a utilizar varias herramientas que ayudarán a una enseñanza efectiva; ayudará a los maestros a crear un programa consistente en instrucción y vocabulario, y a saber qué enseñar en cada grado. Apoyo con estrategias de instrucción y actividades que ayuden a la comprensión, interiorización y dominio de la acentuación.

THURSDAY

## CABE 2014 JAM SESSION

# CABE JAMS!

**Thursday, April 3, 2014**

**4:30 pm - 6:00 pm**

Anaheim Marriott-Grand Ballroom C/D  
(Parent Resource Center)

Love to sing with others?  
Ready to strum your guitar, play the maracas  
or keep the rhythm with your hands and feet?

Get down with your fellow CABE conference attendees  
in our Second Annual Official CABE Jam Session!

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

Come on by and join in a chorus or two on your way to  
your next session, or stay for the whole time!

**ALL ARE WELCOME!**

# CABE 2014 Film Festival

**ANAHEIM MARRIOTT, GRAND BALLROOM F**

**Thursday, April 3, 2014**

**4:45 PM - 6:00 PM**

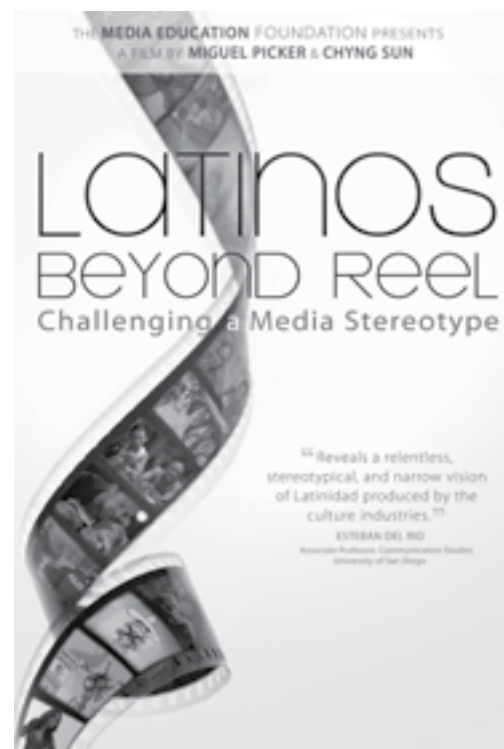
## **LATINOS BEYOND THE REEL: CHALLENGING A MEDIA STEREOTYPE**

Produced & Directed by Miguel Picker and Chyng Sun

In *Latinos Beyond Reel*, filmmakers Miguel Picker and Chyng Sun examine how US news and entertainment media portray -- and do not portray -- Latinos. They uncover a pattern of gross misrepresentation and gross under-representation -- a world in which Latinos tend to appear, if at all, as gangsters and Mexican bandits, harlots and prostitutes, drug dealers and welfare-leeching illegals.

The film challenges viewers to think critically about the wide-ranging effects of these media stereotypes, and to envision alternative representations and models of production more capable of capturing the humanity and diversity of real Latinos.

Lorena Manríquez, President and Producer, will be present at the film for discussion and questions and answers. Manríquez is an award-winning independent filmmaker and president of Andes Media, LLC. Her love of film began at an early age watching Spanish and French films in Santiago, Chile, where she was born and raised. She is a co-producer of Miguel Picker's new documentary *Latinos Beyond Reel: Challenging a Media Stereotype* (2012).





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# CABE 2014

SUCCESS FOR ENGLISH LEARNERS THROUGH THE COMMON CORE, THE NEW ELD STANDARDS, TECHNOLOGY & THE ARTS

# FRIDAY

CREATING MULTILINGUAL MAGIC





HIGHLIGHTS

GENERAL SESSION

8:30 AM - 10:15 AM / KEYNOTE ADDRESS: PEDRO NOGUERA / ANAHEIM MARRIOTT—PLATINUM BALLROOM

EXHIBIT HALL EVENTS

9:00 AM-5:30 PM / EXHIBITS/CAREER FAIR / ANAHEIM MARRIOTT—MARQUIS BALLROOM

12:30 PM-1:00 PM / TECHNOLOGY POSTER SESSIONS / ANAHEIM MARRIOTT – MARQUIS BALLROOM

12:00 PM-1:30 PM / SPECIAL EXHIBIT HALL DEDICATED VIEWING

1:30—iPAD DRAWING / ANAHEIM MARRIOTT – MARQUIS BALLROOM

12:30 PM -1:30 PM / ¡PREGONEROS! IN THE PLAZA / ANAHEIM MARRIOTT - MARQUIS BALLROOM

WORKSHOPS, INSTITUTES, AND ACTIVITIES

7:30 AM-4:30 PM / CONFERENCE REGISTRATION AND TOTE BAG PICK UP / ANAHEIM MARRIOTT—CONFERENCE LOBBY AREA

10:30 AM – 5:00 PM / ADMINISTRATIVE LEADERSHIP SYMPOSIUM / FT. SUPERINTENDENT OF PUBLIC INSTRUCTION TOM TORLAKSON  
ANAHEIM MARRIOTT—GRAND BALLROOM E

10:30 AM - 6:00 PM / WORKSHOP SESSIONS

10:30 AM - 4:00 PM / FULL-DAY INSTITUTES

1:30 PM - 4:30 PM / HALF-DAY INSTITUTES

FEATURED SPEAKERS & INSTITUTES

10:30 AM – 11:45 PM / BARBARA CONBOY

10:30 AM-4:00 PM / MICHELE P.BROOKS / KATE KINSELLA

1:30 PM-2:45 PM / SONIA NAZARIO / NOMA LeMOINE

1:30 PM-4:30 PM / CHARLOTTE KNOX / WARREN DALE - iPad For Educators:

3:15 PM-4:30 PM / JOSE LUIS OROZCO / DENNIS PARKER

SPECIAL EVENTS

4:45 PM - 6:00 PM / CABE FILM FESTIVAL - “MALALA” / ANAHEIM MARRIOTT - GRAND BALLROOM F

5:30 PM - 6:30 PM / SEAL OF BILITERACY CEREMONY (BY INVITATION ONLY) / ANAHEIM MARRIOTT—ELITE BALLROOM

7:00 PM - 9:00 PM / SEAL OF EXCELLENCE AWARD BANQUET / ANAHEIM MARRIOTT—PLATINUM BALLROOM

9:00 PM - 12:00 AM / SEAL OF EXCELLENCE DANCE / MUSIC BY LA BLUE / WWW.LABLUEBAND@YAHOO.COM  
ANAHEIM MARRIOTT—PLATINUM BALLROOM

PLAN YOUR DAY

MORNING: 8:00 am - 12:00 pm

AFTERNOON: 12:00 pm - 5:30 pm

EVENING: 5:30 pm - 12:00 am

# PREGONEROS

Friday, April 4th 12:30 pm to 1:30 pm  
in the Plaza Area of the Exhibit Hall

Viernes, 4 de Abril 12:30pm a 1:30pm  
en la plaza de la sala de exhibiciones

Participate in promoting oral traditions, readings, artistic creative development and storytelling. Come have fun and learn the techniques presented by their respective authors and illustrators: Alma Flor Ada, Isabel Campoy, Joe Cepeda, José-Luis Orozco, Antonio Sacre and others.

Participen en experiencias de promoción de tradiciones orales, lectura y el desarrollo creativo de dibujo y cuentacuentos. Vengan a divertirse y a aprender técnicas presentadas por sus respectivos autores e ilustradores: Alma Flor Ada, Isabel Campoy, Joe Cepeda, José-Luis Orozco, Antonio Sacre y otros más.



José-Luis Orozco



Antonio Sacre



Joe Cepeda



Isabel Campoy



Alma Flor Ada



Planned in coordination with Academia Cultural

## GENERAL SESSION

8:30 am – 10:15 am  
Anaheim Marriott, Platinum Ballroom

**ENTERTAINMENT**  
Sean Oliu  
Mariachi Singer

**WELCOME**  
**HOSTS**  
**Imelda Trinklein**, CABE Board  
Mc Farland USD

**Olivia Yahya**, CABE Board  
Saddleback Valley USD

**HONORARY CHAIRS**  
**Art Delgado**, Superintendent  
Los Angeles COE  
**Clint Harwick**, Superintendent  
Saddleback Valley USD

### CABE BOARD AWARDS

**PROMOTING MULTILINGUALISM AND  
MULTICULTURALISM AWARD**  
**Duarte Silva**  
California World Language Project  
Stanford University

**PROMOTING STUDENT SUCCESS AWARD**  
**Jim White**  
Retired Educator, McFarland, CA

### KEYNOTE SPEAKER

**Pedro Noguera**  
Professor of Education  
New York University,  
Metropolitan Center for Urban Education

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### KEYNOTE ADDRESS

**PEDRO NOGUERA**  
Professor of Education  
New York University, Metropolitan  
Center for Urban Education

#### How Listening to Students Can Help Schools to Improve

Although most reforms are designed to improve the academic performance of students, students are rarely asked how they are affected by reforms before or after they are initiated. Instead, if they evaluate the reforms at all, schools typically examine outcome data (grades, test scores, attendance) and judge the success of reforms on that basis. The goal of this session is to show how student perspectives, particularly those of English Learners (ELs) on teaching and learning and the structure and culture of schools, can be used to provide schools with useful information and feedback on the effectiveness of reform. This presentation will be based upon research from a two-year study of student experience in school from ten high schools in Boston and research carried out at other schools throughout the country that serve large numbers of ELs. It will show how schools and educators can benefit from engaging students in the educational process and taking their perspectives on learning seriously.

Pedro Noguera is the Peter L. Agnew Professor of Education at New York University. Noguera earned his doctorate in Sociology from the University of California at Berkeley in 1989. He was a classroom teacher in public schools in Providence, RI and Oakland, CA and continues to work with schools nationally and internationally as a researcher and advisor. He appears as a regular commentator on educational issues on CNN, MSNBC, National Public Radio and other national news outlets.

*Book signing immediately following session*

ADMINISTRATIVE LEADERSHIP SYMPOSIUM

FRIDAY, APRIL 4, 10:30 AM - 5:00 PM ANAHEIM MARRIOTT, GRAND BALLROOM E

LCFF, LCAP, & CREATIVE SCHOOLS

A New Context for 21st Century Excellence & Equity for English Learners

This session is open to School and District Administrators and Board Members. Participants who have pre-registered have priority seating. Conference attendees who are district and site administrators and leaders are welcome to attend.

MODERATOR - **Francisca Sánchez**, CABE President

PRESENTERS



**Tom Torlakson**  
State Superintendent of  
Public Instruction



**Libia Gil**  
Assistant Deputy Secretary  
and Director of the Office  
of English Language  
Acquisition (OELA)



**Jannelle Kubinec**  
West Ed California  
Comprehensive Assistance  
Center



**Craig Cheslog**  
California Department of  
Education



**Craig Watson**  
California Arts Council



**Shelly Spiegel-  
Coleman**  
Californians Together



**Malissa Shriver**  
California Arts Council



**Joe Landon**  
California Alliance for  
Arts Education



**Sarah Anderberg**  
California County  
Superintendents  
Educational Services  
Association



**Michael Matsuda**  
Anaheim Union High  
SD and Californians  
Together



Students from  
Anaheim Union High  
SD and Compton USD

DESCRIPTION

The Administrative Leadership Symposium will provide district and site leaders with an overview of key local and state issues currently impacting the context in which districts will need to transform their practices that lead to 21st century excellence and equity for English Learners.

This year's symposium attendees will hear from state policy leaders about the link between strategic implementation of the LCAP/LCFF, 21st century creative schools, and student engagement, and about how to maximize opportunities to engage English Learners in powerful 21st century arts learning and integration across the curriculum. Attendees will get the latest information about the State Board of Education decisions regarding the final implementation of the LCAP and LCFF. With the recent approval of emergency LCAP regulations and templates, this symposium will offer timely and the most up-to-date information about the implications on local district policies and practices, especially as districts are being expected to transform the way they school target populations to achieve greater success in a Common Core State Standards era.

In addition, local educational leaders and students will provide key perspectives from the field regarding planning, organizing, and implementing 21st century learning environments that support creativity, innovation, excellence, and equity. This session will provide an exciting space for district and site leaders to access key information, research, support, and structures to successfully implement creative schools and local control funding policies and practices that yield 21st century success for English Learners.

CO-SPONSORED BY IMAGINE LEARNING • CALSA • GARCIA, HERNÁNDEZ, SAWHNEY & BERMUDEZ LLP

FEATURED INSTITUTES 10:30 AM – 4:00 PM

**Kate Kinsella**  
**San Francisco State University**

Anaheim Marriott  
Room: Grand Ballroom F

**Tools for Launching a Common Core Aligned  
Academic Vocabulary Campaign**

Dr. Kinsella introduces research-based instructional principles and routines to prepare mixed-ability classes for the vocabulary demands of complex text analysis, discussion and response. She provides a schema for prioritizing vocabulary for more robust instruction and facilitates word selection with practice texts. Participants observe dynamic video footage, and review sample lessons, note-taking guide formats, and prioritized word lists to establish a school-wide academic vocabulary initiative. Participants learn effective ways to: •Analyze complex text to establish conceptual, topic-centric, and high-utility vocabulary priorities •Frontload foundational lesson concepts and topic words with visual organizers •Teach high-utility word families using a consistent interactive routine and notebook format •Integrate relevant examples and practice using common word partners •Address low-priority words during a text-based lesson •Guide competent analysis of context to extract word meaning •Structure verbal and written responses applying new lesson terms •Design and implement brief assessments to provide meaningful review •Monitor comprehension, language use, and accountable interaction.

**Michele Brooks**  
**Boston Public Schools**

Hilton Anaheim  
Room: Catalina 7

**Building Capacity for Engagement**

Families are a primary influence in the lives of our students, yet we are challenged to find ways to effectively engage this rich resource. This session introduces a capacity building framework and strategies for building the capacity of schools and districts to effectively engage families and for families to become partners in student learning.



## FEATURED SPEAKERS 10:30 AM – 11:45 AM



**Barbara Conboy**  
**University of Redlands**

Anaheim Marriott  
Room: Elite 1

### Dual Language Development in Early Childhood

The developing brain is capable of learning more than one language at a time. This talk will review scientific evidence that challenges several widely held beliefs about the developing bilingual brain and the attainment of developmental milestones in young dual language learners. Data from experimental, brain imaging, and observational research on infants and toddlers exposed to two languages simultaneously, those exposed to a second language for a short period of time, and those exposed to only one language will be compared. Factors that are associated with individual differences in language learning across infants and toddlers will also be discussed.



## WORKSHOPS / SESSION 7 10:30 AM – 11:45 AM

### 87. Local Control Funding Formula: Engaging your board to ensure best investments for students

10:30 AM - 11:45 AM  
Anaheim Marriott  
Room: Grand Ballroom G

**Andrea Ball, California School Boards Association**  
**Julie Maxwell-Jolly, California Schools Boards Association**  
**Teri Burns, California School Boards Association**  
**Erika Hoffman, California School Boards Association**

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

The Local Control Funding Formula is based on principles of equity, local control and transparency. It requires governing boards to engage with stakeholders, including parents, teachers, administrators and students in development of Local Control and Accountability Plans that will improve outcomes for English learners, low income students and foster youth. The California School Boards Association will share information and seeks input on how to engage stakeholders to develop effective programs and services for English learners.

### 88. The ART in Language ARTs: An Integrated Literacy Approach

10:30 AM - 11:45 AM  
Anaheim Marriott  
Room: Suite 312

**Joe Cepeda, Academia Cultural**

*Grade Level: Preschool-8*  
*Language: English*  
*Strand: Arts Learning*  
*Audience Level: New to Field/Experienced*

What are some strategies and techniques to analyze the elements of story grammar, craft and structure and

integration in art and Language Arts as required in the Common Core. During this workshop the participants will compare the similarities of the elements of art in the teaching of literature. Specifically, participants will analyze the artist's stories and illustrations to identify plot, perspective, suspense, metaphor, juxtaposition, mood, theme, opinion to develop their literacy skills.

### 89. Closing the Achievement Gap Before It Begins

10:30 AM - 11:45 AM  
Anaheim Marriott  
Room: Platinum 1

**Ernesto Rodríguez, Scholastic**

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

A renewed focus on reading proficiency by third grade is undoubtedly positive. A high-quality early literacy program provides the foundation for children's success in school and beyond. But for those students entering kindergarten unprepared or for primary students who are not reading on grade level, school can be a place where struggles undermine confidence and critical skills remain underdeveloped. Scholastic shares California's mission to ensure all students are reading at grade level by the third grade. The case for prevention is clear. Hear about iRead—a new digital foundational reading program designed to close the achievement gap before it begins and put all students on a path to college and career readiness.



FRIDAY

WORKSHOPS / SESSION 7 10:30 AM – 11:45 AM

**90. ING Unsung Heroes Award Grant Program**

10:30 AM - 11:45 AM  
Anaheim Marriott  
Room: Newport Beach

**Arthur Pérez, ING**  
**John Barba, ING**

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

The ING Unsung Heroes program has helped over 1,500 K-12 educators and their schools fund innovative classroom projects through awards totaling over \$4 million. Do you or does someone you know have a creative, unique educational program this is helping students reach new heights? Or is there a program you'd like to implement, if only you had the proper funding? Please join us to learn more about this excellent program!

**92. Student Voice: Creating Environments to Unleash Full Potential**

10:30 AM - 11:45 AM  
Hilton Anaheim  
Room: Monterey

**Ahmes Askia, National Urban Alliance**

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

How can you use the personal literacies and cultural experiences that students bring to school as levers and foundations for expanding what they already know into any area of the curriculum? This extremely interactive session will demonstrate how students can be actively engaged in the learning process through well-developed lessons that focus on language and youth culture. Find out how listening to student voices can be a benefit to students and teachers.

**91. The Researcher's Notebook: A Remarkable Tool that Motivates Students to Write!**

10:30 AM - 11:45 AM  
Hilton Anaheim  
Room: Coronado

**Elena Gillespie, Chula Vista Elementary SD**  
**Nancy Rojas, Chula Vista Elementary SD**

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

Engage all learners with this powerful scaffolding approach. This interactive session will provide participants with Common Core lessons that build a strong foundation for reading and writing expository text. Although lessons are geared for report writing, the knowledge base gained results in a series of

FRIDAY

WORKSHOPS / SESSION 7 10:30 AM – 11:45 AM

**93. Journalism for English Learners – A Project-Based Intervention Program**

10:30 AM - 11:45 AM  
Anaheim Marriott  
Room: Grand Ballroom H

**Elvira Armas, Loyola Marymount University - Center for Equity for English Learners**  
**Magaly Lavadenz, Loyola Marymount University - Center for Equity for English Learners**  
**Gisela O'Brien, Loyola Marymount University - Center for Equity for English Learners**  
**Rosalinda Barajas, Lawndale SD**

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

This session will present an overview of a Project-Based curriculum focused on preventing Long Term English Learner status by bolstering language and literacy development through an emphasis on the journalistic-genre. We will detail routines for developing oral academic skills focused on questioning, interviewing, and synthesizing information in response to community issues. Informational text elements will be shared, along with application of writing and revision strategies that lead to publication of articles for a district-wide newspaper.

**94. Language and Literacy through Project Based Learning**

10:30 AM - 11:45 AM  
Hilton Anaheim  
Room: Redondo

**Reyna García Ramos, Pepperdine University**

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

The purpose of this hands-on workshop is to help classroom teachers develop techniques on how to implement Project Based Learning (PBL) in any classroom context. This workshop is interactive and will walk teachers through the steps on how to get started. Project based learning (PBL) can work in any classroom setting, K-12 and beyond. The workshop will be particularly tailored to demonstrate the joys of PBL with English learners. Participants will create a project outline before they leave the workshop that crosses three disciplines; address the community context of students, and meets common core demands for literacy and language.

CREATING MULTILINGUAL MAGIC

WORKSHOPS / SESSION 7 10:30 AM – 11:45 AM

**95. GPS-Grow, Prepare, and Share: English Language Acquisition, Literacy and Imagination through Food.**

10:30 AM - 11:45 AM  
Anaheim Marriott  
Room: Gold Key I

**Thomas Bangert, OneBillionSEEDS.com**

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

During this session we will discuss the latest research on language acquisition through the use of food, and describe techniques that educators and parents may utilize for strengthening PreK-5 instruction for English learners. We will demonstrate through a multimedia presentation, interactive lecture, and hands-on activity the use of contextual language and connections between instructional practices that are irrefutably proven to increase academic literacy across the curriculum English Learners.

**96. The California English Language Development Standards**

10:30 AM - 11:45 AM  
Anaheim Marriott  
Room: Suite 304

**Gustavo Gonzales, California Department of Education**

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

This presentation will demonstrate how to utilize the California English Language Development Standards (CA ELD Standards) to develop lessons for English language development and for content subject areas.

**97. CLOSE the GAP with the RULE of 3 RAP Academic Vocabulary Development aligned to the Common Core State Standards and the New California ELD**

10:30 AM - 11:45 AM  
Hilton Anaheim  
Room: Oceanside

**Linda Ventriglia-Navarrette, National University**

*Grade Level: Preschool-8*  
*Language: English*  
*Strand: English Language Development*  
*Audience Level: New to Field/Experienced*

Did you know that vocabulary closes the achievement gap for English learners and all students? The innovative RULE of 3 or RAP is a research-based systematic approach for academic vocabulary development. It is the result of 12 years of school-based research. It was awarded an innovative FIPSE grant in 2009 and became part of a National Professional Development Grant by OELA in 2012. This presentation will highlight the dramatic gains made by students at low performing schools in 2013 as a result of daily 30 minutes of structured academic vocabulary instruction using the RULE of 3 or RAP. Students' growth on the STAR grew from 30% to 50.2% proficient. Kindergarten students gained 2-3 levels on pre- and post-tests on the California English Language Development Test (CELDT). Participants will learn how to apply the RULE of 3 RAP, a three- step strategy to effectively teach academic vocabulary, the Common Core State Standards and the new California ELD standards.

WORKSHOPS / SESSION 7 10:30 AM – 11:45 AM

**98. Building Community in the Classroom to Empower English Learners to Achieve Academic Success**

10:30 AM - 11:45 AM  
Anaheim Marriott  
Room: Platinum 3

**Charlene Fried, Baldwin Park USD**

*Grade Level: 3-12, College/University, Adult Education*  
*Language: English*  
*Strand: English Language Development*  
*Audience Level: New to Field/Experienced*

This workshop will provide the participants with materials and strategies they can use to build community in their own classrooms. Activities will include the use of community building strategies, dramatic monologues, writing activities, and test taking strategies (Common Core Standards and CAHSEE). Participants will leave with practical, creative, and innovative strategies they can successfully implement in their own classrooms. The session will conclude with a community building contest; winners will receive prizes they can use with their own students.

**99. Global Citizenship: Mesas Redondas con Maestros de Centro América**

10:30 AM - 11:45 AM  
Anaheim Marriott  
Room: Grand Ballroom J

**Lilia Sarmiento, CSU Dominguez Hills**

*Grade Level: 3-12, College/University*  
*Language: Spanish*  
*Strand: Multicultural/Anti-Bias/Diversity Education*  
*Audience Level: New to Field/Experienced*

Vengan a conocer maestros de Centro América y la República Dominicana que estudian en California por 6 meses. Participants will engage in round table conversations with visiting teachers from Nicaragua,

Honduras, Guatemala, El Salvador and the Dominican Republic to bring a wider awareness of the economic, political and cultural environments in urban and rural school communities in order to better serve the immigrant student population in U.S. schools. An expected outcome is that teachers connect for global partnerships.

