

*The CAFE Legacy:  
Making 21<sup>st</sup> Century Multilingual Dreams Come True*

# CAFE 2015



*Celebrating 40 Years  
of Educational Excellence  
for English Learners  
& Biliteracy for All*



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CABE remembers and honors two creative and persuasive advocates who have recently passed. Their courageous and insightful leadership continues to encourage, model and urge us all to speak out and act out to provide all students the opportunity to be multilingual and multicultural. Their voices are still felt and heard as we continue to advance CABE's vision of *"Biliteracy, Educational Equity, and 21<sup>st</sup> Century Success for All."*



## PETER CHACÓN

Peter Chacón served in the California State Legislature from 1970 until his retirement in 1992, representing the urban core of San Diego. Upon his election, he became only the second Latino legislator elected to California State public office in the previous 100 years.

Peter was born in Phoenix, Arizona on June 10, 1925. His father had served as a commander in Poncho Villa's revolutionary army and he passed on to his family the passion and determination to fight for what they believe in and to defend the rights of those who can't defend themselves.

Peter enrolled in San Diego City College and ultimately San Diego State University where he earned his BA degree in education with a teaching credential in 1953 and an MA degree in school administration in 1960. He accepted his first teaching assignment in Vista, CA. where he soon discovered Spanish speaking children were not taught to speak English but simply relegated to mentally retarded classes and shunned from the general school population. The injustice in the manner these Spanish speaking children were treated led to many years of frustration with the educational system, until he decided in 1969 to run for the office of State Assembly representing the 79th District and to change the education system from the inside out.

Chacón is best known for his authorship of legislation creating the landmark Bilingual/Bicultural Education Program for the State's more than 230,000 limited English speaking students. He is often called the "Father of Bilingual Education" for his monumental and innovative work in the field. Patterned after his California model, several states with large concentrations of limited English speaking students passed their own Bilingual Education legislation.

Peter passed peacefully and graciously on December 14, 2014, following the passing of his wife Jean Chacón in March, 2014. Peter lived a life full of passion and faithfulness as he modeled a servant leadership heart for all of us to follow. He is survived by his four sons, Chris, Paul, Ralph and Jeff and their wives, (10) grandchildren and (4) great grandchildren.





## MICHELE SERROS

Michele Serros, the Oxnard-born poet and novelist, whose *Chicana Falsa* and *How to Be a Chicana Role Model* launched a career that included writing for the comedian George Lopez, working as a commentator on NPR and being named to *Newsweek* magazine's list of "women to watch in the new century," passed away on January 4, 2015. Michele was a favorite author and speaker at CABA conferences who filled our sessions with hilarious stories and poignant laughter about growing up Chicana in Oxnard.

Serros wrote about her self-described lack of Spanish-language skills, her love of chicharrones and the death of her mother, Beatrice Ruiz Serros, three years earlier from liver and kidney failure. Her other books include *Honey Blonde Chica*, *¡Scandalosa!*, and *How to be A Chicana Role Model* which is required reading for many cultural-studies classes. With her humorous, realistic, and insightful writing, Serros joined the growing canon of Chicana feminist literature.

She was so fond of chicharrones — fried pork rinds — that she wrote a poem about visiting an uncle and choking on one:

Thoughts raced through my mind,  
 Who'll take care of Miss Rosie, my pet goat?  
 Still haven't got "Student of the Month."  
 But more agonizing than  
 Any of these things,  
 Than any of this,  
 I thought of the headline,  
 The headline in my obituary:  
 Chicharrones Choke Chicana Child to Death (in Chino).  
 Oh my god,  
 I couldn't die with a headline like that!

Michele was tragically diagnosed in 2013 with adenoid cystic carcinoma of the salivary gland. She is survived by her husband, Anthony Magaña, her stepdaughter Anastasia her father, George, and her sister Yvonne.

Michele's family has asked her admirers to organize local readings of her work. Please join us in the CABA 2015 Author's Corner in the Exhibit Hall, Wednesday, 6:30-7:00 p.m. during the "Night at the Exhibits" as we share readings in her honor and with much cariño.

WEDNESDAY - 3/4	THURSDAY - 3/5
<b>REGISTRATION</b> <b>7:30 am - 4:30 pm</b> / Conference Registration / Atlas Foyer <b>7:30 am - 4:30 pm</b> / Tote Bag Pick-Up / Atlas Foyer	<b>REGISTRATION</b> <b>7:30 am - 4:30 pm</b> / Conference Registration / Atlas Foyer <b>7:30 am - 4:30 pm</b> / Tote Bag Pick-Up / Atlas Foyer <b>7:30 am - 8:00 am</b> / New Attendees Orientation / Terrace Salon Three
<b>EXHIBITS &amp; CAREER FAIR</b> <b>7:30 am - 11:00 am</b> / Exhibit/Career Fair Move-In and Set-Up / Grand Exhibit Hall <b>12:00 pm - 4:00 pm</b> / Exhibit/Career Fair Opening / Grand Exhibit Hall <b>12:00 pm - 4:00 pm</b> / CAFE Store / Atlas Foyer <b>6:00 pm - 7:30 pm</b> / Night at the Exhibits / Grand Exhibit Hall	<b>EXHIBITS &amp; CAREER FAIR</b> <b>9:00 am - 5:30 pm</b> / Exhibit/Career Fair / Grand Exhibit Hall <b>9:00 am - 5:30 pm</b> / CAFE Store / Atlas Foyer <b>10:30 am - 4:15 pm</b> / CAFE Author's Corner / Grand Exhibit Hall
<b>GENERAL SESSIONS</b> <b>4:30 pm - 6:00 pm</b> / Opening General Session / Town & Country-San Diego Rooms <b>Keynote Address: RITA MORENO &amp; BRYONN BAINE</b>	<b>GENERAL SESSIONS</b> <b>8:30 am - 10:00 am</b> / General Session / Town & Country-San Diego Rooms <b>Keynote Address: JIM CUMMINS</b>
<b>PARENT CENTER</b> <b>11:00 am - 4:00 pm</b> / Parent Center Opening / Meeting House Sunrise	<b>PARENT CENTER</b> <b>7:30 am - 4:45 pm</b> / Parent Center / Meeting House Sunrise
<b>WORKSHOP SESSIONS</b> <b>10:30 am - 4:30 pm</b> / 2-Day Institutes – Day 1 <b>1:00 pm - 4:00 pm</b> / Half Day Institutes <b>1:00 pm - 2:15 pm</b> / Session 1 Workshops <b>2:45 pm - 4:00 pm</b> / Session 2 Workshops	<b>WORKSHOP SESSIONS</b> <b>10:30 am - 4:30 pm</b> / 2-Day Institutes – Day 2 <b>10:30 am - 4:30 pm</b> / Full Day Institutes <b>1:30 pm - 4:30 pm</b> / Half Day Institutes <b>10:30 am - 11:45 am</b> / Session 3 Workshops <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>SPECIAL EVENTS</b> <b>7:30 am - 8:30 am</b> / School Site Visit Registration and Transportation to Schools / Pacific Ballroom Foyer <b>7:30 am - 2:00 pm</b> / School Site Visits <b>9:00 am - 3:00 pm</b> / University Visits / Pacific Ballroom Foyer <b>2:45 pm - 4:00 pm</b> / CAFE Then & Now Series / California Room <b>6:00 pm - 7:30 pm</b> / Night at the Exhibits / Grand Exhibit Hall <b>7:00 pm - 11:00 pm</b> / CAFE 40th Anniversary Membership Reception and Dance / California Room	<b>SPECIAL EVENTS</b> <b>10:30 am - 4:15 pm</b> / CAFE Author's Corner / Grand Exhibit Hall <b>12:00 pm - 1:30 pm</b> / Educator & Parent of the Year Awards Luncheon / Town & Country/San Diego Rooms <b>4:45 pm - 6:00 pm</b> / CAFE Jam Session / Meeting House Sunrise <b>4:45 pm - 6:00 pm</b> / CAFE Then & Now Series / Pacific Salon Three <b>4:45 pm - 6:00 pm</b> / CAFE Film Fest "El Americano" / California Room <b>5:30 pm - 6:30 pm</b> / 2-Way CAFE Reception / BY INVITATION ONLY / Tiki Pavillion <b>7:00 pm - 9:00 pm</b> / CAFE 40 <sup>th</sup> Anniversary Presidents' Reception / BY INVITATION ONLY / Regency Tower Le Chanticleer Room
<b>FEATURED SPEAKERS</b> <b>1:00 pm - 2:15 pm</b> / Silvia Dorta Duque de Reyes <b>2:45 pm - 4:00 pm</b> / Patricia Gándara / Noma LeMoine	<b>FEATURED SPEAKERS</b> <b>10:30 am - 11:45 am</b> / Jim Cummins / David Hayes-Bautista / Rosalia Salinas / Kenneth Wesson <b>Featured Institute 10:30 am - 2:30 pm</b> / CA Dept. of Education <b>Featured Institute 10:30 am - 4:30 pm</b> / Laurie Olsen <b>1:30 pm - 2:45 pm</b> / Ivannia Soto / Enid Lee / Edna Iturralde <b>Featured Institute 1:30 pm - 4:30 pm</b> / Virginia Collier & Wayne Thomas / Sarah Anderberg, et. al / Christina Alfaro, et. al. <b>3:15 pm - 4:30 pm</b> / Michael Orosco / Donna Knoell / Angela Sanbrano / F. Isabel Campoy

FRIDAY - 3/6	SATURDAY - 3/7
<b>REGISTRATION</b> <b>7:30 am - 4:30 pm</b> / Conference Registration / Atlas Foyer <b>7:30 am - 4:30 pm</b> / Tote Bag Pick-Up / Atlas Foyer <b>7:30 am - 8:00 am</b> / New Attendees Orientation / Terrace Salon Three	<b>REGISTRATION</b> <b>7:30 am - 10:00 am</b> / Conference Registration / Atlas Foyer <b>7:30 am - 10:00 am</b> / Tote Bag Pick-Up / Atlas Foyer
<b>EXHIBITS &amp; CAREER FAIR</b> <b>9:00 am - 5:30 pm</b> / Exhibit/Career Fair / Grand Exhibit Hall <b>10:30 am - 4:15 pm</b> / CBE Author's Corner / Grand Exhibit Hall <b>9:00 am - 5:30 pm</b> / CBE Store / Atlas Foyer	<b>CBE STORE</b> <b>8:00 am - 1:00 pm</b> / Atlas Foyer
<b>GENERAL SESSIONS</b> <b>8:30 am - 10:00 am</b> / General Session / Town & Country-San Diego Rooms <b>Keynote Address: MILTON CHEN</b>	<b>CLOSING SESSION</b> <b>12:00 pm - 12:30 pm</b> / Closing CBE Sing Along / Golden West Room
<b>PARENT CENTER</b> <b>7:30 am - 4:45 pm</b> / Parent Center / Meeting House Sunrise	<b>PARENT CENTER</b> <b>7:30 am - 12:00 pm</b> / Parent Center / Meeting House Sunrise
<b>WORKSHOP SESSIONS</b> <b>10:30 am - 4:30 pm</b> / Full Day Institutes <b>1:30 pm - 4:30 pm</b> / Half Day Institutes <b>10:30 am - 11:45 am</b> / Session 7 Workshops <b>1:30 pm - 2:45 pm</b> / Session 8 Workshops <b>3:15 pm - 4:30 pm</b> / Session 9 Workshops <b>4:45 pm - 6:00 pm</b> / Session 10 Workshops	<b>WORKSHOP SESSIONS</b> <b>9:00 am - 12:00 pm</b> / Half Day Institutes <b>9:00 am - 10:15 am</b> / Session 11 Workshops <b>10:45 am - 12:00 pm</b> / Session 12 Workshops
<b>SPECIAL EVENTS</b> <b>10:30 am - 2:30 pm</b> / Administrative Leadership Symposium / California Room <b>10:30 am - 4:15 pm</b> / CBE Author's Corner / Grand Exhibit Hall <b>12:30 pm - 1:30 pm</b> / CBE Poetry Slam / Grand Exhibit Hall <b>4:45 pm - 6:00 pm</b> / CBE Then & Now Series / Pacific Salon Three <b>4:45 pm - 6:00 pm</b> / CBE Film Fest "César Chávez" / California Room <b>7:00 pm - 9:00 pm</b> / Seal of Excellence Awards Banquet Town & Country-San Diego Rooms <b>9:00 pm - 12:00 am</b> / Seal of Excellence Dance Town & Country-San Diego Rooms	<b>SPECIAL EVENTS</b> <b>10:45 am - 12:00 pm</b> / CBE Membership Meeting / Golden West Room <b>12:00 pm - 12:30 pm</b> / Closing CBE Sing Along / Golden West Room
<b>FEATURED SPEAKERS</b> <b>10:30 am - 11:45 am</b> / Barbara Flores / Kathryn Lindholm-Leary / Lan Bercu <b>Featured Institute 10:30 am - 4:30 pm</b> / Kate Kinsella <b>Featured Institute 1:30 pm - 4:30 pm</b> / Silvia Dorta Duque de Reyes <b>1:30 pm - 2:45 pm</b> / Dennis Parker / Sharroky Hollie / Helen Quinn / Simón Silva / Virginia Collier & Wayne Thomas <b>3:15 pm - 4:30 pm</b> / José Luis Orozco / Guadalupe Valdés / Alma Flor Ada / Nicoline Ambe	<b>FEATURED SPEAKERS</b> <b>10:45 am - 12:00 pm</b> / Alma Flor Ada, Isabel Campoy, Suni Paz / Jana Echevarria



### GENERAL POLICY

Welcome to CABE 2015! 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 2015 "Tap N Go" stands.

### REGISTRATION AREA - ATLAS FOYER

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 Atlas Foyer of the Town and Country Convention Center. The on-site registration booths 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

To celebrate CABE's 40<sup>th</sup> Anniversary, the CABE Board of Directors is offering all CABE 2015 attendees complimentary membership for one year. Membership entitles you to reduced registration fees, entrance to the Membership Reception on March 4, 2015 in the Golden West Room. 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. Wear your CABE member button proudly!

### 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 2015 name badges contain your contact information electronically so 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 2015. For university credit requirements and registration information, please go to the University Credit booth in the Atlas Foyer 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 in the Atlas Foyer.

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 Rosalía Salinas Parent Resource Center is located in the Meeting House Sunrise Room 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, March 4, 2015. Buses depart the Town and Country at 8:30 a.m. from the Atlas Foyer, 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 located in Terrace Salon One. The Lost and Found will only be open during regular conference hours. If you have lost an item, you may also check with the Town and Country Front Desk and Security Office.

## EXHIBITS/CAREER FAIR

Exhibitors representing all areas of bilingual/English Learner 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 the US.

The Exhibit and Career Fair is located in the Town and Country Grand Exhibit Hall and will be open during the following hours:

### Wednesday, March 4, 2015

12:00 pm - 4:00 pm

6:00 pm-7:30 pm

### *Special Night at the Exhibits*

### Thursday, March 5, 2015

9:00 am - 5:30 pm

### Friday, March 6, 2015

9:00 am - 5:30 pm



California Association for Bilingual Education

Dear CABE 2015 Attendees:

It's my great pleasure to welcome you to CABE 2015 - The CABE Legacy: Making 21<sup>st</sup> Century Multilingual Dreams Come True. Harriet Tubman once said, "Every great dream begins with a dreamer. Always remember, you have within you the strength, the patience, and the passion to reach for the stars to change the world." At CABE, we advocate for the dreamers among our English Learner community. We work diligently to ensure that their dreams can come true. And at the heart of their dreams is who they are --- their identity as multilingual, multicultural beings in an increasingly multilingual and multicultural global world. As such, our students represent the future of our universe.

CABE's legacy is one of commitment, dedication, perseverance, and relentless advocacy, teaching, leading, and transforming --- all in the name of the children, families, and educators we represent and serve. For 40 years, we have been immersed in this important work. We have rejoiced in our victories and determined not to be defeated by our struggles, but rather to embrace them as evidence of the critical role that we each must play in safeguarding the multilingual dreams of our students and families.

This year's conference, which commemorates our 40<sup>th</sup> anniversary, refocuses us on the vital space we must preserve for dreams, for aspirations, for flying above the daily rush to a higher place where we can give full voice to our passion for multilingualism, equity and 21<sup>st</sup> century excellence. We hold fast to this dream, for as Langston Hughes so poetically proclaimed, "if dreams die, life is a broken-winged bird that cannot fly."

So, as you join us for this anniversary celebration of multilingual dreams, we ask that you share your own stories and songs with us. Tell us your histories. Proclaim your passions. Dream your dreams out loud. Let everyone hear your voice, and in the harmonies that ensue, our students' lives and futures will be revealed. In the words of a fourth grade student, "Yo vivo en un universo multilingüe, y ¡así me imagino!"

Can any one of us describe making multilingual dreams come true 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 multilingual dreams. We look forward to hearing your stories as one by one, we remember, recreate, and reimagine this American dream.

Respectfully,



Francisca Sánchez, CABE President





Dear CABE Familia:

Welcome to CABE 2015 and our 40<sup>th</sup> Anniversary Celebration! We are thrilled to come together as a CABE Community once again-- educators, parents, leaders, students, and community members! We look forward to this important convening every year and are so glad you are with us.

So, where were you in 1975 when CABE officially formed? I was a junior high student growing up in Minnesota, completely oblivious to the vision and actions of so many who formed and shaped our organization. It wasn't until I became a teacher and transplanted myself to California, that I became aware of CABE and the vision that so many took on to form our amazing organization.

The voices and actions of our visionary founders live on in each of us as we gather over these next four days. We will experience powerful professional development, inspirational speakers, creative strategies to bring back to our schools, innovative resources and products, student entertainment, updates on legislative actions, and connections with new friends and old. I dare say that our reasons for coming together at CABE today are very similar to what they were 40 years ago---a time for professional growth, personal connections, and an opportunity to be recharged and rejuvenated as we work to meet the needs of English Learners and all students. Our clothes and hairstyles may be different from what they were in 1975, but our passion and motivation are as strong as ever!

It's an exciting time to be attending CABE and to be collaborating together in support of the CABE vision of **Biliteracy, Educational Equity and 21<sup>st</sup> Century Success for All**. We see great progress towards promoting this vision through the new ELA/ELD Framework that clearly and directly supports biliteracy programs. We are also beginning to gear up for the 2016 elections when a new proposition will be placed on the ballot giving us the opportunity to repeal and amend parts of Proposition 227 and opening the doors for multilingual education for all students. The pendulum is swinging back, and we need to be ready to seize this opportunity to show how effective our bilingual and biliteracy programs are.

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!

Join me in celebrating CABE's 40<sup>th</sup> Anniversary!

Looking forward to enjoying our time together at CABE 2015!

Jan Gustafson-Corea  
CABE CEO



**Francisca Sánchez**  
President



**Karling Aguilera-Fort**  
President Elect



**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



**Marissa Lazo-Necco**  
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



**Sally Fox**  
Region IV  
Representative



**Imelda Trinklein**  
Region V  
Representative



**Mary Hernández**  
Legal Counsel



**Jan Gustafson Corea**  
Chief Executive Officer



**Jesse L. Acosta**  
PDS Marketing Assistant



**Delma Chwilinski**  
Director of Programs & Events



**Laura Díaz**  
Parent Specialist  
Project 2INSPIRE



**Paul Flores**  
Graphic Design  
Consultant



**Irma Gallegos**  
Accountant Assistant/  
Membership



**Antoinette Hernández**  
Parent Specialist  
Project 2INSPIRE



**Elizabeth Jiménez**  
Administrative Systems  
Manager



**Elizabeth Jiménez-Salinas**  
PDS Consultant



**Yolanda Lucero**  
Parent Specialist  
Project 2INSPIRE



**Aida Madison**  
Executive Assistant



**Imelda Martín**  
Parent Specialist  
Project 2INSPIRE



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



**Martha Montufar**  
Parent Specialist  
Project 2INSPIRE



**Ruth Navarrete**  
General Office Support



**Laurie Nesralla**  
Education Consultant



**Lupita Orozco**  
Parent Specialist  
Project 2INSPIRE



**Gricelda Pérez**  
Parent Specialist  
Project 2INSPIRE



**Israel Portillo**  
Parent Specialist  
Project 2INSPIRE



**María S. Quezada**  
Project Director, I3 Grant,  
Project 2INSPIRE



**Norma Rocha**  
Information Technology  
Manager



**Brenda Romero**  
Parent Specialist  
Project 2INSPIRE



**Vanessa Ruíz**  
Conference Specialist



**Elizabeth Samaniego**  
Accountant Assistant



**Karen Úmeres**  
Parent Specialist  
Project 2INSPIRE



**David Valencia**  
Digital Media Technician



**María Valencia**  
Parent Specialist  
Project 2INSPIRE



**Marcia Vargas**  
Consultant



**María Villa**  
Director, Parent & Family  
Engagement/Coordinator



**Martha Zaragoza-Díaz**  
Legislative Lobbyist

## Consultants & Temporary Staff

**CABE PDS:** Memo Méndez, Francisca Sánchez, Carol Johnson, Marcia Vargas

**Strategic Plan:** Claudia Lockwood, Stanley Lucero, Ramón Zavala

**CABE 2015 Temporary Staff:** Daniela Hernández, Ameerah Rabb, Karmina Ramírez



**CABE extends its gratitude to our 2015 Conference Sponsors and Partners**  
for their support of CABE and their commitment to quality programs for English Learners  
and the CABE vision of Biliteracy for all!  
(As of February 2015)

### GOLD



*Velázquez Press*



### SILVER

Benchmark Education  
California Teachers Association  
Renaissance Learning  
Scholastic Inc.

### BRONZE

Consulado General de México, San Diego  
Consulado General de España  
CTB/McGraw-Hill  
Davis Publications, Inc.  
Del Sol Books  
ETS  
Garcia, Hernández, Sawhney & Bermudez LLP  
Imagine Learning  
Language Magazine  
Learn 4Life Concept Charter Schools  
Novelas Educativas

### CO-SPONSORS

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San Diego County Office of Education  
San Dieguito Union HSD  
San Diego USD  
San Diego State University  
University of San Diego  
University of California, San Diego

### CABE PARTNER ORGANIZATIONS

California Latino School Board Association (CLSBA)  
California PTA  
Californians Together  
California Association of Latino Superintendents and Administrators (CALSA)  
California Association of African American Superintendents and Administrators (CAAASA)  
California County Superintendents Arts Initiative (CCSESA)  
Confucius Institutes—UCLA, SDSU, SFSU  
Computer Using Educators (CUE)  
Dual Language Education New Mexico (DLeNM)  
Loyola Marymount University—Center for Equity for English Learners (CEEL)  
National Association for Bilingual Education (NABE)  
National Urban Alliance (NUA)

## REGION I CHAPTERS

(23) San Francisco (SFABE)  
 (13) San Joaquin  
 (07) Sacramento (SALSA)  
 (08) META

## REGION II CHAPTERS

(02) Tri-KABE  
 (41) Fresno/Madera CABE/CASBE  
 (66) Pajaro Valley

## REGION III CHAPTERS

(83) Lennox/Loyola Marymount University (LLABE)  
 (62) Long Beach  
 (04) Montebello  
 (73) North Orange County  
 (03) Pepperdine University  
 (40) Whittier

## REGION IV CHAPTERS

(36) Coachella Valley  
 (52) Fontana (FABE)  
 (06) Riverside  
 (65) San Diego South County

## REGION V CHAPTERS

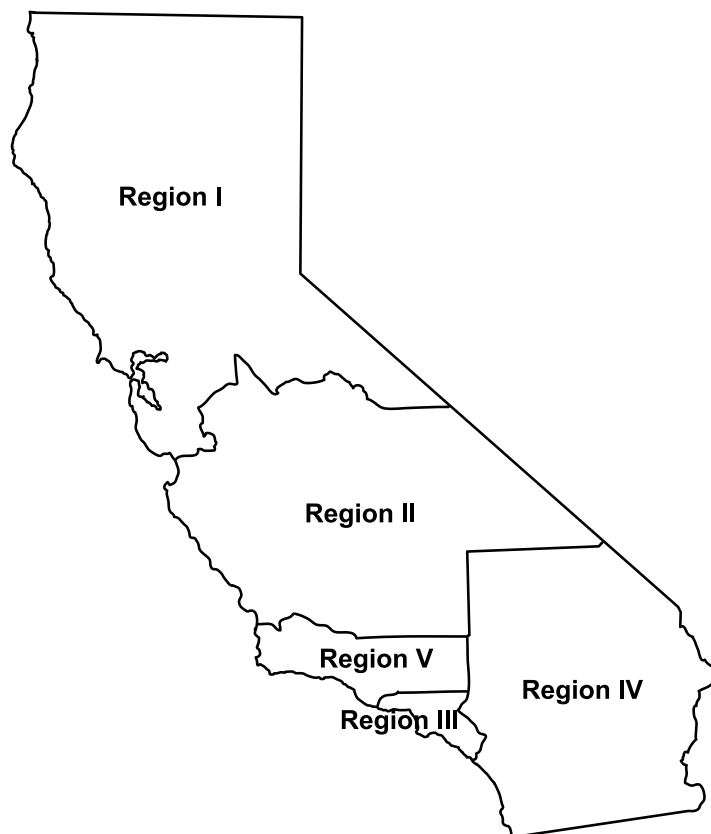
(58) Antelope Valley High Desert  
 (48) Ventura County

## STATEWIDE AFFILIATES

(84) Two-Way Bilingual Immersion (CABE Two-Way)  
 (100) California Association of Bilingual Teacher Educators (CABTE)

## CAN'T LOCATE YOUR CHAPTER?

Contact Stanley Lucero at [stanley.lucero@comcast.net](mailto:stanley.lucero@comcast.net)



**•One language sets you in a corridor for life. Two languages open every door along the way.•**  
*—Frank Smith*

Dear CABE 2015 Conference Participants:

As Conference Honorary Chairs and Co-Sponsors, it is our pleasure to welcome you to the 40<sup>th</sup> Annual CABE 2015 Conference, "The CABE Legacy: Making 21<sup>st</sup> Century Multilingual Dreams Come True."