**100. High Stakes Testing and Institutional Discrimination: A Study of Southern California Urban High Schools**

10:30 AM - 11:45 AM  
Anaheim Marriott  
Room: Grand Ballroom K

**Lisa Reither, Pepperdine University**

*Grade Level: 9-12, College/University, Adult Education*  
*Language: English*  
*Strand: Multicultural/Anti-Bias/Diversity Education*  
*Audience Level: New to Field*

This presentation examines standardized assessment, current educational policy promoting high stakes tests, and the effects of these exams on today's high school students. It offers an in depth analysis of the SAT and CAHSEE exams and how they function within the California educational system as institutionalized discrimination. This study compared questionnaires from seniors at three urban high schools in southern California that were asked to respond based on their lived experiences with these exams. The research presented suggests that high-Stakes standardized tests make faulty assessments of performance, systematically block access to college for underprivileged, Latino, and African American students, and overall, offer poor solutions to problems inhibiting student achievement as a result of their discriminatory effect and cultural biases.

WORKSHOPS / SESSION 7 10:30 AM – 11:45 AM

**101. Creating a Culturally Responsive School Community**

10:30 AM - 11:45 AM  
Anaheim Marriott  
Room: Platinum 2

**Lee Mun Wah, StirFry Seminars & Consulting**

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

Often teachers, staff and administrators want to have culturally responsive schools, but don't feel they have enough training or cultural knowledge. Through diversity exercises, discussion, role-play, and personal stories, explore what is needed to access the cultural richness inherent in the contributions of our diverse students and staff. Develop relationships by sharing/honoring spiritual, emotional and traditional differences. Learn what makes it safe and unsafe for our students and educators to truly be 'themselves'.

**102. Selecting Children's Literature to Promote Self-Esteem and Cross-cultural Understanding**

10:30 AM - 11:45 AM  
Hilton Anaheim  
Room: San Clemente

**Amy Costales, Connecting Authors/University of Oregon**

*Grade Level: Preschool-5*  
*Language: English*  
*Strand: Multicultural/Anti-Bias/Diversity Education*  
*Audience Level: New to Field/Experienced*

Bilingual children's author and teacher Amy Costales presents four principles for selecting children's literature as well as teaching methods to aid students make deep and meaningful connections as they read.

**103. Project 2 Inspire Family-School-Community Engagement Program**

10:30 AM - 11:45 AM  
Anaheim Marriott  
Room: Grand Ballroom A

**Antoinette Hernández, CABE**  
**Carlos Maya, CABE**

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

This workshop will provide an overview of Project 2 Inspire Family School Community Engagement Program and how it builds family awareness and competence in helping schools, families and communities to support student learning and school improvement.

**104. College Path for High School Students**

10:30 AM - 11:45 AM  
Anaheim Marriott  
Room: Platinum 4

**Sylvia Juárez, Juárez Consulting - Educational Services**  
**Ariadna Coffman, University of Colorado**

*Grade Level: 9-12*  
*Language: English*  
*Strand: Parent and Community Engagement*  
*Audience Level: New to Field/Experienced*

This session will cover the requirements for university admissions and the type of writing needed to submit college applications. It covers the different systems in the state of California and how to prepare for a high school student's senior year. Grade appropriate tips for parents to consider will be shared.



WORKSHOPS / SESSION 7 10:30 AM – 11:45 AM

**105. A Parent's Guide: Road to Student Success**

10:30 AM - 11:45 AM  
Anaheim Marriott  
Room: Grand Ballroom B

**Vivian Pittman, Los Angeles USD**  
**Crystal Greene, Los Angeles USD**

*Grade Level: 6-12*  
*Language: English*  
*Strand: Parent and Community Engagement*  
*Audience Level: New to Field/Experienced*

This workshop is designed to assist parents in partnering with their children on the road to college entrance. It will provide strategies parents can use to help improve student achievement and address the achievement gap. Parents will learn to navigate their way through the high school system by understanding the key components of the high school culture, including grades, attendance, test-taking strategies, introduction to the new Common Core State Standards (math), and college preparation. Participants will gain an understanding of how their involvement in advisory councils is critical to give input about what happens at their child's school as it relates to budget and intervention programs. Don't miss it!



**106. Participación Positiva para Padres en ELAC/ DELAC (Entrenamiento para Padres de familia, facilitadores y administradores)**

10:30 AM - 11:45 AM  
Anaheim Marriott  
Room: Grand Ballroom C/D

**Beverly López-Armijo, Moreno Valley USD**  
**Marisela López, Moreno Valley USD**  
**Raúl Muñoz, Moreno Valley USD**  
**Jorgina Medina, Moreno Valley USD**  
**Librado Murillo, Moreno Valley USD**

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

Los oficiales del Comité Consejero del Programa para Alumnos Aprendices del Idioma Inglés (DELAC) presentarán requisitos, técnicas, estrategias e ideas que se necesitan para impartir estas juntas de una manera eficaz, exitosa y positiva. Compartirán el manual de ELAC/DELAC que utilizan en el entrenamiento de los oficiales de ELAC en los planteles escolares. Los oficiales de DELAC de MVUSD otorgaran experiencias acerca de sus acontecimientos y logros en ser líderes en el distrito y en los planteles. Este taller beneficiara a los padres de alumnos aprendices del idioma inglés, facilitadores, especialistas, maestros y/o administradores que están encargados de las juntas del Comité.



WORKSHOPS / SESSION 7 10:30 AM – 11:45 AM

**107. Practicing the Common Core Standards for Mathematical Practice (SMP)**

10:30 AM - 11:45 AM  
Anaheim Marriott  
Room: Platinum 8

**Susie Hakansson, UCLA**

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

Participants will become familiar with the Common Core Standards for Mathematics Practice (SMP) through the introduction of this online course that supports students becoming proficient in the SMP through engaging discussions, videos, and problems. Grade level specific examples will be provided as well as strategies for English learners to access the SMP. Participants will have the opportunity to engage in the SMP and focus on what they look like. The purpose is on supporting students, particularly English learners, to develop the habits of mind necessary to become proficient in mathematical thinkers, as expected in the common core.

**108. Motivating the Reluctant Learner**

10:30 AM - 11:45 AM  
Hilton Anaheim  
Room: Manhattan

**Rachel Treaster, Kagan Publishing & Professional Development**

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

Raise test scores and motivate all students, especially English learners, to learning through Kagan Structures! These structures provide a safe opportunity for all

students to engage in the curriculum while building relationships among classmates and teammates. Increase a students' ability to feel successful in any classroom with higher-level questioning and academic connections.

**109. Teaching Mathematics to English Learners (TMEL)**

10:30 AM - 11:45 AM  
Hilton Anaheim  
Room: Catalina 6

**Diane Kinch, California Mathematics Network Region XI**  
**Greisy Winicki-Landman, Cal Poly Pomona**  
**Jennifer Montgomery, California Mathematics Network Region XI**

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

The Region XI California Mathematics Network (formerly Algebra Forum) develops, modifies and provides training to K-12 Teachers of mathematics on Teaching Common Core Mathematics Standards to English Learners. In this workshop participants will experience a taste of our effective research-based strategies that ensure access to standards-based mathematics for all students. They will begin to develop an understanding of the implications of the Standards for Mathematical Practice for teaching English Learners while promoting 21st century skills. All while engaging in rigorous, rich and relevant mathematical tasks.



**110. Long Term English Learners with Disabilities and the Common Core**

10:30 AM - 11:45 AM  
Anaheim Marriott  
Room: Elite 2

**Karla Estrada, Los Angeles USD**  
**Lisa Regan, Los Angeles USD**

*Grade Level: 6-12*  
*Language: English*  
*Strand: Special Needs Education*  
*Audience Level: New to Field/Experienced*

The Common Core State Standards (CCSS) are an exciting opportunity for all students! However, for Long term English learners (LTELs) with disabilities success with the Common Core State Standards (CCSS) will require key elements for instruction to be effective. This interactive workshop will share elements for success with the CCSS and how to maximize these elements among LTELs with disabilities at the secondary level. Participants will walk away with tools and strategies for implementation.

**111. Addressing the Needs of English Learners with IEPs**

10:30 AM - 11:45 AM  
Anaheim Marriott  
Room: Platinum 7

**Sandra Christensen, Los Angeles COE**

*Grade Level: All*  
*Language: English*  
*Strand: Special Needs Education*  
*Audience Level: New to Field/Experienced*

This session will provide the audience with an overview of the IDEA and English learner (EL) requirements and how these may impact ELs with disabilities. The emphasis will be on presentation of a blueprint for addressing the following specific areas as related to ELs

WORKSHOPS / SESSION 7 10:30 AM – 11:45 AM

in special education programs: Initial EL Identification, Interventions and Referral Assessment, Individualized Education Programs, Services and Interventions, and Reclassification to Fluent English Proficient. California state criteria for addressing essential EL components, assessment reporting, service settings and options to include in the annual IEP (Individual Education Program) will be modeled to assure access to students with special needs. Additionally, specific examples of Linguistically Appropriate Goals and Objectives will be provided, consisting of goal design based on recognition of the individual's cognitive and linguistic development and reference to a known developmental structure of language.

**112. Incorporating Technology and Culture in Teaching Arabic**

10:30 AM - 11:45 AM  
Anaheim Marriott  
Room: Rancho Las Palmas

**Nada Shaath, Los Angeles USD**  
**Mohcine Zaidi, Los Angeles USD**

*Grade Level: 9-12*  
*Language: English*  
*Strand: The Digital Age in the Classroom*  
*Audience Level: New to Field/Experienced*

The presenter will share how Arabic is being taught in a public high school. Strategies, Web 2.0, and technology tools used to successfully build Arabic oral and written proficiency specifically designed for English learners will be shared. The success of teaching Arabic in Bell High, and Student Empowerment Academy schools will inspire teachers to use authentic materials and technologies to teach language and culture to build proficiency in ways that are interesting and appealing to English learners.



WORKSHOPS / SESSION 7 10:30 AM – 11:45 AM

113. Cantando aprendo a leer

10:30 AM - 11:45 AM  
Anaheim Marriott  
Room: Platinum 9



**Lada Kratky, National Geographic School Publishing**

*Grade Level: K-2*  
*Language: Spanish*  
*Strand: Two-Way Bilingual/Dual Immersion*  
*Audience Level: New to Field/Experienced*

Para enseñar con éxito, los niños tienen que estar animados. Se demostrará cómo las canciones entusiasman a los niños y sirven a la vez para enseñar destrezas de conciencia fonológica y fonética. Se presentarán métodos de enseñanza eficaces que ayudan al niño a reconocer la secuencia de sonidos en las palabras, enseñan los símbolos que los representan y usan esas destrezas para empezar a leer y escribir. De gran importancia es el texto que leen, que debe entretener, sí, pero a la vez enseñar.

114. Integrating Social Studies and Language Arts to Develop Understanding of “Big Ideas”, Academic Vocabulary, and Biliteracy Skills.

10:30 AM - 11:45 AM  
Anaheim Marriott  
Room: Elite 3

**Gayle Nadler, Multicultural Learning Center**  
**Ingrid Vasallo, Multicultural Learning Center**  
**Alejandra Arce, Multicultural Learning Center**  
**Eva Owen, Multicultural Learning Center**

*Grade Level: K-8*  
*Language: English*  
*Strand: Two-Way Bilingual/Dual Immersion*  
*Audience Level: New to Field/Experienced*

Three teachers from a K-8 dual language charter school will demonstrate how they integrate social studies themes with language arts to help students

develop academic vocabulary, key understandings, and literacy skills in L1 and L2. Participants will engage in hands-on learning experiences from second, fifth, and eighth grade and hear from the school administrator how teachers are supported in developing integrated curriculum units that support language learners and are aligned with the Common Core Standards.

115. Transference Skills Through the Use of Thinking Maps in Dual Immersion

10:30 AM - 11:45 AM  
Anaheim Marriott  
Room: Suite 315

**Maricela Sarmiento, Palmdale SD**  
**Robin Ponce, Palmdale SD**  
**Mirna Panus, Palmdale SD**  
**Julie Montoya-Green, Palmdale SD**

*Grade Level: K-2*  
*Language: English, Spanish*  
*Strand: Two-Way Bilingual/Dual Immersion*  
*Audience Level: Experienced*

Come learn how teachers in a 50:50 Spanish dual language program have taken Common Core Language Arts Thematic Units developed by the Georgia Education Department and created lessons that engage students in two languages through hands-on activities, writing, thinking maps and meaningful conversations. See student work samples in both languages and discover what students are capable of doing when challenged!

FEATURED INSTITUTE 1:30 PM – 4:30 PM



**Charlotte Knox, Knox Education**  
**Soo Goda, Saddleback Valley USD**  
**Geraldine Jacome, Saddleback Valley USD**  
**Myuriel VonAspen, Saddleback Valley USD**

Anaheim Marriott  
Room: Platinum 1

Together is Better: Transition to the Common Core with Integrated Reading/Writing Units

Making the transition to CCSS with existing textbooks is no small challenge for today's teachers. Come learn how to develop science and social studies units applying common core ELA standards. Students develop inquiry questions, read and research, organize notes, prepare spoken presentations, and produce an authentic writing project. Bilingual teachers have been implementing this approach and will display video clips, photos, and student work. Attendance includes a detailed handbook and temporary access to [www.knoxeducation.com](http://www.knoxeducation.com), a comprehensive source of tools for teaching the core.

HALF-DAY INSTITUTES 1:30 PM – 4:30 PM

Implementing Project GLAD® at the Secondary Level iPad for Educators

1:30 PM - 4:30 PM  
Hilton Anaheim  
Room: Monterey

**Nicole Chávez, Orange County DOE: Project GLAD**  
**Kelley White, Orange County DOE: Project GLAD**

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

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 teachers with an overview of the GLAD® model and instructional strategies designed to support language development, literacy, and grade level academic success.

1:30 PM - 4:30 PM  
Anaheim Marriott  
Room: Grand Ballroom K

**Warren Dale, CABE**

*Grade Level: All*  
*Language: English*  
*Strand: The Digital Age in the Classroom*  
*Audience Level: New to Field/Experienced*

Bring your own iPad and learn how to add content, how to make the most of iTunes U, and how to find the best educational apps available - including apps for creating content and media on the iPad. An overview of mobile learning in the classroom, cutting-edge 1:1 programs, and volume licensing for education will be included in this hands-on session. Pre-Registration cost \$50.

HALF-DAY INSTITUTES 1:30 PM – 4:30 PM

**Migrant Education: Breaking the Cycle of Monolingualism**

1:30 PM - 4:30 PM  
Hilton Anaheim  
Room: Redondo

**Fernando Rodríguez-Valls, California Department of Education**  
**Celina Torres, California Department of Education**  
**Elvia McGuire, California Department of Education**  
**Flori Centeno, California Department of Education**  
**Frank Uribe, California Department of Education**

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

Increasing the levels of biliteracy among migrant families calls for an additive approach when constructing community-based projects, the goal of which should be to reinforce the families' first language and to gradually scaffold the acquisition of a second language. This institute discusses the implementation and impact of a partnership-projects developed by local educational agencies. Throughout the Institute, the audience will: a) revise current practices; b) build the foundation for a culturally responsive pedagogy; c) analyze the idea of parents as active, transformative educational agents; and, d) evaluate the possibility of a global, polyglot and intercultural education, which reinforces and expands cultural and linguistic identity.

**Closing Opportunity Gaps in Language Support Services and Educational Aspirations**

1:30 PM - 4:30 PM  
Anaheim Marriott  
Room: Grand Ballroom A



**Grace McField, CSU San Marcos**  
**David McField, MiraCosta College**

*Grade Level: Preschool-12, College/University*  
*Language: English, Spanish*  
*Strand: Special Needs Education*  
*Audience Level: New to Field/Experienced*

Why are some students overrepresented while others are underrepresented in receiving speech and language service? The session will explore how parents and regional / educational agencies can both seek to optimally serve one of the most vulnerable student populations, those from a language minority background with speech, communicative and language disorders. The session will also explore the impact of motivational conferences on the educational aspirations of Latino or language minority students. Does participation at a conference on attending college lead students to aspire to stay in school and go to college? This session invites parents to engage in critical conversations about what kinds of support their children may need in order to attend college.

*Book signing immediately following session.*

HALF-DAY INSTITUTES 1:30 PM – 4:30 PM

**School-Wide English Learner Improvement in a Two-Way Immersion Program through Workshop**

1:30 PM - 4:30 PM  
Hilton Anaheim  
Room: San Clemente

**Rick Mayfield, San Luis Coastal USD**  
**Daria Hernández, San Luis Coastal USD**  
**Marlie Schmidt, San Luis Coastal USD**  
**Connie Reynoso, San Luis Coastal USD**  
**Brian Deutsch, San Luis Coastal USD**  
**Karla Robles, San Luis Coastal USD**

*Grade Level: Preschool-8*  
*Language: English*  
*Strand: Two-Way Bilingual/Dual Immersion*  
*Audience Level: New to Field/Experienced*

English learners can take off with the readers and writers workshop approach to literacy. Come learn how we made significant strides with our EL student with an articulated literacy approach in a two-way immersion program. We will share successes and concrete ways that you can incorporate this model into your school. Teachers will share specific examples of what the model looks like and how to implement it from K to sixth grade. We will also share how we incorporated our after school program and parents into the process.

FEATURED SPEAKER 1:30 PM – 2:45 PM



**Sonia Nazario**  
Author

Anaheim Marriott  
Room: Platinum 2

**Enrique's Journey: Traumas Immigrant Children Bring to Your Classroom and How to Help**

One in four children in public schools across the United States are now an immigrant or the child of an immigrant. Nearly all immigrant children have been separated from a parent in the process of coming to the U.S. Nazario's presentation will discuss the tremendous traumas many of these children have faced even before they land in American classrooms--the conditions that pushed them out of their home countries, the modern-day odyssey many of these children go on to reach the United States, and the difficulties they encounter once they settle into the United States and face enormous conflicts with parents who have become strangers to them. Nazario will show how critical it is to understand and address these traumas if immigrant children are to learn through the Pulitzer Prize winning story of one boy, Enrique, whose mother leaves him in Honduras when he is just five years old to go work in the U.S. After not seeing his mother for 11 years, Enrique braves unimaginable hardship and peril to set off on his own to find her. He makes a harrowing journey clinging to the tops of freight trains through Mexico. He faces bandits, gangsters, corrupt cops, and El Tren de la Muerte--The Train of Death--in his drive to reach her. Enrique's Journey is a timeless story of families torn apart and yearning to be together again, of determination, and of what so many students have gone through.

*Book signing immediately following session.*



**Noma LeMoine**  
LeMoine & Associates Ed. Consulting

Anaheim Marriott

Room: Elite 3

**Culturally Competent Teachers: Creating Magical Classrooms that Facilitate Language Acquisition and Learning in Standard English Learners (SELs)**

Culturally competent educators who embrace linguistic diversity are vital in removing barriers to accessing rigorous core curricula for Standard English Learners (SELs). An understanding of culturally and linguistically responsive instruction that builds on the language, learning styles, cultural competencies and experiences of students is prerequisite for ensuring Standard English Learners equity in accessing rigorous standards-based curricula. This presentation is designed to build knowledge about issues of language variation in Standard English Learner (SEL) populations, including African American SELs, and to image new schemas for building on the language, learning styles and experiences of SEL populations to create magical classrooms that advance learning. Emphasis will be placed on increasing participants' understanding of this "non-traditional" English learner population, and on culturally and linguistically responsive instructional methodologies that serve as powerful pedagogy for advancing learning in SELs.

WORKSHOPS / SESSION 8 1:30 PM – 2:45 PM

**116. Local Control Funding Formula: What Parents Need to Know**

1:30 PM - 2:45 PM  
Anaheim Marriott  
Room: Grand Ballroom C/D



**Francesca González, California Rural Legal Assistance, Inc.**  
**Cynthia Rice, California Rural Legal Assistance, Inc.**  
**Shelly Spiegel-Coleman, Californians Together**

*Grade Level: K-12*  
*Language: English, Spanish*  
*Strand: Advocacy & Engagement*  
*Audience Level: New to Field/Experienced*

This workshop will provide an overview of the Local Control Funding Formula (LCFF), which changes the way that California pays for its schools. The LCFF gives extra money to districts that enroll English learners, low-income and foster youth students. This extra money must be spent on those students! This workshop will provide concrete strategies for parents including how they can participate in the development of the Local Accountability Plan (LCAP) for their children's school districts.

**117. Developing Academic Oral Vocabulary through Discussions about Fine Art Images**

1:30 PM - 2:45 PM  
Anaheim Marriott  
Room: Suite 312

**Barbara Place, Davis Curriculum and Research Institute**

*Grade Level: K-8*  
*Language: English*  
*Strand: Arts Learning*  
*Audience Level: New to Field/Experienced*

This session will demonstrate research-proven strategies for developing academic oral vocabulary

through engaging discussions about fine art images from around the world. Participants will learn how to teach 3–6 new academic vocabulary words each day and support academically productive talk. Participants will receive 24 fine art images and sample lessons. The presenter will show a video of the strategies in action in a first grade classroom with more than 95% English learners.

**118. Building an Online ELD Standards Implementation, Related Educational Resources Sharing, and Collaboration Community among California K-12 teachers**

1:30 PM - 2:45 PM  
Anaheim Marriott  
Room: Suite 304

**Chunxia Wang, California Department of Education**

*Grade Level: All*  
*Language: English*  
*Strand: Advocacy & Engagement*  
*Audience Level: Experienced*

The goal for this presentation is to explore the possible venues to build a professional development community among California educators with the support of an online resource sharing and professional collaboration platform. Educational researchers, administrators, and teachers are all invited to join in the community building. The presenters will introduce an existing online resource sharing platform with various functions to be potentially utilized by community members. Then we will have group discussion to find the needs of educators in terms of online teaching resource sharing and collaboration, especially in terms of understanding and implementing the newly developed CA ELD standards. A survey will be conducted to guide the group discussion and to be used as a tool to collect information for enriching the online platform.

WORKSHOPS / SESSION 8 1:30 PM – 2:45 PM

119. Supporting EL Achievement in Science

1:30 PM - 2:45 PM  
Anaheim Marriott  
Room: Rancho Las Palmas

**Carol Johnson, Renaissance Learning**

*Grade Level: 6-12*  
*Language: English*  
*Strand: Commercial*  
*Audience Level: New to Field/Experienced*

Educators understand that preparing English learners for the next generation science standards requires taking into account the content standards as well as level of English proficiency. Using space systems as an example, participants will learn how to support middle school students at different ELP levels to mastery of science standards. Because reading is critical to academic achievement, support for students who read below grade level is essential. The primary source of reading comprehension difficulties among language minority learners and their classmates is low vocabulary knowledge. In addition, there is a fairly linear relationship between the percentage of vocabulary known and the degree of reading comprehension. In this session, participants will learn how to provide ELs at different English language proficiency levels with quality exposures to both the vocabulary and concepts necessary for demonstrating an understanding of the Big Bang theory.

120. The Power of Classroom Action Research in Improving Instructional Practice

1:30 PM - 2:45 PM  
Anaheim Marriott  
Room: Elite 1

**Gwenn Lei, California Reading and Literature Project, UC Berkeley**  
**Sherry Vaughn, California Reading and Literature Project, UC Berkeley**  
**Esther Chan, San Francisco State University**

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

This session focuses on the power of classroom action research. California Reading and Literature Project teacher leaders' action research identified practices that support English learners' success in reading comprehension and motivation. The practices include protocols that help ELs access complex text at all stages, pre-reading, during reading and after reading. Participants will be given an opportunity to engage in complex text using instructional strategies that were found to be most powerful.

WORKSHOPS / SESSION 8 1:30 PM – 2:45 PM

121. Scientific Literacy for Middle School Emergent Bilinguals

1:30 PM - 2:45 PM  
Hilton Anaheim  
Room: Coronado

**Sandra Mercuri, University of Texas at Brownsville**

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

Many English learners at the middle school level lack the academic language proficiency needed for school success. The presenter uses PowerPoint slides from a Texas classroom to illustrate how the teacher scaffolded instruction and helped their emergent bilingual students develop academic language and scientific literacy during a unit on weather and weather changes.

122. New High Motivational STEM & STEAM+ Projects for K-12 Students

1:30 PM - 2:45 PM  
Anaheim Marriott  
Room: Platinum 3

**Bob Barboza, Super School University**

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

Educators at Super School (K-12) University and California State University, Long Beach are collaborating on a new school of the future project. They are introducing project-based learning through STEAM Plus (science, technology, engineering, visual and performing arts, mathematics, computer languages and foreign languages). Participants will learn how we use student centered project-based

learning and well-designed, hands on inquiry-based approaches as we individualize instruction in our backpack journalism, backpack science and backpack robotics programs.

123. Desarrollo y éxito de un Concurso de Ortografía en Español a nivel Distrital con estudiantes de Español Avanzado (AP) en las Preparatorias.

1:30 PM - 2:45 PM  
Anaheim Marriott  
Room: Suite 315

**MariaJosie Ervin, Fontana USD**  
**Linda Jillson, Fontana USD**  
**Esperanza Sánchez, Fontana USD**

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

Este taller nos dará una visión global desde el inicio de un concurso hasta la emocionante y exitosa vuelta final en la cual se seleccionó a estudiantes que ocuparon el Primer, Segundo y Tercer lugar en esta competencia académica que atrajo la atención de muchísimos padres de familia, maestros, medios publicitarios, diarios locales y otros distritos escolares. El objetivo y enfoque primordial de esta actividad es y será: incentivar, promover y conservar el buen uso escrito del idioma español.



WORKSHOPS / SESSION 8 1:30 PM – 2:45 PM

124. Preschool GLAD: Building Oral Language

1:30 PM - 2:45 PM  
Anaheim Marriott  
Room: Platinum 7

Christie Baird, Orange County DOE

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

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.

125. Hidden Treasures from California Mini-Corps

1:30 PM - 2:45 PM  
Anaheim Marriott  
Room: Elite 2

Veronica Aguila, Butte COE  
Hortencia Vizcarria, Butte COE  
Rosario Verdel, Butte COE

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

Come discover how California Mini-Corps program can help you better prepare your students to learn. Various strategies and engagement activities designed to provide new teachers with essential skills to teach migrant students and newcomers will be presented. If you want great tools, at your fingertips, this is a workshop you don't want to miss!

126. Oral Participation through Puppetry

1:30 PM - 2:45 PM  
Hilton Anaheim  
Room: Catalina 6

Alberto Nodal, San Lorenzo USD

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

With Common Core approaching, it's important to get students (EL's in particular) to talk in structured ways. Come and learn how a TK/K teacher used puppets as a way to promote oral participation in his classroom. Discuss ways to incorporate puppetry into various subject areas, while providing a rigorous yet fun experience for your students. We will also role-play using a variety of puppets.

127. Scaffolded Language Analysis: Supporting English Learner Access the Standards

1:30 PM - 2:45 PM  
Anaheim Marriott  
Room: Gold Key I

Danielle Garegnani, San Diego USD

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

This session presents a functional linguistics approach to addressing the Next Generation ELD Standards. The presentation will highlight ways in which the NGELD Standards can be addressed through the use of different informational texts. Participants will examine some the language features of informational texts that correspond to the standards, learn strategies and engage in activities that highlight language features and scaffold students' use of the academic language of informational texts.

WORKSHOPS / SESSION 8 1:30 PM – 2:45 PM

128. Doing Life Together: The Development and Implementation of a Linguistic Peer Mentoring Program at Moreno Valley High School.

1:30 PM - 2:45 PM  
Anaheim Marriott  
Room: Platinum 8

Pete Loza, Moreno Valley USD  
Elva Negrete, Moreno Valley USD

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

The presentation will provide participants an overview of the linguistic peer mentor program started at Moreno Valley High School. The program provides a linguistic "playground" of sorts that allows beginning English learners the opportunity to practice the target language with zero anxiety. In addition, it helps ELs with the acculturation process. Further, the program educates the peer mentors of the plight of English learners. In addition to informing the participants of the program through a lecture format, the workshop will also feature a panel discussion of the program comprised of both peer mentors and mentees.

129. Bilingual Storytelling: Developing Critical and Creative Thinkers

1:30 PM - 2:45 PM  
Anaheim Marriott  
Room: Newport Beach

Antonio Sacre, Academia Cultural

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

During this interactive workshop, participants will learn strategies and skills of the art of storytelling through

the cultural and personal life and published books of this Cuban bilingual storyteller. Come and experience how storytelling provides a space for creative and critical thinking. Participants will use an organizer to outline a personal story that they can immediately tell in their classrooms as well as be inspired to gather other stories.

130. El poder de los padres

1:30 PM - 2:45 PM  
Anaheim Marriott  
Room: Grand Ballroom B



María Teresa Herrera, Bakersfield City SD/Kern High SD

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

El propósito de esta presentación es mostrar a los padres como recuperar su derecho a ser la más grande influencia en la vida de sus hijos. La adaptación a una nueva cultura y un nuevo lenguaje no debe de relegar a los padres a un segundo lugar ni a ser solo observadores. Es crítico que los padres sepan defender su rol ante todas las influencias del mundo exterior a la que sus hijos están expuestos. En esta sesión los participantes conocerán estrategias exitosas para desarrollar su potencial como padres y así poder guiar a sus hijos hacia un futuro exitoso y multicultural.

WORKSHOPS / SESSION 8 1:30 PM – 2:45 PM

**131. Project Moving Forward: A Professional Development Grant that is Closing the Achievement Gap for English Learners and All Learners**

1:30 PM - 2:45 PM  
Anaheim Marriott  
Room: Platinum 9

**Robert Gordon, Moreno Valley USD**  
**Debra Johnson, Moreno Valley USD**  
**Tonna Dagenhart, Moreno Valley USD**

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

Project Moving Forward is a National Professional Development Grant that is helping close the achievement gap for English learners and all learners in the Project Moving Forward Schools in the Moreno Valley School District. Professional development on academic vocabulary and Stoplight comprehension strategies aligned to the new California ELD Standards and the Common Core State standards has transformed the learning community and increased academic achievement and language proficiency on the CELDT and on the STAR state testing. Participants will learn how the Rule of 3 for Vocabulary Development and the Stoplight strategies have increased achievement at Project Moving Forward Schools. They will learn how the alignment of vocabulary to ELD and Common Core State Standards increases achievement across subject areas. Participants will learn how student engagement and conversation-based learning has turned around the teaching and learning process.

**132. It's All About Engagement**

1:30 PM - 2:45 PM  
Hilton Anaheim  
Room: Manhattan

**Rachel Treaster, Kagan Publishing & Professional Development**

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

It's All about Engagement! At any one moment, a teacher can choose to have all students engaged, or to call on one or a few. Those choices add up to increasing or decreasing the achievement gap. Learn how to distinguish the difference between teaching strategies that engage all versus those that only engage the elite few. Participants will experience cutting edge strategies for engaging all students, including English learners! Finally, a class that has practical, hands-on ideas grounded in sound research and theory.

WORKSHOPS / SESSION 8 1:30 PM – 2:45 PM

**133. Explore Benefits of Incorporating Social Media into ANY Lesson!**

1:30 PM - 2:45 PM  
Anaheim Marriott  
Room: Platinum 4

**Denise Stewart, San Jose USD/National Hispanic University**

*Grade Level: K-12, College/University, Adult Education*  
*Language: English*  
*Strand: The Digital Age in the Classroom*  
*Audience Level: New to Field/Experienced*

Common Core demands building higher literacy skills for English learners to promote academic achievement in school and beyond. For this to be realized, teachers should become familiar with the technology that students are already well versed in: Facebook, twitter, and Pinterest. Imagine how more engaged students could be using such tools. This workshop will demonstrate how Edmodo (Facebook for classrooms), Twitter, and Pinterest (academic themes here) enhance academic instruction for all students.

**134. Effective Practices Used To Train New Teachers in Cultural Competency**

1:30 PM - 2:45 PM  
Hilton Anaheim  
Room: Oceanside

**Laura Alamillo, CSU Fresno**  
**Armando Garibay, XinaXcalmecac Academia**  
**Semillas del Pueblo**

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

New teachers need to be well prepared to work in a multilingual/multicultural classroom. Effective teacher education programs integrate effective practices in

guiding new teachers towards cultural competency. This workshop will address the effective practices a teacher education program is using to train new teachers to work in a multilingual/multicultural classroom. The presenter will discuss the practices in detail, present methods to measure cultural competency in new teachers and present possible new practices that teacher education programs must begin to use in order to effectively train new teachers to work in a diverse classroom.

**135. Accelerating Long-Term English Learners to Proficiency and College Readiness through AVID Excel**

1:30 PM - 2:45 PM  
Anaheim Marriott  
Room: Grand Ballroom H

**Renae Bryant, Corona-Norco Unified SD**  
**Leslie Wheaton, AVID Center**

*Grade Level: 6-12*  
*Language: English*  
*Strand: Standard English Learners*  
*Audience Level: New to Field/Experienced*

This session will focus on how districts are accelerating long-term English Learner proficiency and achievement through AVID Excel. Participants will engage in an interactive session and leave with a clear understanding of how AVID Excel accelerates academic language acquisition through reading, writing, oral language, study skills, and self-determination/ leadership skills resulting in entrance in to college preparatory coursework and traditional AVID and puts long-term English learners on the path to AVID and college preparatory coursework. Specifically, the session will also focus on one Southern California district's implementation of AVID Excel, its successes and potential for growth.



WORKSHOPS / SESSION 8 1:30 PM – 2:45 PM

**136. Spanish Language Arts at the Middle School Level**

1:30 PM - 2:45 PM  
Anaheim Marriott  
Room: Grand Ballroom J

**James Orihuela, Long Beach USD**

*Grade Level: 3-12*  
*Language: English*  
*Strand: Two-Way Bilingual/Dual Immersion*  
*Audience Level: New to Field/Experienced*

As a Two-Way Immersion Spanish Language Arts teacher of 17 years, I have come to realize that reading and writing instruction is only the beginning of planning for Spanish Language Arts. Books, materials, curriculum planning, lesson planning, standards, register, warm-ups and integrating grammar instruction are all part of this specific curriculum and will be shared during this presentation. I will also touch on classroom considerations, hurdles and pitfalls to preparing students to take the AP Spanish language exam by the end of 8th grade.

**137. An Overview of Two-Way Bilingual Immersion Programs: Authentic 21st century learning for all students!**

1:30 PM - 2:45 PM  
Anaheim Marriott  
Room: Grand Ballroom G

**Adrienne Machado, 2-Way CABE**  
**Kris Nicholls, UC Riverside/2-Way CABE**  
**Adeline Blasingame, 2-Way CABE**

*Grade Level: All*  
*Language: English, Spanish*  
*Strand: Two-Way Bilingual/Dual Immersion*  
*Audience Level: New to Field/Experienced*

Two-way bilingual immersion programs are inclusive programs that offer all students the opportunity to acquire language proficiency and literacy in two languages, through the 4C's of 21st Century Learning: Communication, Collaboration, Creativity and Critical Thinking. This institute is designed for participants who are interested in developing or beginning a two-way immersion program. Participants will interact with experienced practitioners as they provide a critical overview of the two-way bilingual programs including definitions, goals, theoretical rationale, criteria for success, basic components for implementation as well as showcase examples of innovative student projects.

FEATURED SPEAKERS 3:15 PM – 4:30 PM



**José Luis Orozco**  
**Arcoiris Records**

Anaheim Marriott  
Room: Elite 3

**Songs, games & rhymes that support dual language learning**

This highly interactive workshop demonstrates how to use songs, rhymes, rhythms and games in classrooms, on a daily basis, to enhance a child's motor, language acquisition, literacy, social, cognitive and developmental skills, while promoting cultural diversity and positive self-esteem. Teachers learn to use music to develop phonemic awareness and vocabulary that leads toward fluency. The rich heritage of music from the Spanish-speaking world, used in both English and Spanish, teaches Latin American culture, history, and oral traditions. Teachers will practice methods of using movement, games, rhythm, rhyme, musical moods, call and response, differences and commonalities in culture/music, and be able to integrate these into their curriculum.



**Dennis Parker**  
**Best Practices in Education**

Anaheim Marriott  
Room: Elite 1

**Long Term English Learners (LTEL's): Solutions**

Much is written about LTEL's and how schools have failed them. Yet, there are fairly simple practices to accelerate these students' performance to be competitive with native English speakers. This session addresses 4 areas to accomplish this: (1) background issues that explain LTEL's academic performance, (2) program infrastructure necessary for success with these students, (3) teaching strategies to accelerate performance and close the gap, and (4) six myths that continue to impede student success.

WORKSHOPS / SESSION 9 3:15 PM – 4:30 PM

138. Cultivating the Creative Mind

3:15 PM - 4:30 PM  
Hilton Anaheim  
Room: Manhattan



Simon Silva, Academia Cultural

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

Through guided exploration, the artist will create a learning space for participants to explore their own creativity. Using the visual and performing arts standards as a resource, participants will take an inquiry approach as to how the arts can be used to tap into the creative self and promote high self-esteem to ensure students' success.

139. Making Oral Language a Priority to Meet Common Core Standards

3:15 PM - 4:30 PM  
Anaheim Marriott  
Room: Platinum 8

Elaine McClendon, Ballard & Tighe Publishers  
Anne Ginnold, Ballard & Tighe Publishers

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

Learn how oracy (academic oral language) forms a perfect bridge to literacy. Demonstration will incorporate sentence frames to introduce, reinforce, and review language in a functional context. Participants will engage in strategies and chants to rehearse language. Discussion and handouts will include: Appendix A of the Common Core ELA Standards, CA ELD Standards, list of oral language building strategies, lesson-planning template.

140. Using the ELSSA: From Data Analysis to Improvement Efforts

3:15 PM - 4:30 PM  
Anaheim Marriott  
Room: Newport Beach

Antonio Mora, San Diego COE  
Karla Groth, San Diego COE

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

Teachers and administrators will gain an understanding of how to use the English Learner Subgroup Self-Assessment (ELSSA) as a tool for looking at English learner (EL) data and outcomes, setting goals, and evaluating academic achievement of ELs. Participants will become familiar with the ELSSA tool and Toolkit, the needs assessment process and the application of the resulting information in the development of the local educational agency (LEA) plan or Title III Improvement Plan.

WORKSHOPS / SESSION 9 3:15 PM – 4:30 PM

141. Academic English through the Listening and Speaking Common Core State Standards

3:15 PM - 4:30 PM  
Anaheim Marriott  
Room: Grand Ballroom J

Ivannia Soto, Whittier College

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

Listening and Speaking and the integration of language within content, is at the center of the Common Core State Standards, however English learners spend less than two-percent of their school day in academic oral language development, sitting relatively silent and invisible in classrooms. Native English speakers also do not spend much more time in academic talk (5-7%), yet we know that being able to collaborate and justify one's thinking has required a shift in teaching. EL Shadowing has been used to create urgency--either in schools or districts--by focusing attention on the academic oral language development and active listening of students, in order to generate achievement change. Participants will be taught and then encouraged to spend "a day in the academic life of an EL" by monitoring their academic oral language development and active listening processes. Academic oral language development strategies for leveraging change will also be presented.

142. "Literatura y cultura española AP TM": Actividades didácticas de poesía

3:15 PM - 4:30 PM  
Anaheim Marriott  
Room: Rancho Las Palmas

Tonya Iribarne, Saddleback Valley USD

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

Presentación de tres actividades didácticas relacionadas con poemas estudiados en el curso "Literatura y cultura española AP TM" para que los alumnos, puedan no solo analizar los poemas sino que también puedan disfrutar e identificase con la poesía a un nivel personal. Participantes en el taller experimentarán una actividad en grupo, verán ejemplos de trabajos hechos por los estudiantes y llevarán los recursos necesarios para implementar las actividades en clase.



WORKSHOPS / SESSION 9 3:15 PM – 4:30 PM

143. Judo Math: Relationship Based Learning

3:15 PM - 4:30 PM  
Anaheim Marriott  
Room: Suite 315

**Dan Thoene, High Tech Middle School**  
**Jamie Holmes, High Tech Middle School**

*Grade Level: 6-8*  
*Language: English*  
*Strand: Curriculum & Instruction*  
*Audience Level: New to Field/Experienced*

In martial arts, students learn at their own pace. Judo Math follows the same premise, as students progress through belts to achieve mastery. Differentiation and motivation drive the students as they work with each other to become a black belt. Slower students get the extra time they need, while faster students go as far as they can. In this session, you'll learn how to create this positive culture in your class. You'll experience how your students feel in our pencil trick activity. You'll even get step by step instructions in the form of a teacher's guide.. See how relationship based learning can revolutionize your classroom with Judo Math!

144. Everyone Loves Food!

3:15 PM - 4:30 PM  
Anaheim Marriott  
Room: Gold Key I

**Janna Kaas, Lake Elsinore USD**

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

Food is a universal teacher. In this workshop participants will experience how food, its preparation and all its wonderful flavors can enhance any ELD classroom. Each participant will receive a packet of recipes suitable for any elementary ELD classroom as

well as a substantial list of children's book titles and authors that use food. We will discuss several book titles and make the recipes that correspond with the books. It will be a fun, interactive class with hands-on learning. Limit 40 participants.

145. Common Core Mathematics and ELD Standards-- A Successful Partnership

3:15 PM - 4:30 PM  
Anaheim Marriott  
Room: Grand Ballroom B

**Frederick Uy, CSU Los Angeles**

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

The session will provide strategies to blend the common core mathematics standards with the ELD standards. Emphases on Standards of Mathematical Practice and Depth of Knowledge will be demonstrated also. Several sample lessons will be provided to the participants and they will get an opportunity to make their own activities.

146. Standards-Based Reading and Writing Strategies for Long-term English Learners

3:15 PM - 4:30 PM  
Anaheim Marriott  
Room: Platinum 2

**David Freeman, The University of Texas at Brownsville**  
**Mary Soto, CSU Chico**  
**Yvonne Freeman, The University of Texas at Brownsville**

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

Long-term English learners struggle with reading and writing academic texts. The presenters define different types of long-term ELs and their academic language needs. Then they show examples from secondary classrooms of various reading and writing strategies for developing the academic literacy required by state standards and standardized assessments. Using examples of student work they show how these strategies engage ELs in academic literacy and prepare them to meet the state standards and the assessments.

147. California Migrant Education Portal: Best Teaching Practices For Els, Literacy Strategies, Algebra Readiness, Parent Resources and Migrant Education Best Practices

3:15 PM - 4:30 PM  
Anaheim Marriott  
Room: Platinum 3

**Holly Ahmadi, Butte COE**  
**Steve Klein, Butte COE**

*Grade Level: All, Adult, College/University*  
*Language: English*  
*Strand: English Language Development*  
*Audience Level: New to Field/Experienced*

The California Migrant Education Portal supports educators and parents of migrant students and English learners with more than 250 video examples of research-based, effective instructional practices and literacy strategies. This free online resource provides videos of strategies in K-12 classrooms, includes English and Spanish videos for parents and educators, algebra readiness modules, and Migrant Education best program practices. Participants will 1) learn how to use the Migrant Education Portal and resources, 2) understand how the Portal supports school, district, county and regional programs, and 3) develop skills to use the resources in support of educators and parents of migrant students and English learners.



WORKSHOPS / SESSION 9 3:15 PM – 4:30 PM

**148. Visual Stories and Multilingual Tales: Growing Literacy, English and Empathy**

3:15 PM - 4:30 PM  
Hilton Anaheim  
Room: Catalina 6

**Susan Schaller, [susanschaller.com](http://susanschaller.com)**

*Grade Level: All*  
*Language: English, ASL (not written)*  
*Strand: Multicultural/Anti-Bias/Diversity Education*  
*Audience Level: New to Field/Experienced*

Presenting storytelling in American Sign Language and 15 different translations (DVD), with an illustrated English book, to launch an interactive exploration of valuing many modes and many cultures for metacognitive and metalinguistic learning. Demonstrations of specific lessons will show how multimedia engages multilingual families and classrooms while teaching reading, English, and socialization skills needed for empathy and multiculturalism. Participants will personally experience how visual, written and spoken stories support learning, growing and being together.

**149. Privet! Understanding your Russian English Language Learners**

3:15 PM - 4:30 PM  
Hilton Anaheim  
Room: Coronado

**Matthew Dame, American Language Institute/USC**  
**Natalia Dame, USC**

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

Who are the Russian English learners (EL) in our classrooms? What is their socio-cultural background and how does it relate to their performance in an

English as an Additional Language (EAL) classroom? What are the linguistic differences that will appear as they learn English? These questions are answered and expounded upon in this presentation that focuses on this large but elusive California minority.

**150. Fostering the love of reading and writing in young children/Formentando el amor hacia la lectura y la escritura en los niños pequeños**

3:15 PM - 4:30 PM  
Anaheim Marriott  
Room: Grand Ballroom C/D

**Maria Martínez, Los Angeles USD**  
**Linda Carstens, Stanford University**  
**Cecilia Mercado, Los Angeles USD**

*Grade Level: Preschool-1*  
*Language: English, Spanish*  
*Strand: Parent and Community Engagement*  
*Audience Level: New to Field/Experienced*

Parents can foster the love of reading and writing by becoming authors and illustrators of their own stories. In this workshop, parents will learn how their life experiences and memories can help them become authors. Parents will receive many ideas for writing their own books and see samples of Parent authored books written for children in PreKinder and Kindergarten classrooms. They will also see samples of children writing patterned after one of the Parent authored stories. All parents will be able to write their first story/book by the end of this session.



WORKSHOPS / SESSION 9 3:15 PM – 4:30 PM

**151. Effective Strategies to Enable English Learners to Acquire Language and Master CCSS**

3:15 PM - 4:30 PM  
Anaheim Marriott  
Room: Suite 304

**Annie Duong, San Joaquin COE**

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

Participants will experience a variety of activities that engage English learners actively in acquiring content knowledge while improving their English skills. Effective strategies such as word splash, red dot/green dot, short story/amplification with visual support, pictorial input... will be employed to deliver adult content as well as student subject matter knowledge. Rationale and practical classroom implications of the strategies modeled will be discussed at the closure of each activity.

**152.The Academic Characteristics of Latino Gang Members**

3:15 PM - 4:30 PM  
Hilton Anaheim  
Room: Oceanside

**Alfredo Reyes, Los Angeles COE**  
**Susan Parra, Los Angeles COE**

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

The academic characteristics, learning disabilities, behavior, academic motivation, and best instructional practices relevant to Latino gang members will be discussed. This information will provide instructional staff with a research-based insight into the

expectations of this particular segment of our student population. The presentation will include role-playing scenarios to include willing audience members. Ideas will be explored as to effectively instruct these students.

**153. Special Considerations when Interpreting and Translating IEPs**

3:15 PM - 4:30 PM  
Anaheim Marriott  
Room: Grand Ballroom G

**Leslie Padilla-Williams, Hola Language Services, Inc.**

*Grade Level: K-12*  
*Language: English*  
*Strand: Special Needs Education*  
*Audience Level: New to Field/Experienced*

Participants will come out of this workshop with at least a handful of practical suggestions on how to approach difficult IEP vocabulary when interpreting or translating IEPs. If you have ever wondered what to do when case managers/school staff use educational acronyms, like SDC, ITP, IEP, ITP, or use psycho-educational terminology you have never heard before but need to interpret/translate anyway— then this is the workshop for you. Come and share your experience and learn not only from the instructor, but also from participants!

WORKSHOPS / SESSION 9 3:15 PM – 4:30 PM

**154. Si quiero... ¿Pero cómo lo hago? Aprende a conquistar la computadora.**

3:15 PM - 4:30 PM  
Anaheim Marriott  
Room: Platinum 4



**Patricia Ramos-Méndez, Colibrí Consultores S.C.**  
**Rita Méndez-Serrano, Edukka LLC**

*Grade Level: All*  
*Language: Spanish*  
*Strand: The Digital Age in the Classroom*  
*Audience Level: New to Field/Experienced*

En general, los padres de familia y miembros de la comunidad educativa aprovechan poco la tecnología como elemento de crecimiento personal. A través de este taller se ayuda a los participantes a conocer el uso de los elementos tecnológicos esenciales (correo electrónico, videoconferencia, búsqueda de información, redes sociales, etc.) para que den respuesta a los intereses individuales y colectivos.