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 recognizes the important responsibility to prepare and support students through an enriched and relevant educational experience. To be able to reap the benefits of living and thriving in a more global community, we must ensure all students receive a rigorous 21st Century learning environment that is rooted in effective teaching practices and high-quality instruction.

With this year's 40<sup>th</sup> Annual Conference, we have the opportunity to look back and reflect on how far CABE has come as an organization and the many successes along the way that have advanced multilingualism, multiculturalism, and creativity in our schools. In reaching this milestone, we also look forward to setting the pace for the future of California's schools. Our vision includes an educational environment where we nurture every child's imagination, intellect, and sense of inquiry. In doing so, our students will become the multilingual communicators, multiculturally proficient collaborators, and critical and creative thinkers who are so valued and needed by our communities, colleges, and workplace.

CABE 2015 will inspire you by providing a wealth of opportunities to celebrate multilingualism and learn from other colleagues and experts in the field. This year's conference will provide current updates and research on essential topics including the Common Core State Standards (in English and Spanish), the 2015 ELD Standards, state assessments and their impact on English Learners, and dual immersion programs.

Thank you for joining us. We know you will value the opportunity to interact with practitioners, artists, researchers, education leaders, and others as we work together to ensure 21<sup>st</sup> century success for all students. Have a wonderful conference!

Respectfully,

*CABE 2015 Honorary Chairs*



**Sarah Anderberg**  
 Director, CCSESA  
 Arts Initiative



**Francisco Escobedo**  
 Chula Vista Elementary  
 School District



**Steve Boyle**  
 Escondido Union  
 High School District



**Todd Finnell**  
 Imperial County  
 Office of Education



**Randolph E. Ward**  
 San Diego County  
 Office of Education



**Rick Schmitt**  
 San Dieguito Union  
 High School District



**Cindy Marten**  
 San Diego  
 Unified School District



**Juan González**  
 University of California,  
 San Diego



Dear Conference Participants:

As co-chairs for the California Association for Bilingual Education (CABE) 2015, we welcome you to San Diego for the 40<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 addressing 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 2015 is: ***Making 21<sup>st</sup> Century Multilingual Dreams Come True.*** We are certain that CABE 2015 will provide you with the tools to make those dreams a reality!

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 2015 conference will focus on the assets of multilingualism and multiculturalism and 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.

The CABE 2015 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 21<sup>st</sup> Century Multicultural Dreams Come True. 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 2015!*



**Emma Sánchez**  
Chula Vista Elementary  
School District



**Mauricia Saucedo**  
Chula Vista Elementary  
School District



**Sharon von Maier**  
Escondido Union  
High School District



**Elena Castro**  
Imperial County  
Office of Education



**Keila Rodríguez**  
Imperial County  
Office of Education



**Laurie Nesrala**  
CABE



**Nenette Adelson-Rodríguez**  
San Diego County  
Office of Education



**Mary Waldron**  
San Diego  
Unified School District



**Manuel Zapata**  
San Dieguito  
Union High School District



**Cristina Alfaro**  
San Diego State University



**Rafael Hernández**  
University of California,  
San Diego



**Viviana Alexandrowicz**  
University of San Diego



**Reyes Quezada**  
University of San Diego



### **Administrative Leadership**

#### **Symposium**

Patricia Pimentel  
Chula Vista Elementary School District

Ernesto Villanueva  
Chula Vista Elementary School District

#### **Audio/Visual Technology**

Gil Diaz  
San Bernardino County Superintendent  
of Schools

#### **Author/Literature and Book Signing**

Joe Frescatore  
San Diego Unified School District

#### **College Campus Visits**

Rafael Hernandez  
University of California, San Diego

Viviana Alexandrowicz  
University of San Diego

Reyes Quezada  
University of San Diego

#### **Conference Information Booth**

Janet Hwang  
Escondido Union High School District

#### **Decorations/Meal Functions**

Mary Waldron  
San Diego Unified School District

Lupe Buell

#### **Evaluations**

Elena Castro  
Imperial County Office of Education

Anna Monninger  
Imperial County Office of Education

### **Exhibit & Career Fair Information**

#### **Booth**

Manuel Zapata  
San Dieguito Union High School District

#### **High School Community Service**

Staci N. Ortiz-Davis  
San Dieguito Union High School District

Sharon von Maier  
Escondido Union High School District

#### **Parent Center**

Mauricia Saucedo  
Chula Vista Elementary School District

Froylan Villanueva  
Chula Vista Elementary School District

#### **Protocol**

Beverly Prange  
Chula Vista Elementary School District

Rosalba Ponce  
Chula Vista Elementary School District

Cecilia Chacón  
Chula Vista Elementary School District

Lisa Massey  
CABE, Retired

#### **Publicity**

R. Anthony Millican  
Chula Vista Elementary School District

#### **Registration/Tote Bags**

Cecilia G. Rocha  
Escondido Union High School District/  
Palomar College

### **School Site Visits**

Nenette Adelson-Rodríguez  
San Diego County Office of Education

Nancy Rojas  
Chula Vista Elementary School District

#### **Student Artwork**

Monica Nava  
San Diego County Office of Education

#### **Student Entertainment**

Mark Nicholson  
San Diego Unified School District

#### **Student Writing Contest**

Julie Goldman  
San Diego County Office of Education

#### **Translation/Interpretation**

Veronica Cortez  
San Dieguito Union High School District

#### **Two Day Institutes**

Eddie Hernández  
Imperial County Office of Education

Keila Rodríguez  
Imperial County of Education

#### **University Credit**

Angela Ortiz  
Loyola Marymount University

#### **Volunteer**

Sarah Sally R. Fox  
San Diego County Office of Education

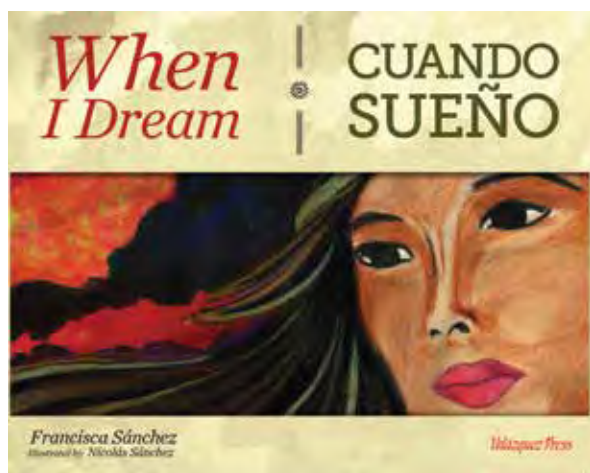
#### **Workshop Presiders**

Viviana Alexandrowicz  
University of San Diego

Reyes Quezada  
University of San Diego

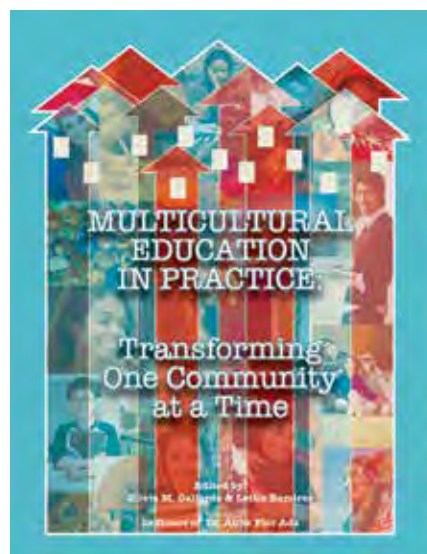


AVAILABLE IN THE CABE STORE OR ONLINE!

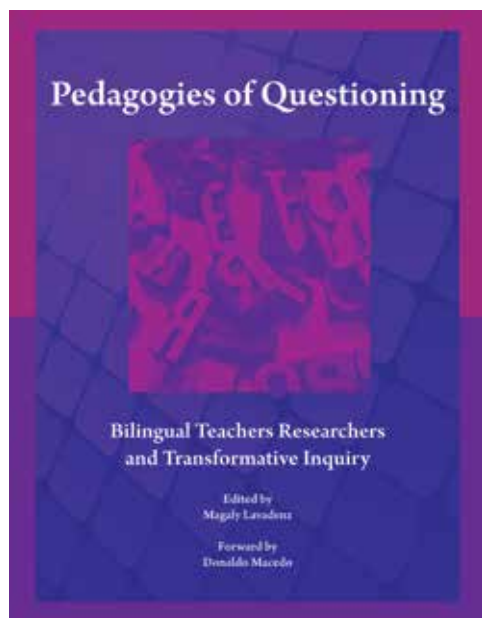


*When I Dream*

Meet the author, Francisca Sánchez,  
in the Author's Corner in the Exhibit Hall  
on Friday, March 6, at 3:00!



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



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



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





**KEVIN L. FAULCONER**

MAYOR



**WELCOME TO THE**

**2015 CALIFORNIA ASSOCIATION FOR  
BILINGUAL EDUCATION CONFERENCE**

MARCH 4, 2015

On behalf of the citizens of San Diego, it is my pleasure to welcome you to the 2015 California Association for Bilingual Education Conference!

San Diego deeply appreciates the California Association for Bilingual Education's work to promote quality bilingual education for all students in California. Your commitment and dedication to recognize students for their outstanding accomplishments are commendable. This conference is a wonderful opportunity to raise awareness on San Diego's diverse social, economic, educational and cultural influences which help shape America's Finest City. We are pleased to celebrate and share this experience with you.

Please accept my warmest wishes for an enjoyable event in San Diego.

Best personal regards,

A handwritten signature in blue ink, reading "Kevin L. Faulconer".

Kevin L. Faulconer  
Mayor

# UC San Diego

March 1, 2015

CABE 2015 Delegates,

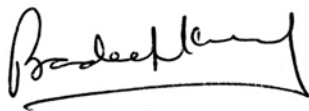
Welcome to CABE's Annual Conference and to San Diego!

As a student-centered, research-focused, service-oriented public institution, UC San Diego provides opportunities for all promising and deserving students. We are committed to ensuring that our top-quality education is accessible and affordable.

It is our goal to serve as a model higher education institution that is diverse, inclusive, cutting-edge and highly engaged in the critical technological, social, and economic issues facing all Californians today. We train next-generation leaders and celebrate diversity of ideas, experiences and backgrounds.

I would like to extend an invitation to CABE 2015 delegates to visit UC San Diego, and we look forward to working with you to support and prepare young bright minds for higher education.

With kind regards,

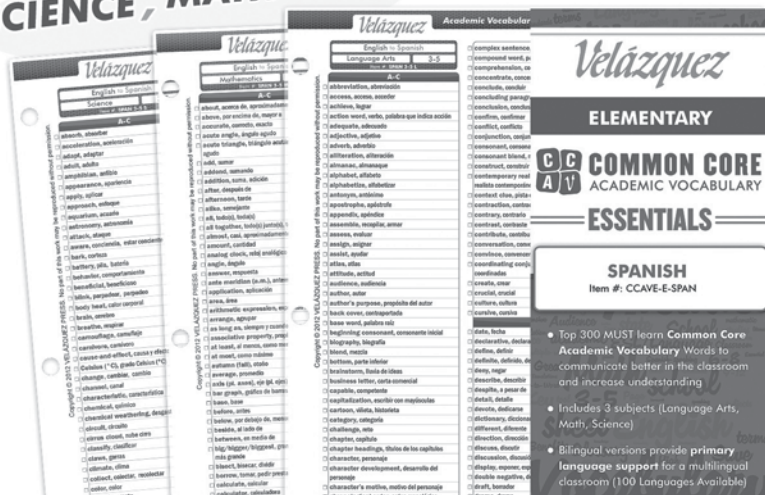


Pradeep K. Khosla  
Chancellor



# Provide **Primary Language Support** for **Content Areas** with **CCAV COMMON CORE ACADEMIC VOCABULARY**

**SCIENCE, MATH & ELA**



Available in **100+** LANGUAGES

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- Belarusian • Bengali • Bosnian • Bugotu • Bulgarian • Burmese
- Cambodian (Khmer) • Cebuano • Chaldean • Chamorro • Chinese-S (Simplified)
- Chinese-T (Traditional) • Chuukese • Croatian • Czech • Dakota • Danish • Dari
- Dutch • Dzongkha • English (Monolingual) • Eskimo • Estonian • Finnish • French
- Fulani • Fur • German • Greek • Guarani • Gujarati • Haitian Creole • Hausa
- Hebrew • Hindi • Hmong • Hungarian • Ilokano/Ilocano • Indonesian • Italian
- Japanese • Khmer (Cambodian) • Khmu • Kiluba • Korean • Kurdish • Laotian
- Latvian • Lithuanian • Malay • Malayalam • Marathi • Marshallese • Maylay
- Melanesian • Mien/Yao • Navajo • Nepali • Norwegian • Ojibwa • Oromo • Pashto
- Persian/Farsi • Polish • Portuguese • Punjabi • Punjabi (Pakistan) • Romanian
- Rukwangali • Russian • Samoan • Serbian • Slovak • Somali • Spanish • Swahili
- Swedish • Tagalog • Tamil • Telugu • Thai • Tibetan • Tigre • Tigrinya • Tongan
- Turkish • Ukrainian • Urdu • Uzbek • Vietnamese • Yoruba • Zulu



The Preeminent Authority in **Academic Language** and **Biliteracy**



## El Proyecto De Información de Padres The Parent Information Project

*Patrocinado por Corona-Norco United Way//Sponsored By the Corona-Norco United Way*

- ¡Entérese del desempeño escolar de su hijo!
- Find out how your student is doing in school!

¡Establezca su cuenta por medio de internet para que pueda ver información acerca del desempeño de su hijo en la escuela!//Set up a school information account on the internet that will let you see how your child is doing in school.

También podrá participar en un estudio y recibirá una tarjeta de regalo de \$20 como compensación.//You can also participate in a study and receive \$20 gift card award.

**!En Español Y Ingles! !Es gratuito! It's free!**

**En el Centro de Recursos para Padres Jueves & Viernes, 3/5 y 3/6/15.**

**In the Parent Resource Center Thursday and Friday, 3/5 and 3/6/15.**



The CAFE Legacy:  
Making 21<sup>st</sup> Century Multilingual Dreams Come True

# Highlights



Celebrating 40 Years  
of Educational Excellence  
for English Learners  
& Biliteracy for All







### HOW WOULD YOU RATE YOUR EXPERIENCE AT CABE 2015?

CABE is the premier source of professional development for educators and parents of English Learners and students who are bilingual and biliterate.

Your perspectives and opinions 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 2015 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 2015 by filling out the CABE 2015 Conference Evaluation at:

**<https://www.surveymonkey.com/s/CABE2015>**

**THANK YOU! YOUR INPUT AND VOICE MAKE A DIFFERENCE!**

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

**Riverview Elementary School  
Lakeside Union School District**  
<http://www.lsusd.net/rv>



**Nestor Language Academy  
South Bay Union School District**  
[http://nestor.sbusd.org/pages/Nestor\\_Language\\_Academy\\_Charte](http://nestor.sbusd.org/pages/Nestor_Language_Academy_Charte)

**Chula Vista Learning Community Charter School  
Chula Vista**  
<http://www.cvlcc.org/home-1.html>

**Myrtle S. Finney Elementary School  
Chula Vista Elementary School District**  
<http://schools.cvesd.org/schools/finney/Pages/SchoolInfo.aspx#.VMgLyinTnVg>

**Will C. Crawford High School, New Arrival Center  
San Diego Unified School District**  
<http://www.sandi.net/Page/22295>

**Pt. Loma High School, Academic Language Development Course  
San Diego Unified School District**  
<http://www.pointlomahigh.com/>

**Padres  
de familia:  
¡Bienvenidos a  
CABE 2015!**

**Visiten el CENTRO DE PADRES “ROSALÍA SALINAS”**  
Ubicado en el Meeting House

**Horario:**

<b>miércoles</b>	<b>11:00 a.m. -</b>	<b>4:00 p.m.</b>
<b>jueves</b>	<b>7:30 a.m. -</b>	<b>4:45 p.m.</b>
<b>viernes</b>	<b>7:30 a.m. -</b>	<b>4:45 p.m.</b>
<b>sábado</b>	<b>7:30 a.m. -</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 ellos. Los invitamos 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

**Parents-  
Welcome to  
CABE 2015!**

**Visit the “ROSALÍA SALINAS” PARENT CENTER**  
Located at the Meeting House

**Hours:**

<b>Wednesday</b>	<b>11:00 a.m. -</b>	<b>4:00 p.m.</b>
<b>Thursday</b>	<b>7:30 a.m. -</b>	<b>4:45 p.m.</b>
<b>Friday</b>	<b>7:30 a.m. -</b>	<b>4:45 p.m.</b>
<b>Saturday</b>	<b>7:30 a.m. -</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 4 de marzo, 2015 / Wednesday, March 4, 2015

- 11:30 am - 12:30 pm Bienvenida-Orientación/Welcome-Orientation  
**Antoinette Hernández, CABE Project 2INSPIRE**  
Invitada Especial / Honored Guest Rosalía Salinas
- 1:00 pm - 2:15 pm Local Control Funding Formula (LCFF): What Parents Need to Know  
**Franchesca Gonzalez and Cynthia Rice, California Rural Legal Assistance Inc.**
- 2:45 pm - 4:00 pm Como ser un padre tan padre para ayudar a nuestros hijos a llegar a la universidad,  
**Israel Portillo e Imelda Martín, Corona-Norco USD**
- 4:30 pm - 6:00 pm Sesión general/General Session  
**Salón/Room: Town & Country/San Diego Rooms**

### juéves 5 de marzo, 2015 / Thursday, March 5, 2015

- 8:00 am - 8:25 am Bienvenida-Orientación/Welcome-Orientation / Parent of the Year and Nominees Honored  
**Marissa Lazo-Necco, CABE Board, Director of Parent Relations**
- 8:30 am - 10:00 am Sesión general/General Session  
**Salón/Room: Town & Country/San Diego Rooms**
- 10:30 am - 11:45 am Desde la Proposición 227 a la ley propuesta del Senador, Ricardo Lara:  
Honrando nuestro idioma una vez más.  
**Rosalía Salinas, CABE Parent Center Founder**
- 1:30 pm - 2:45 pm La educación bilingüe en un país multicultural  
**Edna Iturralde, Author**
- 3:15 pm - 4:30 pm Causas y raíces de la migración  
**Ángela Sanbrano, National Alliance of Latin American & Caribbean Communities**


### viernes 6 de marzo, 2015 / Friday, March 5, 2015

- 8:00 am - 8:25 am Bienvenida-Orientación/Welcome-Orientation  
**María S. Quezada, CABE Director of Project 2INSPIRE i3 Grant**
- 8:30 am - 10:00 am Sesión general/General Session  
**Salón/Room Town & Country and San Diego Rooms**
- 10:30 am - 11:45 pm Podemos acelerar el aprendizaje del inglés para el éxito académico  
**Viviana Alexandrowicz, UC San Diego**
- 1:30 pm -2:45 pm Automanejo para el siglo XXI:  
Como ayudar a nuestros hijos a tener buenos cimientos para triunfar en la vida  
**María Reifler, Montebello USD**
- 3:15 pm - 4:30 pm Yes! We Are Latinos. ¡Si, somos latinos! And our culture is as rich and diverse as our origins  
**Alma Flor Ada, F. Isabel Campoy, Authors**

### sábado 7 de marzo, 2015 / Saturday, March 7, 2015

- 8:00 am - 8:25 am Bienvenida-Orientación/Welcome-Orientation  
**María Villa-Marquez, CABE Project 2INSPIRE, Director of Family Engagement**
- 9:00 am -10:15 am El sistema de la educación publica en los Estados Unidos  
**María Valencia and Laura Díaz, CABE**
- 10:45 am - 12:00 pm Los estándares estatales comunes y los estudiantes aprendiendo inglés como segundo idioma (EL)  
**María Valencia and Laura Díaz, CABE**

¡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



**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 2015. 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 as follows:

1 UNIT COURSE – CABE 2015 Conference A: Making 21st Century Multilingual Dreams Come True  
<https://registration.xenegrade.com/lmuextension/courseDisplay.cfm?schID=3044>

2 UNIT COURSE - CABE 2015 Conference B: Making 21st Century Multilingual Dreams Come True  
<https://registration.xenegrade.com/lmuextension/courseDisplay.cfm?schID=3045>

3 UNIT COURSE - CABE 2015 Conference C: Making 21st Century Multilingual Dreams Come True  
<https://registration.xenegrade.com/lmuextension/courseDisplay.cfm?schID=3046>

\*\*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?

	<i>Option I - 1 Unit</i>	<i>Option II - 2 Units</i>	<i>Option III - 3 Units</i>
<b>Cost</b>	\$130	\$260	\$390
<b>Course Title</b>	CABE 2015 Conference A: Making 21st Century Multilingual Dreams Come True	CABE 2015 Conference B: Making 21st Century Multilingual Dreams Come True	CABE 2015 Conference C: Making 21st Century Multilingual Dreams Come True
<b>Required Hours</b>	8 hours on-site* plus 2 hours independent work	15 hours on-site* plus 5 hours independent work	15 hours on-site* plus 15 hours independent work
<b>Required Assignments</b>	<p>1. Complete attendance form for each session attended to verify a total of 8 on-site, CABE conference hours,</p> <p>2. Submit a summary paper that synthesizes what you've learned and identifies specific implications for classroom use - 2 pages - typed, double-spaced= 2 hours independent work. 1. Complete attendance form for each session attended to verify a total of 15 on-site, CABE conference hours.</p>	<p>1. Complete attendance form for each session attended to verify a total of 15 on-site, CABE conference hours and 5 hours independent work.</p> <p>2. Submit a summary paper that synthesizes what you've learned and identifies specific implications for classroom use - 4 pages - typed, double-spaced = 5 hours independent work.</p>	<p>1. Complete attendance form for each session attended to verify a total of 15 on-site, CABE conference hours and 15 hours independent work.</p> <p>2. Identify and read at least 3 articles or professional reading selections that deepen and/or extend your CABE conference learning.</p> <p>3. Submit a summary paper that</p> <p>(a) synthesizes your articles/readings (b) synthesizes what you've learned and (c) identifies implications of conference content and selected readings for classroom use -</p> <p>6 pages – typed, double-spaced with at least 3 references = 15 hours independent work.</p>
<b>Due Date</b>	March 27, 2015	March 27, 2015	March 27, 2015
<b>Questions</b>	For questions about this professional development opportunity, please contact Ms. JoAnne Slater at <a href="mailto:ceel@lmu.edu">ceel@lmu.edu</a> or (310) 568-6117.		
<b>Submit Assignments</b>	<p>Loyola Marymount University   Center for Equity for English Learners 1 LMU Drive, Suite 2616 ♦ Los Angeles, California 90045 <a href="mailto:ceel@lmu.edu">ceel@lmu.edu</a> ♦ Phone: (310) 568-6117 ♦ Fax (310) 338-1976</p> <p>Upon successful completion of assignments, participants can receive verification of university credit by requesting transcripts from Loyola Marymount University.</p>		

## CABE 2015—USING OUR DIGITAL VOICE TO MEET THE NEEDS OF ENGLISH LEARNERS!

*CABE 2015 continues to expand and grow in our use of digital technology to enhance your conference experience and to support you in learning new skills to use in your schools and at home!*

### MAKE SURE TO CHECK OUT THESE TECHNOLOGY HIGHLIGHTS THROUGHOUT THE CONFERENCE:

- **CABE 2015 Technology Lab**—Located in Terrace Salon Two, the Technology Lab will be used for workshops and trainings.
- **BYOD—Bring Your Own Device**  
CABE 2015 will offer Internet hot zones and charging stations throughout convention center so you can keep hooked in with your own device—(iPhone, Android, tablet, etc.)
- **Internet Hot Zones**  
Free internet service is available throughout the conference center and workshop rooms. Internet service in hotel rooms is complimentary as well!
- **Charging Stations**  
Battery running low? No problem! CABE 2015 offers charging stations in the CABE 2015 Exhibit Hall. Plug in and while you are waiting to charge, view the wonderful exhibits our sponsors and exhibitors have provided!
- **The CABE APP**  
Download the CABE 2015 App on your iPhone, Android, tablet or other device and get quick access to the Conference Program, workshop sessions, presenters, and special events! <http://cabe2015.sched.org>
- **CABE 2015 QR Code**  
Download a QR Reader App to your smart phone or tablet to access the CABE 2015 program and updated information! IF you don't have a QR code on your device, you can download a free one in seconds! Here are a few suggested QR Code Apps you can download for free:

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



- **CABE 2015 is LIVE on Facebook and Twitter!**



Facebook: Look for CABE under our full name—California Association for Bilingual Education and be sure to hit **LIKE CABE** to get the latest conference info. Photos and updates will be posted regularly throughout the conference.



Twitter: CABE's on Twitter at #CABEBilingual. Post your thoughts and photos throughout the conference!

#CABE2015

#BilingualandProudofIt

#BiliteracyforAll

- **Student Tech Team Volunteers**

Need some on the spot Tech Tutoring to access these great tools at CABE 2015 and beyond? Just stop any of our CABE 2015 Student Team members and they will show you how in just minutes!

High School Students from Escondido Union HSD and San Dieguito Union HSD are serving as our CABE 2015 Student Team. You can spot them easily with their CABE Student Team T-Shirts!

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CABE sends a SHOUT OUT to the following Tech Partners  
who are making technology come ALIVE at CABE 2015!

- German Aranda with Downtown Mac : <http://www.downtownmac.com>
- Warren Dale with ZEM: <http://edtechteam.com/team/warrendale>
- Gil Díaz with San Bernardino County Superintendent of Schools Office:  
<http://www.sbcss.k12.ca.us>
- Town & Country In House Audio Visual Team: <http://www.towncountry.com>
- CABE 2015 Photographers from McFarland USD: DARDIAZ@mcfarland.k12.ca.us
- The CABE Geek Squad with Norma Rocha, David Valencia, and many volunteers!  
[info@bilingualeducaiton.org](mailto:info@bilingualeducaiton.org)



# DON'T MISS CABE 2015 STUDENT ENTERTAINMENT

- \* General Sessions
- \* Award Luncheon
- \* Grand Exhibit Hall Foyer
- \* Seal of Excellence Banquet

**What Talent!**  
**iQué Talento!**

ART AT CABE 2015

**CABE THANKS  
OUR STUDENTS  
FOR SHARING THEIR  
CREATIVE ARTWORK  
SEEN THROUGHOUT  
THE CONFERENCE!**



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



**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:**

##### **Enriqueciendo los programas de inmersión dual, educación bilingüe y biliteracidad**

María Teresa Pedraz, Ministry of Education of Spain

Fecha: jueves, 5 de marzo de 2015

Hora: 3:15 - 4:30 de la tarde

Room: Pacific Salon Seven

La Consejería de Educación de España presentará su programa de profesores visitantes de España (PPVE). El programa se lleva a cabo en colaboración con el Departamento de Educación de California. PPVE puede convertirse en un instrumento importante para enriquecer los programas de inmersión dual y la alfabetización bilingüe en los centros escolares de California. Los maestros del programa, con alto nivel de cualificación, pueden dotar a las escuelas con recursos para hacer crecer la alfabetización bilingüe. ¡Quedan invitados a conocer cómo incorporar este programa en sus distritos y/o escuelas!



## ¡MÉXICO PRESENTE EN CABE 2015 EN APOYO A LA EDUCACION BILINGÜE Y NUESTRA COMUNIDAD!

INSTITUTO DE LOS  
MEXICANOS EN  
EL EXTERIOR



El Consulado General de México en San Diego  
El Sistema Educativo de Baja California  
El Instituto de Mexicanos en el Exterior (IME)  
Secretaría de Educación Pública (SEP)

Te invitan a

- conocer nuestros programas de apoyo para la comunidad mexicana en el exterior.
- Visitar nuestro puesto en al sala de exhibiciones #708/710
- Participar en nuestra ponencia el jueves, 5 de marzo de 2015

### Presentación:

#### **Oferta educativa del Gobierno de México para sus connacionales en el exterior.**

Maestro Ernesto de Lucas, Director del Instituto de los Mexicanos en el Exterior (IME)  
Consul General María de los Remedios Gómez Arnau, Cónsul General de México en San Diego.  
Acompañados por un panel de educadores y líderes comunitarios.

Fecha: jueves, 5 de marzo de 2015

Hora: 3:15 – 4:30 de la tarde

Salón: Meeting House Esquire

Uno de los objetivos principales del Gobierno de México, a través del Instituto de los Mexicanos en el Exterior (IME) es incrementar el nivel educativo de los migrantes y así contribuir a que se integren y desarrollen plenamente en la sociedad que los recibe. Una de las estrategias claves para poder ofrecer estos servicios es la promoción de programas de educación a distancia (a nivel medio y medio superior). En esta sesión recibirán información y recursos claves que le ayudarán servir a sus estudiantes y familias.

## LAURA LACÁMARA



CABE IS HONORED TO  
RECOGNIZE

## LAURA LACÁMARA

## THE CABE 2015 ARTIST

Her artwork, *Lifting Me Higher*,  
has been selected to represent  
the theme of CABE 2015,  
“The CABE Legacy: Making 21<sup>st</sup> Century  
Multilingual Dreams Come True”.

Cuban-born Laura Lacámara is the award-winning author and illustrator of *Dalia's Wondrous Hair* (Piñata Books, 2014), a bilingual picture book about a clever girl who transforms her unruly hair into a vibrant garden.

Laura also wrote *Floating on Mama's Song* (HarperCollins, 2010), a Junior Library Guild selection, illustrated by Yuyi Morales. Laura illustrated the Tejas Star Book Award winner, *The Runaway Piggy* (Piñata Books, 2010), as well as *Alicia's Fruity Drinks* (Piñata Books, 2012).

Laura is a popular presenter at schools, book festivals, and conferences, and she is an active member of the Society of Children's Book Writers and Illustrators (SCBWI). Laura lives in Southern California with her husband, their daughter, and a lovable mutt. Learn more about Laura at: [www.LauraLacamara.com](http://www.LauraLacamara.com)

## Artist's Statement

**Description of Painting: *Lifting Me Higher*  
by Laura Lacámara**

*The inspiration for “Lifting Me Higher” came from a place deep inside me. At the time, having recently been married, I was not only feeling the effects of my blissful union with my new husband, I was also experiencing a deep inner love that radiated from my core. In the piece, I am flying (a theme that often recurs in my dreams) over my town by the sea, and I am feeling that loving connection to the entire universe.*

*The media I used to create this piece was acrylic paint, with some added collage. To create my painting surface, I started by gluing white cotton fabric onto illustration board. I then painted a coat of black Gesso on the surface of the cloth/board. Painting on a black surface made the colors ‘pop’ and gave me the textures and layered look I desired. The dress that the figure is wearing is collaged fabric with added paint.*

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

# **CABE 2016**

## **41<sup>ST</sup> ANNUAL CONFERENCE**

**Hilton San Francisco Union Square**

**333 O'Farrell Street**

**San Francisco, California, 94102**

**March 23-26, 2016**

**General Guidelines for Presenter Proposal Application Form**

**Deadline: Thursday, July 30, 2015**

Go Online to submit:

<http://fs3.formsite.com/cabeforms/CABE2016index.html>

Registration

Audio Visual  
Equipment

Where to Submit  
Proposals

Scheduling

Notification of  
Scheduling

Strands

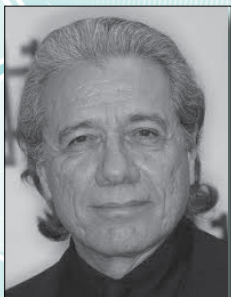
Room set-up



# CABE 2015 FILM FESTIVAL



**SPECIAL  
GUEST**



Edward James  
Olmos, Actor

**Location: California Room**

**El Americano  
Thursday, March 5, 2015  
4:45 pm-6:00 pm**

***El Americano: The Movie*** (simply known as ***El Americano***) is an upcoming 3D Mexican American computer animated film produced by Animex, Olmos Productions, and Phil Roman Entertainment. It is directed by Ricardo Arnaiz and ex-Disney animator, Mike Kunkel. The film features a large ensemble voice cast of Hispanic American and Mexican actors led by Rico Rodriguez, Edward James Olmos, Cheech Marin, Kate del Castillo, Paul Rodriguez, Gabriel Iglesias, Erik Estrada, and Lisa Kudrow. It is the first major animated co-production between studios in Mexico and the United States. It is also the first international and CG production for Mexican animation studio, Animex.

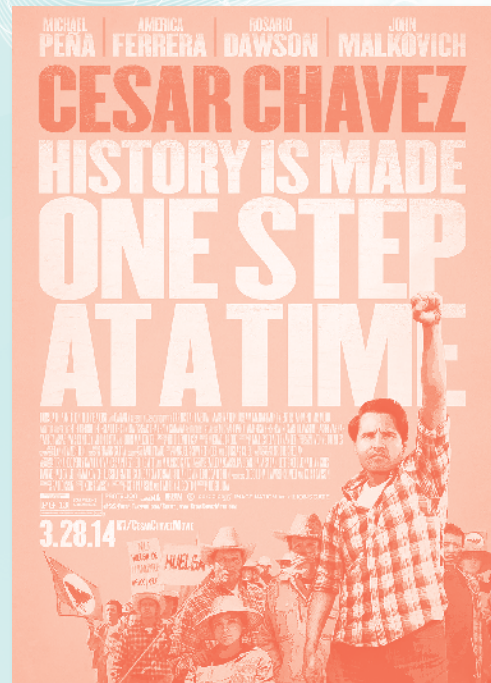
El Americano tells the story of a Mexican boy parrot's quest to enlist an American TV crime-fighting parrot's aid in defending his family in Mexico from bullies, giving the young parrot skills to become a hero himself.

# CABE 2015 FILM FESTIVAL

**Location: California Room**

**César Chávez**  
**Friday, March 6, 2015**  
**4:45 pm-6:00 pm**

**Directed by Diego Luna**



*The film follows Chávez's legendary and heroic efforts to organize 50,000 farm workers in California, some of whom were braceros—temporary workers from Mexico permitted to live and work in the United States in agriculture, and required to return to Mexico if they stopped working. Working conditions were very poor for the braceros, who also suffered from racism and brutality at the hands of the employers and local Californians. To help the workers, César Chávez (Michael Peña) forms a labor union known as the United Farm Workers (UFW). Chávez's efforts opposed, sometimes violently, by the owners of the large industrial farms where the braceros work. The film touches on several major nonviolent campaigns by the UFW: the Delano grape strike, the Salad Bowl strike, and the 1975 Modesto march.*

***¡Si se puede!***

### CONSIDER RUNNING FOR THE CABE BOARD OF DIRECTORS! CABE BOARD ELECTIONS—2015



California Association for Bilingual Education

CABE has openings on the CABE Board of Directors for the following positions for 2015-16:

- Region I Representative
- Region III Representative
- Region V Representative
- Director of Financial Affairs
- Director of Community Affairs
- Director of Secondary and IHE Affairs



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 will be sent via email to all voting members by **March 16, 2015**. The nomination application deadline is **April 6, 2015**. 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 **April 26, 2015** to be included on the election ballot.

Questions? Come to the Membership Booth in the registration area at CABE 2015 for more information!

All voting members with emails on file will be casting votes electronically. An email invitation to execute your electronic election ballot for the 2015 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 or cannot participate electronically, please contact CABE email 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.

This information will also be posted on the CABE website at [www.bilingualeducation.org](http://www.bilingualeducation.org). The email notification will be sent by VoteNet, CABE's independent election agent. Please be sure to look for the election ballot notification email on May 5, 2015.

**IMPORTANT - PLEASE NOTE:** You must be a member in good standing as of February 28, 2015, to participate in board member elections in 2015, and any candidate running for office must complete and submit a nomination application to be placed on the ballot.



## CABE Members, you are invited to join us for our Annual Membership Meeting!

**Saturday, March 7, 10:45 am - 12:00 pm**  
**Golden West Room**

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



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

***Biliteracy for All.***

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



**Date: Saturday, March 7, 2015**

**Time: 10:45 am-12:00 pm**

**Place: Golden West Room**

***FIRST 100 participants  
will receive a CABE T-shirt***



### Grand Exhibit Hall

#### HOURS:

Wednesday, March 4, 2015, 12:00 pm - 4:00 pm and 6:00 pm - 7:30 pm

Thursday, March 5, 2015, 9:00 am - 5:30 pm

Friday, March 6, 2015, 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 2015 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
- 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 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 2015 Vendor Raffles will take place on Thursday and Friday at 5:00 p.m. in the Exhibit Hall.

### SPECIAL EVENTS IN THE CABE 2015 EXHIBIT HALL:

- Author's Corner - take time to meet our authors and get your book signed on Thursday and Friday.
- CABE Poetry Slam in the Plaza Area - Friday, 12:30 pm - 1:30 pm
- Student Entertainment - in the Grand Hall Foyer area near Exhibit Hall Entrance
- Daily drawings!

## The CABE Author's Corner

Meet the author and get your book signed!

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

Stop by the CABE Author's Corner in the Grand Exhibit Hall on Wednesday, March 4, Thursday, March 5, and Friday, March 6, 2015, where authors will be sharing readings and signing their books. Take advantage of this wonderful opportunity to add to your children's and professional libraries by purchasing a signed copy and chatting with the authors.

### AUTHOR'S CORNER SCHEDULE

#### Wednesday, March 4, 2015

6:00 pm – 6:30 pm	Researcher and Author, <b>Patricia Gándara</b>
6:30 pm – 7:30 pm	Readings from <b>Michele Serros'</b> books

#### Thursday, March 5, 2015

11:15 am – 11:45 am	International and World Renowned Author, <b>Edna Iturralde</b>
12:00 pm – 12:30 pm	CABE Board Member and Authors, <b>Lettie Ramírez and Olivia Gallardo</b>
12:45 pm – 1:15 pm	Chicano Activist, Artist, Author and long-time CABE Supporter, <b>Herman Sillas</b>
1:30 pm – 2:45 pm	<b>Insights from Award Winning Children's Picture Book Authors: A Panel Presentation</b>  <i>The panel will present Award Winning Children's Picture Book Authors and their take on topics including bilingual book trends, matching artwork to the story in picture books, and what the authors find is most popular today with young readers.</i>  <b>Maritere Rodriguez Bellas</b> , Moderator  <b>Georgette Baker, René Colato Laínez, Cecilia Velástequi, and Ramona Moreno</b>
3:00 pm – 3:30 pm	<b>Keynote Speaker and Bilingual Education Expert, Jim Cummins</b>

#### Friday, March 6, 2015

10:30 am – 11:45 am	<b>Award Winning Young Adult Book Authors Take on Sensitive Issues: A Panel Presentation</b>  <i>The panel will present Award Winning Young Adult Authors and how they are dealing with sensitive issues in their books. Issues include immigration, single parent households, preparing for college and adulthood, and correcting history as we were taught it.</i>  <b>Nora de Hoyas Comstock</b> , Moderator <b>Marie Elena Cortes, Victor Gonzalez, Reyna Grande, Virginia Kamhi, and María Nieto</b>
12:00 pm – 12:30 pm	Diego's Dragon Book Series Author, <b>Kevin Girard</b>
12:45 pm – 1:15 pm	Beloved CABE Authors, <b>Alma Flor Ada and F. Isabel Campoy</b>
1:30 pm – 2:00 pm	Faithful CABE Author, <b>Amy Costales</b>
2:15 pm – 2:45 pm	CABE PDS Consultant and Author, <b>Elizabeth Jiménez Salinas</b>
3:00 pm – 3:30 pm	CABE President and Author, <b>Francisca Sánchez</b>
3:45 pm – 4:15 pm	Dual Language Authors, <b>Virginia Collier and Wayne Thomas</b>



**Don't miss your daily opportunity to win  
an Apple iPad Mini, a Caribbean vacation or  
a free CABE 2016 Conference registration!**

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

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

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

**SUPPORT CABE AND TRY OUT YOUR LUCK!**



**CABE 2016**  
**San Francisco**  
**March 23 - 26, 2016**

**CARIBBEAN**

**CABE 2015**  
**3<sup>rd</sup> Annual**  
**POETRY SLAM!**  
**With Slammaster**  
**Ramona Webb!**

**Friday, March 6**  
**12:30 pm - 1:30 pm**  
**Plaza Area in the**  
**Grand Exhibit Hall**

Calling all poets and spoken word artists!  
Join CABE in our third 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 Minded415 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 7yrs. She has a B.A. 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 15yrs.

**Raise your multilingual voice in word, lyric and rhyme!**



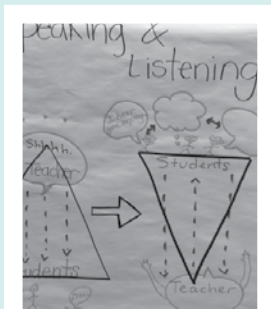


THE EXPERT PROVIDER OF SERVICES TO  
SUPPORT ENGLISH LEARNERS

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*



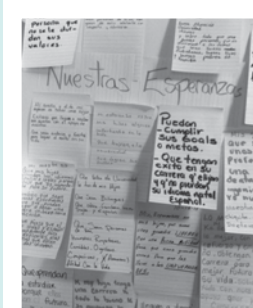
*Consultation on District strategic plans*



*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 2015  
AND HOW YOU CAN BE A PART OF IT!**

**CONTACT US FOR MORE INFORMATION!**

[cabepds@bilingualeducation.org](mailto:cabepds@bilingualeducation.org)



**CABE  
2015** 

**NIGHT  
AT THE  
EXHIBITS!** 

Get a head start on viewing the CABE 2015 Exhibit Hall  
on the first night CABE 2015

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

**NIGHT AT THE EXHIBITS**

**WEDNESDAY, MARCH 4, 2015**

**6:00 PM-7:30 PM**

**GRAND EXHIBIT HALL**

Raffles, drink coupons, and discounts!

More time to browse the exhibit booths and speak with our exhibitors one on one!  
The CABE Store will be open too!

After your visit to the Exhibit Hall, walk down the hallway to

The CABE Membership Reception  
California Room  
7:00 PM-11:00 PM

Make your first night at CABE 2015 one of your best!

### HAPPY 40<sup>TH</sup> ANNIVERSARY CABE!!!!

#### WHERE WERE YOU IN 1975?

In 1975, CABE held it's very first conference in Anaheim!  
and the rest, as they say, is HISTORY!

And, a very rich, diverse, hardworking, challenging, and accomplishing history it is!

This year at CABE 2015, we celebrate our 40<sup>th</sup> Anniversary in many ways—make sure you find time to join the fun and learn more about the important contributions made over the last four decades of CABE advocacy. Also, take time to reflect how we are going to continue on this amazing journey as we advocate for English Learners and strive to reach the CABE vision of *Biliteracy, Educational Equity, and 21<sup>st</sup> Century Success for All!*

#### JOIN US IN CELEBRATING CABE'S 40<sup>TH</sup> ANNIVERSARY....

- Attend the opening 40<sup>th</sup> Anniversary Membership Reception on Wednesday, March 4, from 7:30pm -11:00pm and get to know past and new CABE friends while you dance your socks off!
- Attend the **"Then and Now Series"** offered on Wednesday, Thursday and Friday
- Mark your time in CABE's history! Add your contributions and accomplishments to the CABE 40<sup>th</sup> Anniversary Timeline displayed in the Golden Pacific lobby area.
- Stop by the Velazquez Press booth in the exhibit hall and record your story in the CABE Story Booth!
- Read the "Multilingual Educator" articles that tell part of our CABE story—Then and Now!
- Look for fellow attendees that attended our first conferences in the 1970 who are wearing the button—**"CABE Legendary Leader 1975 - 2015, I was there!"** Ask these early CABEistas to autograph your program!
- Ask Jim Cummins, Ed Steinman, Ling-Chi Wang, Alma Flor Ada, José Luis Orozco to autograph your program too! They were there at the beginning!
- Watch for CABE Legacy vignettes before each General Session and Awards Events.

#### CABE 2015 SPECIAL ANNOUNCEMENT! ONE YEAR OF COMPLIMENTARY MEMBERSHIP

**To celebrate CABE's 40<sup>th</sup> Anniversary, the CABE Board of Directors offers  
ALL CABE 2015 attendees one year of complimentary membership  
effective March 4, 2015!**

- Go to the CABE membership page to select/confirm your region and chapter: <https://w3.smartreg.com/webreg/CABE15/>
- More information on CABE membership benefits and offers will be available after CABE 2015.
- Wear your "I'm a CABE Member" button to get 10% discount at the CABE store.
- \*If you are already a member, your membership renewal date will be extended to March 1, 2016 at no additional cost to you

#### HERE'S TO THE NEXT 40 YEARS!

## Systems that Support Implementation of the New ELA/ELD Framework and Updates from the California Department of Education



**Thursday, March 5th**  
**10:30 AM - 2:30 PM**  
**Golden Pacific Ballroom**



CABE is honored to welcome key leaders from the California Department of Education (CDE) to present a one-day institute on Systems that Support Implementation of the New ELA/ELD Framework and updates from the California Department of Education

### Presenters:

CDE: Lupita Cortez-Alcalá, Thomas Adams, Carrie Roberts, Veronica Águila, Lily Roberts, Kristen Cruz Allen, Elena Fajardo, Sonia Petrozello, Constantino Silva, Gustavo Gonzales  
 Framework Authors: Hallie Yopp Slowik, Pam Spycher  
 CCC at WestEd: Robert Linquanti

### Overview:

The authors of the new English Language Arts/English Language Development Framework (ELA/ELD Framework) and presenters from the California Department of Education and the California Comprehensive Center at WestEd will provide professional learning on California's new ELA/ELD Framework and general information, updates, and an introduction to on-going projects. CDE staff from five divisions:

- *English Learner Support Division*
- *Assessment Development and Administration Division*
- *Curriculum Frameworks and Instructional Resources Division*
- *Professional Learning Division*
- *Office of Chief Deputy*

### SCHEDULE

**10:30 am-12:00 pm**

#### **Both/And--English Language Development in the new ELA/ELD framework**

This session focuses on the guidance provided in the ELA/ELD Framework on the implementation of a comprehensive approach to English language development (ELD). This approach includes both integrated and designated ELD. We will discuss the key ideas behind each and how they are powerfully combined to provide effective instruction for English learners throughout the day. We highlight tools from the framework that can be used in professional learning.

**12:00 pm-1:00 pm**

#### **Technical Assistance from CDE Staff**

CDE staff from five divisions (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) will be available to answer questions, provide general information and updates, as well as discuss new and on-going projects.

**1:00 pm-2:30 pm**

#### **Integrating Formative Assessment into Instruction: An Update on the English Learner Proficiency Assessments**

The ELA/ELD Framework introduces California's new vision of a comprehensive assessment system. This workshop explores that vision as it pertains to formative assessment, or assessment for learning. Presenters will provide an overview of assessment purposes and cycles, and how these differ by methods, information gathered, and corresponding uses and actions. Presenters then systematically examine formative assessment as a process teachers and students use during instruction that provides feedback to adjust ongoing teaching and learning with the goal of moving students' learning forward toward achieving standards. This session will also include an update on the English Learner Proficiency Assessments for California (ELPAC).

### **Wednesday-Friday**

Look for the CDE booth in the CABE 2015 Exhibit Hall and stop by for on the spot technical support, ask questions, and view the resources.



### Administrative Leadership Symposium

**California Room**

**Friday, March 6, 2015 • 10:30am – 2:30pm**

#### **BUILDING MULTIPLE PATHWAYS TO BILITERACY FOR 21<sup>ST</sup> CENTURY SUCCESS**

- Open to all School and District Administrators and Board Members. Participants who have pre-registered have priority seating.
- This dynamic session will bring together the voices of the US Department of Education, the California Department of Education, superintendents, board members, principals and students as they discuss the development of biliteracy pathways including dual language immersion, world language, alternative language and multiple career programs.
- Information on the new Biliteracy Program Option in the newly approved state ELA/ELD Framework will be shared.
- Administrators and board members will leave motivated with tools that can be put into action immediately to plan and implement biliteracy pathways in their districts and schools.
- Voices and perspectives of students will be heard on the role and importance of becoming bilingual and biliterate.
- Tools and resources will be disseminated that reflect the implementation of the Common Core State Standards, the ELD/SLD standards in biliteracy programs and instruction, as well as strategic development of the LCAP to support biliteracy pathways.

### PRESENTERS



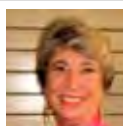
**Libia Gil**

Assistant Deputy Secretary and Director  
Office of English Language Acquisition (OELA) US Department of Education



**Laurie Olsen**

Project SEAL, Sobrato Family Foundation



**Shelly Spiegel Coleman**

Californians Together



**Francisco Escobedo**

Superintendent, Chula Vista ESD



**Wes Smith**

Association of California School  
Administrators (ACSA)



**Jesus Holguín**

California School Board Association (CSBA)



**Barbara Flores**

California Latino School Board Association  
(CLSBA)



**Francisca Sánchez**

CABE President



**Student Voices**

San Diego Area Schools



## OUR VOICES MAKE A DIFFERENCE!

Check out these sessions and learn how you can make a difference for English Learners!

### Leadership and Advocacy Sessions

#### WEDNESDAY, MARCH 4, 2015

1:00 PM - 2:15 PM

Room: Meeting House Sunrise

#### **Local Control Funding Formula (LCFF):**

#### **What Parents Need to Know**

Franchesca Gonzalez, California Rural Legal Assistance, Inc.

#### THURSDAY, MARCH 5, 2015

1:30 PM - 2:45 PM

Room: Royal Palm Salon Three

#### **LCFF Accountability...New Rubrics to Evaluate Your LCAP Through the Lens of English Learners.**

Martha Zaragoza-Díaz, Zaragoza Diaz & Associates

3:15 PM - 4:30 PM

Room: Royal Palm Salon Three

#### **Engaging and Action NOW - Biliteracy and Bilingualism**

Shelly Spiegel-Coleman, Californians Together

#### FRIDAY, MARCH 6, 2015

10:30 AM - 11:45 AM

Room: Pacific Salon Seven

#### **Activating and Organizing Students and Communities for Education Reform**

Karen Montufar, Students for Education Reform

1:30 PM - 4:30 PM

Room: Terrace Salon Three

#### **The Time is Now! Uprooting California's Outdated Language Education Policy through Practice and Action!**

Grace McField, CSU San Marcos

3:15 PM - 4:30 PM

Room: Pacific Salon One

#### **Promoting an Effective Local Control Accountability Plan Year 2**

Andrea Ball, California School Boards Association

3:15 PM - 4:30 PM

Room: Stratford

#### **Making Your Voice Count: Activism, Advocacy and Mobilization for Equity**

Mary Hernández, Garcia, Hernandez, Sawhney & Bermudez, LLC

3:15 PM - 4:30 PM

Room: Pacific Salon Seven

#### **CABE In Action...Advocacy at Work**

Martha Zaragoza-Díaz, Zaragoza Diaz & Associates





**¡ESPAÑOL ACADÉMICO PARA EDUCADORES!**  
**ACADEMIC SPANISH LANGUAGE DEVELOPMENT SESSIONS FOR EDUCATORS!**

¿Trabaja usted en una escuela bilingüe donde enseñan cursos académicos en español?

¿Le gustaría desarrollar su capacidad académica y oral de español para fortalecer su forma de enseñar?

¿Tiene la aspiración de mejorar su nivel académico de vocabulario y comprensión en español?

— — — — —

Do you teach or work in a bilingual setting where Spanish is used for academic instruction?

Would you like to develop your academic and oral language skills in Spanish to strengthen your instruction?

Are you hoping to increase your academic vocabulary and comprehension in Spanish?

Si usted dice que SI, le invitamos a considerar asistir a las siguientes sesiones que se presentarán completamente en español. Vea la página adjunta con el listado de sesiones que se ofrecerán en español en CABE 2015.