**155. The Best Open-Source Websites for Young English Learners**

3:15 PM - 4:30 PM  
Anaheim Marriott  
Room: Suite 312

**Nadia Nsir, Washington State University**

*Grade Level: All*  
*Language: English*  
*Strand: The Digital Age in the Classroom*  
*Audience Level: Experienced*

This demonstration will suggest free websites, technologies and Web 2.0 tools that can be used in teaching English as a second language for young learners. Web 2.0 is simply the Web environment that allows the users to interact with one another or contribute content. It is the second generation of the internet and it represents a tremendous source for

young English learners (ELS). It takes long time and effort to surf the Net and to find effective and creative websites to use with young learners. This presentation will help you explore the best ten free open-source websites along with tips and strategies for using them with your young students.

**156. Scaffold for Supporting English Learners within the Common Core Standards**

3:15 PM - 4:30 PM  
Anaheim Marriott  
Room: Platinum 9

**Tracey Gaglio, Orange County DOE**  
**Mae Chaplin, Orange County DOE**  
**Stephanie Rosson-Niess, Orange County DOE**  
**Omar Guillen, Orange County DOE**

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

In this workshop, participants will explore how to address the rigor of the Common Core State Standards specifically for English learners. A revised version of Bloom's Taxonomy will be shared as well as correlating teacher prompts and student response frames across the new ELD proficiency levels. The scaffold tool has been designed to facilitate both teachers and students in moving beyond the basics of simple recall of information and into higher levels of thinking. Participants will have the opportunity to apply their knowledge of language proficiency and learning to develop personal strategies for using the instructional tool to scaffold rigor across the curriculum within their own classrooms. The session will be provided primarily in English, with some specific examples for use in a Spanish immersion classroom setting.

WORKSHOPS / SESSION 9 3:15 PM – 4:30 PM

**157. Cuentos de Abuelitas**

3:15 PM - 4:30 PM  
Anaheim Marriott  
Room: Grand Ballroom H



**Mara Price, San Diego USD/Author**  
**René Colato Laínez, Los Angeles USD/Author**  
**Amy Costales, Connecting Authors/University of Oregon**  
**James Luna, Riverside USD**

*Grade Level: All*  
*Language: Spanish*  
*Strand: Multicultural/Anti-Bias/Diversity Education*  
*Audience Level: Experienced*

Las abuelitas tienen un lugar muy especial en nuestras familias. Ellas son las que nos enseñan canciones que nunca hemos oído, encantadoras aventuras y sabios consejos para todos sus nietecitos. En este taller, tres escritores Latinos, Mara Price , Amy Costales y René Colato Laínez platicarán sobre como ellos han usado sus cuentos infantiles de abuelitas. Ven y descubre como los libros sobre nuestras familias unen nuestras culturas, tradiciones y lenguajes.

**158. Super Bilinguals: Preserving One's Ethnicity As An Agent For Self-Evolution**

3:15 PM - 4:30 PM  
Anaheim Marriott  
Room: Platinum 7

**Yujiro Shimogori, CSU San Marcos**

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

The presenter will begin by describing Harvard Professor Robert Kegan's Five Orders of Consciousness and its relationship with the development of bilingualism. This will be followed by what current studies, as well as the presenter's study, claim about positive psychosocial outcomes of the development of bilingualism. Finally, the floor will be opened for group processing and sharing of the challenges as well as the benefits of becoming bilingual. The session incorporates both lecture and interactive forms of presentation.

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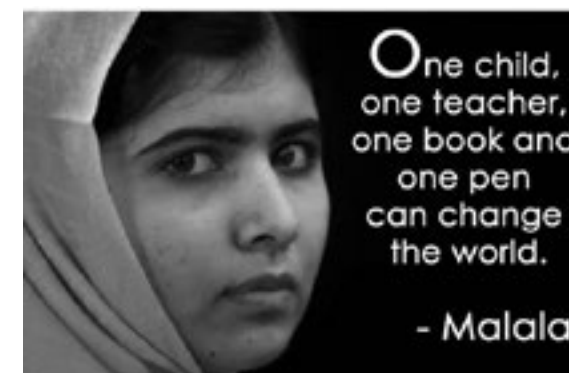


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## CABE 2014 Film Festival

The CABE Film Festival provides CABE attendees the opportunity to see films that celebrate our languages, our cultures, and our diverse life experiences!

**ANAHEIM MARRIOTT, GRAND BALLROOM F**



**Friday, April 4, 2014**

**4:45 PM - 6:00 PM**

**MALALA---A GIRL FROM PARADISE**

This documentary film is about Malala Yousafzai, the 16-year-old Pakistani girl, education activist, and youngest-ever Nobel Peace Prize nominee who survived an assassination attempt for her determined efforts to defend girls' education in Pakistan, after the Taliban outlawed schools for girls in her native Swat Valley.

She was critically wounded but eventually flown to England for treatment by specialists in skull reconstruction. Malala rose to international fame for chronicling the plight of children in a blog for the BBC under the penname Gul Makai, during the Taliban insurgency years. As a response to Malala's bravery, girls across Pakistan and the world are standing up and saying, "I am Malala" – and this is our opportunity to show the same solidarity. Despite the advances in women's rights around the world, violence against girls and women remains one of the most common human rights abuses. The assault on women's right to education continues in many countries. Malala was attacked because she was a girl, and she was attacked not just because she wanted an education herself, but because she was campaigning for all girls to be able to fulfill their right to receive an education. Malala's struggle highlights a devastating reality. Shot in scenic Swat valley, the film tells how Malala took a stand against and stood up for her education and that of other girls.

*"Education is our basic right." Malala Yousafzai*

*Please note: Movie contains some violent imagery.*



SEAL OF EXCELLENCE BANQUET\*

\*Ticketed Event

7:00 pm - 9:00 pm  
Anaheim Marriott, Platinum Ballroom

STUDENT ENTERTAINMENT

Villa Park High School Jazz Band

WELCOME

Hosts

**Raúl Maldonado**, CABE Board

**Jan Gustafson Corea**, CABE CEO

Honored Guest

**Libi Gil**

Assistant Deputy Secretary and Director of  
the Office of English Language Acquisition  
(OELA)

STUDENT ESSAY CONTEST WINNERS

Jordon Carreras  
Hana Doueiri  
Jonathan Aldana  
Rudi-Ann Kristine Salas

SEAL OF EXCELLENCE SCHOOLS

Beamer Park Elementary School,  
Woodland Joint USD

Thomas Edison Advanced Technology Magnet  
& Spanish FLAG,  
Glendale USD

KEYNOTE SPEAKER

**Yuyi Morales**

Children's Author & Illustrator  
Winner of the 2014 ALA Pura Belpré Award

DANCE

Featuring Music by LA Blue  
www.lablueband@yahoo.com

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STUDENT ESSAY WINNERS

KINDERGARTEN-2ND GRADE WINNER

**Jordan Carreras, 2nd Grade**

*"Ser Bilingüe • Being Bilingual"*

Patrick Henry Elementary School,  
Long Beach USD

Teacher: María Hernández

3RD-5TH GRADE WINNER

**Hana Doueiri, 5th Grade**

*"How Does Being Bilingual Help Create Change in  
My Community"*

Hillside University Demonstration Elementary  
School, San Bernardino City USD

Teacher: Alex Cavuto

6TH-8TH GRADE WINNER

**Jonathan Aldana, 8th Grade**

*"Just Being Bilingual"*

Sycamore Junior High School,  
Anaheim Union High SD

Teacher: Heather Guerrero

9TH-12TH GRADE WINNER

**Rudi-Ann Kristine C. Salas, 12th  
Grade**

*"In This Perfect Harmony • Sa Perpektong  
Armonya"*

Cypress High School, Anaheim Union High SD  
Teacher: Kristy Takacs



YUYI MORALES BIOGRAPHY

Since migrating to the US from Mexico in 1994, Yuyi Morales has created some of our most celebrated children's books. She is a multiple winner of the Pura Belpré Medal, an honor bestowed by the American Library Association for Authors and Illustrators whose work best portrays, affirms, and celebrates the Latino cultural experience in an outstanding work of literature for children. Other honors include the Americas Award, the Golden Kite Medal, the Christopher Award, the Jane Adams Award, and the Tomas Rivera Award.

Born in Xalapa, the city of flowers and springs, Yuyi grew up among giant grandmothers, in a house with mossy walls, and abundant gardens. Eventually she enrolled at Universidad Veracruzana where she earned bachelor's degrees in Physical Education and Psychology and then worked as a swimming coach until she immigrated to the US with her fiancé and their newborn son.

As a Spanish-speaking immigrant and new mother, Yuyi struggled with English and with loneliness in a culture foreign to her. She took solace in public libraries, where she and her son practiced English by reading children's books. In her library visits she found a renewed interest for stories, and Yuyi enrolled in evening writing classes to learn how to tell stories in English like the ones she so much admired. She also bought her first set of paints and brushes, and studying the picture books she loved she began to paint.

Books that she has illustrated include: *Todas las Buenas Manos*, *Harvesting Hope*, *the Story of Cesar Chavez/Cosechando Esperanza: La historia de Cesar Chavez*, *Just a Minute*; *A Trickster Tale and Counting Book* (which she also authored), *Los Gatos Black on Halloween*, *Little Night /Nochecita*, *My Abuelita*, *Ladder to the Moon* and *Niño Wrestles the World*. She is the first author/illustrator to have won the Pura Belpré Award four times and has reinforced her reputation as one of the leading children's book creators.

Today, Yuyi and her husband have returned to Mexico, where she continues creating beloved books for children.



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**Yuyi Morales**



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Friday, April 4, 7:00-9:00pm

Our mission is to inspire youth towards academic excellence by offering culturally and linguistically authentic art and literary programs. We distribute and present leading Latino voices in literature, music and art to inspire young people as well as empower parents, educators and civic leaders to provide effective and proven strategies that support academic success within communities.



Simon Silva



José-Luis Orozco



Antonio Sacre



René Colato Laínez



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## SEAL OF EXCELLENCE DANCE\*

# LA BLUE

\*Ticketed Event

TICKETED EVENT

TICKETS MAY BE PURCHASED AT THE DOOR

9:00 P.M. - 12:00 A.M.

ANAHEIM MARRIOTT, PLATINUM BALLROOM



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# CABE 2014

SUCCESS FOR ENGLISH LEARNERS THROUGH THE COMMON CORE, THE NEW ELD STANDARDS, TECHNOLOGY & THE ARTS

# SATURDAY

## CREATING MULTILINGUAL MAGIC



## HIGHLIGHTS

### WORKSHOPS, INSTITUTES, AND ACTIVITIES

9:00 AM – 12:00 PM / WORKSHOP SESSIONS

10:45 AM – 12:00 PM / CABE MEMBERSHIP MEETING / ANAHEIM MARRIOTT – PLATINUM 1

### SPECIAL HALF DAY INSTITUTES

9:00 AM - 12:00 PM / DEBRA ENGERS / MARVA CAPPELLO / WARREN DALE -IPAD FOR EDUCATORS / LUCIO PADILLA

### FEATURED SPEAKERS

10:45 AM-12:00 PM / ALMA FLOR ADA / SUNI PAZ / F. ISABEL CAMPOY

### SPECIAL EVENTS

12:00 PM / FINAL IPAD DRAWING / CABE STORE

12:00 PM-12:30 PM / CLOSING CABE SING ALONG / ANAHEIM MARRIOTT—GRAND BALLROOM E

## PLAN YOUR DAY

MORNING: 8:00 am - 12:30 pm



HALF-DAY INSTITUTES 9:00 AM – 12:00 PM

**Images in Wordland: Mirroring the Written Text with Visual Arts**

9:00 AM - 12:00 PM  
Anaheim Marriott  
Room: Grand Ballroom K

**Marva Cappello, San Diego State University**  
**Fernando Rodríguez-Valls, California Department of Education**

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

Participants will learn innovative ways to include visual arts for classroom language arts instruction. Presenters will begin by situating their work in both a theoretical and Common Core context. The institute will focus on engaging participants in a sequenced series of visual based strategies for both receptive (scaffold learning) and productive (demonstrate learning) modalities.

**iPad for Educators - Beginners**

9:00 AM - 12:00 PM  
Anaheim Marriott  
Room: Platinum 3

**Warren Dale, CABE**

*Grade Level: All*  
*Language: English*  
*Strand: The Digital Age in the Classroom*  
*Audience Level: New to Field*

Get a 16-GB Wi-Fi iPad mini and learn to use it! Explore initial iPad setup, how to add content, how to make the most of iTunes U, and how to find the best educational apps available including apps for creating content and media on the iPad. An overview of mobile learning in the classroom, cutting-edge 1:1 programs, and volume licensing for education will be included in this hands-on session. Cost \$410

**Research Projects to Promote Inquiry, AL, and Literacy**

9:00 AM - 12:00 PM  
Anaheim Marriott  
Room: Platinum 8

**Debra Engers, Redlands USD/UC San Diego Extension**

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

The Common Core standards call for English learners to read complex texts, conduct research, summarize, and answer questions that demand critical thinking skills of analysis, synthesis and evaluation. The presenter will share Power Point, Prezi, and Movie Maker projects created by CELDT level 1, 2, 3 and Long Term ELs. Questioning and inquiry information strategies according to Bloom's Taxonomy, and Webb's Depth of Knowledge will also be presented.

HALF-DAY INSTITUTES 9:00 AM – 12:00 PM

**Enfrentando comportamientos negativos: prevención e intervención**

9:00 AM - 12:00 PM  
Anaheim Marriott  
Room: Grand Ballroom B

**Lucio Padilla, Memorias de un Lechugero**

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

El objetivo del taller es de identificar los factores que influyen el desarrollo de comportamientos positivos o negativos. Se discutirá la importancia de una buena relación para fomentar comportamientos y hábitos provechosos. También se analizara como enfrentar, exitosamente, los comportamientos nocivos evitando el conflicto. El taller es dinámico y muy intenso basado en experiencias reales. Se compone de una conjugación de intervenciones que forman un plan completo. Por esa razón se recomienda que permanezca la duración del taller.



WORKSHOP / SESSION 11 9:00 AM – 10:15 AM

**159. Ayuda financiera para la universidad**

9:00 AM - 10:15 AM  
Anaheim Marriott  
Room: Grand Ballroom C/D



**Zoraida Quiroz, CSU East Bay**

*Grade Level: 9-12, College/University*  
*Language: Spanish*  
*Strand: Parent and Community Engagement*  
*Audience Level: New to Field/Experienced*

En este taller los padres de familia aprenderán como pueden ayudar a sus hijos/as en su educación y como pedir ayuda financiera para la universidad. Infórmese de las diferentes formas de ayuda financiera, para ayudar a que sus hijos/as asistan a la Universidad.

**160. Early Childhood: Teaching Young Students to Become Critical Thinkers**

9:00 AM - 10:15 AM  
Anaheim Marriott  
Room: Platinum 2

**Hortencia Piña, Thinking Maps, Inc.**

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

Thinking Maps are a set of eight visual tools connected to the eight thinking processes. These tools are connected to eight essential thought processes. How do I teach young students to be critical thinkers? In this session, we will demonstrate how Thinking Maps can be done kinesthetically and hands-on for young students. Once the maps are created, they can be used for oral language development. Providing students, especially struggling students, with an effective tool to process information will ensure students to be successful and create true life-long learners.

**161. Vocabulary, Comprehension, and Success! Oh My!**

9:00 AM - 10:15 AM  
Anaheim Marriott  
Room: Grand Ballroom G

**Linda Laymon, Adelanto SD**

*Grade Level: 3-5*  
*Language: English*  
*Strand: Arts Learning*  
*Audience Level: New to Field/Experienced*

Come and explore a variety of ways to make the learning of vocabulary come alive for your students by using music, movement, art, and drama to enhance learning. Find out how to synthesize vocabulary and comprehension seamlessly and successfully. Come learn about CSI Comprehension and see how it is a natural progression to the rigors of CCSS and the Smarter Balance testing format. But most importantly, see how high expectations and success for all can be fun and motivating. There will be some participation involved and handouts will be given out.

WORKSHOP / SESSION 11 9:00 AM – 10:15 AM

**162. Running on Empty? Fill Up With Strategies That Wipe Out Classroom Disruptions!**

9:00 AM - 10:15 AM  
Anaheim Marriott  
Room: Grand Ballroom J

**Sharon Miller, Mesa USD**

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

Tired of classroom management gimmicks? Learn how to diffuse discipline problems before they become an instructional disruption in your classroom. Discover techniques that can cut down as much as 70% of low-level discipline problems in the classroom and help you regain 5-9 hours of lost instruction time per week! Walk away with powerful behavior changing tools and strategies that you can use on Monday!

**163. Mi Vida/My Life, Digital Video Stories in English, Spanish, Zapoteco, and Mixteco: Parents and Children Creating Stories Together Using Animation to Create Educational Movies**

9:00 AM - 10:15 AM  
Anaheim Marriott  
Room: Platinum 4



**Tino Alemán, Guadalupe Union SD**  
**Daniel Alemán, Guadalupe Union SD**  
**Bianca Alemán, Guadalupe Union SD**

*Grade Level: All*  
*Language: English, Spanish*  
*Strand: The Digital Age in the Classroom*  
*Audience Level: New to Field/Experienced*

This presentation describes students and parents using technology to produce digital movies of personal stories, poems, songs or academic material. Their stories are narrated in their home language Spanish,

Mixteco, Zapoteco and/or English. Participants will learn to use this free software to create their own digital movies in any language. Participants will receive details on designing an after school digital story class for elementary and secondary students. Also they will use animation to enhance academic digital movies.

**164. Spanish Immersion with Los Tigres del Norte & El Chavo**

9:00 AM - 10:15 AM  
Anaheim Marriott  
Room: Grand Ballroom H

**Norma Sandoval, Lakeside Union SD**

*Grade Level: 3-12*  
*Language: English*  
*Strand: Two-Way Bilingual/Dual Immersion*  
*Audience Level: New to Field/Experienced*

Aside from a rigorous language program, one of the greatest obstacles in Spanish immersion programs is developing students' cultural proficiency. This workshop will share various activities that can be incorporated to liven language acquisition, particularly as students transition to high school. Come learn about resources you can tap into to develop cultural and language proficiency for your Spanish Immersion Program.

WORKSHOP / SESSION 11 9:00 AM – 10:15 AM

**165. Strategies to Meet the Common Core English Language Arts and the Next Generation Science Standards**

9:00 AM – 10:15 AM  
Anaheim Marriott  
Room: Grand Ballroom A

**Deborah Oms, Rourke Educational Media**

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

Presenters will explore strategies to support ELLs in mainstream classrooms to meet the Common Core and Science standards. Emphasis will be made on strategies that focus on language across the curriculum by: building prior knowledge; using differentiated instruction; providing explicit vocabulary instruction; using graphic organizers; and establishing home-school connections.

**166. Common Core Mathematics Standards in Spanish!**

9:00 AM – 10:15 AM  
Anaheim Marriott  
Room: Grand Ballroom F

**Silvia Dorta-Duque de Reyes, San Diego COE**  
**Margaret Petkiewicz, San Jose USD**

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

Join us to learn about the CCSS Mathematical Standards en español and understand the pedagogical shifts that the standards are requiring of us. Engage in interactive mathematical performance tasks (K-5) to consider how the mathematical practices shape the learning and the language demands students must demonstrate to successfully complete the tasks. We will take these considerations into a thought process for planning and delivery of math with CCSS.

FEATURED SPEAKER 10:45 AM – 12:00 PM



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

Anaheim Marriott  
Room: Grand Ballroom E

**Poesía eres tú: Poesía y canciones para los más pequeños de casa a la escuela**

Come to share with us the music, rhythm and poetry created for the younger ones grouped under topics such as "Families of Many Kinds"; "Big and Small Animals"; "Games of joy and Laughter"; "Learning to Learn" and many favorite songs from the Hispanic folklore.



WORKSHOP / SESSION 12 10:45 AM – 12:00 PM

**167. Educational Excellence: How Culturally Relevant Practices Build Literacy for All**

10:45 AM - 12:00 PM  
Anaheim Marriott  
Room: Grand Ballroom A

**Sharon Chappell, CSU Fullerton**  
**Debra Cote, CSU Fullerton**  
**Catherine Maderazo, CSU Fullerton**

*Grade Level: Preschool-8, College/University*  
*Language: English*  
*Strand: Arts Learning*  
*Audience Level: New to Field/Experienced*

This workshop expands notions of “excellence” in preK-12 EL schooling as demonstrated through arts-based multiracial with families in early childhood and special education. This workshop shares an arts-based curriculum and pedagogy centered in family and community funds of knowledge in early childhood and special education. These pedagogies suggest that multiple literacies facilitate educational excellence in preK-12 schooling of English learners. Presenters will share their research and then engage in dialog with workshop participants.

**168. Inspiring Voice: Arts Integration in Action**

10:45 AM - 12:00 PM  
Anaheim Marriott  
Room: Grand Ballroom H

**Charice Guerra, Ventura COE**  
**Mary McLaughlin, Santa Cruz COE**  
**Hamish Tyler, Monterey COE**  
**Silvia Dorta-Duque de Reyes, San Diego COE**  
**Mary Rice, California Department of Education**  
**Linnea Mandell, Humboldt COE**

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

This session will feature key strategies to integrate the arts into the core curriculum aligned to Common Core State Standards and the new ELD Standards. Presenters will provide hands-on strategies that will assist English learners with competencies in reading, writing, speaking, and listening and arts engagement! Learn more about how the CCSESA Arts Initiative is providing professional development opportunities across the state. Be inspired by video examples of how the arts have transformed schools. Learn how CABE has partnered with CCSESA and the CDE to help develop ARTS professional learning modules that will meet the needs of educators statewide.

WORKSHOP / SESSION 12 10:45 AM – 12:00 PM

**169. Inquiry-Based Learning and the Common Core Mathematics Standards – What’s to Argue?**

10:45 AM - 12:00 PM  
Anaheim Marriott  
Room: Grand Ballroom F

**Karen Kennedy, El Monte Union High SD**

*Grade Level: 6-12*  
*Language: English*  
*Strand: Curriculum & Instruction*  
*Audience Level: New to Field/Experienced*

The essential elements of inquiry-based learning (IBL) encompass the tenets of 21st Century learning—problem solving, collaboration, communication, and critical thinking, which are also evident in both the Common Core and Practice Standards in Mathematics. In this session, participants will engage in a mathematical modeling task and gain access to tools (lesson plans, materials, and strategies) in order to build a classroom culture of inquiry as a first step towards fostering these tenets in their students, including English learners.

**170. Totlajtolti - Nahuatl, números, y nuestro camino**

10:45 AM - 12:00 PM  
Anaheim Marriott  
Room: Grand Ballroom J

**Marcos Aguilar, Semillas Community Schools**  
**Juana de la Cruz Farias, Anahuacalmecac International University Preparatory**  
**Cuaxtle Evodio, Anahuacalmecac International University Preparatory**

*Grade Level: All*  
*Language: Spanish, Nahuatl*  
*Strand: Indigenous Languages*  
*Audience Level: New to Field/Experienced*

Las nuevas realidades del contexto internacional e urbanizado de las comunidades autóctonas y

migrantes exigen nuevas respuestas y propuestas de los educadores dentro de la educación indígena y publica. Este taller propone un dialogo crítico de la realidades e ideologías más impactantes ante las comunidades de Pueblos Indígenas internacionalmente con enfoque en el pueblo Azteca. ¿Cómo se encajan y entrelacen los saberes autóctonos con la formación de una pedagogía autóctona? ¿Cómo se cultivan saberes epistemológicos autóctonos que avanzan prácticas descolonizadoras? ¿Cómo se pudiera sistematizar el desarrollo y la formación pedagógica de docentes indígenas capaces de contestar y contrarrestar la ola de pólizas deshumanizadoras que enfrentan las comunidades indígenas?