If you answered YES, then consider attending these workshops at CABE 2015, which are presented completely in Spanish. See the following page for a listing of all workshops presented in Spanish at CABE 2015.

**¡Continuemos superándonos!**

3/4	2:45 PM-4:00 PM	Royal Palm Salon Six	El camino a la universidad!!	María Teresa Herrera
3/4	2:45 PM-4:00 PM	Meeting House Sunrise	Como ser un padre tan padre para ayudar a nuestros hijos a llegar a la universidad.	Israel Portillo
3/4	1:00 PM-2:15 PM	Meeting House Sunset	¿Puedo apoyar la educación si no hablo Inglés?	Jennifer Rodríguez
3/4	2:45 PM-4:00 PM	Ascot	Técnicas de trabajo para el éxito de programas bilingües en secundaria	Jordi Solsona
3/5	1:30 PM-2:45 PM	Meeting House Sunrise	La educación bilingüe en un país multicultural	Edna Iturralde
3/5	10:30 AM-11:45 AM	Meeting House Sunrise	Desde la proposición 227 a la ley propuesta del Senador, Ricardo Lara: Honrando nuestro idioma una vez más.	Rosalía Salinas
3/5	3:15 PM-4:30 PM	Meeting House Sunrise	Causas y raíces de la migración	Angela Sanbrano
3/5	1:30 PM-2:45 PM	Royal Palm Salon Five	Cantando aprendo a leer.	Lada Kratky
3/5	10:30 AM-11:45 AM	Pacific Salon Four	Aprender en un nuevo idioma: Retos al crear plan de estudios (curriculum) para estudiantes aprendices de español.	Fernando Rodríguez-Valls
3/5	10:30 AM-11:45 AM	Royal Palm Salon Five	Cuentos de abuelitas.	Mara Price
3/5	3:15 PM-4:30 PM	Stratford	Trabajar con y aprender de estudiantes migrantes y sus familias: El perfil cultural un educador proficiente en programas de educación migrante	Fernando Rodríguez-Valls
3/5	3:15 PM-4:30 PM	Meeting House Sunset	Notas poderosas.	Lillian García
3/5	1:30 PM-2:45 PM	Meeting House Town	Lo que todo padre debe saber.	María Teresa Herrera
3/5	10:30 AM-11:45 AM	Meeting House Sunset	Tomando decisiones: Estrategias literarias para involucrar adolescentes y padres de familia.	Janet Johns
3/5	1:30 PM-2:45 PM	Meeting House Sunset	Enterate, del por que: "es importante el involucramiento de los padres en la educación de sus hijos".	Imelda Martin
3/5	3:15 PM-4:30 PM	Meeting House Town	Cuando los padres intervienen positivamente.	Marta Olmedo
3/5	10:30 AM-11:45 AM	Meeting House Town	La fragilidad del ejemplo.	Israel Portillo
3/5	1:30 PM-4:30 PM	Royal Palm Salon Six	Common Core Standares : Qué son y por qué son útiles para la educación en la diversidad cultural para la integración en comunidades educativas diversas.	Patricia Ramos-Méndez
3/5	1:30 PM-2:45 PM	Royal Palm Salon One	AMOR, ANIMO Y APOYO: Destrezas, estrategias y conceptos para padres.	Francisco Reveles
3/5	3:15 PM-4:30 PM	Pacific Salon Seven	Enriqueciendo los programas de inmersión dual, educación bilingüe y biliteracidad.	María Teresa Pedraz
3/5	10:30 AM-11:45 AM	Ascot	Orientaciones para el desarrollo de un programa de Iniciación a la lectoescritura en español.	Francisco Pérez-Duque

3/6	10:30 AM-11:45 AM	Regency Sheffield	Cursos interactivos para efectivamente diferenciar la instrucción académica.	Yolanda Lucero
3/6	10:30 AM-11:45 AM	Regency Tower Le Sommet	Acceso a los textos complejos: apoyo a la comprensión de textos informativos en español.	Mayra Peñaloza
3/6	1:30 PM-2:45 PM	Royal Palm Salon Five	Cómo alcanzar sus metas: una historia de éxito.	René Colato Laínez
3/6	10:30 AM-11:45 AM	Tiki Pavillion	Construyendo estrategias para una comunidad educativa sin violencia en la diversidad cultural.	Patricia Ramos-Méndez
3/6	10:30 AM-11:45 AM	Meeting House Sunrise	¿Podemos acelerar el aprendizaje del Ingles para el éxito académico?	Viviana Alexandrowicz
3/6	1:30 PM-2:45 PM	Meeting House Town	Padres Latinos apoyando el bienestar socio-emocional de nuestros hijos.	Diego Arias
3/6	3:15 PM-4:30 PM	Meeting House Town	La importancia de los valores familiares en la educación de nuestros hijos.	Lillian García
3/6	3:15 PM-4:30 PM	Meeting House Esquire	El poder de los padres.	María Teresa Herrera
3/6	1:30 PM-2:45 PM	Royal Palm Salon Six	La importancia de la vinculación, la comunicación y la conexión con nuestros hijos para criar adultos exitosos y felices!	Isabel Lara
3/6	10:30 AM-11:45 AM	Meeting House Esquire	El poder de los cuentos de los abuelos.	Héctor Lerma
3/6	1:30 PM-2:45 PM	Meeting House Esquire	Familias sanas, familias saludables y valores	Héctor Meza
3/6	10:30 AM-11:45 AM	Meeting House Town	CTE - Educación profesional y técnica, otro camino para el éxito escolar y profesional.	Israel Portillo
3/6	1:30 PM-2:45 PM	Meeting House Sunrise	Automanejo para el siglo XXI: como ayudar a nuestros hijos a tener buenos cimientos para triunfar en la vida.	María Reifler
3/6	3:15 PM-4:30 PM	Royal Palm Salon Two	Liderazgo y participación efectiva para padres con hijos que desean ir a la universidad	Lillian Toulet
3/6	3:15 PM-4:30 PM	Meeting House Sunset	En la educación esta el poder.	Beatriz Villarreal
3/6	10:30 AM-11:45 AM	Royal Palm Salon Six	Como entender los nuevos "estandares del núcleo común de California para matemáticas" para poder explicarlos a los estudiantes bilingües.	Javier Guerrero
3/6	3:15 PM-4:30 PM	Royal Palm Salon Six	Padres ayudando a padres en el proceso de educación especial.	Isabel Torres
3/6	1:30 PM-4:30 PM	Terrace Salon Two	La tecnología es nuestra aliada ¡Tu puedes aprender a usarla!	Rita Méndez-Serrano
3/6	1:30 PM-2:45 PM	Ascot	Proyectos internacionales que desarrollan la escritura y el lenguaje español	Ana Hernández
3/6	3:15 PM-4:30 PM	Ascot	La poesía como recurso para el desarrollo del lenguaje oral.	Talia Jara
3/7	10:45 AM-12:00 PM	Pacific Salon One	"La novia de Malleco" - Romance de Margarita Burgos de la escritora y maestra chilena Talia R. Jara como guía temática para la enseñanza integral del idioma español.	Talia Jara
3/7	9:00 AM-10:15 AM	Meeting House Sunrise	El sistema de la educación pública en los Estados Unidos.	Laura Díaz
3/7	9:00 AM-10:15 AM	Meeting House Sunset	El éxito comienza en el hogar: Involucrando a padres para el éxito académico.	Carlos Huerta
3/7	9:00 AM-12:00 PM	Royal Palm Salon Six	Como enfrentar el comportamiento negativo	Lucio Padilla
3/7	10:45 AM-12:00 PM	Meeting House Sunrise	Los estándares estatales comunes y los estudiantes aprendiendo inglés como segundo idioma (EL)	María Valencia
3/7	10:45 AM-12:00 PM	Pacific Salon Six	Usando códigos QR en el salón y en el hogar.	Diana Enciso

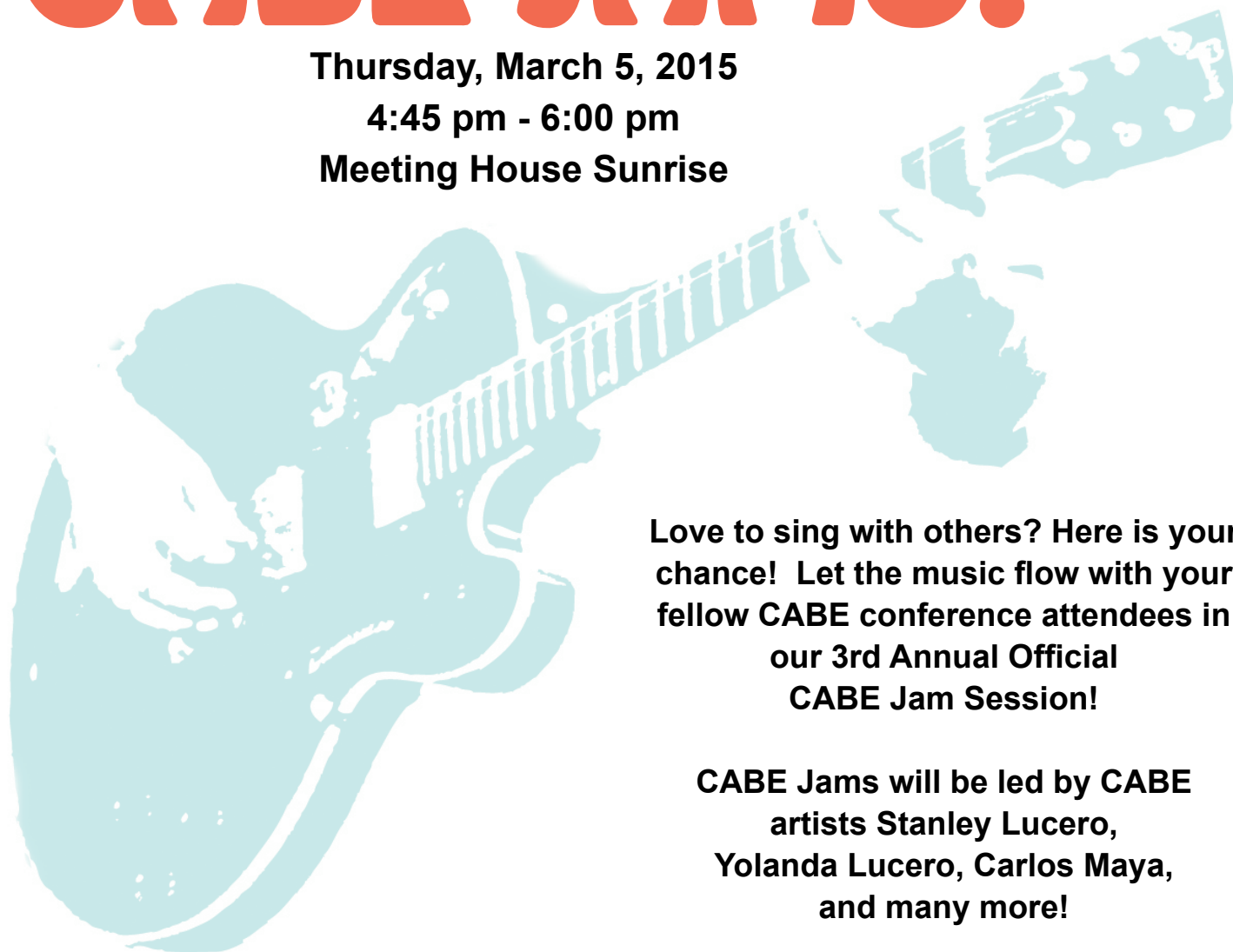


# CABE JAMS!

**Thursday, March 5, 2015**

**4:45 pm - 6:00 pm**

**Meeting House Sunrise**



**Love to sing with others? Here is your chance! Let the music flow with your fellow CABE conference attendees in our 3rd Annual Official CABE Jam Session!**

**CABE Jams will be led by CABE artists Stanley Lucero, Yolanda Lucero, Carlos Maya, and many more!**

## ALL ARE WELCOME!

# **Supporting California Educators for over 30 Years!**

Stop By Our Booth  
To View Our  
**NEWEST Bilingual  
Classroom Program.**

**REGISTER  
TO  
WIN!!**



*Next Generation Science Resource Bins integrate science inquiry with literacy and language skills for Grades K to 5 in English or Spanish.*

- Supports diverse student populations including ELLs and DLs
- Provides lessons that are designed to teach science standards-based content while building literacy and language skills
- Uses research-based strategies and activities to support school improvement initiatives

**Attend the presentation on Wednesday at 1:00 in  
Royal Palm Salon Two for a chance to  
WIN a NGSS Bin!**

CABE 2015 gives a BIG welcome to our partners and colleagues from university teacher preparation programs! In order for our education systems to be effective for English Learners and all students, a true partnership and collaboration is needed with IHEs (Institutes of Higher Education) and teacher credentialing programs.

This year, three local San Diego universities (San Diego State, UC San Diego, and the University of San Diego), have participated in the CABE 2015 Planning Committee, and for the first time, CABE 2015 is offering University Site Visits on Wednesday, March 4, for parents and educators to get a first-hand view of these three universities. In addition, Loyola Marymount University is offering university credit to CABE 2015 attendees. CABE values these IHE partnerships!

An added plus this year is the inclusion of a half day institute specifically for University Teacher Education programs, **“Teacher Education—Desafíos y Oportunidades: Preparing Critically Conscious Dual Language Educators”**,\* to be held on Thursday, March 5, 2015. Additional workshops and institutes of interest to teacher educators are listed below.

### Wednesday, March 4, 2015

2:45 PM – 4:00 PM

Room: Golden Pacific Ballroom

#### **The Bilingual Advantage: Language, Literacy and the US Labor Market**

Patricia Gándara, UCLA

2:45 PM – 4:00 PM

Room: Pacific Salon One

#### **Academic English Mastery: Best Practices for Improving Language Acquisition and Learning in Standard English Learner (SEL) Populations**

Noma LeMoine, LeMoine & Associates Ed. Consulting

### Thursday, March 5, 2015

10:30 AM – 11:45 AM

Room: Golden West

#### **Negotiating Bilingual Identities through Collaborative Relations of Power: Classroom Examples**

Jim Cummins, University of Toronto

10:30 AM – 4:30 PM

Room: Regency Windsor

#### **A PreK-3 Comprehensive Model: The Common Core with English Learners at the Center**

Laurie Olsen, Sobrato Early Academic Language Program

1:30 PM - 4:30 PM

Room: Terrace Salon Three

#### **\*Teacher Education—Desafíos y Oportunidades: Preparing Critically Conscious Dual Language Educators**

Cristina Alfaro, CSU San Diego

### Friday, March 6, 2015

10:30 AM – 11:45 AM

Room: Pacific Salon Three

#### **The Importance of Bilingualism for Dual Language Students**

Kathryn Lindholm-Leary, CSU San José

10:30 AM – 11:45 AM

Room: Garden Salon Two

#### **The Importance of School Leadership in Addressing the Needs of English Learners**

Barbara Flores, CSU San Bernardino

10:30 AM – 4:30 PM

Room: Golden West

#### **Tools to Build Vocabulary Foundations for Critical Common Core Competencies**

Kate Kinsella, CSU San Francisco

4:45 PM - 6:00 PM

Room: Pacific Salon Four

#### **Participatory Action Research: A “Critical” approach for Latina/o Teacher Preparation**

Margarita Berta-Avila, CSU Sacramento

### Saturday, March 7, 2015

9:00 AM - 10:15 AM

Room: Pacific Salon One

#### **Bridging Bilingual and Special Education: Opportunities for Transformative Change in Teacher Preparation**

Regina Brandon, CSU San Diego





1975 to  
2015

The first CABE conference was held in 1975. Now, four decades later, as we celebrate our 40th Anniversary, CABE 2015 is offering a “Then & Now Series” to highlight where have we been, how we got here and where are we going.

In these poignant and powerful daily sessions, leaders and advocates will share, reflect and celebrate the history and legacy of CABE along with discussing the current state of our movement to strategically support English Learners and the vision of Biliteracy for All.

**Be part of CABE’s history as we shape our future now!**

- **Wednesday, 2:45 pm-4:00 pm, California Room**

Then & Now Series—English Learner Leadership and Legacy

We need a new generation of leaders, and now can capitalize on the legacy built over more than 40 years. Veterans of many English Learner advocacy, legislative, research and implementation campaigns will describe a new initiative – to be launched in spring 2015 – to provide training, mentoring, fieldwork and network support for cohorts of educators and others who are committed to building and sustaining the movement for educational equity and excellence for English Learners.

Norm Gold, Moderator

Martha Hernández, Laurie Olsen, Shelly Spiegel-Coleman

- **Thursday, 4:45 pm-6:00 pm, Pacific Salon Three Room**

Then & Now Series—English Learner Legal & Legislative Issues

In this session, panelists will reflect on the powerful legal and legislative milestones in the 40 (plus) year journey to support the needs and rights of English Learners. The panel will reflect on past, current and future accomplishments, challenges and aspirations. As we prepare to support the Lara Multilingual Initiation on the 2016 ballot, this dialogue on past and current linguistic rights issues is key to our foundation and a springboard to a successful future campaign. Featured panelists include Lau v. Nichols key strategist Ling-Chi Wang and lead legal counsel, Ed Steinman along with CABE legal and legislative champions.

Martha Zaragoza-Díaz, Moderator

Mary Hernández, Elizabeth Jiménez, Peter Schilla, Ed Steinman, Ling-chi Wang

- **Friday, 4:45 pm-6:00 pm, Pacific Salon Three Room**

Then & Now Series—English Learner Policy & Practice

Forty years have passed since the passage of Lau v. Nichols and the birth of CABE. Much has happened in our California school system to support and move forward the vision of biliteracy and equitable linguistic and academic access for all. This panel will discuss key moments in our past and in present times regarding policy and practice that have impacted English Learners from curriculum, pedagogical approaches, assessment systems, language development standards, program options, educational challenges, and motivating accomplishments.

Shelly Spiegel-Coleman, Moderator

Karen Cadiero-Kaplan, Barbara Flores, Robert Linqunti, María Quezada, Francisca Sánchez

### CALLING ALL CABE CHAPTER LEADERS!

Join us at the CABE 2015 JDA to gather with other bilingual leaders and advocates across the state. JDA offers you the opportunity to connect directly with CABE Board Members, to learn more about our exciting strategic plan---the CABE Compass, and to work collaboratively to strengthen our involvement and impact in our schools, districts, and communities.

#### CABE JDA

**Wednesday, March 4, 2015**

**10:30 am 3:30 pm**

**Room: Tiki Pavilion**

If you are a CABE Chapter leader  
or a very active member, **JOIN US!**



### ¡ÚNETE A CABE!





## **Congratulations, CABE, on your 40<sup>th</sup> Anniversary!**



2-Way CABE, a proud affiliate of CABE, welcomes you to this year's 40<sup>th</sup> Annual CABE Conference. Join CABE and 2-Way CABE today to be a part of an amazing family of educators, administrators, students, and families!

**You are the ♥ of CABE and 2-Way CABE!**

Visit us daily at the 2-Way CABE table in the Exhibit Hall and enter to win great prizes!!

Kris Nicholls, Ph.D., President ~ Patricia Wolf Kincade, Vice President

Yolanda Lucero, Secretary ~ Adeline Blasingame, Treasurer ~ Adrienne Machado, Member-at-Large

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For more information:

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

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



# *¡Bienvenida Rita!*

## **CABE WELCOMES RITA MORENO!!**

Singer, Actress, Dancer, Bilingual Advocate

### **OPENING GENERAL SESSION AT CABE 2015**

Wednesday, March 4, 2015

4:30 pm – 6:00 pm

Town & Country/San Diego Rooms



Rita Moreno, born Rosa Dolores Alverio in Puerto Rico, arrived in New York when she was 5 years old. Over the years, she became a talented dancer and ended up in Hollywood, making her mark in musicals like *Singin' in the Rain* and *The King and I* before winning an Oscar for her unforgettable turn as Anita in *West Side Story*. She is the only Latino performer to win an Emmy, a Grammy, an Oscar and a Tony.

Rita Moreno, has maintained the importance of being bilingual and multicultural and has added her voice to "Being Bilingual" produced by PBS station WETA. She has been featured on the website "Colorín Colorado" and has been recognized by several Latino organizations including NCLR and HOLA. Rita Moreno has been a champion for maintaining bilingual language and learning skills in our schools.

At 81, Moreno has written the story of her remarkable life and career in her new memoir, *Rita Moreno*. Rita will be signing her book both prior to and immediately following the General Session.

*¡Gracias Rita por compartir tu voz, sabiduría y experiencias con CABE!*

The CAFE Legacy:  
Making 21<sup>st</sup> Century Multilingual Dreams Come True

# Wednesday



**Celebrating 40 Years  
of Educational Excellence  
for English Learners  
& Biliteracy for All**



### HIGHLIGHTS

WEDNESDAY

#### OPENING DAY ACTIVITIES

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7:30 am - 4:30 pm / Conference Registration and Tote Bag Pick Up / Atlas Foyer

7:30 am - 2:00 pm / School Site Visits / Pacific Ballroom Foyer

9:00 am - 3:00 pm / University Site Visits / Pacific Ballroom Foyer

10:30 am - 3:30 pm / JDA - Joint Delegate Assembly / Tiki Pavilion

11:00 am - 4:00 pm / Parent Center Opening / Meeting House

#### EXHIBIT HALL ACTIVITIES

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12:00 pm - 4:00 pm / Exhibit Hall Opening / Grand Exhibit Hall

6:00 pm - 7:30 pm / Night at the Exhibits / Grand Exhibit Hall

#### WORKSHOPS, INSTITUTES, ACTIVITIES

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10:30 am - 4:30 pm / Two-Day Institutes - Day 1

1:00 pm - 4:00 pm / Workshop Sessions

1:00 pm - 4:00 pm / Half-Day Institutes

#### FEATURED SPEAKERS

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2:45 pm - 4:00pm / Patricia Gándara / Noma LeMoine / Silvia Dorta Duque de Reyes

#### OPENING GENERAL SESSION

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4:30 pm - 6:00 pm / Keynote Address: Bryonn Bain and Rita Moreno  
Town & Country and San Diego Rooms

#### SPECIAL EVENTS

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2:45 pm - 4:00 pm / Then & Now Series: English Learner Leadership & Legacy / California Room

7:00 pm - 11:00 pm / Membership Reception and Dance Featuring: DJ Minit / California Room



PLAN YOUR DAY

WEDNESDAY

MORNING: 8:00 am - 12:00 pm

AFTERNOON: 12:00 pm - 6:00 pm

EVENING: 6:00 pm - 11:00 pm



Use the CBE 2015 App to Plan Your Day!

### TWO-DAY INSTITUTES - DAY 1

PRE-REGISTRATION AND ADDITIONAL FEE REQUIRED

#### **An Overview of Two-Way Bilingual/Dual Immersion Programs: Authentic 21st Century Learning for all Students**

10:30 AM - 4:30 PM

Room: Regency Tower Windsor Rose

#### **2-Way CABE Board**

*Grade Level: All*

*Language: English*

*Strand: Two-Way Bilingual/Dual Immersion*

*Audience Level: New to Field/Experienced*

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

#### **Kagan Structures for Active Engagement**

10:30 AM - 4:30 PM

Room: Regency Tower Le Chanticleer

#### **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 for English Learners with Kagan Structures: simple, research-based instructional strategies that make learning more active and interactive. You learn easy ways to use Kagan Structures as a part of every lesson, creating

greater engagement, deeper understanding of the content, improved retention and greater liking for class and content. You master the Seven Keys to Cooperative Learning including Team Formation, Building Will, Management Techniques, Embedded Social Skills, PIES Principles, and Structures! If you want more fun in teaching, highly engaged students who love your classroom, and elevated test scores, this workshop is for you!

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

10:30 AM - 4:30 PM

Room: Regency Tower Le Sommet

#### **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 institute 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.

## TWO-DAY INSTITUTES - DAY 1

PRE-REGISTRATION AND ADDITIONAL FEE REQUIRED

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

*\*\*Please note that this institute is longer than other institutes.*

9:30 AM - 4:30 PM  
Room: Garden Salon One

**Susan McCoy, Orange County DOE**  
**Stacey Larson-Everson, Orange County DOE**  
**Nicole Chávez, Orange County DOE**  
**Kelley White, Orange County DOE**

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

This institute 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 designed to promote academic language, literacy, and cross-cultural respect in the classroom. All participants will meet the two day requirement of Project GLAD® Tier I training.

### **Unpacking and Implementing California's Powerful, New ELD Standards (K-8)**

10:30 AM - 4:30 PM  
Room: Garden Salon Two

**Elizabeth Jiménez-Salinas, CABA PDS**

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

The new California ELA/ELD Framework calls for ELD to be both a dedicated subject and a focus of all content areas. This hands-on session is an excellent introduction to some very positive ways to help make that happen. Participants will have the opportunity to deeply understand the new ELD standards and will work with a template and routine for determining the foundational skills and knowledge English Learners need as they work across the curriculum.



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

WEDNESDAY

#### Teaching Reading Comprehension of Complex Text to English Learners

1:00 PM - 4:00 PM

Room: Brittany

**Rosita Apodaca, Institute for Learning - University of Pittsburgh**  
**Tabetha Danis Bernstein, Kutztown University**  
**Sara DeMartino, University of Pittsburgh**

*Grade Level: 6-12*

*Language: English*

*Strand: College and Career Readiness*

*Audience Level: New to Field/Experienced*

Accessing the information contained in rich, age-appropriate, relevant, complex texts proves challenging for English learners (ELs). However, through close and repeated reading of such texts, students can develop their literacy skills in ways necessary for successful academic experiences. Our session demonstrates the use of complex texts with adolescent English learners through a standards-aligned English language arts unit. Incorporating video of classroom instruction, the session offers evidence of how teachers can facilitate comprehension of complex texts with ELs.