**171. Accommodating Transgender Students: Ensuring a Safe and Positive Learning Environment**

10:45 AM - 12:00 PM  
Anaheim Marriott  
Room: Grand Ballroom G

**Mary Hernández, Garcia, Hernández, Sawhney & Bermudez, LLC**  
**Daniel Torres, California Rural Legal Assistance, Inc.**  
**Stephen Jiménez, Los Angeles USD**  
**Judy Chiasson, Los Angeles USD**

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

California is a leader in protecting students from sexual orientation and gender identity-based harassment and discrimination. A new law supports the rights of transgender students to participate in sports, activities, and facilities that correspond with their gender identification. Los Angeles School District implemented such a policy a decade ago. This presentation will provide parents and educators with information about California’s laws and advice from school administrators and community advocates on supporting student success.





## WORKSHOP / SESSION 12 10:45 AM – 12:00 PM

### 172. Teacher to Teacher Professional Development

10:45 AM - 12:00PM

Anaheim Marriott

Room: Platinum 2

**Elizabeth Jiménez, CABE**

*Grade Level: All*

*Language: English*

*Strand: Professional Development/Teacher Preparation*

*Audience Level: New to Field/Experienced*

One of our state's greatest untapped resources is the tremendous expertise of CABE Educators. Come learn about our new CABE Professional Development Services, what we do and how you can become a professional developer through CABE. We will explore the types of EL consulting projects we do and the types of skills and experiences we look for in CABE consultants. We hope you will join us!



## CABE MEMBERSHIP MEETING 2014

# The CABE 2014 Membership Meeting is Not To Be Missed!

**Saturday, April 5, 10:45-12:00**

Platinum 1

Facilitators: Francisca Sánchez (CABE President) and Ramón Zavala (CABE Vice President)



### Outcomes for our Membership Meeting

- Generate enthusiasm and pride about being a CABE member.
- Rekindle the CABE spirit.
- Launch a new membership drive and energize membership to enlist others as CABE members.
- Inspire CABE members to actively engage in CABE COMPASS implementation efforts.



## ALL IN ATTENDANCE WILL RECEIVE:



- A free copy of the book "Cuando Sueño/When I Dream" by Francisca Sánchez)
- A free copy of the Seal of Biliteracy DVD
- For every 5 members from each chapter that attends, your chapter will receive a complimentary registration to CABE 2015—to use as you like
- A sense of connectedness and collaboration across the CABE membership!



CLOSING CABE SING-A-LONG

Saturday, April 5, 2014  
12:00 pm-12:30 pm  
Grand Ballroom E

What better way to bring our CABE 2014 conference to a close than with a CABE community sing-a-long?

Join musicians Stanley and Yolanda Lucero, Suni Paz, Alma Flor Ada, F. Isabel Campoy, and others as we enjoy the gift of music and verse and share our "canciones favoritas".

JOIN US AND LEAVE CABE 2014 WITH A SONG IN YOUR HEART!



CABE 2014

SUCCESS FOR ENGLISH LEARNERS THROUGH THE COMMON CORE, THE NEW ELD STANDARDS, TECHNOLOGY & THE ARTS

AWARDS

CREATING MULTILINGUAL MAGIC





## CABE BOARD OF DIRECTORS SALUTES

The CABE Board is deeply honored to recognize the following individuals for their contributions to the CABE vision of Biliteracy, Educational Equity and 21st Century Success for All.



**VISUAL AND PERFORMING ARTS**  
**PAT GUTIERREZ**

Pat Gutierrez was born in Tucumcari, New Mexico and moved to Fresno, California at the age of 10. He was the fourth child of eight children, and the first to graduate from high school and college. Upon graduating from Central Union High School, he attended Fresno State College thanks to the academic scholarship awarded by the Community Service Organization. After completing his studies for a teaching credential, he began his career at Clovis High, teaching Geography, History, Spanish, Mexican Folklórico, and Marimba Band, finally retiring in 2011. Hundreds of students came under his direction during a 35-year period providing him with the opportunity to teach and counsel them and share a passion for music, dance, and performance. Two groups remain very active today (Marimba—43 years and Folklórico—37 years). Because of their success, many other Clovis schools now have their own folklórico programs. In addition to teaching, directing the Marimba & Folklórico, Pat has been an active member of the Association of Mexican American Educators for close to 30 years, an organization whose mission is to support Latino students and educators. He has also served eight years on the Arte Americas Board of Trustees and continues to volunteer. Pat states that *"The ultimate reward for me has been to see my students achieve success, to gain their respect and that of their parents, and of my colleagues. None of this would have been possible without the tremendous support I received from my wife, Elena, and my two daughters, Jacque and Nancy."*



**PROMOTING MULTILINGUALISM AND MULTICULTURALISM**  
**DUARTE SILVA**  
California Foreign Language Project

Duarte Silva serves as the Executive Director of the California World Languages Project at Stanford University. He has been a long-time advocate for English Learners and language minority students and has championed heritage language education initiatives within the CWLP. In the past, he has been instrumental in bringing English Learner needs into the instructional materials adoptions process. As a former bilingual teacher, he provided ongoing support to his English Learner students and maintains contact with many of them to this day. An English Learner himself, Silva knows the struggle and has worked tirelessly to ensure the adoption of policies and practices that provide English Learners with a 21st century education. He is a champion who promotes the powerful vision of multilingualism and multiculturalism for all students.

## CABE BOARD OF DIRECTORS SALUTES



**PROMOTING BILINGUAL LEADERS**  
**DEBRA LUNA**  
San Francisco State University

Debra Luna is an expert on bilingual and multicultural education and has spent over 20 years working with pre-service bilingual teachers. She puts in countless hours at the university, working with her staff and with students on a daily basis. Dr. Luna has been an advocate for bilingual education for several years, working along such wonderful professors as Dr. Alma Flor Ada, Isabel Campoy and many other bilingual educators, researchers, and supporters. Dr. Luna advocates and brings forth her expertise, knowledge and passion to her ongoing goal of providing support and professional development to educators working with English language learners. She is an advocate and strong leader who promotes educational opportunities and achievement of English language learners of all ages, and in all program models.



**SOCIAL JUSTICE/COURAGE TO ACT**  
**JEFF DUNCAN-ANDRADE**  
San Francisco State University

Jeff Duncan-Andrade, Ph.D., is Associate Professor of Raza Studies and Education Administration and Interdisciplinary Studies. In addition to these duties, he continues as a high school teacher in East Oakland where for the past 18 years he has practiced and studied the use of critical pedagogy in urban schools. He currently teaches English at Mandela High School in East Oakland. Before joining the faculty at SFSU, Duncan-Andrade taught English and coached in the Oakland public schools for 10 years, and completed his doctoral studies at the University of California, Berkeley. Duncan-Andrade has lectured around the world about the elements of effective teaching in schools serving poor and working class children. He works closely with teachers, school site leaders, and school district officials nationally, and as far abroad as Brazil and New Zealand, to help them develop classroom practices and school cultures that foster self-confidence, esteem, and academic success among all students.

CABE BOARD OF DIRECTORS SALUTES



RESEARCH/SCHOLARLY ACTIVITY  
**VIRGINIA COLLIER & WAYNE THOMAS**  
George Mason University, Professors Emeriti

Virginia P. Collier is Professor Emerita of Bilingual/Multicultural/ESL Education at George Mason University in Fairfax, Virginia, located in the metropolitan area of Washington, D.C. She is best known for her work with senior researcher, Wayne Thomas, on school effectiveness for linguistically and culturally diverse students. Spotlited by the national and international media, their award-winning national research studies have had a substantial impact on school policies in the United States and abroad. She has served the field of language minority education for overthree decades as parent, teacher, researcher, teacher educator, and doctoral mentor.

Wayne Thomas, Emeritus Professor of Evaluation and Research Methods in the Graduate School of Education at George Mason University, is a specialist in program evaluation methodology and social science research methods who also has extensive experience in designing and developing computer software and databases for purposes of student testing, program evaluation, and educational data management. His research program and publications focus on the evaluation of at risk student programs (especially programs for language minority students) and educational technology applications.



PROMOTING STUDENT SUCCESS  
**JIM WHITE**  
McFarland USD

Jim White was a high school track coach from the Central Valley who lead his team through a number of 1980s social issues to win a championship. He is now being featured in a Disney film named "McFarland". Inspired by the 1987 true story of high school coach Jim White, the film shows how White was led to the predominantly Latino McFarland High School, located in an agricultural community in the Central Valley. Upon arriving in McFarland, Jim found himself in a diverse, economically-challenged community that felt worlds apart from his previous hometowns. Coach White noticed the boys' exceptional running ability and things begin to change. Something beyond their physical gifts impressed White - the power of family relationships, their unwavering commitment to one another, and their incredible work ethic. With grit and determination, Coach White's unlikely band of runners eventually overcame the odds to forge not only a championship cross-country team, but an endearing legacy as well.

CABE BOARD OF DIRECTORS SALUTES



MEDIA & COMMUNICATION  
**DEEPA FERNANDEZ**  
Reporter, KPCC Radio, 89.3, Southern California Public Radio

Deepa Fernandes is the Early Childhood Development Correspondent at KPCC, 89.3, Southern California Public Radio. She recently was awarded an EPPY award for "Bilingual Learning," a special online project covering the science, options, and dilemma of dual language education. (<http://projects.scpr.org/bilinguallearning/>) The project earned recognition as the "Best News or Event Feature on a Website."

Deepa began her radio career at the Australian Broadcasting Corporation in Sydney in 1995. From there she lived and traveled in Latin America, reporting for the ABC and BBC World Service. On arriving in New York City in the late 90s, Fernandes joined Pacifica Radio as the anchor of the national evening newscast and later as the host of the live, three-hour morning show on WBAI, 99.5fm. She also founded and ran a national nonprofit, People's Production House, that conducts journalism trainings in minority communities. Fernandes published her first book, "Targeted. Homeland Security and the Business of Immigration," published by 7 Stories Press, in 2006. In 2012, she was a Knight Fellow at Stanford University. Fernandes has an MA from Columbia University. Fernandes is well suited to KPCC's new beat of Early Childhood Development as she is the mother of two toddlers under 4, perhaps the most challenging job she has ever had.



# CABE 2014 TEACHERSHIP AWARDS

## CHARLES “CHUCK” ACOSTA AWARD

### MARCO ANTONIO CASTILLO CABE Region 3

Marcos Antonio Castillo is a student at UC Irvine working towards his bilingual teaching credential. His goals as a bilingual teacher are to develop well-rounded students and help them prepare for success in the real world. His focus is to create strong biliterate individuals that can communicate effectively in English and Spanish and have cultural sensitivity for all individuals that are learning a new language.

Marco is a first generation student who was a student in a dual language immersion program. Being bilingual and biliterate has allowed him the opportunity to not only be the first in his family to attend a four year university and receive his bachelor’s degree in psychology, but also to pursue his dream to become a bilingual teacher.

Marco has always been committed to supporting bilingual students. In his undergraduate program he tutored and observed in a dual immersion (Spanish) program and was inspired to see the academic progress the students were achieving. As a former dual immersion student, he knows first hand that it is important to have a bilingual education program because it is beneficial to students in the long term. Marcos firmly believes that receiving instruction in English and in another language helps widen students’ vocabulary, solidifies their use of academic language in their daily lives, and opens more opportunities for success because of our diverse population, especially in California.

**CABE CONGRATULATES MARCOS ANTONIO CASTILLO**  
on his accomplishments and on receiving the Charles “Chuck” Acosta Teachership Award.

# CABE 2014 TEACHERSHIP AWARDS

## CARLOS PENICHET AWARD

### SEONGIN YOU Region 3

Seongin You is a student in the Master Teacher Preparation program (MATP) at Pepperdine University. As an immigrant from Korea, she has had the first hand experience of learning about the educational system in the United States and the difference between Koreans and Korean Americans. She has taught Korean and mathematics to K-12 students for over five years as a volunteer to demonstrate and model how important it is for Korean American youth to be taught the language and traditions of their ancestors. She also wants to make a difference by being an effective bilingual mathematics teacher to support and impact the number of students who are failing in math. She wants to change that trend by helping students realize that math can be a fun and easy subject to master.

As a single mother of two teenagers, Seongin knows how important it is to support building a healthy identity for immigrant children or children of immigrants. Part of a healthy identity comes from developing proficiency in both English and a second target language. As a bilingual teacher, she is committed to devoting herself to her students. She shared this statement in her application:

*“As a bilingual speaker myself, I know I can be an effective teacher since I too understand what learners go through as they learn a new language. Through my teacher education program at Pepperdine University, I am learning how to make a strong connection between theory and practice, but most importantly, I am learning how to connect with my students to motivate them to learn.”*

**CABE CONGRATULATES SEONGIN YOU**  
on her accomplishments and on receiving the Carlos Penichet Teachership Award.

CABE 2014 TEACHERSHIP AWARDS

ALMA FLOR ADA AWARD

MEGAN MAUREEN GIBBS

Region 3

Megan Maureen Gibbs is a student in the bilingual teacher credential program at UC Irvine. Megan is a strong believer and supporter of bilingual education. She did not learn Spanish growing up, but instead she learned Spanish and strengthened her skills through high school and college courses, and a study abroad program in Spain. She supports bilingual education because it provides students with valuable academic experiences, language skills, and a sense of multiculturalism and caring for their community that they will carry for the rest of their lives. She is committed to becoming a bilingual educator because she believes that multilingualism is not only a valuable resource for academic and professional success but also for personal development.

As a second language learner herself, she strives to serve as a positive language model for both native and non-native Spanish speakers so that they can reach a level of bilingualism and biliteracy that will allow them to achieve success. She shared the following statement in her application:

*“My goal as a bilingual educator is to inspire children, by providing quality education and leading by example while encouraging effective communication and cultural and interpersonal empathy.”*

CABE CONGRATULATES MEGAN MAUREEN GIBBS

on her accomplishments and on receiving the Alma Flor Ada Teachership Award.

CABE 2014 TEACHERSHIP AWARDS

F. ISABEL CAMPOY AWARD

DAISY IBARRA

Region 5

Daisy Ibarra, is pursuing her bilingual teacher credential at California State University Channel Islands. Her goal as a bilingual teacher is for her students to become bilingual, biliterate, and bicultural. She looks forward to teaching in a bilingual school and teaching in a dual language classroom using academic Spanish and English language skills and using culturally relevant strategies to reach all learners.

Growing up Daisy shared that she was the family translator. She recalls her parents asking her to translate at the store, at the doctor’s office, and at school conferences. While she did not mind, she wondered as a young child why her parents did not learn English and why the institutions did not offer services in Spanish. When she asked her parents, they responded, *“Las cosas son como son y no las puedes cambiar”* (Things are the way they are and you can not change them). It did not make sense to her. Since that day she felt compelled to further her education and show her father that things can change.

Daisy shared the following statement in her application: *“It is important to have a bilingual education program because we live in a diverse country where bilingualism is such an asset. I want future doctors, lawyers, teachers, and police officers to be able to communicate with people living in their communities. I want to break the language barriers that impede communication just like my parents experienced. With the assistance of a CABE Teachership, I will be able to complete the bilingual credential and be ready to greet all learners at the classroom door with the language and cultural understanding of a certified bilingual bicultural teacher. Then, I will be able to tell my father, “Papá, las casas sí van a cambiar.”*

CABE CONGRATULATES DAISY IBARRA

on her accomplishments and on receiving the F. Isabel Campoy Teachership Award.

CABE BOARD OF DIRECTORS SALUTES

SEAL OF EXCELLENCE SCHOOL



Beamer Park Elementary School

CABE IS PROUD TO PRESENT BEAMER PARK ELEMENTARY SCHOOL THE CABE SEAL OF EXCELLENCE AWARD.

Beamer Park Elementary School, located in Woodland, California, serves 540 students in grades K-6 with a student-focused vision: *“The Beamer Park Elementary School staff provides our students with a challenging, high quality, standards-based learning program that empowers them to become critical thinkers, scholars, productive citizens and leaders within a diverse, multicultural community.”*

Beamer Park is the only dual language immersion program in the Woodland Joint Unified School District and has been in place for nearly 30 years. The Beamer Park Elementary Dual Immersion Program is a 50:50 model—50% of the day in English and 50% in Spanish. Along with content instruction, all students are provided with a 45-minute language development block in either English or Spanish, depending on their home language background, to build their academic language skills. The school and district staffs are committed to providing the highest quality instructional program in both English and Spanish.

Academic achievement data shows the success of their program. For the last three years, their API scores surpassed their growth targets and they have met their targets for all of their subgroups. When comparing CST and STS scores in math and language arts, Beamer Park students consistently outperformed other schools within the district.

A key strength of Beamer Park Elementary School is the level of teacher and staff collaboration. Teachers collaborate daily with their grade level teams and meet at least three times a month to examine data and develop lesson plans/instructional units that are aligned to grade level Common Core and ELD Standards. Parent and family engagement play an important role at Beamer Park and additional highlights include Youth Empowerment/Leadership Academies, Student Council, Artists in Residence Program, Ballet Folkórico, and choir.

Congratulations to Beamer Park Elementary School, a CABE 2014 Seal of Excellence School!

CABE BOARD OF DIRECTORS SALUTES

SEAL OF EXCELLENCE SCHOOL



Thomas Edison Advanced Technology Magnet & Spanish FLAG Elementary School

CABE IS PROUD TO PRESENT THOMAS EDISON ADVANCED TECHNOLOGY MAGNET & SPANISH FLAG ELEMENTARY SCHOOL WITH THE CABE SEAL OF EXCELLENCE AWARD.

Thomas Edison Elementary School is located in the Glendale Unified School District, which serves over 26,000 students K-12. Edison serves an ethnically diverse population of 853 students from K-6 of which 32% are English learners.

Edison is an exemplary place for English learners. Its instructional strengths include three research-based strategies: 1) Dual Immersion Program; 2) Systematic English Language Development/Academic Language Development (ELD/ALD); and 3) Advanced Technology as a subject and as a tool for learning. The Edison two-way dual immersion program is a K-6 Spanish-English 90:10 model including over 350 students and 44% of Edison’s English learners. The English Language Development/Academic Language Development (ELD/ALD) program implements an ELD/ALD program for EL students in all settings where they receive ELD/ALD instruction daily for 30 minutes in groups identified by English language fluency and grade. Teachers deliver instruction in the classroom setting. In Edison’s Advanced Technology program, students have access to state-of-the art technology, are taught to a standards-aligned, technology focused curriculum, and learn advanced technological skills infused throughout all content areas.

Edison has shown great growth in its academic achievement data. In Spring 2013, Edison met its Annual Progress Reporting targets both schoolwide and for each significant sub-group, including English learners. Edison’s redesignation rate has increased substantially over the past three years growing from 10.5% in 2011 to 31.4% in 2013. Edison is not in a rush to redesignate its students, however, this growth is evidence of its strong dual immersion program and Systematic ELD/ALD instruction.

Recognizing that the home-school relationship is a critical element in students’ success, Edison provided training to over 100 parents through Project 2INSPIRE and is now reaping the benefits of greater leadership in the PTA and in a Parent Foundation established in 2011 to support the multi-faceted needs of the school.

Congratulations to Thomas Edison Advanced Technology Magnet & Spanish FLAG Elementary School, a CABE 2014 Seal of Excellence School!

CABE BOARD OF DIRECTORS SALUTES



**CABE 2014  
ADMINISTRATOR OF THE YEAR**  
**Emma Sánchez**  
Chula Vista Elementary School District

CABE is proud to award Emma Sánchez with the CABE 2014 Administrator of the Year Award. Emma is currently the Executive Director for the Language Acquisition and Development Department in the Chula Vista Elementary School District. Emma’s pathway in education has included working as a para-educator, bilingual teacher, master teacher, reading and language arts specialist and principal. She has served in both the ABC School District and Chula Vista. For the last five years, Emma has served as Executive Director for Language Acquisition and Development, and as a Cabinet member. In this capacity, Emma has established systems that ensure English learner success that include the following: increase the number of schools (19) in the District that offer dual immersion programs; establish the Biliteracy Award for participation and achievement in dual immersion programs; develop guidelines for the assessment and reclassification of English learners in special education; establish the definition for potential and long-term English learners, including data reports that identify students for immediate intervention; establish a student data system for entering preliminary CELDT results to provide timely English Language Development instruction to students; the development of parent leaders at both the school and at the district level; and, most recently, provide professional development on the new ELD Standards to all teachers in the District and the Common Core en español to teachers in dual immersion programs.

Emma’s signature message is “Together we learn and grow, and our students will grow as well.” Despite the continuous and significant language and academic growth made by English learners in the past 8 years, Emma Sánchez feels that until the language and achievement gap for English learners is fully eradicated, there is still much work to be done, The era of Common Core presents an unprecedented urgency requiring that teachers, administrators, parents, and the community collectively galvanize to learn and strengthen instructional programs and practice to ensure English learners are well prepared for success in college, career, and a life of endless possibilities.

CABE BOARD OF DIRECTORS SALUTES



**CABE 2014  
TEACHER OF THE YEAR**  
**Luz Álvarez**  
1<sup>st</sup> Grade Dual Language Teacher  
Los Amigos Elementary School, Palmdale School District

Luz Álvarez has been working for the Palmdale School District for 13 years. For the last ten years she has served as a first grade Spanish teacher at Los Amigos Elementary School, a dual immersion school that follows the 50:50 model. Her first teaching experience began as a fifth grade teacher in an English only classroom. During that year, two new students from Mexico arrived in her classroom. She was immediately taken back to her educational experiences and could empathize with how her new students were feeling. Although she was teaching in English only, she was able to build connections and help them reach as much academic success as possible. That experience convinced her of the need to better serve students by using her native language in a dual immersion setting. Through her position at Los Amigos she has been able to use her experience and the love for her first language to serve her English Learner students. She finds her students to be more engaged and reach academic success in a dual language setting versus learning in English only.

Luz shared the following statement in her application:  
*“I believe bilingual education is the key to success and to be able to think in two languages is even better. My job as a bilingual educator is to enable my students to become competent in speaking, reading and writing, not only in English but in Spanish as well. At the same time, my role is to prepare them to become active citizens in this world. I feel it is so important to be able to communicate with others in different languages. Two languages allow my students to embrace their culture and to celebrate diversity. My job is to instill the love of learning in my students and to place high value on their native language and culture. As parent, I have seen how important it is for my own children to value their first language and the love for other languages as well.”*



CABE BOARD OF DIRECTORS SALUTES



**CABE 2014  
PARENT OF THE YEAR**  
**Ismael Martínez**  
Anaheim Union High School District

Mr. Ismael Martínez has been an active parent in the AUHSD district, serving in different capacities, in which he's always given his full commitment. He began his involvement when his children attended preschool and has not stopped. His oldest child recently graduated from Cal Poly Pomona and he knows how important parent involvement is in a child's education. He has been part of many parent groups such as PTSA, parent volunteers, safety committee, school site council and other advisory committees, such as ELAC and DELAC. Mr. Martínez first got involved in SSC and ELAC when his children were in elementary school and continued his involvement throughout junior high and high school. Mr. Martínez has been president of ELAC at both South Junior High and now at Anaheim High School and he also became a member of DELAC back in 2006, becoming the DELAC president for two consecutive terms. He always makes the time to be involved in meetings, and he has a strong commitment to educate other parents.

Currently he is the ELAC president at Anaheim High School and he is also the DAC (District Advisory Council) representative for his school. Not only does he participate in committees within his district, but he is also actively involved in the community. Mr. Martínez is part of community groups such as North Orange County CABE Chapter, OCCCCO (Orange County Congregation Community Organization), Padres de Anaheim, and an active member and volunteer at his local church. Mr. Martínez has made significant changes and contributions to the AUHSD schools by informing other parents about their rights and the importance of having their voices heard in our schools. He has helped our district improve the English Learner Program by contributing the parent voice. He has huge heart and is always willing to lend a hand to those in need. He is a true example of a parent advocate.

CABE BOARD OF DIRECTORS SALUTES



**CABE 2014  
PARA EDUCATOR OF THE YEAR**  
**Gerard Rivero**  
Anaheim Union High School District

Gerard "Jerry" Rivero has been an advocate since a youth growing up in Anaheim, California. He attended California State University, Long Beach and majored in Sociology with a concentration in Group and Family Dynamics. As the first college graduate in his family, he graduated at the top of his class receiving academic honors.