#### Closing the Academic Language Gap During Integrated ELD

1:00 PM - 4:00 PM

Room: Terrace Salon Three

**Magdalena Ruz González, Los Angeles COE**  
**Leolyn Boyer, Los Angeles COE**  
**Gisela O'Brien, Center for Equity for English Learners, Loyola Marymount University**

*Grade Level: 6-12, Adult*

*Language: English*

*Strand: English Language Development*

*Audience Level: New to Field/Experienced*

During content instruction, teachers must address the complex language of the text. Using the ELD Standards, teachers deconstruct text, and scaffold sentences to support English Learners' access to academic language. "A Tool To Scaffold Instruction for English Learners", developed by LACOE, provides teachers questions, and sentence frames organized by language proficiency levels. Sections are scaffolded according to Bloom's Taxonomy and Depths Of Knowledge which are linked to ELD Purposes. Come learn about the other ways to teach academic language to close the language gap and raise the rigor for our ELs!

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

**Project-Based Learning for English Learners**

1:00 PM - 4:00 PM

Room: Crescent

**Elvira Armas, Loyola Marymount University**

**Gisela O'Brien, Center for Equity for English Learners, Loyola Marymount University**

**Magaly Lavadenz, Loyola Marymount University**

*Grade Level: 3-8*

*Language: English*

*Strand: Curriculum & Instruction*

*Audience Level: New to Field/Experienced*

This institute will present a framework for Project-Based Learning (PBL) focusing on English Learners. Participants will learn how to develop integrated language and content learning goals for their classrooms. Two concrete models of ELs project-based curriculum development will be shared: a STEM PBL program, and an intervention program. Both programs illustrate how to integrate language learning through academic content by utilizing effective practices that include active participation and authentic opportunities to connect and extend learning in the wider community.



California Association for Bilingual Education

**WWW.CABE2015.ORG**

## FEATURED SPEAKER 1:00 PM - 2:15 PM

**Silvia Dorta-Duque de Reyes, Benchmark Education**

1:00 PM - 2:15 PM

Room: Royal Palm Salon Four

**Close Reading Strategies for English Learners**

Common Core implementation proposes Close Reading as a strategy. While Close reading has potential benefits for English Learners, it also has potential pitfalls. The difficulties posed by the linguistic complexity of texts must be addressed. Using text complexity rubrics, we will practice text analysis from a language development perspective. Strategies and protocols for Close Reading with English learners will be demonstrated.

[WWW.CABE2015.ORG](http://WWW.CABE2015.ORG)



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

■ **Words Their Way Spanish Intervention**  
**Program: Palabras a su Paso**

1:00 PM - 2:15 PM  
 Room: Ascot

**Lori Helman, Minnesota Center for Reading Research**

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

In this session, Words Their Way and Palabras a su Paso author Dr. Lori Helman will guide K-6 grade educators through an overview of Words Their Way Spanish developmental model, Palabras a su Paso. During this session, you will learn to better understand students' reading development when teaching the phonemic sequence in Spanish. You will practice analyzing students' spelling samples and investigate the kinds of literacy and vocabulary activities most appropriate to each level of spelling development. Participants will also have an opportunity to observe examples of how to group students for differentiated instruction.

■ **Reclassification Policy: The Gatekeeper to Access for English Learners**

1:00 PM - 2:15 PM  
 Room: Pacific Salon Five

**Kris Nicholls, 2-Way CABE**

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

When a student is identified as an English Learner, the type of instructional differentiation and support that the student is to receive, including specialized English Language Development (ELD) instruction, is prescribed by law and educational policy. However, the manner in which an English Learner is determined to have reached full proficiency, both academically and linguistically, in English is less clear. If an English Learner is reclassified too early, he/she will not have the academic language skills necessary for success in mainstream college-preparatory classrooms with no instructional support. Conversely, if an English Learner is not considered for reclassification even though he/she possesses the appropriate academic language skills in English, he/she will not have access to the mainstream college-preparatory classes. In this workshop, the dichotomy between the explicit entry criteria into English Learner classification and the often ambiguous guidelines for reclassification will be examined through the lens of the several reforms in education, including the Common Core State Standards (CCSS) and the new ELD Standards that many states are adopting that align with the CCSS. In addition, we will examine the implications of the shift to the CCSS performance-based standardized academic assessments and the new ELD assessments.

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

WEDNESDAY

#### ■ Running On Empty? Fill Up With Strategies That Wipe Out Classroom Disruptions!

1:00 PM - 2:15 PM

Room: Meeting House Esquire

**Sharon Miller, Mesa Public Schools**

*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 90% of low-level discipline problems in the classroom and help you regain 7-9 hours of lost instruction time per week! Walk away with powerful behavior changing tools and strategies that you can use on Monday!

#### ■ Developing Academic Language in Long-Term English Learners- Integrated and Designated ELD

1:00 PM - 2:15 PM

Room: Pacific Salon Six

**Samuel Nofziger, Fresno COE**

*Grade Level: K-12*

*Language: English*

*Strand: Curriculum & Instruction*

*Audience Level: New to Field/Experienced*

Come hear about how sixth grade teachers are making instructional decisions, to develop the key components of academic language in long-term English learners (LTEs). Through a participatory action research study, this doctoral study illustrates how these teachers of LTEs are influencing the academic writing of their students while

developing academic oral language. Specific and recommended instruction structures, strategies, and scaffolds will be shared.

#### ■ The World Is All Around Us: Creating a Culturally Responsive School Community

1:00 PM - 2:15 PM

Room: Golden Pacific Ballroom

**Lee Mun Wah, StirFry Seminars & Consulting**

*Grade Level: All*

*Language: English*

*Strand: Multicultural/Anti-Bias/Diversity Education*

*Audience Level: New to Field/Experienced*

When schools desire to transition into a multicultural environment, what will they need to prepare themselves? So often, teachers, staff and administrators want to have 'culturally responsive' classrooms, but are stuck in trying to answer some very familiar questions, "How do we create a school atmosphere where every student and staff member is seen and valued? What if I'm part of the problem? If don't even know about my own culture, how can I help someone else discover and celebrate theirs?" These and many other questions will be answered in this dynamic interactive session about what it will take to create a truly multicultural school community. Through personal stories, diversity exercises, role-play, and other experiential modalities, we will explore not only in what ways we have become mired, but also what is still needed to truly make use of the cultural richness inherent in the gifts and contributions of our students, staff, administrators, teachers, and parents.

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

### ■ Close Reading and the English Learner

1:00 PM - 2:15 PM

Room: Regency Sheffield

**Laura González, Tulare COE**

**Alesha Moreno-Ramírez, Tulare COE**

*Grade Level: 3-8*

*Language: English*

*Strand: Curriculum & Instruction*

*Audience Level: New to Field/Experienced*

The Common Core Standards invite all students to read closely and attentively. English learners, in particular, will benefit from key strategies and scaffolds to help them navigate meaning, structure, and visual cues as they build knowledge through various kinds of text. This session will offer practical, classroom-friendly approaches to support English learners as they encounter more complex texts.

### ■ Engaging students in academic discourse in the mathematics classroom

1:00 PM - 2:15 PM

Room: Regency Windsor

**Diane Kinch, California Mathematics Project, Cal Poly Pomona**

**Greisy Winicki-Landman, California**

**Mathematics Project, Cal Poly Pomona**

**Jennifer Montgomery, Pomona USD**

*Grade Level: 3-12*

*Language: English*

*Strand: Curriculum & Instruction*

*Audience Level: New to Field/Experienced*

The goal of this session is to demonstrate learning rigorous mathematics through engaging tasks. Participants will experience and analyze mathematical concepts through collaborative tasks emphasizing literacy strategies. They will

read, write, listen and speak about mathematics in order to process their understanding and produce evidence of their learning.

### ■ Accelerating Long-Term English Learners to Proficiency and College Readiness through AVID Excel

1:00 PM - 2:15 PM

Room: Meeting House Town

**Sacha Bennett, AVID Center**

**Renae Bryant, Corona-Norco Unified SD**

*Grade Level: 3-12*

*Language: English*

*Strand: English Language Development*

*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 district's implementation of AVID Excel, its successes and potential for growth.



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

WEDNESDAY

#### ■ Understanding Transcripts & Calculating a GPA / Entendiendo la boleta para calcular la puntuación de su hijo/a

1:00 PM - 2:15 PM  
Room: Terrace Salon Two



**Sylvia Juárez-Magaña,**  
**Juárez Consulting - Educational Services**

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

A mock transcript will be used to cover how a university representative will review your child's grades and courses taken in high school. Further discussion will include a review of extracurricular activities & what to consider writing about for college admissions. Se utilizará un ejemplo de una boleta de calificaciones para explorar como un representante universitario interpretaría las clases y calificaciones que su estudiante tomó durante la secundaria. Esta discusión también incorporará una consideración sobre las actividades extra-escolares y explorará las narrativas que serían ejemplares para la admisión universitaria.

Esta sesión se repetirá el viernes, 6 de marzo de 10:30 am a 11:45 am.

#### ■ Whole School Success with ELs and All Students

1:00 PM - 2:15 PM  
Room: Royal Palm Salon Three

**María Trejo, Learning Sciences International**

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

This session will highlight instructional strategies that promote whole school success in districts serving large populations of English learners (ELs). An overview and modeling of select, evidence-based instructional strategies for K-12 EL educators in all subject areas will be presented. The presentation will highlight models of successful schools and discuss key features and processes for implementing and sustaining academic success with ELs and all students. Strategies for teaching vocabulary in each of the content areas, developing and implementing strategies to promote increased reading comprehension, and building students' proficiency at writing within the content domains will be presented.

#### ■ Let's Talk About Art! Developing Academic Oral Vocabulary: Lessons from Hacienda La Puente Unified.

1:00 PM - 2:15 PM  
Room: Pacific Salon Seven

**Barbara Genovese-Fraracci, Hacienda La Puente USD**

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

This session will highlight the importance of academic oral language discussion and its correlation to reading comprehension. Participants will learn how discussions of fine art and real-world photos can reinforce the CCSS by using the image as text. The presenter will then share the experiences of English Learners in Hacienda La Puente Unified who were able to understand and correctly use academic vocabulary regardless of their decoding abilities or previous academic success. Classroom videos will be shared as well as useful handouts.

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

■ **Make and Take Strategies for Common Core Reading Foundation Skills and the English Learner**

1:00 PM - 2:15 PM

Room: Pacific Salon Three

**Amanda Gonzáles, Palm Springs USD***Grade Level: K-5**Language: English**Strand: English Language Development**Audience Level: New to Field/Experienced*

Let's make strategies to support our English Learners with the Common Core and the Reading Foundational Skills. During this session we will connect the CCSS for Reading Foundational skills to specific strategies that support EL's in the classroom. Come ready to make things that you can take back to your site and use right away.

■ **Using the ELD Standards to monitor progress of English Learners**

1:00 PM - 2:15 PM

Room: Stratford

**Angelica Hurtado, San Bernardino City USD  
Luzelena Rosales, San Bernardino City USD***Grade Level: K-5**Language: English**Strand: English Language Development**Audience Level: Experienced*

This workshop will share how San Bernardino City USD utilized the new ELD standards to create an ELD portfolio as a progress-monitoring tool for English Learners. The ELD Portfolio is used to document the progress that English learners are making as they achieve each ELD Standard. It is also a valuable tool to use during Parent-Teacher Conferences, where the ELD Portfolio is used to share grades given to students in K-6. The ELD

portfolio is an ongoing record of student progress, which provides legal documentation of services provided for each student.

■ **Reciprocal Teaching: The Craft of Engaging all Students**

1:00 PM - 2:15 PM

Room: Dover

**Kent Besocke, El Monte Union High SD  
Ivannia Soto, Whittier College  
Daniel Magaña, El Monte Union High SD***Grade Level: 9-12**Language: English**Strand: Professional Development/Teacher Preparation**Audience Level: New to Field/Experienced*

This presentation will address speaking and listening expectations from the Common Core State Standards and how they relate to English learners. The focus will be on what Reciprocal Teaching looks like at the secondary level. Participants will have an interactive learning experience and leave with high-leverage strategies, scaffolds, and procedures necessary for facilitating productive academic discussions in the classroom. Participants will also look at grouping strategies, management techniques, and best practices that help to create more student-centered learning.

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

WEDNESDAY

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

1:00 PM - 2:15 PM  
Room: Eaton

**Karen Meyer, Estrellita, Inc**  
**Perla Sánchez, Estrellita, Inc**

*Grade Level: Preschool-5*  
*Language: English*  
*Strand: Two-Way Bilingual/Dual Immersion*  
*Audience Level: New to Field/Experienced*

Estrellita is a complementary, phonics-based, accelerated Spanish reading program. An overview of all 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.

#### ■ The Math-Specific Writing of a Two-Way Immersion Student

1:00 PM - 2:15 PM  
Room: Clarendon

**José Hernández, Sacramento City USD**

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

What linguistic resources can a two-way immersion student use in response to math-specific writing prompts? This presentation provides examples of how a second-grader applied specific linguistic resources in her written responses to word problems. Also discussed are the potential implications of these findings for classroom instruction in light of new academic standards.

#### ■ “El camino al éxito” - A Spanish Kindergarten Response to Intervention

1:00 PM - 2:15 PM  
Room: Fairfield

**Kerry Gavett, Tigard-Tualatin SD**  
**Jessica Swindle, Tigard-Tualatin SD**

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

“El camino al éxito” is a research-based Kindergarten curriculum that was developed for intervention for at-risk children learning to read in Spanish. “El camino” is a 30-minute program that includes 118 daily lessons, with explicit teaching routines and fun activities. It can be used for students in either Spanish Literacy or Dual Language Immersion programs. The workshop will present the components of the curriculum and research demonstrating the effectiveness of the program.

#### ■ Helping English Learners transition to Common Core State Standards

1:00 PM - 2:15 PM  
Room: Royal Palm Salon Five

**Christine Nieto, CTB/McGraw-Hill**

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

This seminar highlights the need to focus on Academic Language Development in the classroom so English learners can be successful on the Common Core State Standards. Assessments that spotlight the academic language strengths and deficiencies will be shared with participants.



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

## ■ The Road to Reclassification

1:00 PM - 2:15 PM

Room: Pacific Salon One

**Thomas Casey, Norwalk-La Mirada USD***Grade Level: 3-12**Language: English**Strand: English Language Development**Audience Level: New to Field/Experienced*

"The Road to Reclassification" is a process used with English Learners to foster self-awareness and goal setting. English Learners are guided through their own data the districts criteria for reclassification with an aim to set short term goals towards eventual reclassification. The process can be facilitated by teachers, aides and administrators and is intended as a regular part of English Learner progress monitoring.

## ■ Designing Effective English Learner Programs

1:00 PM - 2:15 PM

Room: Pacific Salon Four

**Oscar Medina, San Rafael City Schools***Grade Level: K-12**Language: English**Strand: Administration & Management**Audience Level: New to Field/Experienced*

Learn how to use data and fiscal resources to design highly effective programs for English learners, especially long-term ELs. Topics include: data analysis, differentiated instruction in the core, ELD program evaluation and curriculum design, EL-specific professional development using embedded ELD in the core, implementing an instructional coaching model, implementing research-based instructional practices across the entire organization, etc. Attendees can request free electronic copies of all materials after the conference.

## ■ WRITE Institute: Amplifying the Writing Process

1:00 PM - 2:15 PM

Room: Pacific Salon Two

**Julie Goldman, San Diego COE****Kristen Blake, San Diego COE***Grade Level: All**Language: English**Strand: Curriculum & Instruction**Audience Level: New to Field/Experienced*

This interactive presentation will help teachers and administrators better understand research and topics related to K-12 writing and Common Core Standards. Participants will better understand systemic writing implementation.

## ■ Strategies to Meet the Common Core English Language Arts and the Next Generation Science Standards

1:00 PM - 2:15 PM

Room: Royal Palm Salon Two

**Jamie Hudson, Rourke Educational Media***Grade Level: K-5**Language: English**Strand: Commercial**Audience Level: New to Field/Experienced*

This workshop will share strategies supporting English instruction in the classroom, meeting Common Core and Science Standards. Strategies to access language across the curriculum will be shared including: prior knowledge, differentiated instruction; explicit vocabulary instruction; graphic organizers and home school connection activities.

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

WEDNESDAY

#### ■ Local Control Funding Formula (LCFF): What Parents Need to Know

1:00 PM - 2:15 PM  
Room: Meeting House Sunrise



**Franchesca González,**  
**California Rural Legal Assistance, Inc.**  
**Cynthia Rice,**  
**California Rural Legal Assistance, Inc.**  
*Grade Level: K-12*  
*Language: English, Spanish,*  
*Strand: Advocacy & Engagement*  
*Audience Level: New to Field*

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 on how they can hold their children's school districts accountable through the annual review of Local Control Accountability Plans (LCAPs) and uniform complaint process.

#### ■ Puedo apoyar la educación si no hablo Inglés?

1:00 PM - 2:15 PM  
Room: Meeting House Sunset



**Jennifer Rodríguez, River Delta Joint USD**

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

Ser papá/mamá en un país que no habla su idioma natal es desalentadora. Uno quiere lo mejor para sus hijos/as y sabe que recibir una educación sólida es la manera más segura de lograrlo. En esta presentación, usted aprenderá estrategias

para ayudar a sus hijos con la tarea de escuela primaria y preparatoria aunque no sepa inglés. Tendrá oportunidades de hacer preguntas y componer un plan para poner en práctica las ideas que aprendió.

#### ■ Effective Leadership and Engagement for Parents of College Bound Kids

1:00 PM - 2:15 PM  
Room: Royal Palm Salon One



**Lillian Toulet, Chula Vista Elementary SD**  
**Lourdes Araiza, Chula Vista Elementary SD**  
**Lilia Carnahan, Chula Vista Elementary SD**

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

Parent leadership and engagement make a difference in a child's readiness for college. This interactive workshop is intended for parents, teachers and administrators interested in developing strong community engagement in order to support children's academic success at all levels. Participants will learn key elements and strategies to build a strong support base for children and increase effective parent engagement and leadership at school and District levels.

WEDNESDAY, MARCH 4, 2015

CABE 2015 

## NOTES

WEDNESDAY



### FEATURED SPEAKER 2:45 PM - 4:00 PM

WEDNESDAY



**Patricia Gándara,**  
UC Los Angeles

2:45 PM - 4:00 PM  
Room: Golden Pacific Ballroom

#### **The Bilingual Advantage: Language, Literacy, and the U.S. Labor Market**

This talk will introduce a series of new studies that explain why, in the past, economists have not found a real labor market advantage for bilinguals in the U.S, and how new research finds significant advantages for bilingualism both in education outcomes as well as in hiring, earnings, and occupational status.

**Book signing immediately following session.**



#### **Then & Now Series—English Learner Leadership and Legacy**

2:45 PM - 4:00 PM  
Room: California Room

**Norm Gold, Norm Gold Associates**  
**Shelly Spiegel-Coleman, Californians Together**  
**Laurie Olsen,**  
**Sobrato Early Academic Language Program**  
**Martha Hernández, Fillmore USD**

We need a new generation of leaders, and now can capitalize on the legacy built over more than 40 years. Veterans of many English Learner advocacy, legislative, research and implementation campaigns will describe a new initiative – to be launched in spring 2015 – to provide training, mentoring, fieldwork and network support for cohorts of educators and others who are committed to building and sustaining the movement for educational equity and excellence for English Learners.



**Noma LeMoine, LeMoine & Associates Ed. Consulting**

2:45 PM - 4:00 PM  
Room: Pacific Salon One

#### **Academic English Mastery: Best Practices for Improving Language Acquisition and Learning in Standard English Learner (SEL) Populations**

This seminar is designed to help educators develop new paradigms for educating students for whom Standard English is not native. Participants will become knowledgeable about issues of language variation and learning in African American, Mexican American, and other Standard English Learner (SEL) populations, reflect on beliefs, attitudes, and perceptions that impact academic performance, and build new schemas for addressing SEL's language acquisition and learning needs. The Seminar will highlight culturally and linguistically responsive instructional methodologies as "best practices" that build on the language, learning styles, and experiences of Standard English Learners (SELs) and serve as powerful pedagogy for eliminating disparities in educational outcomes for traditionally low performing SEL students.

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

■ **Reading differences between students who are successful in passing the Reading portion of the California English Language Development Test (CELDT) and those who struggle to pass it.**

2:45 PM - 4:00 PM

Room: Stratford

**Victor Tellez, Compton USD**

*Grade Level: 9-12*

*Language: English*

*Strand: English Language Development*

*Audience Level: New to Field/Experienced*

Research shows that only about 20% of California's ELD population ever reclassifies. The area where most of the students struggle to pass the CELDT is the reading section. This presentation is a discussion of Dr. Tellez's research as to why the majority of the students struggle with passing the reading section of the CELDT. He will discuss areas such as Lexile, fluency, reading strategies, reading habits and hyperlexia.

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

2:45 PM - 4:00 PM

Room: Meeting House Sunset

**María Reifler, Montebello USD**

*Grade Level: K-12*

*Language: English*

*Strand: Professional Development/Teacher*

*Preparation*

*Audience Level: New to Field/Experienced*

Students are growing up in a fast-changing and challenging world. To meet today's challenges—new technologies, bullying, among others—young people need to learn the skills to manage their lives

responsibly. In this session, educators will have the opportunity to learn and review self-management skills and how to apply them in their classroom. These skills will help participants learn how to foster a sense of responsibility, self-respect, and respect for others, in order to have a disciplined and motivated classroom environment.

■ **Reaching the Reluctant Writer**

2:45 PM - 4:00 PM

Room: Pacific Salon Two

**Jean Nichols, Institute for Excellence in Writing**

*Grade Level: K-12*

*Language: English*

*Strand: Curriculum & Instruction*

*Audience Level: New to Field/Experienced*

This workshop will demonstrate a specific and successful method to give teachers the tools necessary to address student needs in language acquisition, comprehension and fluency—spoken and written, and the application of basic English grammar skills. Key-word outlining, retelling, and checklists combine to model language and develop vocabulary. Through this structured program, the complex process of writing is broken down into the smallest possible steps thereby creating confident, competent communicators. Results guaranteed!

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

WEDNESDAY

#### ■ App-ELL! Amplify Learning Opportunities for English Learners with Applications

2:45 PM - 4:00 PM

Room: Royal Palm Salon One

**Anne Jenks, Oxnard SD**

*Grade Level: K-5*

*Language: English*

*Strand: Technology And Digital Learning*

*Audience Level: New to Field*

This interactive workshop highlights the best apps for teaching English Learners to master core curriculum as well as become creators of digital content. Participants will come away with a list of applications that build background information and empower students to listen, speak, read and write effectively, and they will learn strategies to successfully integrate the applications into their classroom routines. Attendees are encouraged to bring their own devices.

#### ■ Common Core Writing Strategies for Bilingual/Dual Language Students

2:45 PM - 4:00 PM

Room: Eaton

**Angélica Sandoval, Chula Vista Elementary SD**

*Grade Level: K-2*

*Language: English, Spanish*

*Strand: Two-Way Bilingual/Dual Immersion*

*Audience Level: New to Field/Experienced*

Learn different strategies to get your dual immersion primary students to write in Spanish. You will see successful strategies, video demonstrations, and writing samples from Dual language students. The presentation offers materials in Spanish, which is very hard for bilingual teachers to find. It promotes literacy in the primary language as well as for the second (Spanish as a second language).

#### ■ Speak Up with the Common Core!

2:45 PM - 4:00 PM

Room: Royal Palm Salon Two

**Maya Goodall, Teaching English Materials**

*Grade Level: K-5*

*Language: English*

*Strand: Commercial*

*Audience Level: New to Field/Experienced*

Looking for ways to meet the Common Core Standards for Listening and Speaking? Learn how to get students collaborating in class discussions, an important element of the Common Core. Empower students with limited language or vocabulary to join the classroom conversation. Take our easy to use lesson design template and use it immediately with your students. With Common Core requiring students to exchange ideas, it's time for students to speak up!

#### ■ Como ser un padre tan padre para ayudar a nuestros hijos a llegar a la universidad.

2:45 PM - 4:00 PM

Room: Meeting House Sunrise

**Israel Portillo, Corona-Norco USD**

**Imelda Martin, 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 obstáculos de los ingresos a la universidad; y de la necesidad de formar un equipo autosuficiente para tener éxito en las metas fijadas.





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

■ **Closing the Gap and Breaking the Cycle:  
Community, Parents, Universities**2:45 PM - 4:00 PM  
Room: Dover**Kenia Cueto, Chapman University***Grade Level: 9-12, Adult, College/University*  
*Language: English, Spanish,*  
*Strand: Parent and Community Engagement*  
*Audience Level: Experienced*

First-generation Latinos are one of the fastest growing student populations entering colleges and universities in the nation. It is not without notice that there is a great need to support, guide, mentor and help build cultural understanding among community, parents and universities. How could communities, parents, and universities come together to help fill the cultural gap? Society at large must understand the positive contributions Latinos will make after successfully completing their college education. What role do you play? How could you help close the gap and break the cycle for first-generation Latino students?

■ **Creativity at the Core**2:45 PM - 4:00 PM  
Room: Pacific Salon Seven**Sarah Anderberg, California County  
Superintendents Educational Services  
Association***Grade Level: All*  
*Language: English*  
*Strand: Arts Learning*  
*Audience Level: New to Field/Experienced*

Learn about powerful new arts teaching and learning resources developed by regional teams of county office and arts organization partners as part of a new initiative sponsored by the California

County Superintendents Educational Services Association in partnership with the California Department of Education and CABE. This work, funded by the California Arts Council and the William and Flora Hewlett Foundation includes exciting learning modules. See a sampling of the modules and experience firsthand some exciting strategies with hands on engagement! Learn how to incorporate arts learning that connects to Common Core State Standards, ELD Standards, and Next Generation Science Standards. Be inspired by examples of how creativity motivates student learning and engages students for 21st Century student success. Leave with tools and resources to take back to share with your colleagues.

■ **El Camino a la Universidad!!**2:45 PM - 4:00 PM  
Room: Royal Palm Salon Six**María Teresa Herrera, Kern High SD***Grade Level: All*  
*Language: Spanish*  
*Strand: Parent and Community Engagement*  
*Audience Level: New to Field/Experienced*

Este taller esta diseñado por padres, para padres; para ayudar a nuestros hijos a llegar a la Universidad. Los participantes entenderán la importancia de que nuestros estudiantes reciban una educacion bilingüe de calidad, que los prepare para una economía global y competitiva. No dejemos en manos de otros la responsabilidad ni el derecho a decidir sobre el futuro universitario de nuestros hijos. Como padre, tu participación hace la diferencia!!!