Jerry began with the Anaheim Union High School District in 2010 as a Bilingual Instructional Assistant working directly with English Learner students. His current assignment at AUHSD has led him to work as the Community Liaison and most recently as the Interim Parent Involvement Specialist. His leadership and organizational skills have excelled in these positions as he collaborates with families and school staff acting as a fundamental link between community and school. He has worked directly in underserved Latino communities to promote a quality education for all.

This past year Jerry has served as a model for how bilingual Para Educators are essential in bridging the language gaps that exist in our community.

Jerry's bilingual abilities definitely play an integral role in ensuring that the parents are informed about what is happening on campus. He brings insight and experience to his position and is an asset to the school community.

Jerry states: "I strive to provide personable and relatable educational experience to students through my work. It is my goal to instill the values of bilingualism with families. The similarities I observe between the families that I work and with my own family make me want to strive higher in my professional practice as an advocate and voice for change."

K – 2<sup>ND</sup> CONTEST WINNER



**Jordan Carreras**  
2nd grade  
Patrick Henry School  
Long Beach Unified School District

SER BILINGÜE

Ser bilingüe puede cambiar nuestra comunidad porque puede quitar el racismo. Racismo es cuando las personas no quieren hablar o jugar o juntar con personas de otras culturas. A veces racismo hay porque las personas tienen miedo de personas que no hablan el mismo lenguaje. Aunque hablamos otros lenguajes somos lo mismo. Tenemos huesos. Todos tenemos sangre. Tenemos corazones. Todos tenemos familia y nos gusta comer, dormir, y jugar. Sí todos serán bilingües entonces pueden hablar con personas de otras culturas. Todos sabrán que los humanos son lo mismo.

Being bilingual can change our community because it can take away racism. Racism is when people do not want to talk to, play with, or be around people from different cultures. Sometimes racism is because people are afraid of people that do not speak the same language. Even though we do not all speak the same language, we're the same. We all have bones. We all have blood. We all have hearts. We all have family and we like to eat, sleep and play. If everyone was bilingual, then we could talk with people from other cultures. Everyone would realize that humans are the same.

3<sup>RD</sup> – 5<sup>TH</sup> CONTEST WINNER



**Hana Doneiri**  
5th grade  
Hillside University Demonstration Elementary School  
San Bernardino Unified School District

HOW DOES BEING BILINGUAL HELP CREATE A CHANGE IN MY COMMUNITY?

"Being bilingual is very important!" That's what all my teachers have said. Why is that? Well, for one thing, I learned after reading in the newspaper earlier this year that the Latino population is going to outnumber whites in California by next year. So, I soon realized that what my teachers are saying is true: Being bilingual is important to make a positive change in my community.

It's important to know Spanish in California because it could help people in many different ways. From going to a doctor appointment to getting food at the store, you are going to need to be bilingual everywhere!

You also are going to have to be bilingual in your work place. For example, if a Latino person who does not speak English walk into a pharmacy, the pharmacist is going to have to know how to speak Spanish so they can communicate with this person. I, myself, want to become a doctor, and I know it is going to be a challenge. It is going to be demanding because I need to train non only in the medical field, but also the language and the culture. That is why I'm in a dual immersion school, so I can grow up to become a doctor who knows how to properly treat and communicate with my patients. I think it is really important to know many languages – no only in the future, but also now. Besides my five years of Spanish, I am also learning Arabic at home to talk and understand my father's side of the family. My father teaches Arabic and his friends are professors who teach Spanish, French, Chinese, Persian, Korean, and Luiseño, which is a Native American language. I've learned that native Americans are losing their language and their history because their children aren't learning their grandparent's language. It's important for us to bring their culture and language back to life.

A strong example of a community that has effectively created change is Dubai, located in the United Arab Emirates. Dubai is the home to residents representing more than 200 nationalities who speak more than 50 languages.

Today, Dubai is becoming an economic leader in the world. My dad sometimes travels there to train language teachers and I would like to visit there one day. The country has a strong economy because of the many different kinds of people from many different cultures.

The people of Dubai respect and welcome great minds from different cultures, including engineers, architects, scientists, and more. With all of their hard work, Dubai won the bid to host the 2020 World Fair Expo, with the theme, "Connecting Minds, Creating the Future." I know that if we speak many languages in my community, we will also grow stronger.

In conclusion, it is very obvious that being bilingual is very important to the community. To invest in our future here in California, every student at a very young age should learn Spanish or another language. The language should be available to every school here. It's in need with the growing Hispanic population and other communities from other parts of the world.

Bilingualism is something very special and helpful to change a community in a positive way – whether it is for recreation, employment, medical care – or simply to have a better cultural understanding of others. This is how being bilingual can help the community and myself.

3<sup>RD</sup> – 5<sup>TH</sup> CONTEST WINNER

**Hana Doneiri**

5th grade  
Hillside University Demonstration Elementary School  
San Bernardino Unified School District

**¿COMO AYUDA SER BILINGÜE A CREAR UN CAMBIO EN MI COMUNIDAD?**

“¡Ser bilingüe es muy importante!” Eso es lo que todos mis maestros y maestras dicen.

¿Porque?

Yo leí en el periódico que los latinos van a superar en número a los blancos en 2014. Entonces, yo he realizado que las cosas que mis maestros han dicho son verdad: ser bilingüe es importante para ser un cambio positivo en mi comunidad.

Es importante saber el español en California porque puede ayudar a las personas en muchas formas. ¡Para ser un doctor de nombramiento o seleccionar comida en la tienda, vas a tener que ser bilingüe!

También tienes que ser bilingüe en tu trabajo. Por ejemplo, si una persona latina que no habla inglés va a una farmacia, el farmacéutico tiene que hablar español para entender lo que la persona está diciendo.

Yo quiero ser una doctora y yo sé que va a ser difícil. Va a ser difícil porque tengo que estudiar en la carrera médica y también en el idioma y en la cultura. Y esas son las razones por cual yo estoy en una escuela que enseña español, para ayudarme ser una buena doctora.

Yo pienso que saber muchos idiomas es muy importante - no solo en el futuro, sino ahora. Además de mi cinco años de aprendizaje del español, yo también estoy aprendiendo árabe en mi casa para comunicarme con la familia de mi papá. Mi papá enseña árabe en la universidad. Los amigos de mi papá son profesores que enseñan español, francés, chino, persa y luiseño, una lengua nativa americana. Yo aprendí que los nativos americanos están perdiendo su idioma y su historia porque sus niños no aprenden su idioma. Es importante para nosotros salvar su cultura y su idioma.

Un fuerte ejemplo de una comunidad que ha creado un cambio es Dubái, en los Emiratos Árabes Unidos. Dubái es casa para residentes que representan más de 200 nacionalidades que hablan más de 50 idiomas.

Hoy, Dubái se está desarrollando rápidamente en ser líder económico del mundo. Mi papá viaja a veces allí para enseñar maestros de idiomas y a mi me gustaría ir allí algún día. El país ha demostrado ser un líder económico principalmente por los muchos diferentes tipos de personas de muchos diferentes lugares.

Las personas de Dubái dan el respeto y la bienvenida a las grandes mentes de diferentes culturas, incluyendo ingenieros, arquitectos, científicos y muchos mas. Después de mucho trabajo duro, Dubái ganó la licitación para organizar la feria mundial Expo del año 2020, con el tema de “Conectar mentes, crear el futuro.” Yo sé que si nosotros hablamos muchos idiomas en mi comunidad, nosotros también vamos a ser mas fuerte.

En conclusión, es muy obvio que ser bilingüe es muy importante para la comunidad. Para invertir en el futuro de California, cada niño joven debería aprender español u otro idioma. Este idioma se debería aprender en cada escuela. Es una necesidad con la creciente población y otras comunidades que hablan idiomas diferentes.

Bilingüismo es una cosa muy importante y especial y útil para cambiar la comunidad en una buena forma - si se trata de la recreación, empleo y atención medica - pero más de todo, las personas se pueden entender con sus culturas y eso es como ser bilingüe puede crear un cambio en mi comunidad.

6<sup>TH</sup> – 8<sup>TH</sup> CONTEST WINNER



**Jonathan Aldana**

8th grade  
Sycamore Junior High School  
Anaheim Union High School District

**JUST BEING BILINGUAL**

How does being bilingual create a change in my community? The term how does being bilingual create a change in my community is a part of everyone's life. It impacts my life and my community because it lets us communicate and communication is the key. I think it will have a greater influence on the nation's cultures because it will let us grow as a country and keep us moving onward together. It has also made a big impact on my life. As a child growing up, I spoke Spanish and then transitioned to English. It also made a big effect on the lives of others around me, for example, my mom and I would go to these parent/teacher conferences and I would translate for my teacher so my mom could understand what she was explaining to us. This could also help during court, for example, the defendant needs a bilingual translator so they can comprehend what the judge is trying to clarify.

El ser bilingüe se puede expresar en dos formas para mi, inglés y español. Es un placer comunicarme en el inglés y español porque me deja expresarme en dos idiomas totalmente diferentes. Yo puedo estar hablando español con mis padres y hermano, y luego ir a la escuela y comunicarme en inglés. Yo tomo el ser bilingüe como algo que creces aprendiendo y no como un don con que naces. Si no fuera por la comunicación bilingüe, nosotros en esta comunidad no podíamos tener las vidas que tenemos hoy. Cuando eres bilingüe, puedes mirar la tele o escuchar música en más de un lenguaje. Cuando yo empecé a hablar español, yo aprecie las costumbres de mi cultura y otras culturas. Es un placer saber que yo soy el primero de mi familia en ser bilingüe y que mis descendientes también van a ser bilingües y hasta van a saber mas que dos idiomas que no sean los que ya saben.

The deeper you get into language studies, you are exposed to many different cultures and points of views that when compared to your surroundings, might give you an unexpected and often more open-minded stance on ever day issues. Being bilingual allowed me to continue to have a connection with my family, ancestors, and culture. It allows me to be able to communicate with over 400 million people whose first language is Spanish. I am glad to be bilingual 'til this day. It is one of the greatest gifts my parents and teachers have given me. My community is mostly Hispanic/American. My neighbors are Cambodian and I speak to them in Spanish and they teach me new words in Cambodian. This is when the term, “how does being bilingual create a change in my community,” comes in handy with my community.

9<sup>TH</sup> – 12<sup>TH</sup> CONTEST WINNER



**Rudi-Ann Kristine C. Salas**  
12th Grade  
Anaheim Union High School  
Anaheim Union High School District

**IN THIS PERFECT HARMONY**

I hail from a land of heroes, where people rally together in the fight for independence, and where freedom prevails as strong as the sun. I hail from this land where the spirit of knowing that we are capable of bringing greatness and excellence to the world drives us to our apparent global success. Our triumph is largely attributed to the beauty of our own written and spoken word of Tagalog and English. We are a band of heroes who, unafraid to venture in the world, prove that people who intricately weave two languages can become part of the catalysts of global greatness and humanity.

My bilingualism has opened my eyes to the beauty of the diversity in this world. It's a wonderful thing to view this world with the eyes of two different cultures – often, I find myself thinking on two different wavelengths in two different languages, and find that despite the intersperse of these, I find the harmony, the euphony in creating this fellowship of Tagalog and English inside my head. I become enlightened with so many different possibilities, and I feel the confidence rushing through my veins. With my bilingualism, I am given conviction. I can become whoever I want to be and influence the world through contributing these different ways of looking at the world. If there is anything that this world needs, it is harmony. My bilingualism gives me the ability to think in harmony, and if there is anything that this world is in dire need of, it is harmony. Providing the community with different ways to look at things, and being able to synthesize them into a single flow has proven key to the efforts of the community to create an equal environment where all sides are considered.

In my bilingualism, I am not confined within fences of one culture. Being able to speak another language opens my eyes to another wholly different culture, and through it, I am the antithesis of a caged bird. I am free, and in my liberation, I am able to reach out to other people in my community. I can introduce to them the wonder of having two cultures, and how wholesome it feels to revel in it. All my ideals, my hopes, and my aspirations for the betterment of the community are better heard as I reach these ideas out with my two languages. Reaching to other people, being able to touch more hearts and sending more messages to wider, more vast groups of people is a valuable change in our community. Often we find ourselves thinking that one language is enough in order to impart the change we want to see in the world. I beg to differ- our world has more than 6,000 languages, and what better way than to impart the change we want to see in this world by utilizing these languages?

If my bilingualism can help introduce these helpful ways of reaching out to other people in my community, and thus the whole world, then I am content. I do not merely want to utilize my abilities in speaking two languages to show off, or to keep to myself. I did not learn another language to merely occupy my time, nor did my parents demand me to do so. Rather, I want to use my bilingualism as a tool to help aid my community in acclimating themselves with the blessings and the insight that diversity can bring to the world.

**Rudi-Ann Kristine C. Salas**  
12th Grade  
Anaheim Union High School  
Anaheim Union High School District

**SA PERPEKTONG ARMONYA**  
TAGALOG VERSION

Ako ay nagmumula sa lupain ng mga bayani, kung saan nagkakaisa ang lahat sa laban para sa kapayapaan, at kung saan kasing lakas ng sinag ng araw ang sinig ng kalayaan sa puso ng bawat isa. Galing ako sa bayang kumikilala sa kakayahan ng bawat Pilipino na magdala ng kadakilaan at kahusayan sa mundo, kung saan hinihimok ang pandaigdigang galing para sa kinabukasan ng buong mundo. Ang aming tagumpay ay naiugnay sa aming kakayahang magsalita ng Tagalog at Ingles. Kami ay ang mga grupo ng bayaning walang takot na lumalabas sa mundo upang patunayan na ang mga taong kayang humabi ng dalawang wika ay ang mga katalista ng pandaigdigang kadakilaan at kabaitan.

Binuksan ng bilingguwalismo ang aking mata sa kagandahan ng pagkakaiba sa mundo. Isang kahangang-hangang bagay ang tumingin sa mundo gamit ang mata ng nagkakaibang kultura – madalas ay nahahanap ko ang sarili na umiisip sa dalawang weyblengt na may dalawang nagkakaibang lenguahe. Namulat ang aking mata na, sa kabila ng malaking pagkakaiba ng Ingles at Tagalog, ay may armonya ang magandang pagkakaugma ng dalawang lenguaheng ito. Napaliwanagan ako sa dinadaming posibilidad ng iba't ibang sitwasyon, at dahil ditto ay nararamdaman ko ang kumpyansang dumadaloy sa aking dugo. Sa aking bilingguwalismo ay ako ay nabibigyan ng kumbiksyon. Alam ko na maari akong maging kahit sinong gusto ko, at may abilidad akong maimpluwensya ang buong mundo sa pamamagitan ng dinamidaming klase ng pagtingin sa buong mundo. Sa pamamagitan ng aking bilingguwalismo ay nadiskubre ko ang aking abilidad na magisip na may armonya, at, kung meron man na kailangan ng mundong ito, ito ay ang armonya. Ang paglalaan ng iba't ibang paraan na tumingin sa mundo at sa mga iba't ibang sitwasyon para sa komunidad ay malaking bagay na sa pagsisikap na gawing pantay pantay ang lahat ng tao sa mundo.

Hindi ako nakakulong sa loob ng rehas ng isang kultura – yan ang isang dulot ng bilingguwalismo. Namumulat ang aking mata sa ibang kultura dahil sa aking abilidad na mag salita ng lenguaheng iba pa sa Tagalog. Dahil dito, ako ay ang isang namumuhay na kabaliktaran ng nakakulong na ibon. Malaya ako, at sa aking kalayaan, nagagawa kong abutin ang puso ng ibang tao. Maaari kong ibahagi sa kanila ang kagandahan na mamuhay sa dalawang nagkakaibang kultura. Lahat ng aking mga ideyal, mga pag asa, at ang aking hangad para sa ikabubuti ng aking komunidad ay mas naririnig dahil sa aking bilingguwalismo. Napakahalaga ng pagbabagong ibinibahagi ng pakikipag-ugnayan sa ibang tao, at ng pag-aabot ng puso ng ibang tao. Madalas nating nahahanap ang ating sarili na iniisip na tama na ang isang lenguahe upang siwalatin ang abilidad na magambag sa ating mundo ng pagbabago, ngunit hindi natin naiisip na mayroong anim na libo na iba't ibang lenguahe sa ating mundo. Ano pang mas magandang paraan ng pag ambag ng pagbabago sa pamamagitan ng mga lenguaheng ito? Kung kaya ng aking bilinggwalismo na maipakilala sa lahat ng tao sa aking komunidad na kaya nating baguhin ang mundo, masaya na ako. Masaya na ako na nagawa ko na ang parte ng aking layunin dito sa mundo. Hindi ko inaral ang lenguaheng Ingles para sa sarili ko lamang, bagkus, nag aral pa ako ng isang pang lenguahe dahil gusto kong gamitin ito para gumawa ng paraan na imulat ang mata ng marami na ang ating pagkakaiba ay napakahalaga sa pagkakaisa, kapayapaan, at ng kalayaan sa ating mundo.



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## CABE 2014

SUCCESS FOR ENGLISH LEARNERS THROUGH THE COMMON CORE, THE NEW ELD STANDARDS, TECHNOLOGY & THE ARTS

# APPENDIX

EXHIBITORS • CAREER FAIR • PRESENTER INDEX • STRAND INDEX • MAPS

CREATING MULTILINGUAL MAGIC



**2-Way CABE**  
16033 East San Bernardino Rd.  
Covina, CA 91722  
Carla Herrera  
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www.bilingualeducation.org  
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**Association of California Administrators (ACSA)**  
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(914) 637-7255  
www.benchmarkeducation.com  
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Shelly Spiegel-Coleman  
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Covina, CA 91722  
Elizabeth Jimenez  
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ADMINISTRATION & MANAGEMENT

#1  
World Language Programs as a Pathway to Biliteracy

Wednesday, April 02, 2014  
1:00 PM - 2:15 PM  
Anaheim Marriott  
Grand Ballroom G

#11  
Highly Successful Program Design & Implementation

Wednesday, April 02, 2014  
1:00 PM - 2:15 PM  
Anaheim Marriott  
Grand Ballroom B

Institute  
Systems that Support Implementation of the ELD Standards

Thursday, April 03, 2014  
10:30 AM - 4:00 PM  
Hilton Anaheim  
Catalina 6

#48  
Si Magazine: Celebrating the Creativity and Achievement of Latino Youth!

Thursday, April 03, 2014  
1:30 PM - 2:45 PM  
Anaheim Marriott  
Platinum 3

ADVOCACY & ENGAGEMENT

Institute  
Cultural Proficiency: Changing the Conversation

Wednesday, April 02, 2014  
10:30 AM - 4:00 PM  
Anaheim Marriott  
Los Angeles

#3  
The Emerging Latino Male Student: From Crisis to Empowerment

Wednesday, April 02, 2014  
1:00 PM - 2:15 PM  
Anaheim Marriott  
Elite 2

#13  
Raise Your Voices for English Learners and the Common Core

Wednesday, April 02, 2014  
2:45 PM - 4:00 PM  
Anaheim Marriott  
Platinum 3

#12  
Calmecac, Charter schools and Chican@ Communities - Freedom as Pedagogy

Wednesday, April 02, 2014  
2:45 PM - 4:00 PM  
Anaheim Marriott  
Elite 2

#24  
Biliteracy for All

Thursday, April 03, 2014  
10:30 AM - 11:45 AM  
Anaheim Marriott  
Grand Ballroom J

Institute  
Cultural Proficiency: Changing the Conversation

Thursday, April 03, 2014  
10:30 AM - 4 :00 PM  
Anaheim Marriott  
Los Angeles

#50  
Challenges and Opportunities for English Learners in California: Californians Together Action and Advocacy

Thursday, April 03, 2014  
1:30 PM - 2 :45 PM  
Anaheim Marriott  
Grand Ballroom J

#51  
And Still We Rise: How Culturally Competent Service Learning Empowers Youth

Thursday, April 03, 2014  
1:30 PM - 2 :45 PM  
Anaheim Marriott  
Platinum 7

#78  
Empowering Our Youth, Our Girls, to Leadership Roles

Thursday, April 03, 2014  
3:15 PM - 4 :30 PM  
Anaheim Marriott  
Grand Ballroom A

#66  
“Local Control Funding Formula”...What is it & Why Do We Need to Know!!

Thursday, April 03, 2014  
3:15 PM - 4:30 PM  
Anaheim Marriott  
Grand Ballroom J

#87  
Local Control Funding Formula: Engaging your board to ensure best investments for students.

Friday, April 04, 2014  
10:30 AM - 11:45 AM  
Anaheim Marriott  
Grand Ballroom G

#118  
Building an Online ELD Standards Implementation, Related Educational Resources Sharing, and Collaboration Community among California K-12 teachers

Friday, April 04, 2014  
1:30 PM - 2 :45 PM  
Anaheim Marriott  
Suite 304

#116  
Local Control Funding Formula: What Parents Need to Know

Friday, April 04, 2014  
1:30 PM - 2:45 PM  
Anaheim Marriott  
Grand Ballroom C/D

ARTS LEARNING

#4  
Using Visual Arts to Improve Reading Comprehension and Student Self-Esteem

Wednesday, April 02, 2014  
1:00 PM - 2:15 PM  
Anaheim Marriott  
Orange County 2

#2  
Artistic Perception and Creative Expression Activities Designed to Enhance Language and Learning

Wednesday, April 02, 2014  
1:00 PM - 2:15 PM  
Anaheim Marriott  
Elite 3

#15  
A Policy Pathway: Embracing Arts Education to Achieve Title I Goals

Wednesday, April 02, 2014  
2:45 PM - 4:00 PM  
Anaheim Marriott  
Orange County 2

#14  
Lessons from Hacienda La Puente: Accelerating Oral Academic Vocabulary

Wednesday, April 02, 2014  
2:45 PM - 4:00 PM  
Anaheim Marriott  
Elite 1

**#25**  
**Arts Integration and the Common Core: Evidence of Student Learning**  
Thursday, April 03, 2014  
10:30 AM - 11:45 AM  
Anaheim Marriott  
Elite 2

**#52**  
**Arts Integration....a powerful strategy for English Learners!**  
Thursday, April 03, 2014  
1:30 PM - 2:45 PM  
Anaheim Marriott  
Grand Ballroom K

**#69**  
**Writing an Integrated Bilingual Shape Poem**  
Thursday, April 03, 2014  
3:15 PM - 4:30 PM  
Anaheim Marriott  
Orange County 2

**#67**  
**Curriculum Connected Through Rhythm and Music**  
Thursday, April 03, 2014  
3:15 PM - 4:30 PM  
Anaheim Marriott  
Elite 3

**#88**  
**The ART in Language ARTs: An Integrated Literacy Approach**  
Friday, April 04, 2014  
10:30 AM - 11:45 AM  
Anaheim Marriott  
Suite 312

**#117**  
**Developing Academic Oral Vocabulary through Discussions about Fine Art Images**  
Friday, April 04, 2014  
1:30 PM - 2:45 PM  
Anaheim Marriott  
Suite 312

**#138**  
**Cultivating the Creative Mind**  
Friday, April 04, 2014  
3:15 PM - 4:30 PM  
Hilton Anaheim  
Manhattan

**#161**  
**Vocabulary, Comprehension, and Success! Oh My!**  
Saturday, April 05, 2014  
9:00 AM - 10:15 AM  
Anaheim Marriott  
Grand Ballroom G

**Institute**  
**Images in Wordland: Mirroring the Written Text with Visual Arts**  
Saturday, April 05, 2014  
9:00 AM - 12:00 PM  
Anaheim Marriott  
Grand Ballroom K

**#167**  
**Educational Excellence: How Culturally Relevant Practices Build Literacy for All**  
Saturday, April 05, 2014  
10:45 AM - 12:00 PM  
Anaheim Marriott  
Grand Ballroom A

**#168**  
**Inspiring Voice: Arts Integration in Action**  
Saturday, April 05, 2014  
10:45 AM - 12:00 PM  
Anaheim Marriott  
Grand Ballroom H

**ASSESSMENT, EVALUATION & ACCOUNTABILITY**  
**#47**  
**The Seal of Biliteracy: Managing multiple languages**  
Thursday, April 03, 2014  
10:30 AM - 11:45 AM  
Anaheim Marriott  
Gold Key I

**#26**  
**A Study of the Language of Long Term English Learners**  
Thursday, April 03, 2014  
10:30 AM - 11:45 AM  
Anaheim Marriott  
Grand Ballroom H

**#65**  
**College/Career Readiness and Long Term English Learner (LTE) Achievement Program**  
Thursday, April 03, 2014  
1:30 PM - 2 :45 PM  
Anaheim Marriott  
Gold Key I

**#70**  
**The Road to Reclassification: Helping students navigate their way to R-FEP status!**  
Thursday, April 03, 2014  
3:15 PM - 4:30 PM  
Anaheim Marriott  
Elite 2

**#140**  
**Using the ELSSA: From Data Analysis to Improvement Efforts**  
Friday, April 04, 2014  
3:15 PM - 4:30 PM  
Anaheim Marriott  
Newport Beach

**COMMERCIAL**  
**#27**  
**Engage, Support, Connect: Leveraging Digital Tools to Meet the Literacy Needs of our Diverse Learners**  
Thursday, April 03, 2014  
10:30 AM - 11:45 AM  
Anaheim Marriott  
Platinum 4

**#71**  
**Preparing English Language Learners for the Common Core**  
Thursday, April 03, 2014  
3:15 PM - 4:30 PM  
Anaheim Marriott  
Gold Key I

**#85**  
**iPads and Struggling Readers: LANGUAGE! Live Comes Alive in Classrooms**  
Thursday, April 03, 2014  
4:45 PM - 6:00 PM  
Anaheim Marriott  
Platinum 3

**#89**  
**Closing the Achievement Gap Before It Begins.**  
Friday, April 04, 2014  
10:30 AM - 11:45 AM  
Anaheim Marriott  
Platinum 1

**#90**  
**ING Unsung Heroes Award Grant Program**  
Friday, April 04, 2014  
10:30 AM - 11:45 AM  
Anaheim Marriott  
Newport Beach

**#119**  
**Supporting EL Achievement in Science**  
Friday, April 04, 2014  
1:30 PM - 2:45 PM  
Anaheim Marriott  
Rancho Las Palmas

**#139**  
**Making Oral Language A Priority to Meet Common Core Standards**  
Friday, April 04, 2014  
3:15 PM - 4:30 PM  
Anaheim Marriott  
Platinum 8

**#160**  
**Early Childhood: Teaching Young Students To Become Critical Thinkers**  
Saturday, April 05, 2014  
9:00 AM - 10:15 AM  
Anaheim Marriott  
Platinum 2

**#165**  
**Strategies to Meet the Common Core English Language Arts and the Next Generation Science Standards**  
Saturday, April 05, 2014  
9:00 AM - 10:15 AM  
Anaheim Marriott  
Grand Ballroom A

**CURRICULUM & INSTRUCTION**  
**Institute**  
**Science & Math Instructional Strategies for EL Students – Building Academic Success for English Learners through Content and the Common Core Standards.**  
Wednesday, April 02, 2014  
10:30 AM - 4:00 PM  
Anaheim Marriott  
San Diego

**#5**  
**Understanding Text Complexity and the Common Core for Long Term English Learner Success**  
Wednesday, April 02, 2014  
1:00 PM - 2:15 PM  
Anaheim Marriott  
Grand Ballroom A

**#10**  
**El Nuevo marco curricular para las artes del lenguaje en Espanol**  
Wednesday, April 02, 2014  
1:00 PM - 2:15 PM  
Anaheim Marriott  
Platinum 4

**#20**  
**Developing Academic Vocabulary and Language in the Secondary Classroom**  
Wednesday, April 02, 2014  
2:45 PM - 4:00 PM  
Anaheim Marriott  
Grand Ballroom A

**#17**  
**Alfabetización visual y aprendizaje lúdico para desarrollar el vocabulario científico.**  
Wednesday, April 02, 2014  
2:45 PM - 4:00 PM  
Anaheim Marriott  
Grand Ballroom B

**#29**  
**Understanding Common Core Writing Text Types K-8**  
Thursday, April 03, 2014  
10:30 AM - 11:45 AM  
Anaheim Marriott  
Platinum 2

**#32**  
**Aprendices de inglés exitosos en Algebra con los Estándares Comunes estatales**  
Thursday, April 03, 2014  
10:30 AM - 11:45 AM  
Anaheim Marriott  
Suite 315

**#30**  
**Keeping ELD and CC Standards Rigorous: A Sample Research Unit**  
Thursday, April 03, 2014  
10:30 AM - 11:45 AM  
Anaheim Marriott  
Suite 304

**#28**  
**I want to be an Engineer when I grow up!**  
Thursday, April 03, 2014  
10:30 AM - 11:45 AM  
Anaheim Marriott  
Orange County 4

**Institute**  
**Science & Math Instructional Strategies for EL Students – Building Academic Success for English Learners through Content and the Common Core Standards.**  
Thursday, April 03, 2014  
10:30 AM - 4:00 PM  
Anaheim Marriott  
San Diego

**#31**  
**Beyond Think-Pair-Share: Preparing ELs for Academic Text Talk**  
Thursday, April 03, 2014  
10:30 AM - 11:45 AM  
Anaheim Marriott  
Suite 312

**#53**  
**Designing ELD/Science Experiences that Promote Thinking and Academic Language**  
Thursday, April 03, 2014  
1:30 PM - 2:45 PM  
Anaheim Marriott  
Orange County 3

**Institute**  
**Highly-Motivating Common Core Writing Instruction for ALL Students (K-6)**  
Thursday, April 03, 2014  
1:30 PM - 4:30 PM  
Anaheim Marriott  
Suite 304

**#61**  
**Addressing Common Core State Standards and Teaching Academic Language**  
Thursday, April 03, 2014  
1:30 PM - 2:45 PM  
Anaheim Marriott  
Elite 1

**#73**  
**Supporting Literacy Development for English Learners in the Common Core ELA Standards**  
Thursday, April 03, 2014  
3:15 PM - 4:30 PM  
Anaheim Marriott  
Orange County 1

**#68**  
**Preventing Long Term English Learner (LTEL) Status: Interdisciplinary Language Teaching through Project-Based Learning**  
Thursday, April 03, 2014  
3:15 PM - 4:30 PM  
Anaheim Marriott  
Grand Ballroom G



**#91**  
**The Researcher’s Notebook: A Remarkable Tool that Motivates Students to Write!**

Friday, April 04, 2014  
10:30 AM - 11:45 AM  
Hilton Anaheim  
Coronado

**#94**  
**Language and Literacy through Project Based Learning**

Friday, April 04, 2014  
10:30 AM - 11:45 AM  
Hilton Anaheim  
Redondo

**#93**  
**Journalism for English Learners – A Project-Based Intervention Program**

Friday, April 04, 2014  
10:30 AM - 11:45 AM  
Anaheim Marriott  
Grand Ballroom H

**#92**  
**Student Voice: Creating Environments to Unleash Full Potential**

Friday, April 04, 2014  
10:30 AM - 11:45 AM  
Hilton Anaheim  
Monterey

**#120**  
**The Power of Classroom Action Research in Improving Instructional Practice**

Friday, April 04, 2014  
1:30 PM - 2:45 PM  
Anaheim Marriott  
Elite 1

**#122**  
**New high motivational STEM & STEAM+ projects for K-12 students**

Friday, April 04, 2014  
1:30 PM - 2:45 PM  
Anaheim Marriott  
Platinum 3

**Institute**  
**Migrant Education: Breaking the Cycle of Monolingualism**

Friday, April 04, 2014  
1:30 PM - 4:30 PM  
Hilton Anaheim  
Redondo

**#123**  
**Desarrollo y éxito de un Concurso de Ortografía en Español a nivel Distrital con estudiantes de Español Avanzado (AP) en las Preparatorias.**

Friday, April 04, 2014  
1:30 PM - 2:45 PM  
Anaheim Marriott  
Suite 315

**Institute**  
**Implementing Project GLAD® at the Secondary Level**

Friday, April 04, 2014  
1:30 PM - 4:30 PM  
Hilton Anaheim  
Monterey

**#121**  
**Scientific Literacy for Middle School Emergent Bilinguals**

Friday, April 04, 2014  
1:30 PM - 2:45 PM  
Hilton Anaheim  
Coronado

**#143**  
**Judo Math: Relationship Based Learning**

Friday, April 04, 2014  
3:15 PM - 4:30 PM  
Anaheim Marriott  
Suite 315

**#156**  
**Scaffold for Supporting English Learners within the Common Core Standards**

Friday, April 04, 2014  
3:15 PM - 4:30 PM  
Anaheim Marriott  
Platinum 9

**#142**  
**“Literatura y cultura española AP TM”: Actividades didácticas de poesía**

Friday, April 04, 2014  
3:15 PM - 4:30 PM  
Anaheim Marriott  
Rancho Las Palmas

**#141**  
**Academic English Through the Listening and Speaking Common Core State Standards**

Friday, April 04, 2014  
3:15 PM - 4:30 PM  
Anaheim Marriott  
Grand Ballroom J

**#166**  
**Common Core Mathematics Standards in Spanish!**

Saturday, April 05, 2014  
9:00 AM - 10:15 AM  
Anaheim Marriott  
Grand Ballroom F

**#169**  
**Inquiry-Based Learning and the Common Core Mathematics Standards – What’s to Argue?**

Saturday, April 05, 2014  
10:45 AM - 12:00 PM  
Anaheim Marriott  
Grand Ballroom F

**EARLY CHILDHOOD EDUCATION Institute**  
**Building a strong foundation for dual language learners early on: Preschool - Transitional Kindergarten & Kindergarten**

Wednesday, April 02, 2014  
1:00 PM - 4:00 PM  
Anaheim Marriott  
Suite 312

**#95**  
**GPS-Grow, Prepare, and Share: English Language Acquisition, Literacy and Imagination through Food.**

Friday, April 04, 2014  
10:30 AM - 11:45 AM  
Anaheim Marriott  
Gold Key I

**#124**  
**Preschool GLAD: Building Oral Language**

Friday, April 04, 2014  
1:30 PM - 2:45 PM  
Anaheim Marriott  
Platinum 7

**#126**  
**Oral Participation Through Puppetry**

Friday, April 04, 2014  
1:30 PM - 2:45 PM  
Hilton Anaheim  
Catalina 6

**ENGLISH LANGUAGE DEVELOPMENT Institute**  
**Developing Language and Cognition in the Context of Science**

Wednesday, April 02, 2014  
1:00 PM - 4:00 PM  
Anaheim Marriott  
Suite 304

**Institute**  
**Use of Inquiry as an effective strategy for engaging students in math and science.**  
Wednesday, April 02, 2014  
1:00 PM - 4:00 PM  
Anaheim Marriott  
Grand Ballroom K

**Institute**  
**A Tool to Scaffold Instruction for English Learners**  
Wednesday, April 02, 2014  
1:00 PM - 4:00 PM  
Anaheim Marriott  
Orange County 1

**#33**  
**A Standards-Based Three-Step Approach to Develop Academic Language**  
Thursday, April 03, 2014  
10:30 AM - 11:45 AM  
Anaheim Marriott  
Grand Ballroom F

**Institute**  
**High-Impact ELD for Common Core Success**  
Thursday, April 03, 2014  
10:30 AM - 4:00 PM  
Hilton Anaheim  
Catalina 7

**#54**  
**Leading a Common Core State Standards Implementation for English Learners**  
Thursday, April 03, 2014  
1:30 PM - 2:45 PM  
Anaheim Marriott  
Orange County 1

**#55**  
**Harry Potter and Hunger Games: Engaging English Learners with Rich Literacy Experiences Provides for a Culture of Readers**  
Thursday, April 03, 2014  
1:30 PM - 2:45 PM  
Anaheim Marriott  
Platinum 9

**#75**  
**The CCSS & CA ELD Standards Working in Tandem: Close Reading About Bats**  
Thursday, April 03, 2014  
3:15 PM - 4:30 PM  
Anaheim Marriott  
Platinum 3

**#72**  
**Long-Term English Learners: Accelerating ELD Through a Comprehensive Framework**  
Thursday, April 03, 2014  
3:15 PM - 4:30 PM  
Anaheim Marriott  
Orange County 3

**#76**  
**Making Connections: Building Bridges to the New CA ELD Standards**  
Thursday, April 03, 2014  
3:15 PM - 4:30 PM  
Anaheim Marriott  
Platinum 7

**#74**  
**Implementing the new California ELD Standards with Powerful Interactive Read Alouds**  
Thursday, April 03, 2014  
3:15 PM - 4:30 PM  
Anaheim Marriott  
Grand Ballroom K

**#98**  
**Building Community in the Classroom to Empower English Learners to Achieve Academic Success**  
Friday, April 04, 2014  
10:30 AM - 11:45 AM  
Anaheim Marriott  
Platinum 3

**#96**  
**The California English Language Development Standards**  
Friday, April 04, 2014  
10:30 AM - 11:45 AM  
Anaheim Marriott  
Suite 304

**#97**  
**CLOSE the GAP with the RULE of 3 RAP Academic Vocabulary Development aligned to the Common Core State Standards and the New California ELD standards**  
Friday, April 04, 2014  
10:30 AM - 11:45 AM  
Hilton Anaheim  
Oceanside

**#128**  
**Doing Life Together: The Development and Implementation of a Linguistic Peer Mentoring Program at Moreno Valley High School.**  
Friday, April 04, 2014  
1:30 PM - 2:45 PM  
Anaheim Marriott  
Platinum 8

**#127**  
**Scaffolded Language Analysis: Supporting English Learner Access the Standards**  
Friday, April 04, 2014  
1:30 PM - 2:45 PM  
Anaheim Marriott  
Gold Key I

**#144**  
**Everyone Loves Food!**  
Friday, April 04, 2014  
3:15 PM - 4:30 PM  
Anaheim Marriott  
Gold Key I

**#146**  
**Standards-Based Reading and Writing Strategies for Long-term English Learners**  
Friday, April 04, 2014  
3:15 PM - 4:30 PM  
Anaheim Marriott  
Platinum 2

**#147**  
**California Migrant Education Portal: Best teaching practices for ELs, literacy strategies, algebra readiness, parent resources and Migrant Education best practices**  
Friday, April 04, 2014  
3:15 PM - 4:30 PM  
Anaheim Marriott  
Platinum 3

**#145**  
**Common Core Mathematics and ELD Standards-- A Successful Partnership**  
Friday, April 04, 2014  
3:15 PM - 4:30 PM  
Anaheim Marriott  
Grand Ballroom B

**Institute**  
**Research Projects to Promote Inquiry, AL, and Literacy**  
Saturday, April 05, 2014  
9:00 AM - 12:00 PM  
Anaheim Marriott  
Platinum 7

**INDIGENOUS LANGUAGES**  
**#6**  
**Technology to Enhance and Preserve African Languages and Culture**  
Wednesday, April 02, 2014  
1:00 PM - 2:15 PM  
Anaheim Marriott  
Orange County 3

**#170**  
**Totlajtoli - Nahuatl, Numeros, y Nuestro camino**  
Saturday, April 05, 2014  
10:45 AM - 12:00 PM  
Anaheim Marriott  
Grand Ballroom J

**MULTICULTURAL/ANTI-BIAS/DIVERSITY  
EDUCATION**

**#8**  
**Read, Write, Think, and Act! A Bilingual Social Justice Curriculum In Elementary Schools**  
Wednesday, April 02, 2014  
1:00 PM - 2:15 PM  
Anaheim Marriott  
Platinum 2

**#18**  
**El Esplendor de las Civilizaciones Pre-colombina de Mesoamerica**  
Wednesday, April 02, 2014  
2:45 PM - 4:00 PM  
Anaheim Marriott  
Platinum 2

**#35**  
**Dispelling the Myth: Latinos Don't Care about Education**  
Thursday, April 03, 2014  
10:30 AM - 11:45 AM  
Anaheim Marriott  
Platinum 7

**#23**  
**The Asian Bilingual Authorization Credential Program: From Teacher Candidate to Bilingual Teacher**  
Thursday, April 03, 2014  
10:30 AM - 11:45 AM  
Anaheim Marriott  
Platinum 9

**#34**  
**Desarrollando y fortaleciendo nuestras habilidades sociales y valores pedagógicos en comunidades educativas, donde quiera que estemos.**  
Thursday, April 03, 2014  
10:30 AM - 11:45 AM  
Anaheim Marriott  
Grand Ballroom E

**#58**  
**Creating Art with Children's Books**  
Thursday, April 03, 2014  
1:30 PM - 2:45 PM  
Anaheim Marriott  
Orange County 2

**Institute**  
**La utilidad de los conocimientos y habilidades básicos, the Common Core Standards para la educación en la diversidad cultural-para la integración.**  
Thursday, April 03, 2014  
1:30 PM - 4:30 PM  
Anaheim Marriott  
Grand Ballroom E

**#77**  
**Effective Strategies for English Learner Students**  
Thursday, April 03, 2014  
3:15 PM - 4:30 PM  
Anaheim Marriott  
Platinum 9

**#102**  
**Selecting Children's Literature to Promote Self-Esteem and Cross-cultural Understanding**  
Friday, April 04, 2014  
10:30 AM - 11:45 AM  
Hilton Anaheim  
San Clemente

**#100**  
**High Stakes Testing and Institutional Discrimination: A Study of Southern California Urban High Schools**  
Friday, April 04, 2014  
10:30 AM - 11:45 AM  
Anaheim Marriott  
Grand Ballroom K

**#99**  
**Global Citizenship: Mesas Redondas con Maestros de Centro America**  
Friday, April 04, 2014  
10:30 AM - 11:45 AM  
Anaheim Marriott  
Grand Ballroom J

**#101**  
**Creating a Culturally Responsive School Community**  
Friday, April 04, 2014  
10:30 AM - 11:45 AM  
Anaheim Marriott  
Platinum 2

**#129**  
**Bilingual Storytelling: Developing Critical and Creative Thinkers**  
Friday, April 04, 2014  
1:30 PM - 2:45 PM  
Anaheim Marriott  
Newport Beach

**#158**  
**Super Bilinguals: Preserving one's ethnicity as an agent for self-evolution**  
Friday, April 04, 2014  
3:15 PM - 4:45 PM  
Anaheim Marriott  
Platinum 7

**#148**  
**Visual Stories and Multilingual Tales: Growing Literacy, English and Empathy**  
Friday, April 04, 2014  
3:15 PM - 4:30 PM  
Hilton Anaheim  
Catalina 6

**#157**  
**Cuentos de Abuelitas**  
Friday, April 04, 2014  
3:15 PM - 4:30 PM  
Anaheim Marriott  
Grand Ballroom H

**#171**  
**Accommodating Transgender Students: Ensuring a Safe and Positive Learning Environment**  
Saturday, April 05, 2014  
10:45 AM - 12:00 PM  
Anaheim Marriott  
Grand Ballroom G

**PARENT AND COMMUNITY ENGAGEMENT**  
**#9**  
**Como ser un padre tan padre para ayudar a nuestros hijos llegar a la universidad**  
Wednesday, April 02, 2014  
1:00 PM - 2:15 PM  
Anaheim Marriott  
Grand Ballroom C/D

**#21**  
**Automanejo para el siglo XXI: Como ayudar a nuestros hijos a tener buenos cimientos para triunfar en la vida**  
Wednesday, April 02, 2014  
2:45 PM - 4:00 PM  
Anaheim Marriott  
Grand Ballroom C/D

**#46**  
**Plaza comunitaria e importancia de la educacion en los adultos**  
Thursday, April 03, 2014  
10:30 AM - 11:45 AM  
Anaheim Marriott  
Grand Ballroom K

**#36**  
**Fostering Engagement and School Collaboration with Spanish-Speaking Parents**  
Thursday, April 03, 2014  
10:30 AM - 11:45 AM  
Anaheim Marriott  
Grand Ballroom A

**#38**  
**AMOR, ANIMO Y APOYO: Destrezas, Estrategias y Conceptos Para Padres**  
Thursday, April 03, 2014  
10:30 AM - 11:45 AM  
Anaheim Marriott  
Platinum 3

**#37**  
**Lo que los padres deben saber acerca de los Estándares Comunes Estatales para que sus hijos tengan éxito en la escuela y en la sociedad**  
Thursday, April 03, 2014  
10:30 AM - 11:45 AM  
Anaheim Marriott  
Grand Ballroom C/D

**#60**  
**How to Help Your Child Acquire Self-Management, Motivation and Responsive Behavior Skills**  
Thursday, April 03, 2014  
1:30 PM - 2:45 PM  
Anaheim Marriott  
Grand Ballroom C/D

**#57**  
**Sane su pasado, crie a un hijo orgulloso y exitoso!**  
Thursday, April 03, 2014  
1:30 PM - 2:45 PM  
Anaheim Marriott  
Grand Ballroom B

**#49**  
**Best Practices in Promoting Parent Engagement of English Learners**  
Thursday, April 03, 2014  
1:30 PM - 2:45 PM  
Anaheim Marriott  
Grand Ballroom A

**#79**  
**10 Steps to Raising a Self-Motivated Child**  
Thursday, April 03, 2014  
3:15 PM - 4:30 PM  
Anaheim Marriott  
Grand Ballroom B

**#105**  
**A Parent's Guide: Road To Student Success**  
Friday, April 04, 2014  
10:30 AM - 11:45 AM  
Anaheim Marriott  
Grand Ballroom B

**#106**  
**Participacion Positiva para Padres en ELAC/DELAC (Entrenamiento para Padres de familia, facilitadores y administradores).**  
Friday, April 04, 2014  
10:30 AM - 11:45 AM  
Anaheim Marriott  
Grand Ballroom C/D

**#104**  
**College Path for High School Students**  
Friday, April 04, 2014  
10:30 AM - 11:45 AM  
Anaheim Marriott  
Platinum 4

**#103**  
**Project 2 Inspire Family-School-Community Engagement Program**  
Friday, April 04, 2014  
10:30 AM - 11:45 AM  
Anaheim Marriott  
Grand Ballroom A

**#130**  
**El poder de los padres**  
Friday, April 04, 2014  
1:30 PM - 2:45 PM  
Anaheim Marriott  
Grand Ballroom B

**#150**  
**Fostering the love of reading and writing in young children/Fomentando el amor hacia la lectura y la escritura en los ninos pequeños**  
Friday, April 04, 2014  
3:15 PM - 4:30 PM  
Anaheim Marriott  
Grand Ballroom C/D

**Institute**  
**Enfrentando Comportamientos Negativos: Prevención e Intervención**  
Saturday, April 05, 2014  
9:00 AM - 12:00 PM  
Anaheim Marriott  
Grand Ballroom B

**#159**  
**Ayuda Financiera Para la Universidad**  
Saturday, April 05, 2014  
9:00 AM - 10:15 AM  
Anaheim Marriott  
Grand Ballroom C/D

**PROFESSIONAL DEVELOPMENT/TEACHER PREPARATION**

**Institute**  
**Project GLAD® Two-Day Research & Theory Workshop**  
Wednesday, April 02, 2014  
10:30 AM - 4:00 PM  
Anaheim Marriott  
Newport Beach and Rancho Las Palmas

**#7**  
**Teaching Resources and Programs from the Spanish Embassy**  
Wednesday, April 02, 2014  
1:00 PM - 2:15 PM  
Anaheim Marriott  
Grand Ballroom F

**#22**  
**Innovative Professional Development for Common Core: A Triangular Collaborative Model**  
Wednesday, April 02, 2014  
2:45 PM - 4:00 PM  
Anaheim Marriott  
Grand Ballroom G

**Institute**  
**Project GLAD® Two-Day Research & Theory Workshop**  
Thursday, April 03, 2014  
10:30 AM - 4:00 PM  
Anaheim Marriott  
Newport Beach and Rancho Las Palmas

**#40**  
**Isn't English a Trip especially when it comes to mathematics?**  
Thursday, April 03, 2014  
10:30 AM - 11:45 AM  
Anaheim Marriott  
Platinum 1