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

WEDNESDAY

#### ■ Herencia Y Legado: Validating the Linguistic Strengths of English Learners via the LAUSD Seal Of Biliteracy Awards Program

2:45 PM - 4:00 PM  
Room: Regency Hampton

**Alma Castro, Los Angeles USD**  
**Juan Alfaro, Los Angeles USD**

*Grade Level: 9-12*  
*Language: English, Spanish*  
*Strand: Professional Development/Teacher Preparation*  
*Audience Level: Experienced*

English Learner (EL) students are significantly academically challenged and struggle to meet high school graduation requirements; these students, by default, are not prepared for college. Only 27% of EL students who began the ninth grade were eligible to graduate four years later in Los Angeles schools. Reversing the desolate academic trajectories, and dismantling a deficit perception of Latino EL students by validating and promoting their strengths, as a foundation for learning is the impetus for this workshop. This workshop will highlight research findings from a 2014 qualitative study that examined the narratives of Latino EL students and staff participants. The focus of this study was to gain an understanding of participant perceptions about college access, the process of implementing the LAUSD Seal of Biliteracy Awards program, in addition to the purpose, value, and impact of the program on student achievement. The presenter will draw attention to the California State Seal of Biliteracy (AB 815) legislation, and guide participants through the process for implementing the biliteracy awards program at local schools.

#### ■ Teaching Designated ELD with Repeated Interactive Read Alouds

2:45 PM - 4:00 PM  
Room: Pacific Salon Three

**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*

This workshop will present a district's experience planning and implementing a designated ELD block for K-2. The instructional block centers around repeated interactive read alouds, complex text with which teachers can meaningfully teach listening comprehension, text dependent questions, academic vocabulary, higher order thinking skills, and writing - developing academic language knowledge proficiency all the way through! Lessons will be shared and all academic language development strategies apply to literacy in any language.

#### ■ Developing Academic Oral Vocabulary in English and Spanish through Discussions about Fine Art Images

2:45 PM - 4:00 PM  
Room: Regency Sheffield

**Barbara Genovese-Fraracci, Hacienda La Puente USD**

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

This session will demonstrate research-proven strategies for developing academic oral vocabulary

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

in English and Spanish 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 in both English and Spanish. Participants will receive 24 fine art images and sample lessons in both English and Spanish.

■ **Teach the meaning of the sight words, increase reading comprehension! Early elementary strategies for ELs and struggling readers**

2:45 PM - 4:00 PM  
Room: Royal Palm Salon Three

**Melanie West, Right Side Literacy Project**

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

Melanie West, educational psychologist, TED speaker, Right Brain learning authority, and teacher coach, conveys her research-based “Right Brain” (visual-spatial-temporal) approach and strategies which have made evident a powerful link between students’ grasp of High Frequency words and reading comprehension. Biliterate students in particular struggle with High Frequency words because these “little words” are abstract in meaning and do not follow phonetic rules. West offers alternatives to Sight Word lists, rote memorization, and parent teaching. This new paradigm being used in schools throughout California, including dual immersion models, uses “visual definitions” for High Frequency Words as well as physical and art-based activities to make meanings concrete for students. The subtle differences between Sight Words (A and THE, THIS and THAT) come alive for workshop attendees as they discover their own learning style and learn take-away classroom strategies.

■ **Hey, Administrator! There’s an app for that!**

2:45 PM - 4:00 PM  
Room: Pacific Salon Four

**Warren Dale, CABE**

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

Come, bring your own device (BYOD) and experience amazing apps for managing projects and collaborating with your board, staff, and educational community. Enjoy a world-wide tour of online calendars, email and conferencing apps, idea management, and more! Learn to expedite communications to constituents. Post and search for events, and notify parents of student achievement. Review a list of great apps and see what they all have in common (a surprise destined to grip the heart and transform the pedagogy of every educator)! Bonus: Have a QR-code reader loaded on your handheld, and discover a great way to showcase student achievement!

■ **Using Formative Assessment to Identify the Learning Needs of Your English Learner**

2:45 PM - 4:00 PM  
Room: Royal Palm Salon Four

**Carol Johnson, Renaissance Learning**

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

Attendees in this session will learn the benefits of using STAR Custom for frequent, interactive assessment of the progress and understanding of their English Learners to identify learning needs and adjust teaching.



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

WEDNESDAY

#### ■ CAFE Website and Facebook

2:45 PM - 4:00 PM

Room: Fairfield

**Stanley Lucero, CAFE Board**

*Grade Level: All*

*Language: English*

*Strand: Technology And Digital Learning*

*Audience Level: New to Field/Experienced*

Our CAFE website has added some new features for CAFE members [and will be adding more information]. We have two Facebook groups: CAFE and CAFE-MEMBERS-ALL REGIONS. Come and learn how to access resources, share resources, and network with CAFE members. Make sure you have selected a chapter and affiliates for your CAFE membership.

#### ■ Colvard Learning Systems Presents Pup's Quest for Phonics: Engaging, Innovative, Empowering!

2:45 PM - 4:00 PM

Room: Terrace Salon Two

**Melinda Piña, Colvard Learning Systems**

*Grade Level: Preschool-2*

*Language: English*

*Strand: Commercial*

*Audience Level: New to Field/Experienced*

The purpose of this presentation is to introduce participants to Colvard Learning Systems and demonstrate how Pup's Quest for Phonics, supports English Language Learners through the use of a tablet-based, interactive reading program. Pup's Quest for Phonics provides English Language Learners the appropriate scaffolding and support to become fluent readers. The presenter, a Reading Specialist and teacher, will explain the pedagogy behind the development of the program

and guide participants through the use of Pup's Quest for Phonics. The presenter will focus on the concepts of phonemic awareness, phonics, fluency, and vocabulary development and demonstrate the cutting edge speech and handwriting technologies in the program. Participants will have the opportunity to navigate through the program themselves and review the data metrics and supplemental materials which allow teachers to differentiate instruction to meet the needs of each individual student.

#### ■ Técnicas de trabajo para el éxito de programas bilingües en secundaria

2:45 PM - 4:00 PM

Room: Ascot

**Jordi Solsona, Glendale USD**  
**María Capdevila, Glendale USD**

*Grade Level: 6-8*

*Language: Spanish*

*Strand: Two-Way Bilingual/Dual Immersion*

*Audience Level: New to Field/Experienced*

Esta sesión pretende hacer una revisión de los elementos que promueven el éxito en la implementación de programas bilingües en la escuela secundaria. La presentación se centra en dos aspectos clave: la importancia de la coordinación y del trabajo en equipo y el rigor académico y del lenguaje. Los ponentes, profesores de ciencias sociales y de lengua española, ofrecerán un recorrido por las técnicas, materiales y recursos más efectivos en la creación y crecimiento de un programa bilingüe en secundaria. Así mismo, la sesión promoverá el debate sobre cómo reducir la fatiga del programa en cursos avanzados y la necesidad de reavivar constantemente los valores y beneficios de continuar en programas bilingües en cursos posteriores a la escuela elemental.

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

### ■ Seeing with Both Eyes: From Spanish-only Student to National Geographic Explorer

2:45 PM - 5:00 PM

Room: Royal Palm Salon Five

**Andrés Ruzo, National Geographic**

*Grade Level: All*

*Language: English*

*Strand: Commercial*

*Audience Level: New to Field/Experienced*

Andrés considers his bilingual and multicultural upbringing as an essential part of his success; however, he didn't always think this way. Growing up, he struggled with his diversity until he realized that two perspectives are better than one, and harnessed his diversity to reach his dreams. In this personal talk, Andrés shares his story as a case study of how a boy who entered the U.S. educational system as a Spanish speaking student reached his life-long dream of becoming a National Geographic Explorer.

### ■ Cultural Proficient Practice: Supporting Educators of English Learning Students

2:45 PM - 4:00 PM

Room: Pacific Salon Five

**Reyes Quezada, University of San Diego**

*Grade Level: All*

*Language: English*

*Strand: Standard English Learners*

*Audience Level: New to Field/Experienced*

This session will introduce the Educators' Rubric for Support of English Learning Students and Their Communities as a tool to improve our professional practice in ways that promote the academic and social well-being of English learning students in our schools. The session will engage participants to question their roles as to how they can be active participants in making sure individuals, their school, their school district, and their community can move towards attaining Cultural Proficiency. The conversations will also focus on how to reach cultural proficiency both in practice and in policies in order to close the academic achievement and social gaps that exist among English learning students and their English speaking peers.

Meet the Author and Get Your Book Signed!

### **Author's Corner**

Grand Exhibit Hall

Wednesday, March 4, 2015

6:00 pm to 6:30 pm

**PATRICIA GÁNDARA**  
**UCLA RESEARCHER**

will be signing her greatly anticipated new book,  
***The Bilingual Advantage: Language, Literacy and the US Labor Market***



### GENERAL SESSION

4:30 pm-6:00 pm  
Town & County/San Diego Rooms

#### **HONOR GUARD**

Escondido Union High SD

#### **WELCOME**

Jan Gustafson Corea, CABE CEO

#### **Host**

Francisca Sánchez  
CABE President

#### **CABE 2015 SPOTLIGHT**

The CABE Legacy—Celebrating CABE's 40<sup>th</sup> Anniversary

#### **HONORARY CHAIR**

Randy Ward, Superintendent  
San Diego COE

#### **SPECIAL GREETING**

Maestro Ernesto de Lucas, Director del Instituto de los Mexicanos en el Exterior (IME)

#### **CABE 2015 MEMORIAL**

Peter Chacón, California Assembly Member  
Michele Serros, Author

#### **SPECIAL GUEST**

##### **Rita Moreno**

Actress, Singer, and Advocate for Bilingualism

#### **KEYNOTE SPEAKER**

##### **Bryonn Bain**

Actor, Educator, Spoken Word Poet, Hip Hop Artist, Activist  
Lyrical Minded Project

#### **ANNOUNCEMENTS**

CABE Thanks Our Sponsors: National Geographic/Cengage



## SPEAKERS

**Rita Moreno****Singer, Actress, Dancer, Bilingual Advocate**

Rita Moreno, born Rosa Dolores Alverio in Puerto Rico, arrived in New York when she was 5 years old. Over the years, she became a talented dancer and ended up in Hollywood, making her mark in musicals like *Singin' in the Rain* and *The King and I* before winning an Oscar for her unforgettable turn as Anita in *West Side Story*. She is the only Latino performer to win an Emmy, a Grammy, an Oscar and a Tony. At 81, Moreno has written the story of her remarkable life and career in her new memoir, *Rita Moreno*.

Rita will be signing her book both prior to and immediately following the General Session.

**Bryonn Bain****Actor, Educator, Spoken Word Poet, Hip Hop Artist, Activist Lyrical Minded Project**

Bryonn Bain is a prison activist, spoken word poet, hip hop artist, actor, author and educator. Cornel West has described Bryonn as an artist who "...speaks his truth with a power we desperately need to hear." Bain's discussions and debates have aired weekly in 28 million homes worldwide on BET's award-winning talk show, "My Two Cents." Baines has lectured and performed at over 100 colleges and correctional facilities in the U.S., Africa, Asia, Latin America and Europe. After launching the "Lyrics on Lockdown" national prison tour/campaign, Bain created the university course by the same name to link students at Rikers Island prison to NYU, The New School, Columbia, and has performed the hip hop theater/spoken word production "Lyrics from Lockdown" for sold-out theaters on three continents worldwide. Bain currently teaches as a Visiting Lecturer for Harvard University's Dramatic Arts Division.

Bryonn will be signing his book, *The Ugly Side of Beautiful*, immediately following the general session.

Book signings immediately following session.

# CABE 2015

## NIGHT AT THE EXHIBITS!

Get a head start on viewing the CABE 2015 Exhibit Hall  
on the first night CABE 2015

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

## NIGHT AT THE EXHIBITS

WEDNESDAY, MARCH 4, 2015

6:00 PM-7:30 PM

GRAND EXHIBIT HALL

Raffles, drink coupons, and discounts!

More time to browse the exhibit booths and speak with our exhibitors one on one!  
The CABE Store will be open too!

After your visit to the Exhibit Hall, walk down the hallway to

The CABE Membership Reception  
California Room  
7:00 PM-11:00 PM

Make your first night at CABE 2015 one of your best!

WEDNESDAY, MARCH 4, 2015

CABE 2015

## CABE 40<sup>TH</sup> ANNIVERSARY MEMBERSHIP RECEPTION

Start your CABE 2015 experience in honor of our  
CABE Members as we celebrate our 40<sup>th</sup> Anniversary!

Wednesday, March 4, 2015  
7:00 pm-11:00 pm  
California Room

**Complimentary Admission for CABE Members ONLY**

Non member fee: \$25 Entrance Fee

**DON'T MISS THE RAFFLE!!!**

Members will receive a raffle ticket at the event to enter the raffle!

**Entertainment Provided by: DJ MINIT**

WEDNESDAY

DJ  
MINIT



Hailing from the Hidden Valley of San Diego, California, Mauro began DJ'ing his freshmen year of the high school. Known as the go-to- sound architect for local parties, school events and graduations, he quickly used his encyclopedia knowledge of music to propel him to one of the most in-demand DJ's in North San Diego. MINIT considers DJ Rectangle as a major influence. Upon graduating, Mauro took his talents to more professional venues, including seven year contract with Casino Pauma, located in Pauma Valley, California. During this time, MINIT was approached by LiveNation to be their VIP DJ for their Chula Vista location in San Diego. Not be limited by only a few gigs, MINIT is active all over California. LET's dance to DJ MINIT!!!!

Sponsor: **CTA** California Teachers Association

Celebrating 40 Years of Educational Excellence  
for English Learners & Biliteracy for All





# PROJECT ELL

## ELL Compliance Made Easy

**Customizable and Efficient** - ELL Compliance software at Student, Campus, District levels all in one place.

### Your Processes + Our Platform = Your ELL Compliance Software

You don't need to change your current ELL processes to use our software. **We customize our platform to fit your needs.** Each district has a unique software environment built from our core platform.

At Project ELL, our mission is to provide school districts with the best ELL compliance data and analytic software system. Unlike other compliance software companies, all we do is ELL compliance and student achievement tracking.

Our management team has 20 years of educational, technology, and software experience. We use that experience to develop the ELL compliance product that districts need; efficient, streamlined and easy to use.

#### Project ELL Difference:

- Customizable Core Platform
- Designed specifically for ELL populations
- Save time and increase compliance
- Quickly identify long term ELL students
- Monitor reclassified students
- Customizable student, campus and district compliance forms all in one place
- Track student achievement
- Reportable
- Online training and support
- Cloud hosted on Microsoft's Azure Cloud

#### Included in our Product:

- Roster of Students/Case Load
- Home Language Survey
- Notices to parents
- Initial ELL Plan
- Reclassification ELL Plan
- Transfer ELL Plan
- Annual ELL Plan
- State Assessment ELL Plan
- Monitor ELL Plan
- Parent Letters
- Customized Forms

#### Reports Include:

- Customize Report
- Total Years in Program
- Reclassification
- CELDT Score by Student
- Student List by Program
- Long Term EL Audit
- State Assessments
- Interventions
- Recommendations

**Come Visit Our Booth**

The CAFE Legacy:  
Making 21<sup>st</sup> Century Multilingual Dreams Come True

# Thursday



Celebrating 40 Years  
of Educational Excellence  
for English Learners  
& Biliteracy for All





### HIGHLIGHTS

#### GENERAL SESSION

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8:30 am - 10:00 am / Keynote Address: Jim Cummins / Town & Country and San Diego Rooms

#### EXHIBIT HALL EVENTS

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9:00 am-5:30 pm / Exhibit/Career Fair / Grand Exhibit Hall

10:30 am - 4:15 pm / Author's Corner / Grand Exhibit Hall

12:00 pm-1:30 pm / Special Exhibit Hall Dedicated Viewing / Grand Exhibit Hall

1:30 pm / iPad Drawing / Grand Exhibit Hall

12:30 pm -1:30 pm / CABE Poetry Slam / Grand Exhibit Hall Plaza

5:00 pm / Daily Exhibit Hall Drawings / Grand Exhibit Hall

#### WORKSHOPS, INSTITUTES, ACTIVITIES

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10:30 am – 4:30 pm / Two-Day Institutes - Day 2

10:30 am - 6:00 pm / Workshop Sessions

10:30 am - 4:30 pm / Full-Day Institutes

1:30 pm - 4:30 pm / Half-Day Institutes

#### FEATURED SPEAKERS & INSTITUTES

---

10:30 am - 11:45 am / Jim Cummins / David Hayes Bautista / Kenneth Wesson / Rosalía Salinas

10:30 am - 2:30 pm / CDE

10:30 am - 4:30 pm / Laurie Olsen

1:30 pm - 2:45 pm / Edna Iturralde / Enid Lee / Ivannia Soto

1:30 pm - 4:30 pm / Virginia Collier and Wayne Thomas / Sara Anderberg, et. al. / Cristina Alfaro, et. al.

3:15 pm - 4:30 pm / Donna Knoell / Michael Orosco / Angela Sambrano / F. Isabel Campoy

#### SPECIAL EVENTS

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12:00 pm – 1:30 pm / Educator and Parent of the Year Awards Luncheon /  
Town & Country and San Diego Rooms

4:45 pm-6:00 pm / CABE Jam Session / Bring your instruments and voices! / Meeting House Sunrise

4:45 pm - 6:00 pm / Then & Now Series: English Learner Legal and Legislative Issues /  
Pacific Salon Three

4:45 pm - 6:00 pm / CABE Film Festival / “El Americano”— Featuring Edward James Olmos /  
California Room

Thursday Evening / Open to enjoy San Diego, Receptions, and Free Time



PLAN YOUR DAY

MORNING: 8:00 am - 12:00 pm

AFTERNOON: 12:00 pm - 6:00 pm



Use the CABE 2015 App to Plan Your Day!

THURSDAY

### GENERAL SESSION

8:30 am – 10:00 am  
Town & Country/San Diego Rooms

#### WELCOME

##### Host

Karling Aguilera-Fort  
CABE President Elect  
San Francisco USD

##### HONORARY CHAIRS

Francisco Escobedo, Superintendent  
Chula Vista Elementary SD

##### SPECIAL GREETING

Lupita Cortez Alcalá  
California Department of Education

##### CABE 2015 SPOTLIGHT

The CABE Legacy—Celebrating CABE's 40<sup>th</sup> Anniversary

##### CABE BOARD AWARDS

CABE Legacy Award  
James Cummins

##### KEYNOTE SPEAKER

##### James Cummins

Professor Emeritus  
Ontario Institute for Studies in Education  
University of Toronto

##### ANNOUNCEMENTS

CABE Thanks Our Sponsors: Velázquez Press

## KEYNOTE ADDRESS

**James Cummins**

**Professor Emeritus  
Ontario Institute for Studies in Education  
University of Toronto**

**Negotiating Bilingual Identities in the Classroom:  
Power, Ideology and Evidence in the Ongoing Struggle  
for Inspirational Pedagogy**

The presentation will look back at 40 years of struggle by members of CABE to challenge the devaluation of bilingual students' identities in schools and society. This has been a struggle not only to bring rational evidence-based policies to debates about 'educational effectiveness' but also a struggle to reverse a centuries-old legacy of coercive relations of power between dominant and subordinated groups. Societal power relations play themselves out in the choices that every teacher in every classroom in every school makes on a daily basis. As teachers, we have the power to promote identities of competence among our students or to remain complicit with policies (e.g., evidence-free uses of standardized tests, scripted reading instruction, etc.) that devalue the identities of students and communities. We are currently at a tipping point where it is no longer possible to deny the efficacy of well-implemented bilingual programs and where multiple examples of truly inspirational pedagogy are abundant. The challenge of the next decade is to ramp up these school-based examples so that bilingual students in districts across California (and the U.S.) are enabled to use their languages for powerful social purposes.

Dr. James Cummins is a Professor with the department of Curriculum, Teaching, and Learning at OISE. Dr. Cummins holds a Canada Research Chair (Tier 1) and has been a recipient of the International Reading Association's Albert J. Harris award (1979). He also received an honorary doctorate in Humane Letters from the Bank Street College of Education in New York City (1997). In recent years, he has been a co-investigator on a large-scale SSHRC-funded project entitled "From Literacy to Multiliteracies: Designing Learning Environments for Knowledge Generation within the New Economy." He is currently involved in a project to validate the Ontario Ministry of Education's Steps to English Proficiency assessment tool. He is also conducting a research review on English Language Learners' academic trajectories. Dr. Cummins has co-authored several books on literacies in education, and has seen his work translated into Japanese and Spanish. Among his many publications, is *Negotiating Identities: Education for Empowerment in a Diverse Society* published by CABE and used throughout the educational community of California and nationally.

Jim Cummins will be signing his new (2015) book, *Big ideas for expanding minds: Teaching English language learners across the curriculum*, following his session and in the Author's Corner in the Grand Exhibit Hall on Thursday at 3:00 pm.

CABE is honored to welcome James Cummins as our Thursday Keynote Speaker and Legacy Award honoree.



### TWO-DAY INSTITUTES - DAY 2

PRE-REGISTRATION AND ADDITIONAL FEE REQUIRED

#### **An Overview of Two-Way Bilingual/Dual Immersion Programs: Authentic 21st Century Learning for all Students**

10:30 AM - 4:30 PM

Room: Regency Tower Windsor Rose

#### **2-Way CABE Board**

*Grade Level: All*

*Language: English*

*Strand: Two-Way Bilingual/Dual Immersion*

*Audience Level: New to Field/Experienced*

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

#### **Kagan Structures for Active Engagement**

10:30 AM - 4:30 PM

Room: Regency Tower Le Chanticleer

#### **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 for English Learners with Kagan Structures: simple, research-based instructional strategies that make learning more active and interactive. You learn easy ways to use Kagan Structures as a part of every lesson, creating

greater engagement, deeper understanding of the content, improved retention and greater liking for class and content. You master the Seven Keys to Cooperative Learning including Team Formation, Building Will, Management Techniques, Embedded Social Skills, PIES Principles, and Structures! If you want more fun in teaching, highly engaged students who love your classroom, and elevated test scores, this workshop is for you!

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

10:30 AM - 4:30 PM

Room: Regency Tower Le Sommet

#### **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 institute 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.

## TWO-DAY INSTITUTES - DAY 2

PRE-REGISTRATION AND ADDITIONAL FEE REQUIRED

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

*\*\*Please note that this institute is longer than other institutes.*

10:30 AM - 5:30 PM  
Room: Garden Salon One

**Susan McCoy, Orange County DOE**  
**Stacey Larson-Everson, Orange County DOE**  
**Nicole Chávez, Orange County DOE**  
**Kelley White, Orange County DOE**

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

This institute 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 designed to promote academic language, literacy, and cross-cultural respect in the classroom. All participants will meet the two day requirement of Project GLAD® Tier I training.

### **Unpacking and Implementing California's Powerful, New ELD Standards (K-8)**

10:30 AM - 4:30 PM  
Room: Garden Salon Two

**Elizabeth Jiménez-Salinas, CABE PDS**

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

The new California ELA/ELD Framework calls for ELD to be both a dedicated subject and a focus of all content areas. This hands-on session is an excellent introduction to some very positive ways to help make that happen. Participants will have the opportunity to deeply understand the new ELD standards and will work with a template and routine for determining the foundational skills and knowledge English Learners need as they work across the curriculum.

### FEATURED INSTITUTES 10:30 AM – 2:30 PM

#### California Department of Education

Lupita Cortez Alcalá, Thomas Adams, Verónica Aguila, Kristen Cruz Allen, Elena Fajardo, Gustavo Gónzales, Sonia Petrozello-Schultz, Carrie Roberts, Lily Roberts, Constantino Silva, California Comprehensive Center, Robert Linquanti

10:30 AM - 2:30 PM  
Golden Pacific Ballroom

#### Systems that Support Implementation of the New ELA/ELD Framework and updates from the California Department of Education

The authors of the new English Language Arts/English Language Development Framework (ELA/ELD Framework) and presenters from the California Department of Education and the California Comprehensive Center at WestEd will provide profession learning on California's new ELA/ELD Framework. CDE staff from five divisions (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) will provide you with general information, updates, and an introduction to on-going projects.

#### Laurie Olsen, Sobrato Early Academic Language Program



10:30 AM - 4:30 PM  
Room:Regency Windsor

#### A PreK-3 Comprehensive model: The Common Core with English Learners at the Center

This interactive workshop shares a research-based, highly effective approach that results in standards-based integrated thematic units and consistent quality implementation of instructional strategies that support English Learners (and all students) engagement in rigorous and joyful curriculum. School and district leaders will gain a framework for building programs, articulation, and effective practices that prevent Long Term English Learners and prepare students for the Common Core. Focusing on a case study of the SEAL model (winner of the Golden Bell Award for Common Core implementation with powerful outcomes for English Learners), participants will explore how to implement rich, intensive language development for English Learners across the curriculum ("designated" and "integrated" ELD), and will learn how the model builds schoolwide and cross-district coherence, articulation and consistency. Hear from district leaders.



FEATURED SPEAKERS 10:30 AM – 11:45 AM



**Jim Cummins, University of Toronto**

10:30 AM - 11:45 AM  
Room: Golden West Room

**Negotiating Bilingual Identities through Collaborative Relations of Power: Classroom Examples**

This workshop will elaborate on the themes discussed in the keynote presentation by focusing on what inspirational pedagogy looks like in actual classroom practice. Participants will be invited to share their individual and collective experiences and at the same time to explore the 'deep structure' of this kind of teaching. We will also discuss the notion of 'identity texts' and the centrality of literacy engagement (ideally in both L1 and L2) for the development of strong reading and writing abilities.

Jim Cummins will be signing his new (2015) book, *Big ideas for expanding minds: Teaching English language learners across the curriculum*, following his session and in the Author's Corner in the Grand Exhibit Hall on Thursday at 3:00 pm to 3:30 pm.



**David Hayes-Bautista, Center for the Study of Latino Health and Culture at UCLA**

10:30 AM - 11:45 AM

Room: Pacific Salon Three

**Cinco de Mayo: The American Civil War Origins in 1862**

Cinco de Mayo celebrations were created by Latinos in the US in 1862 as a public statement of their position on the issues of the American Civil War. Latinos opposed racial discrimination, elitist government and slavery. Latinos supported racial equality, representative democracy and the abolition of slavery. Participants will become familiar with the contents of "Cinco de Mayo in a box," via demonstration of teaching materials (DVD, teacher's guide, replica newspapers and posters) and lecture.

Book signing immediately following session.

### FEATURED SPEAKERS 10:30 AM – 11:45 AM



**Rosalía Salinas, Californians Together**

10:30 AM - 11:45 AM  
Room: Meeting House Sunrise

#### **Desde la Proposición 227 a la ley propuesta del Senador, Ricardo Lara: Honrando nuestro idioma una vez más.**

En 1998, los electores en California votaron a favor de la Proposición 227 que limita en gran medida la enseñanza bilingüe y el aprendizaje en las escuelas. Ahora, 17 años después, una nueva propuesta está siendo introducida que podría quitarle las limitaciones en el aprendizaje en dos idiomas o más. Es tiempo de unirnos como padres y miembros de la comunidad para entender la nueva propuesta que estará en la boleta electoral en 2016 y para estar listos, hay que salir a votar a favor de programas multilingües! Venga a escuchar la historia de nuestras luchas pasadas y nuestra visión de un futuro de esperanza, cuando todos los niños tengan la oportunidad de aprender dos idiomas o más!



**Kenneth Wesson**  
Educational Consultant:  
Neuroscience

10:30 AM - 11:45 AM

Room: Royal Palm Salon One

#### **Using STEM and S<sup>2</sup>TREAM to Grow the Best Brains Possible**

Neuroscientist Lise Eliot said, "We owe it to our children to help them grow the best brains possible." Yet, with today's wide range of diverse student backgrounds (language, ability, and academic history), how do we plant the seeds for the best brains possible? Research from cognitive science continues to indicate that student achievement is influenced most by vocabulary, academic language, and critical/creative thinking skills. Equally important, we know that English language development advances more rapidly through rich and engaging language-centered experiences, than it does by means of lectures and textbooks. The learning strategies deployed in ST<sup>2</sup>REAM model of learning (and expanded version of STEM that includes reading and art) combine the Common Core and the Next Generation Science Standards with principles from brain science. Regardless of language or academic ability, the young brain actively seeks relevant connections made through rich memorable learning experiences. If using language to close the achievement gap is on your school's agenda, this interactive, hands-on session will demonstrate how it can be done for every student regardless of his/her native language.

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

## ■ A 1:1 ELD Classroom: Bridging Tres Mundos

10:30 AM - 11:45 AM

Room: Terrace Salon Three

**Efraín Tovar, Selma USD***Grade Level: 6-12**Language: English**Strand: Technology And Digital Learning**Audience Level: New to Field/Experienced*

Teach a second language learners? Interested in integrating technology into your classroom? Then come and hear how iPads and Chromebooks are being utilized in a 1:1 ELD middle school classroom. This will be an interactive, hands-on workshop where you will leave with some great resources! FOLLOW ME @tovalms

## ■ Providing Language Access: Using Language Interpreters in Special Education Meetings

10:30 AM - 11:45 AM

Room: Terrace Salon Two

**Leslie Padilla-Williams, Hola Language Services, Inc.***Grade Level: K-12**Language: English**Strand: Special Needs Education**Audience Level: New to Field/Experienced*

The need to communicate with non-English speaking parents will only increase in the next decade, but the majority of school psychologists reported little or no training on how to work with interpreters. A key element to establishing a primary relationship with non-English speaking parents is communication. Learning to work with an interpreter is critical to meaningful parental participation, and ultimately to student success. This presentation/ group discussion will provide participants with practical strategies they can utilize in their next IEP meeting.

## ■ Gifted English Learners: Connecting content and language through non-traditional texts

10:30 AM - 11:45 AM

Room: Regency Sheffield

**Eugenia Mora-Flores, USC****Sandra Kaplan, USC***Grade Level: K-12**Language: English**Strand: Special Needs Education**Audience Level: New to Field/Experienced*

This presentation shows the connection between the development of high level thinking skills and academic language. 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.

## ■ Connecting Mathematics Comprehension to Academic Language Development

10:30 AM - 11:45 AM

Room: Pacific Salon Six

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

The Math Pathways and Pitfalls program integrates best practices for learning math concepts, developing mathematical language, and confronting common “pitfalls”. Our presentation will build on concepts related to operations with fractions and on how to support students’ development of academic language while dealing with the math content.



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

#### ■ Success Starts at Home: Engaging Parents for Student Achievement

10:30 AM - 11:45 AM  
Room: Royal Palm Salon Three



**Patty Bunker, Family Leadership/Parenting Partners**

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

Since student achievement starts at home, what are the best strategies for empowering parents? How can we bridge home and school? This workshop shares key resources from a popular strategy led by EL and bilingual staff and parents in more than 50 school districts. The interactive session will provide demonstrations of best practices for boosting parenting skills through teams led by parents themselves. In this hands-on workshop participants will receive both immediate resources and also practical, research-based strategies for sustainable, comprehensive parent engagement that more than 90,000 parents have already experienced.

#### ■ Cross-Cultural Identity Development of Mexican Immigrant Students in California Schools

10:30 AM - 11:45 AM  
Room: Dover

**Margaret Solomon, La Sierra University**

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

This research presentation will highlight the cross-cultural identity development of Mexican Immigrant

students in two high schools in California. It begins with the educational and social challenges of immigrant students in U.S. schools and how newly arrived students in the sample viewed the challenges they faced. It will show how they used their cultural capital to manage their cross-cultural experience in the challenging school environment. The findings of the study will be illustrated with the metaphors the informants used to explain their cross cultural experience. Finally it will draw implications for school teachers, administrators and teacher training institutions.

#### ■ Rime Magic: The Decoding Solution!

10:30 AM - 11:45 AM  
Room: Pacific Salon One

**Sharon Zinke, Mount Diablo USD**  
**Angela Barra, Mount Diablo USD**

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

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

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

■ **Project GLAD (Guided Language Acquisition Design)**

10:30 AM - 11:45 AM  
Room: Pacific Salon Two

**Noshaba Afzal, Project Glad | Jabbar Beig,  
Project GLAD | Michele Rasner, Project GLAD |  
Naurin Khan, Project GLAD**

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

Award winning GLAD Model strategies will be shared, putting the research & theory of GLAD into action. Participants will experience effective strategies for multiple disciplines (reading, writing, brain compatible teaching, guided oral practice for language acquisition of best practices) to support English learners- but proven effective for differentiation for English only students too. These specific classroom strategies have practical classroom applications so students can access and acquire high academic content & language with proven phenomenal results. Come reignite the excitement of teaching with us as we show you how to empower yourself & your students to succeed!

■ **Setting Up a Writers Workshop in the Common Core Classroom**

10:30 AM - 11:45 AM  
Room: Crescent

**James Luna, Riverside USD**

*Grade Level: 6-8*  
*Language: English*  
*Strand: Curriculum & Instruction*  
*Audience Level: New to Field/Experienced*

This presentation, focused on grades 6-8, will help teachers set up a writing program that

balances Common Core standards with the Writers Workshop model. Participants will understand both the theoretical and practical components of Writers Workshop. Teachers will be able to set up and to implement Writers Workshop in their classrooms. Examples include all the components for Writers Workshop folders including domain/genre sheets, writers' logs to keep track of projects, pre-writing organizers, and more.

■ **Cuentos de abuelitas**

10:30 AM - 11:45 AM  
Room: Royal Palm Salon Five



**Mara Price, San Diego County USD  
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, nos cuentan encantadoras aventuras y nos dan sabios consejos. En este taller, cuatro escritores Latinos, Mara Price, Amy Costales, René Colato Laínez y Jorge Argueta, les enseñarán como usar sus libros bilingües con actividades que les entretendrán tanto a estudiantes como a padres de familia y mientras se divierten aprenderán como preservar nuestra cultura y tradición.

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

#### ■ La fragilidad del ejemplo

10:30 AM - 11:45 AM

Room: Meeting House Town



**Israel Portillo, Corona-Norco USD**  
**Imelda Martin, Corona-Norco USD**

*Grade Level: All*

*Language: Spanish*

*Strand: Parent and Community Engagement*

*Audience Level: New to Field/Experienced*

En esta ponencia, se hablara de como los ejemplos de los padres son tan frágiles, que pueden impactar la vida de nuestros hijos en forma positiva o negativa.

#### ■ Promoting academic language discourse through mathematical discussions in dual immersion classrooms

10:30 AM - 11:45 AM

Room: Eaton

**Wei Shen, YuMing Charter School**  
**Xinyi Xu, YuMing Charter School**

*Grade Level: K-5*

*Language: English*

*Strand: Two-Way Bilingual/Dual Immersion*

*Audience Level: New to Field/Experienced*

Using common core mathematical practices to guide student discussions and promote academic language discourse is not easy, especially in immersion classrooms. Presenters will showcase lessons in which students talk to reason about explain and justify mathematical ideas that build their understanding and capacity to make mathematical arguments. Participants will watch videos of students in action and learn how to differentiate mathematical discussions for second and heritage language learners. We believe this approach to mathematical instruction will help

dual immersion programs to meet common core mathematical practice.

#### ■ Marvelous Mice: An Integrated CCSS Unit for K-2

10:30 AM - 11:45 AM

Room: Stratford

**Karin Linn-Nieves, San Joaquin COE**

*Grade Level: K-2*

*Language: English*

*Strand: English Language Development*

*Audience Level: New to Field/Experienced*

In this session, the CA CCSS for ELA and CA ELD Standards are used in tandem to accelerate the academic literacy development of English learners in a first grade classroom. An integrated unit using highly engaging Kevin Henkes books and non-fiction texts on mice will be shared. This unit is organized using a teaching-learning cycle and includes a plethora of lesson ideas to build up students' content knowledge of the topic, dig deeper into language via the ELD standards, and write across the three text types. In addition, a reflection on the collaboration between a county office of education and a rural elementary school will be shared.



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

■ **Art/Literature: An Approach to Awakening Creativity and Deepening Comprehension**

10:30 AM - 11:45 AM

Room: Fairfield

**Dennis Doyle, CoTA (Collaborations: Teachers and Artists)****Reneé Weissenburger, CoTA (Collaborations: Teachers and Artists)***Grade Level: K-8**Language: English**Strand: Arts Learning**Audience Level: New to Field/Experienced*

Bring literature to life by creating mixed-media paper figures. Participants use symbols, cultural context, social status/power, and other visual markers such as wardrobe, props, and facial expressions to create an authentic likeness. Through research and creativity, participants investigate their subjects and express their understanding in a tangible form. Participants critically examine historical and literary figures such as Cabrillo, Junipero Serra, Anne Hutchinson, Frederick Douglass, Hatshepsut, or characters from fairy tales or chapter books.

■ **Effective Parent Engagement in the LCFF-LCAP Era**

10:30 AM - 11:45 AM

Room: Royal Palm Salon Four

**Lisa Borrego, California State PTA | Colette Rudd, California State PTA***Grade Level: K-5**Language: English**Strand: Parent and Community Engagement**Audience Level: New to Field/Experienced*

With new academic standards, tests, and the Local Control Funding Formula all underway, it's

more crucial than ever for all parents to be able to support their own children's education and to help inform decision-making at their schools. Leave this session with strategies and tools that help parents of English language learners and other diverse backgrounds to understand the school system, connect with others in the parent community, and become involved at their school.

■ **Teaching Common Core Academic Vocabulary for the ELD/Content Classroom**

10:30 AM - 11:45 AM

Room: Pacific Salon Seven

**Richard Corpus, Velazquez Press***Grade Level: 3-12**Language: English**Strand: Curriculum & Instruction**Audience Level: New to Field/Experienced*

Participants will learn research based strategies to support students and English Learners with academic language. Through the use of graphic organizers, journals, visual cues, discussion aids, and careful selection of Academic Vocabulary, attendees will learn how to engage students who normally aren't willing to participate. These strategies will also be aligned to the CA ELD Standards and CCSS.

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

- **CLOSE the GAP with the RULE of 3 RAP: The Transformative Power of Systematic Vocabulary Development Written to the Common Core Reading and Writing Standards and the New California ELD standards**

10:30 AM - 11:45 AM  
Room: California Room

**Linda Ventriglia-Navarrette, National University**  
**Sonia Quinn, Moreno Valley USD**  
**Debra Johnson, Moreno Valley USD**

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

Did you know that when students RAP or use the RULE of 3 to REHEARSE, ANALYZE and PRODUCE words for 30 minutes a day the achievement gap for English learners and all students is significantly closed? The innovative RULE of 3 or RAP is a research-based systematic approach for interdisciplinary vocabulary development. It is the result of 12 years of school-based research. It was awarded an innovative FIPSE grant and became part of a National Professional Development Grant by OELA in 2012-2016. This presentation will highlight the dramatic gains made by students at low performing schools in 2013 as a result of 30 minutes daily of systematic academic vocabulary instruction using the RULE of 3 or RAP. 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. The RULE of 3 has New interactive animation to teach the functions of language and CCSS reading and Writing Benchmarks.

- **Orientaciones para el desarrollo de un programa de Iniciación a la lectoescritura en español**

10:30 AM - 11:45 AM  
Room: Ascot

**Francisco Pérez-Duque, San Diego USD**  
**Sandra Martínez, Sherman Academy**

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

El taller mostrará cómo nuestra metodología de iniciación a la lectoescritura ha ayudado a conseguir un alto porcentaje de éxito en una escuela de inmersión dual sin estrés ni para los niños ni para los maestros. El 85% de nuestros alumnos de kínder acaban el curso leyendo y escribiendo. Los asistentes recibirán ejemplos de actividades, estrategias y recursos que le ayudarán a desarrollar un programa de iniciación a la lectoescritura que tenga éxito.

- **Accelerating English Language and Literacy Through Technology Integration: A District's Initiative**

10:30 AM - 11:45 AM  
Room: Pacific Salon Five

**Emma Sánchez, Chula Vista Elementary SD**  
**Francisco Escobedo, Chula Vista Elementary SD**

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

Common Core State Standards (CCSS) require students to have sophisticated levels of language and literacy skills. To accelerate these skills with students who display varying levels of language

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

and literacy needs, teachers in the classroom need an optimal partner to provide additional support to students. In this session participants will learn about a top performing District's initiative to integrate technology to accelerate language and literacy for teaching and learning, and how this tool has become a teacher's best ally in ensuring students' full access to CCSS.

■ **Bringing it all together: The ELA and ELD Standards working in tandem to support ELs' academic literacy development**

10:30 AM - 11:45 AM  
Room: Royal Palm Salon Six

**Jennifer Sánchez, WestEd**  
**Tamaye Ota, WestEd**  
**John Paul Lapid, WestEd**  
**Danielle Garegnani, WestEd**

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

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

■ **Two Languages on My Tongue, Twice the Pleasure and Twice the Fun: U.S. Spanish in the Classroom**

10:30 AM - 11:45 AM  
Room: Clarendon

**Amy Costales,**  
**Connecting Authors/University of Oregon**

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

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

Meet the Author and Get Your Book Signed!

**Author's Corner**

Grand Exhibit Hall

Thursday, March 5, 2015  
11:15 am to 11:45 am

**EDNA ITURRALDE**  
**International and**  
**World Renowned Author**

Will be sharing and signing her many books written for children





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

#### ■ High Motivational STEAM ++ Common Core Graphic Organizers

10:30 AM - 11:45 AM  
Room: Regency Hampton

**Bob Barboza, Super School K12 International University**

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

Teachers at Super School K-12 International University use STEAM++ (science, technology, engineering, visual and performing arts, mathematics, computer languages and foreign language) graphic organizers to help students to meet Common Core and Next Generation Science Standards. Students are doing a better job with study skills, vocabulary development, written language, math story problems, following directions, motivation and inventing to learn. The graphic organizers are used in our Backpack Science, Journalism, and Robotics & Electrical Engineering programs.

#### ■ Teaching at the Speed of Learning

10:30 AM - 11:45 AM  
Room: Brittany

**Warren Dale, CABE**

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

It's time to allow our students to use the power they have in their pockets to move their learning forward. Come, bring your own device (BYOD) and join other forward-looking districts shifting from student sit-and-get to student-led education. Examine

online tools from Khan Academy to Wattpad and Minecraft. Discover how integrating handheld technology complements these programs and supports required curriculum. Experience motivation and assessment emerging organically from the process and products of project-based learning. Get links to resources, tutorials, and exemplary student collaborations to take back and share with your instructional leaders!

#### ■ Tomando Decisiones: Estrategias literarias para involucrar adolescentes y padres de familia.

10:30 AM - 11:45 AM  
Room: Meeting House Sunset

**Janet Johns, Pajaro Valley USD**  
**Teresa Rodríguez, Pajaro Valley USD**

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

Un taller interactivo utilizando literatura y estrategias literarias para animar y guiar a los adolescentes y a padres de familia en hacer decisiones positivas relacionadas a su educación y futuro. Este taller demostrará actividades y técnicas comprobadas y accesibles para el salón de clase y el involucramiento de padres de familia. Participantes tendrán la oportunidad de experimentar estrategias y actividades "antes, entre y después" del texto desarrollado por medio de Abriendo Caminos y Padres Como Socios del Distrito Escolar del Valle de Pájaro.



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

### ■ Literacy in the Secondary Classroom- Providing ELs Access to Content Areas

10:30 AM - 11:45 AM

Room: Meeting House Esquire

**Keila Rodríguez, Imperial COE | Lupita Olguin-Rubio, Imperial COE**

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

This session will provide teachers in the secondary levels (6-12) knowledge and tools to integrate English Language Development in their content area lessons. It will provide participants an opportunity to implement strategies that will encourage students, specifically LTELs, to use academic language in the content area classroom while practicing the modes of communication presented in the ELD Standards (Interpretive, Collaborative, and Productive).

### ■ Aprender en un nuevo idioma: Retos al crear plan de estudios (curriculum) para estudiantes aprendices de español

10:30 AM - 11:45 AM

Room: Pacific Salon Four

**Fernando Rodríguez-Valls, CSU Fullerton**

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

La aprobación del sello del estado de la lectoescritura bilingüe (Seal of Biliteracy) ha creado un nuevo escenario en el sistema educativo en California: los estudiantes cuyo primer idioma es el inglés aprenden el español como segunda lengua y/o toman clases en otras materias (i.e.,

ciencias, matemáticas) en español. En esta presentación analizaremos los retos que existen a la hora de crear planes de estudio (curriculum) en español. Este taller crea la oportunidad para debatir, crear y trabajar con otros compañeros en el diseño, implementación y evaluación de planes de estudios.

### ■ A New and Revolutionary Math Program

10:30 AM - 11:45 AM

Room: Tiki Pavillion

**Alex Lluch, Let's Leap Ahead**

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

Come learn about a new bilingual (Spanish/English) game-based math program that is revolutionizing the way students learn math! This program not only get students excited about math, but it also saves teachers hundreds of hours in the classroom. The program is called Math Friendly, because it is designed to allow classmates to help each other excel in math. Math Friendly uses Patent Pending technology and processes that allow teachers to create a network of "Tutors" (other students in the school selected by their teachers) willing to help other students. Math Friendly is fully bilingual in Spanish and English, and students can even have word problems read out loud to them in their preferred language. Math Friendly works on most tablets and smartphones. Many of the features are also available on desktop computers. Schools that are using Math Friendly have seen a significant improvement with their students. Now it's your turn to learn about this revolutionary new program. Don't miss this presentation as it will prove to be very beneficial to your schools and your students.

### EDUCATORS AND PARENT OF THE YEAR AWARDS LUNCHEON

12:00 pm – 1:30 pm  
Town & Country/San Diego Rooms

#### **Welcome**

Francisca Sánchez,  
CABE President

#### **Greeting**

Sarah Anderberg  
CCSESA, Arts Initiative

Maestro Ernesto de Lucas, Director del Instituto de los Mexicanos en el Exterior (IME)

Consulado General de España

#### **CABE 2015 Spotlight**

The CABE Legacy—Celebrating CABE's 40<sup>th</sup> Anniversary

#### **CABE Teachership Awards**

#### **CABE Awards**

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

#### **CABE Thanks Our Sponsors:**

California Teachers Association  
Consulado General de España  
Instituto de Mexicanos en el Exterior  
Consulado de México, San Diego



**EDUCATORS AND PARENT OF THE YEAR AWARDS LUNCHEON**

**CABE 2015 Awards**

(SEE PAGES 211 - 229 FOR AWARDEE INFORMATION)

**PARENT OF THE YEAR**

Jorgina Medina, Moreno Valley USD

**PARA-EDUCATOR OF THE YEAR**

Melissa López, Fallbrook Union ESD

**TEACHER OF THE YEAR**

Miriam G. Torres, Palmdale, CA

**ADMINISTRATOR OF THE YEAR**

Nivia Gallardo-Ayala, Corona-Norco USD

**CABE TEACHERSHIP AWARDS**

Alma Flor Ada Award

F. Isabel Campoy Award

Carlos Penichet Award

Chuck Acosta Award

Peter Chacón Award

Caren Pantoja, CSU Stanislaus

Vanessa Leyva, CSU Fresno

Marisol Ortiz, Pepperdine University

Ingrid De Alba, CSU San Marcos

Victor Rodríguez, CSU Channel Islands

### FEATURED HALF-DAY INSTITUTES 1:30 PM – 4:30 PM



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

1:30 PM - 4:30 PM  
Room: Pacific Salon Three

#### **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.*

Meet the Author and Get Your Book Signed!

#### **Author's Corner**

Grand Exhibit Hall

Thursday, March 5, 2015  
12:00 pm to 12:30 pm

#### **LETTIE RAMÍREZ AND OLIVIA GALLARDO, Professors and Authors**

Will be signing their popular book utilized in teacher education classes throughout California,  
***Multicultural Education in Practice:  
Transforming One Community at a Time***



**Sarah Anderberg,** California  
County Superintendents  
Educational Services  
Association  
**Ray Cagan,** Alameda COE

**Charice Guerra,** Ventura COE  
**Hamish Tyler,** Monterey COE

1:30 PM - 4:30 PM  
Room: Regency Sheffield

#### **Creativity and Imagination in Action**

Please join us for a powerful 3-hour session where you will engage in strategies that will build creativity and imagination in the classroom through the visual and performing arts! Be inspired by the presenters who will be sharing innovative strategies that will support Common Core State Standards through powerful arts teaching and learning K-12. Learn about how to be "artifact detectives" in building knowledge in language, history and the arts through active inquiry. Hear how creativity inspires students to find their own creative voice through powerful relationships that nurture success. Hear how a program developed in partnership with El Teatro Campesino has enormous possibilities for K-8 students and families. This interactive session focused on Creativity at the Core will provide an opportunity to learn more about how the CCSESA Arts statewide initiative is building momentum across CA!

## FEATURED HALF-DAY INSTITUTES 1:30 PM – 4:30 PM



**Cristina Alfaro**, CSU San Diego  
**Lilia Bartolome**, University of Massachusetts  
**Richard Duran**, UC Santa Barbara  
**Barbara Flores**, CSU San Bernardino

1:30 PM - 4:30 PM  
 Room: Terrace Salon Three

### Teacher Education—Desafíos y Oportunidades: Preparing Critically Conscious Dual Language Educators

This institute will address the sociopolitical and linguistic challenges and opportunities in establishing teacher preparation programs that effectively educate critically conscious dual language teachers. Dual language instructional programs have grown exponentially in the last five years. Despite the urgent need for additional dual language teacher preparation programs, few colleges of education provide the necessary preparation in the areas of native language methodology courses necessary to elevate the academic native language proficiency of bilingual teachers. Similarly, few preparation programs address the ideological and political dimensions of dual language instruction and the challenges inherent in teaching and working with subaltern communities and cultural groups. Finally, despite bilingual teacher education programs' serious commitment to preparing dual language teachers to instruct in two languages, the reality is that teacher education programs typically do not provide their prospective teachers with the necessary sociolinguistic knowledge to prevent them from devaluing the nonstandard native languages that students bring to school. As a result, these programs unknowingly and uncritically perpetuate discriminatory hegemonic ideologies and practices that contaminate and undermine teacher preparation programs' best efforts and intentions.

THURSDAY

Meet the Author and Get Your Book Signed!

### Author's Corner

Grand Exhibit Hall

Thursday, March 5, 2015  
 12:45 pm to 1:15 pm

**HERMAN SILLAS,**  
**Chicano Activist, Artist & Author**

Will be signing his new book,

*View from the Pier: Stories from San Clemente*





### HALF-DAY INSTITUTES 1:30 PM – 4:30 PM

#### iPad for Educators – Beginners

1:30 PM - 4:30 PM

Room: Brittany

**Warren Dale, CABE**

*Grade Level: All*

*Language: English*

*Strand: Technology And Digital Learning*

*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

#### Accelerating the Achievement of the Next Generation Science Language Learners

1:30 PM - 4:30 PM

Room: Eaton

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

**Claudio Vargas, Oakland USD**

*Grade Level: 3-8*

*Language: English*

*Strand: English Language Development*

*Audience Level: New to Field/Experienced*

Explore ways to accelerate academic language development and deepen science content learning through hands-on investigations and literacy strategies that address the Next Generation Science Standards (NGSS) and the new California English Language Arts/English Language Development Framework.

#### Common Core Standares : Qué son y por qué son utiles para la educación en la diversidad cultural para la integración en comunidades educativas diversas.