**#59**  
**Addressing the Implementation Gap: A Systems-Based Approach to Professional Development**  
Thursday, April 03, 2014  
1:30 PM - 2:45 PM  
Anaheim Marriott  
Grand Ballroom G

**#56**  
**Learning Walks-Teacher Led Accountability: Improving Instruction for the 21st Century**  
Thursday, April 03, 2014  
1:30 PM - 2:45 PM  
Anaheim Marriott  
Elite 3

**Institute**  
**Understand Fractions from a Number Line Approach from Conceptual Understanding of Fractions to Addition and Subtraction of Fractions**  
Thursday, April 03, 2014  
1:30 PM - 4:30 PM  
Anaheim Marriott  
Suite 315

**Institute**  
**Inquiry Design for Deep Learning: Empowering Students to Become Critical Thinkers through Questioning Strategies**  
Thursday, April 03, 2014  
1:30 PM - 4:30 PM  
Anaheim Marriott  
Suite 312

**#80**  
**Utilizing the SIOP Model within an RTI Framework**  
Thursday, April 03, 2014  
3:15 PM - 4:30 PM  
Anaheim Marriott  
Platinum 1

**#81**  
**Educators as Bridge Makers: Supporting the Educational Success of Immigrant Students**  
Thursday, April 03, 2014  
3:15 PM - 4:30 PM  
Anaheim Marriott  
Platinum 8

**#109**  
**Teaching Mathematics to English Learners (TMEL)**  
Friday, April 04, 2014  
10:30 AM - 11:45 AM  
Hilton Anaheim  
Catalina 6

**#107**  
**Practicing the Common Core Standards for Mathematical Practice (SMP)**  
Friday, April 04, 2014  
10:30 AM - 11:45 AM  
Anaheim Marriott  
Platinum 8

**#108**  
**Motivating the Reluctant Learner**  
Friday, April 04, 2014  
10:30 AM - 11:45 AM  
Hilton Anaheim  
Manhattan

**#131**  
**Project Moving Forward: A Professional Development Grant that is Closing the Achievement Gap for English Learners and All Learners**  
Friday, April 04, 2014  
1:30 PM - 2:45 PM  
Anaheim Marriott  
Platinum 9

**#134**  
**Effective Practices Used to Train New Teachers in Cultural Competency**  
Friday, April 04, 2014  
1:30 PM - 2:45 PM  
Hilton Anaheim  
Oceanside

**#125**  
**Hidden Treasures from California Mini-Corps**  
Friday, April 04, 2014  
1:30 PM - 2:45 PM  
Anaheim Marriott  
Elite 2

**#132**  
**It's All About Engagement**  
Friday, April 04, 2014  
1:30 PM - 2:45 PM  
Hilton Anaheim  
Manhattan

**#151**  
**Effective Strategies to Enable English Learners to Acquire Language and Master CCSS**  
Friday, April 04, 2014  
3:15 PM - 4:30 PM  
Anaheim Marriott  
Suite 304

**#152**  
**The Academic characteristics of Latino gang members**  
Friday, April 04, 2014  
3:15 PM - 4:30 PM  
Hilton Anaheim  
Oceanside

**#149**  
**Privet! Understanding your Russian English Language Learners**  
Friday, April 04, 2014  
3:15 PM - 4:30 PM  
Hilton Anaheim  
Coronado

**#162**  
**Running on Empty? Fill Up With Strategies That Wipe Out Classroom Disruptions!**  
Saturday, April 05, 2014  
9:00 AM - 10:15 AM  
Anaheim Marriott  
Grand Ballroom J

**#172**  
**Teacher to Teacher Professional Development**  
Saturday, April 05, 2014  
10:45 AM - 12:00 PM  
Anaheim Marriott  
Platinum 2

**SPECIAL NEEDS EDUCATION**  
**#41**  
**Gifted English Learners: Developing Critical and Creative Thinking and Academic Language through Non-traditional Texts**  
Thursday, April 03, 2014  
10:30 AM - 11:45 AM  
Anaheim Marriott  
Orange County 3

**#83**  
**Parenting and Teaching our Gifted: Facts and Myths Roundtable**  
Thursday, April 03, 2014  
3:15 PM - 4:30 PM  
Anaheim Marriott  
Platinum 4

**#82**  
**Padres ayudando padres en el proceso de educación especial**  
Thursday, April 03, 2014  
3:15 PM - 4:30 PM  
Anaheim Marriott  
Grand Ballroom C/D

**#111**  
**Addressing the Needs of English Learners with IEPs**  
Friday, April 04, 2014  
10:30 AM - 11:45 AM  
Anaheim Marriott  
Platinum 7

**#110**  
**Long Term English Learners with Disabilities and the Common Core**  
Friday, April 04, 2014  
10:30 AM - 11:45 AM  
Anaheim Marriott  
Elite 2

**Institute**  
**Closing Opportunity Gaps in Language Support Services and Educational Aspirations**  
Friday, April 04, 2014  
1:30 PM - 4:30 PM  
Anaheim Marriott  
Grand Ballroom A

**#153**  
**Special Considerations when Interpreting and Translating IEPs**  
Friday, April 04, 2014  
3:15 PM - 4:30 PM  
Anaheim Marriott  
Grand Ballroom G

**STANDARD ENGLISH LEARNERS**

**#16**  
**An English-Spanish Cognate Read-Aloud Curriculum**  
Wednesday, April 02, 2014  
2:45 PM - 4:00 PM  
Anaheim Marriott  
Suite 315

**#42**  
**Culture, Language, and Empowerment for Chicana and Chicano Standard English Learners**  
Thursday, April 03, 2014  
10:30 AM - 11:45 AM  
Anaheim Marriott  
Orange County 1

**#135**  
**Accelerating Long-Term English Learners to Proficiency and College Readiness through AVID Excel**  
Friday, April 04, 2014  
1:30 PM - 2:45 PM  
Anaheim Marriott  
Grand Ballroom H

**TEACHER PREPARATION/PROFESSIONAL DEVELOPMENT**

**Institute**  
**Kagan Cooperative Learning Structures for Active Engagement for English Learners**  
Wednesday, April 02, 2014  
10:30 AM - 4:00 PM  
Anaheim Marriott  
La Jolla

**Institute**  
**The WRITE Institute: Six High-leverage Writing Practices for Grades 3-12**  
Wednesday, April 02, 2014  
10:30 AM - 4:00 PM  
Anaheim Marriott  
Desert Springs

**Institute**  
**Kagan Cooperative Learning Structures for Active Engagement for English Learners**  
Thursday, April 03, 2014  
10:30 AM - 4:00 PM  
Anaheim Marriott  
La Jolla

**Institute**  
**The WRITE Institute: Six High-leverage Writing Practices for Grades 3-12**  
Thursday, April 03, 2014  
10:30 AM - 4:00 PM  
Anaheim Marriott  
Desert Springs

**THE DIGITAL AGE IN THE CLASSROOM**  
**Institute**  
**Creativity in Motion: Making Movies to Accelerate Learning**  
Wednesday, April 02, 2014  
1:00 PM - 4:00 PM  
Anaheim Marriott  
Grand Ballroom H

**#39**  
**Motivate, Accelerate, Innovate Using Technology with English Learners**  
Thursday, April 03, 2014  
10:30 AM - 11:45 AM  
Anaheim Marriott  
Platinum 8

**Institute**  
**iPad for Educators - Beginners**  
Thursday, April 03, 2014  
1:30 PM - 4:30 PM  
Anaheim Marriott  
Platinum 2

**#62**  
**Using technology to expand English language experiences**  
Thursday, April 03, 2014  
1:30 PM - 2:45 PM  
Anaheim Marriott  
Grand Ballroom H

**#84**  
**Using Blogs to Teach Literacy**  
Thursday, April 03, 2014  
3:15 PM - 4:30 PM  
Anaheim Marriott  
Grand Ballroom H

**#112**  
**Incorporating Technology and Culture in Teaching Arabic**  
Friday, April 04, 2014  
10:30 AM - 11:45 AM  
Anaheim Marriott  
Rancho Las Palmas

**#133**  
**Explore Benefits of Incorporating Social Media into ANY Lesson!**  
Friday, April 04, 2014  
1:30 PM - 2 :45 PM  
Anaheim Marriott  
Platinum 4

**Institute**  
**iPad for Educators**  
Friday, April 04, 2014  
1:30 PM - 4:30 PM  
Anaheim Marriott  
Grand Ballroom K

**#155**  
**The Best Open-Source Websites for Young English Learners**  
Friday, April 04, 2014  
3:15 PM - 4:30 PM  
Anaheim Marriott  
Suite 312

**#154**  
**Si quiero .. ¿pero cómo lo hago? Aprende a conquistar la computadora.**  
Friday, April 04, 2014  
3:15 PM - 4:30 PM  
Anaheim Marriott  
Platinum 4

**Institute**  
**iPad for Educators - Beginners**  
Saturday, April 05, 2014  
9:00 AM - 12:00 PM  
Anaheim Marriott  
Platinum 3

**#163**  
**Mi Vida/My Life, Digital Video Stories in English, Spanish, Zapoteco, and Mixteco: Parents and children creating stories together using animation to create educational movies.**  
Saturday, April 05, 2014  
9:00 AM - 10:15 AM  
Anaheim Marriott  
Platinum 4

**TWO-WAY BILINGUAL/DUAL IMMERSION**  
**Institute**  
**Dual Immersion Program and School Implementation Tool Kit**  
Wednesday, April 02, 2014  
1:00 PM - 4 :00 PM  
Anaheim Marriott  
Grand Ballroom J

**#19**  
**Project GLAD® in the Language Immersion Classroom Setting**  
Wednesday, April 02, 2014  
2:45 PM - 4 :00 PM  
Anaheim Marriott  
Orange County 3

**#44**  
**Estrellita: Building a Reading Foundation in Spanish for English Learners and Spanish Learners**  
Thursday, April 03, 2014  
10:30 AM - 11:45 AM  
Anaheim Marriott  
Grand Ballroom G

**#43**  
**Building a Framework for Biliteracy**  
Thursday, April 03, 2014  
10:30 AM - 11:45 AM  
Anaheim Marriott  
Grand Ballroom B

**#45**  
**Making the Common Core Language Development Connection: English and Spanish**  
Thursday, April 03, 2014  
10:30 AM - 11:45 AM  
Anaheim Marriott  
Orange County 2

**#63**  
**Spanish Language Development through Inquiry**  
Thursday, April 03, 2014  
1:30 PM - 2 :45 PM  
Anaheim Marriott  
Elite 2

**#64**  
**The Dual Language Academy: A Secondary District’s Journey**  
Thursday, April 03, 2014  
1:30 PM - 2 :45 PM  
Anaheim Marriott  
Platinum 8

**#86**  
**Acentuación**  
Thursday, April 03, 2014  
4:45 PM - 6 :00 PM  
Anaheim Marriott  
Grand Ballroom B

**#114**  
**Integrating Social Studies and Language Arts to Develop Understanding of “Big Ideas”, Academic Vocabulary, and Biliteracy Skills.**  
Friday, April 04, 2014  
10:30 AM - 11:45 AM  
Anaheim Marriott  
Elite 3

**#113**  
**Cantando aprendo a leer**  
Friday, April 04, 2014  
10:30 AM - 11:45 AM  
Anaheim Marriott  
Platinum 9

**#115**  
**Transference Skills Through the Use of Thinking Maps in Dual Immersion**  
Friday, April 04, 2014  
10:30 AM - 11:45 AM  
Anaheim Marriott  
Suite 315

**Institute**  
**School-wide English Learner improvement in a two-way immersion program through readers and writers**  
Friday, April 04, 2014  
1:30 PM - 4:30 PM  
Hilton Anaheim  
San Clemente

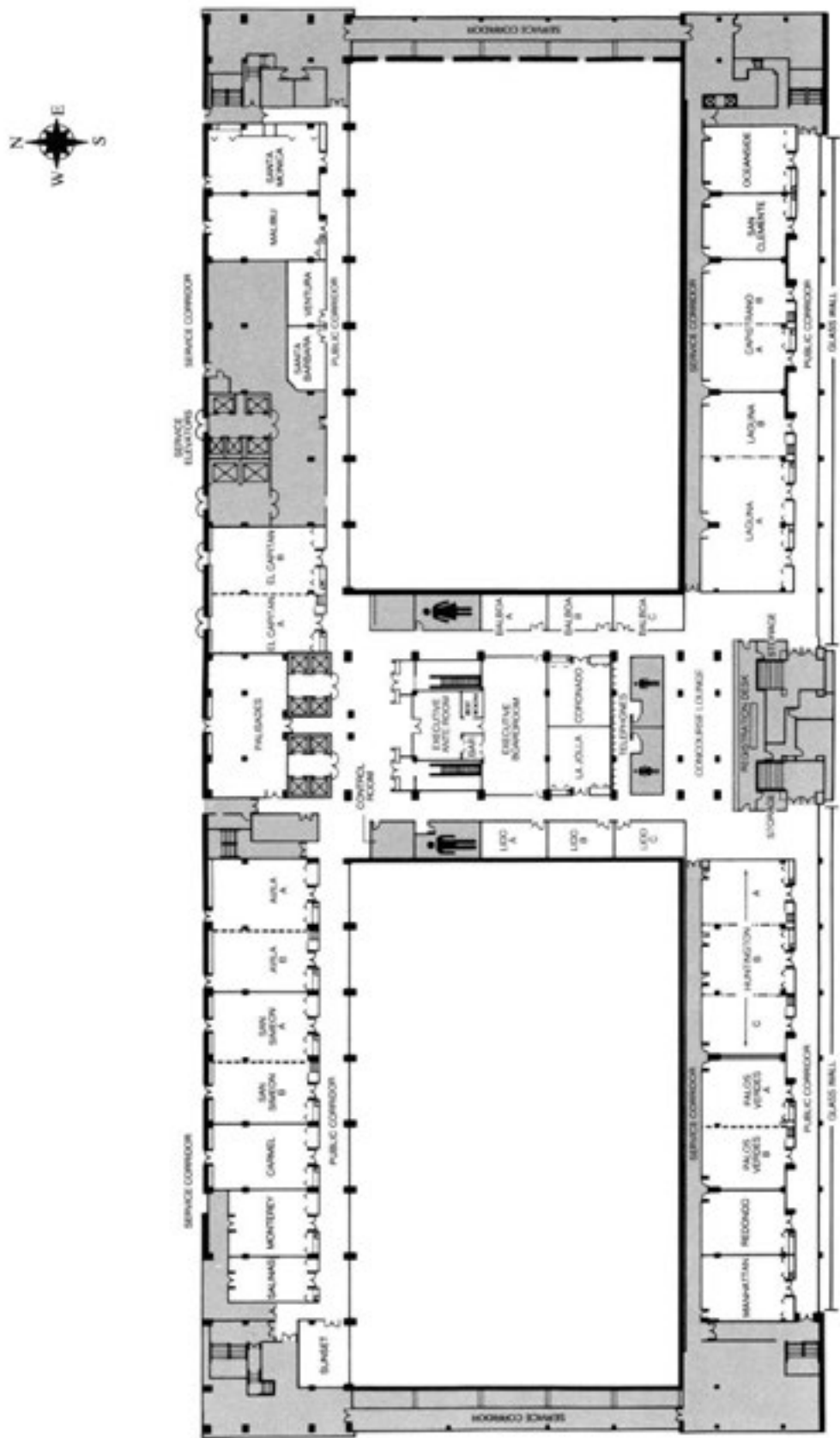
**#137**  
**An Overview of Two-Way Bilingual Immersion Programs: Authentic 21st century learning for all students!**  
Friday, April 04, 2014  
1:30 PM - 2:45 PM  
Anaheim Marriott  
Grand Ballroom G

**#136**  
**Spanish Language Arts at the Middle School Level**  
Friday, April 04, 2014  
1:30 PM - 2:45 PM  
Anaheim Marriott  
Grand Ballroom J

**#164**  
**Spanish Immersion with Los Tigres del Norte & El Chavo**  
Saturday, April 05, 2014  
9 :00 AM - 10:15 AM  
Anaheim Marriott  
Grand Ballroom H

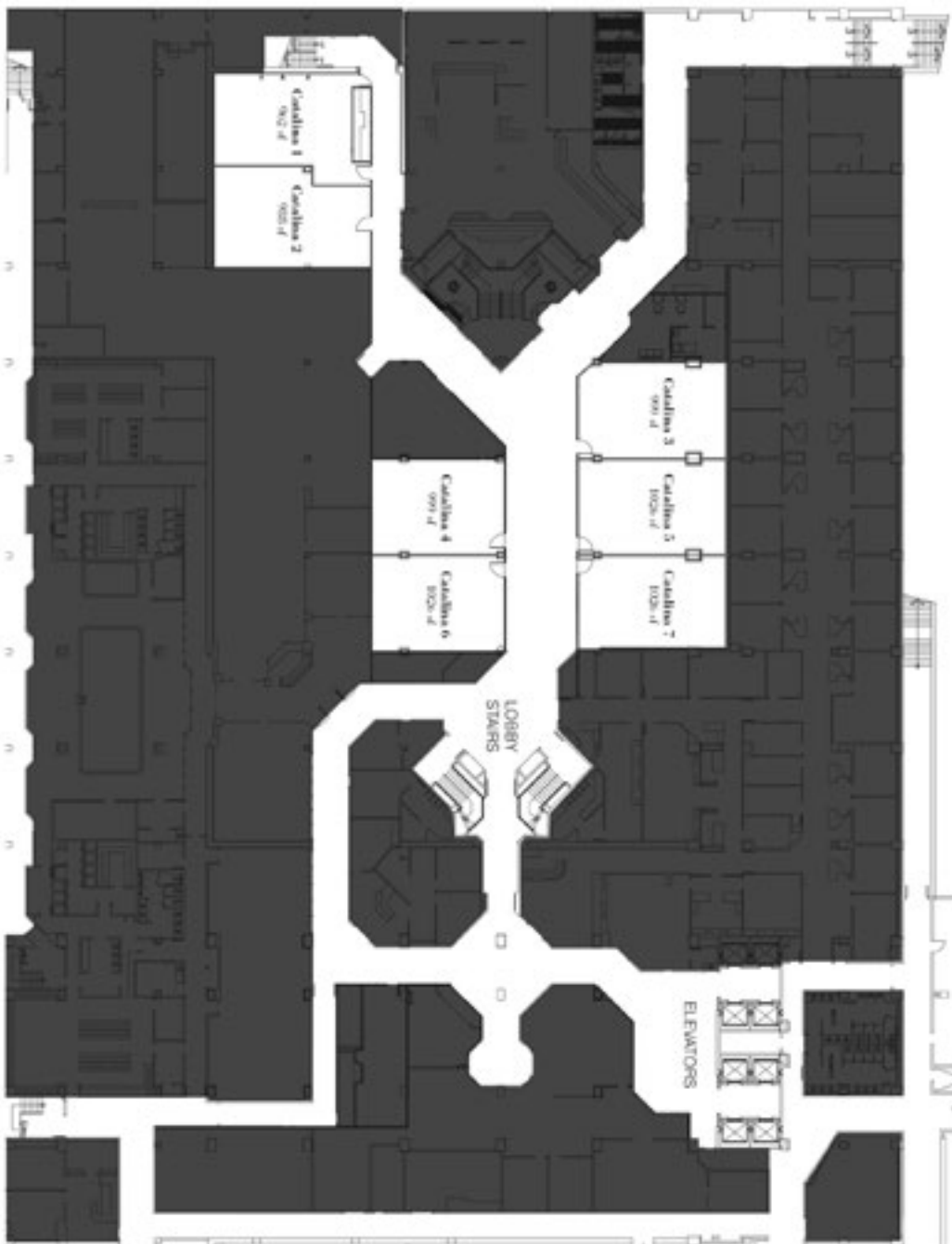
CONCOURSE LEVEL

Fourth Floor

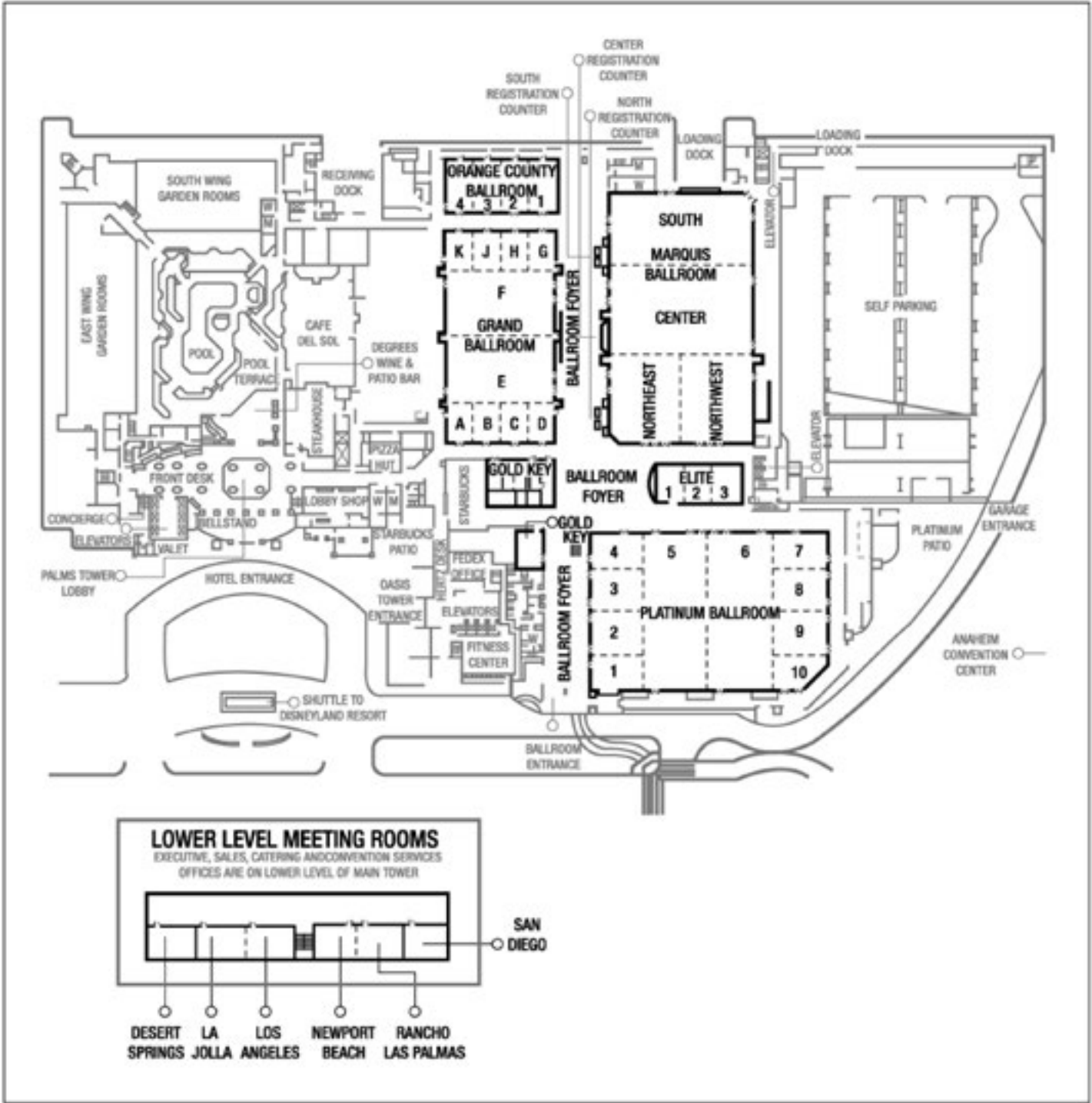


CATALINA MEETING ROOMS

Lower Lobby







**Cabe** California Association for Bilingual Education



CERTIFICATE OF ATTENDANCE

Presented to:

Has attended CABE 2014 Annual Conference:  
**CREATING MULTILINGUAL MAGIC**  
and participated in staff-development workshops for a total of 24 hours.

*Jan Gustafson-Corea*  
**Jan Gustafson Corea**  
CABE CEO

April 2 - 5, 2014  
Anaheim Marriott  
Anaheim, California

*Francisca Sánchez*  
**Francisca Sánchez**  
CABE President