1:30 PM - 4:30 PM

Room: Royal Palm Salon Six



**Patricia Ramos-Méndez, Colibrí Consultores en Educación**

**Rita Méndez-Serrano, Edukka LLC**

*Grade Level: All*

*Language: Spanish*

*Strand: Parent and Community Engagement*

*Audience Level: New to Field*

Los participantes aprenderán a reconocer prácticamente la importancia de la participación activa de los padres de familia en apoyo a los maestros, en lo que nuestros niños deben saber ( conocimientos) y lo que deben saber hacer (habilidades ).

## HALF-DAY INSTITUTES 1:30 PM – 4:30 PM

**Mis Quince: A celebration of my first book, “My Very Own Room/Mi propio cuartito” and writing strategies for dual language and all classrooms**

1:30 PM - 4:30 PM

Room: Crescent

**Amada Irma Pérez, Writers Groups of Ventura & Beyond**

*Grade Level: All*

*Language: English, Spanish*

*Strand: Two-Way Bilingual/Dual Immersion*

*Audience Level: New to Field/Experienced*

Students in California and many other states are required to write successful narratives. They need more books, and teachers to model this important skill. Writing bilingual books for children is necessary and imperative for the positive development of bilingual/bicultural/biliterate individuals. The writing process to achieve this goal is readily available to all who have ever dreamed of writing books or helping their students to do so. The process is magical and transformative for teachers and, consequently, their dual language students. Learn writing strategies from an award-winning author of five bilingual books. Join in the QUINCEAÑERA celebration of her first book, “My Very Own Room/Mi propio cuartito” as you learn more about this interesting cultural tradition. Booksigning immediately following this session.

**Why Do I Need To Know the Framework? What’s in It for Me?**

1:30 PM - 4:30 PM

Room: Regency Hampton

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

*Grade Level: All*

*Language: English*

*Strand: Curriculum & Instruction*

*Audience Level: New to Field/Experienced*

This interactive session will provide an overview of the groundbreaking work of the NEW ELA ELD Frameworks which focus on literacy and language demands of each content area and provide language development for ELs. This document bridges ELA and ELD and brings the standards to life! Integrated ELD and Designated ELD will be clearly defined by vignettes and videos. The session will explore the criteria required by publishers for the development of high quality ELA/ Literacy and ELD curriculum including primary language.

### FEATURED SPEAKERS 1:30 PM – 2:45 PM



**Edna Iturralde, Author**

1:30 PM - 2:45 PM  
Room: Meeting House Sunrise

#### **La educación bilingüe en un país multicultural**

La autora de etnohistoria narrativa y experta en ficción histórica, reconocida internacionalmente, Edna Iturralde, cuyas publicaciones literarias han sido elogiadas en gran parte del mundo de habla hispana y en EE.UU, presenta un resumen de la experiencia histórica y contemporánea del Ecuador sobre la educación bilingüe, basándose en la investigación de fuente primaria y el análisis personal que ha realizado durante más de 30 años, para escribir casi 60 libros de literatura infantil y juvenil.



**Ivannia Soto, Whittier College**

1:30 PM - 2:45 PM  
Room: Golden West Room

#### **Moving from Speaking to Writing with ELs**

This presentation will highlight the importance of academic oral language development and its linkage to writing for ELs. Recent literature substantiating the importance of oral language development will be connected to the expectations of the Common Core State Standards, and specific strategies to scaffold writing will be introduced.

*Book signing immediately following session.*



**Enid Lee, Enidlee Consultants, Inc.**

1:30 PM - 2:45 PM  
Room: Pacific Salon Four

#### **Fulfilling The Dream For African American Language Learners in California Schools**

In this interactive presentation, we will consider the equity systems that must be in place at state, district, schools, classroom and community levels if African American learners are to realize their full potential as scholars and citizens. We will challenge ourselves to check, consolidate and change where necessary the systems we control for racial, cultural and linguistic equity so that the dream for educational equality can become reality for more African American learners.



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

### ■ Keeping CCSS and ELD Standards Rigorous: A Sample Unit about Art

1:30 PM - 2:45 PM

Room: Royal Palm Salon Four

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

*Grade Level: All*

*Language: English*

*Strand: English Language Development*

*Audience Level: New to Field/Experienced*

To meet the rigor CCSS and ELD standards call for, a team of ELD teachers and an administrator designed a unit requiring students, with explicit academic language instruction, to engage in close reading of non-fiction texts, examine and discuss works of fine art, and write an argumentative essay about a chosen painting and the artist's message. Participants learn about the unit through interactive activities and receive a copy upon completion of the session.

### ■ Cantando aprendo a leer

1:30 PM - 2:45 PM

Room: Royal Palm Salon Five

**Lada Kratky, National Geographic School Publishing**

*Grade Level: K-2*

*Language: Spanish*

*Strand: Commercial*

*Audience Level: New to Field/Experienced*

Nuestros jóvenes aprendices tienen mucho que aprender. Por lo tanto, debemos contar con las mejores prácticas de enseñanza. En esta presentación se verán estas prácticas fundamentales y además textos para principiantes

que desarrollan conocimientos de ciencia y estudios sociales que animan al lector a leer, describir, resumir, opinar y discutir oralmente y por escrito.

### ■ Cultural Capital and Cross-cultural Identity development of Mexican Immigrant Students in California High Schools

1:30 PM - 2:45 PM

Room: Dover

**Margaret Solomon, La Sierra University**  
**José Lalas, University of Redlands**

*Grade Level: 9-12, Adult, College/University*

*Language: English*

*Strand: Multicultural/Anti-Bias/Diversity Education*

*Audience Level: Experienced*

This presentation will highlight the role of Cultural Capital in the educational experience of Mexican immigrant students who are English learners. First the theory of cultural capital will be explained and shown to understand how the cultural competencies students bring from their home culture can be seen as positive points for developing cross-cultural identity in the new culture. The presentation will show how teachers and school administrators can use students' cultural capital to connect with them and help build new social capital to achieve academic competency. The presentation will showcase four newly arrived Mexican immigrant students in two California high schools redefining their cultural capital.

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

#### ■ Dual Language Learner Students in Early Childhood Settings: Thinking Through Best Practices

1:30 PM - 2:45 PM  
Room: Pacific Salon Seven

**Peggy Morrison, San Francisco USD**

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

Presenters will share a conceptual framework, research base, reflection, and key practices for Dual Language Learner Students in Early Childhood settings. Through reflection and guided discussion with peers, participants will situate their thinking about practice in their own cultural and linguistic perspectives and experiences. Presenters and participants will also share and co-create ideas about how to implement best practices in their own prekindergarten classrooms.

#### ■ Finding Academic Stance and Defining Claim for English Learners

1:30 PM - 2:45 PM  
Room: Stratford

**Karin de Varennes, San Joaquin COE**

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

Have your students heard about how to write an argumentative claim, but just can't seem to apply or create their own? This interactive session will share strategies which inspire English learners to actively participate and create claims which take an academic stance. Using philosophical chairs, an easy linear approach to writing claim, and relevant

topics, participants will be able to directly apply these strategies to their own classrooms.

#### ■ Creating Art with Children's Books

1:30 PM - 2:45 PM  
Room: Tiki Pavillion



**René Colato Laínez, Los Angeles USD/Author**  
**Mara Price, San Diego County USD**  
**Amy Costales, Connecting Authors/University of Oregon**  
**James Luna, Riverside USD**

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

Come and celebrate reading in two languages. Award Winner 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. Participants will receive a packet of the art activities. Ven y diviértete.

#### ■ Comprehension Magic: Strategies that Work

1:30 PM - 2:45 PM  
Room: Pacific Salon One

**Angela Barra, Mount Diablo USD**  
**Sharon Zinke, Mount Diablo USD**

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

Quickly raise the reading levels of ELs who struggle with comprehension in English reading!! In the transition from native language proficiency to English, literacy can become a roadblock. Some

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

students become strong decoders yet have great difficulty with vocabulary and comprehension. In this workshop participants will learn how to deliver three simple strategies focusing on comprehension through retell and summary, vocabulary development, and deriving meaning from complex sentence structures. Various Common Core State Standards and CA ELD Standards are integrated within the strategies, including collaborative routines for academic student interaction, close reading, and deriving meaning from context. These strategies quickly cut to the chase and can be implemented with any and all reading materials in every subject area. They can be used to prevent comprehension problems from occurring and to intervene with students who have struggled and fallen behind! In a matter of months significant growth can be expected in the area of reading comprehension.

■ **Understanding Common Core Writing Text Types K-8**

1:30 PM - 2:45 PM  
Room: California Room

**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 claim-supported argument (opinion), accurate informative/explanatory, and event-filled 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!

■ **Transform Schools through Purposeful Walkthroughs: Dramatically Improve Student Achievement for All Students**

1:30 PM - 2:45 PM  
Room: Pacific Salon Five

**Linda Fisher, Learning Headquarters**

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

The quantity and quality of evidence-based data gathered in this 3-minute walkthrough protocol is amazing! Use focused feedback to create effective classroom environments, implement rigorous standards-based curriculum, facilitate quality instruction, and promote instruction-driving assessment. Dynamic video clips, anecdotes, and handouts connect research and practice, bringing this powerful structure to life.

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

#### ■ AMOR, ANIMO Y APOYO: Destrezas, estrategias y conceptos para padres

1:30 PM - 2:45 PM  
Room: Royal Palm Salon One



**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.

#### ■ Enterate, del por que: “es importante el involucramiento de los padres en la educación de sus hijos”

1:30 PM - 2:45 PM  
Room: Meeting House Sunset



**Imelda Martin, Corona-Norco USD**

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

Hoy aprenderas lo que nunca has escuchado sobre el involucramiento de padres. “Y que tanto tus hijos, como tu bolsillo te lo agradecerán”. En este taller, les hablaremos de las ventajas del estar involucrados en la educación de sus hijos, de Kinder hasta la Universidad. Y cuales son los beneficios, para que sus hijos logren el éxito.

#### ■ Effective Tips and Strategies for Cultivating Biliterate Writers

1:30 PM - 2:45 PM  
Room: Pacific Salon Six

**Melanie McGrath, San Bernardino City USD**  
**María Martínez, San Bernardino City USD**  
**Frank Silva, San Bernardino City USD**

*Grade Level: K-5*  
*Language: English*  
*Strand: Two-Way Bilingual/Dual Immersion*  
*Audience Level: New to Field/Experienced*

This workshop will highlight strategies, tips and resources that can be used throughout all levels of the writing process. Presenters will provide an overview of how to align Common Core language arts standards with the new ELD standards in order to create rigorous writing opportunities in two languages. Emphasis will be placed on strategies and resources for the revision and editing stages of the writing process. Resources will be provided in Spanish and English.

#### ■ An Enriched Spanish-English Cognate Curriculum for the K-3 Classroom

1:30 PM - 2:45 PM  
Room: Fairfield

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

*Grade Level: K-5*  
*Language: English*  
*Strand: Two-Way Bilingual/Dual Immersion*  
*Audience Level: New to Field/Experienced*

The purpose of this session is to show how the Spanish-English cognates found in award-winning Spanish and English picture books can be used to help Latino ELs develop cognate-recognition strategies. Educators attending this session will be



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

provided with classroom-proven hands-on activities for creating vocabulary mini-lessons to accompany picture book read-alouds featuring cognates. The activities include those cognate activities that can be used with multicultural, social justice, and science picture books.

■ **Lo que todo padre debe saber.**

1:30 PM - 2:45 PM

Room: Meeting House Town



**María Teresa Herrera, Kern High SD**

*Grade Level: All*

*Language: Spanish*

*Strand: Parent and Community Engagement*

*Audience Level: New to Field/Experienced*

Esta presentación alerta a padres y a la comunidad que rodea a nuestros adolescentes, de la gran necesidad de crear vías reales y efectivas de comunicación en nuestros hogares para prevenir el embarazo en las adolescentes latinas. La meta de este taller es que los participantes obtengan las herramientas necesarias para ayudar a sus hijos durante los difíciles años de la adolescencia. Atrévete a ser el cambio que quieres ver en el mundo!

■ **Fearless Voices: Engaging English Learners in Classroom Discussions**

1:30 PM - 2:45 PM

Room: Clarendon

**Renee Miletic, Coachella Valley USD**

*Grade Level: 6-12, Adult, College/University*

*Language: English*

*Strand: Technology And Digital Learning*

*Audience Level: New to Field/Experienced*

Asynchronous discussion boards lower the English learner's affective filter in ways that face-to-face classrooms cannot. This slide presentation reveals how the VoiceThread interactive and collaborative platform allowed a range of academic English learners to engage in purposeful and sustained conversations beyond the school day. Steps taken to prepare the online environment and establish community rules will be discussed, and samples of students' response will be shared.

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

#### ■ LCFF Accountability...New Rubrics to Evaluate Your LCAP Through the Lens of English Learners

1:30 PM - 2:45 PM  
Room: Royal Palm Salon Three

**Martha Zaragoza-Díaz,  
Zaragoza Diaz & Associates  
Shelly Spiegel-Coleman, Californians Together**

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

This workshop will provide an overview of the LCFF regulations and template approved by the State Board of Education and next phases of the implementation of the LCFF; new rubrics to evaluate your LCAP through the lens of English Learners will give you the tools you need to enhance the annual LCAP updates. Ten rubrics with the focus on English Learners as an accountability tool will be showcased. Come hear what has worked and not worked to date with examples of “good and the ugly” district LCAPs. (Names of districts will not be given.).

#### ■ Equity Through Access: Maximizing Academic-Engaged Learning for Every Student

1:30 PM - 2:45 PM  
Room: Royal Palm Salon Two

**Irella Pérez, Inglewood USD/Whittier USD  
Raquel Antúnez, Coaching Alongside**

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

A paradigm shift to teaching and learning for the Common Core Standards must occur for our scholars to be successful. The goal of education is to graduate with the possibility for higher education. To achieve this, each child must access grade level instruction at the metacognitive level. When students think about their thinking, they more deeply understand and process the content (in primary to secondary language). Before we ask our students to do this we must understand the process ourselves; as educators (aides, teachers and administrators), parents and community members. We will discuss the six strategies for building lessons that complement the paradigm shift and directly address teaching and learning with intention in an interactive way. We will use multimedia and video to show the strategies in action in high-quality, expert teaching and learning classrooms.

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

### ■ The New LAS Links: Aligned to 2012 California ELD standards and available completely online!

1:30 PM - 2:45 PM  
Room: Terrace Salon Two

**Christine Nieto, CTB/McGraw-Hill**

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

This session will introduce participants to a new way to assess and measure English and Spanish language proficiency using LAS Links Online! LAS Links is the only assessment for English learners or Dual-immersion students available completely online. This workshop will discuss how today's advanced technology can be used to measure the language domains of "speaking" and "writing," in a way that does not require teachers/test administrators to provide one-to-one time. Learn how students interact with the assessment in the four language domains in Speaking, Listening, Reading, and Writing. LAS Links will also introduce the newest version aligned to Common Core Standards. These new assessments provide not only a language proficiency score, but also a lexile score, and an academic English language score. With the advent on this online assessment, the complexity of administration, scoring, and data analysis of language proficiency testing has been streamlined.

### ■ Supporting Struggling Learners in a Dual Language Setting

1:30 PM - 2:45 PM  
Room: Ascot

**Veronika López-Méndez, San Diego USD**

*Grade Level: K-5*  
*Language: English*  
*Strand: Two-Way Bilingual/Dual Immersion*  
*Audience Level: New to Field/Experienced*

Participant will learn how to implement the RtI model as a way to support struggling students and strengthen their Dual Language program. Learn how one school transformed its approach to intervention and increased student learning outcomes. This workshop will clearly delineate how to provide, monitor and measure interventions. Participants will walk away with practical ideas for implementing RtI.

Meet the Author and Get Your Book Signed!

### **Author's Corner**

Grand Exhibit Hall

Thursday, March 5, 2015  
1:30 pm to 2:45 pm

### **Insights from Award Winning Children's Picture Book Authors: A Panel Presentation**

The panel will present Award Winning Children's Picture Book Authors and their take on topics including bilingual book trends, matching artwork to the story in picture books, and what the authors find is most popular today with young readers.

**Maritere Rodriguez Bellas, Moderator**  
**Georgette Baker, René Colato Laínez,**  
**Cecilia Velástequi & Ramona Moreno**

### FEATURED SPEAKERS 3:15 PM – 4:30 PM



**Michael Orosco, UC Riverside**

3:15 PM - 4:30 PM  
Room: California Room

#### **Avoiding the Problem Solving Hole with Latino English Learners at the Elementary Level**

This study examined the effect of comprehension strategy instruction (CSI) on Latino English Learners' word problem solving performance at the elementary level. These students were not responding well to general education math instruction. CSI included strategies that: (a) taught conceptual understanding of concepts and principles of word problems; (b) provided instruction designed to create a connection between verbal input and conceptual understanding by creating mental models; and (c) included instructional feedback with student collaboration for problem solving. Using an experimental/comparison group design, 83 Latino English Learners were randomly assigned to treatment or comparison condition. The results indicated that CSI was more effective on problem solving accuracy than students' math instruction as usual. Implications for common core practices are discussed.



**Donna Knoell, Educational Consultant and Author**

3:15 PM - 4:30 PM  
Room: Golden Pacific Ballroom

#### **Helping Every Student Read and Understand Informational Text with Success**

This presentation will offer strategies to help every student read and understand informational text with success, including science, social studies, mathematics, and all other content-based subjects. The presenter will share multi-sensory techniques to help English Learners (EL) and all students engage with content-rich text. She will identify and share strategies and activities to help students build their academic and domain-specific vocabularies, and she will offer ideas to help identify text structures and ways to help students build understanding for each type of text structure. She will actively engage attendees, as they learn to increase reading proficiency for every student.



**Ángela Sanbrano, National Alliance of Latin American and Caribbean Communities**

3:15 PM - 4:30 PM  
Room: Meeting House Sunrise

#### **Causas y raíces de la migración**

El taller tocará factores principales que obligan a personas a migrar, incluyendo, refugiados, trabajadores, y niños no acompañados. El enfoque principal será en la migración de la región Centroamericana y México y su impacto en la reforma migratoria en Estados Unidos, educación y la reciente acción diferida anunciada por el Presidente Obama. Se enfatizarán políticas alternativas viables.



FEATURED SPEAKERS 3:15 PM – 4:30 PM



**F. Isabel Campoy, Author**  
**Gina Cline**

3:15 PM - 4:30 PM  
Room: Pacific Salon Four

**Integrated Literacy for Kindergarten: Reading, Writing, and Science All Day, Every Day**

How can we get K students reading, build their academic language, and their knowledge of the world while also nurturing their sense of engagement and independence? Presenters will share models for integrating effective best practices in Literacy (in English AND/OR Spanish) with content-area units of study to maximize both instructional time and reading/writing results. Field-based examples and suggestions teachers can implement tomorrow will be included.

THURSDAY

Meet the Author and Get Your Book Signed!

**Author's Corner**

Grand Exhibit Hall

Thursday, March 5, 2015  
3:00 pm - 3:30 pm



**JIM CUMMINS,**

**Keynote Speaker and Bilingual Education Expert**

Will be signing his new book,

***Big Ideas for Expanding Minds: Teaching English Language Learners Across the Curriculum***

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

#### ■ A Parent's Guide: Road To Student Success

3:15 PM - 4:30 PM

Room: Royal Palm Salon Two



**Connie Hill, Los Angeles USD**  
**Vivian Pittman, Los Angeles USD**

*Grade Level: K-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 and school in motivating and assisting students to pursue their passions. We will provide strategies and materials parents and students may use to help students map out their education and/or career goals. Parents will learn to navigate their way through the school system by understanding the key components of the school culture, including school climate and promoting a welcoming environment, college/career tech educational choices, and the importance that grades and attendance play in the choices students will have available to them.

#### ■ Literacy Instructional Strategies for Chinese Mandarin-speaking English Learners

3:15 PM - 4:30 PM

Room: Fairfield

**Shelley Xu, CSU Long Beach**

*Grade Level: K-8*

*Language: English*

*Strand: Asian & Pacific American Education/*

*Indigenous Languages*

*Audience Level: New to Field/Experienced*

The presenter will 1) provide an overview of the Chinese language in the areas of phonology, semantics, syntax, and morphology; 2) discuss the linguistic differences between English and Chinese

in these areas and areas of difficulty caused by these linguistic differences; 3) present two specific instructional strategies (word sorting and unpacking sentences); and 4) discuss some general literacy strategies. The workshop attendees will participate in activities related to specific and general literacy strategies.

#### ■ Academic Language for ALL!

3:15 PM - 4:30 PM

Room: Dover

**Carla De La Torre, Val Verde USD**  
**Hannah DeLacy, Val Verde USD**

*Grade Level: Preschool-12*

*Language: English*

*Strand: English Language Development*

*Audience Level: New to Field/Experienced*

Come to this interactive presentation where we will share a free resource for supporting your students' academic language development in the classroom. The Common Core State Standards emphasize academic language and all students English learner or English only need to improve their academic language to be successful to meet the expectations of the standards. Learn how this free resource can be used to support your students' academic language development to achieve higher levels of proficiency on the Common Core State Standards.

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

■ **How to Help Your Child Acquire Self-Management, Motivation and Responsive Behavior Skills**

3:15 PM - 4:30 PM  
Room: Royal Palm Salon Five



**María 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.

■ **Cuando los padres intervienen positivamente**

3:15 PM - 4:30 PM  
Room: Meeting House Town



**Yolanda Castro, Coachella Valley USD**  
**Rosa Lozano, Coachella Valley USD**  
**Marta Olmedo, Coachella Valley USD**  
**Monica Orozco, Coachella Valley USD**

*Grade Level: K-2*  
*Language: Spanish*  
*Strand: Parent and Community Engagement*  
*Audience Level: New to Field/Experienced*

Tres escuelas primarias en el distrito escolar unificado del Valle de Coachella han establecido el programa "Intervención de Padres" con resultados muy positivos en el rendimiento escolar de los estudiantes. Esta presentación explicará como se establece el programa en la escuela, demostrará ejemplos de actividades que los padres realizan para apoyar académicamente a sus hijos .

■ **Music Makes It Meaningful**

3:15 PM - 4:30 PM  
Room: Tiki Pavillion

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

*Grade Level: Preschool-2*  
*Language: English, Spanish*  
*Strand: Curriculum & Instruction*  
*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!

■ **Teaching Collaboration Strategies for ELD and Academic Discussions**

3:15 PM - 4:30 PM  
Room: Pacific Salon One

**Jody Wiencek, Educational Consultant**

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

CCSS and the new ELD Standards require students to be able to formulate and support an opinion, argue a point based on evidence in a text and manage their student lead groups. This interactive workshop will provide participants with practice in creating a student-centered, collaborative classroom to develop biliteracy and academic content knowledge through collaboration in meaningful ways.

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

#### ■ Extending a Read Aloud to Integrate Various Common Core Standards

3:15 PM - 4:30 PM  
Room: Clarendon

**Elva Mellor, Chula Vista Elementary SD**  
**María Ramírez, University of Nevada, Las Vegas**

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

Presenters will demonstrate how a read aloud comes to life with student participation and collaboration - opening the door to writing an opinion, then a narrative on the read aloud. A nonfiction selection based on the fiction read aloud will be used to have the students write an informative report. Listening, speaking, reading and writing CCSS standards will be practiced throughout the lessons. Formats for both English and Spanish will be presented.

#### ■ How to Implement Dual Language Immersion as Part of your LCAP

3:15 PM - 4:30 PM  
Room: Ascot

**Eric Antuna, Palm Springs USD**  
**Mandy Gonzales, Palm Springs USD**  
**Michael Swize, Palm Springs USD**

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

Participants will hear about how Palm Springs Unified began to build and implement a dual language immersion program as part of the Local Control Accountability Plan. Presenters will discuss the research and the road they took to begin to

bring back dual immersion for the 2015-2016 school year - from selecting the school site, to working with administrators and teachers, and working with parents to get the program underway.

#### ■ Experiential Learning Zones - turn your classroom into a space for 21st century learning!

3:15 PM - 4:30 PM  
Room: Pacific Salon Six

**Molly Holiday, Tahoe Truckee USD**

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

This presentation will help teachers focus on giving students real experiences that they can draw on to create a common language, and then use that language to share and make connections with their peers. It gives all second language learners, of any program, the tools they need to be a 21st century learner. Learn how classroom arrangement, and reorganization of curriculum can help your students make connections between the curricular areas, and kick-start critical thinking. Using the CCCSS and Next-gen. Science standards as a guide, I have given my students the reins - they are self-directed, self-motivated, and self-differentiated every day! Videos, photos and hands-on activities will be shared to make you ready to use these techniques tomorrow! Use of Depth and Complexity icons, and STEM learning tools, plus ipad apps and technology will be covered.



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

### ■ Scaffolding the Common Core Standards for English Learners

3:15 PM - 4:30 PM

Room: Pacific Salon Two

**Carol Gallegos, Hanford Elementary SD**

*Grade Level: 3-12*

*Language: English*

*Strand: Curriculum & Instruction*

*Audience Level: New to Field/Experienced*

Addressing the needs of long term English learners has never been more critical. The Common Core Standards place a greater emphasis on the productive skills of speaking and writing, and teachers need strategies to support students in these critical areas. This session will focus on methods to support English learners in grammatically correct, and increasingly complex, speaking and writing skills by providing the necessary scaffolds while they are simultaneously developing language proficiency.

### ■ Highly-Motivating Common Core Writing Instruction for English Learners Across the Grade Levels

3:15 PM - 4:30 PM

Room: Pacific Salon Five

**Linda Fisher, Learning Headquarters**

*Grade Level: K-8*

*Language: English*

*Strand: Curriculum & Instruction*

*Audience Level: New to Field/Experienced*

Ready to conquer Common Core writing? Imagine every student mastering Common Core text types by understanding how language works! Using argument (opinion) as a catalyst, experience a scope and sequence of K-6 writing rigor that highlights key writing shifts, focuses on think-write

connections, and teaches grade-level-standard specifics. Catapult writing immediately!

### ■ Notas poderosas

3:15 PM - 4:30 PM

Room: Meeting House Sunset



**Lillian García, Los Angeles USD**

*Grade Level: All*

*Language: Spanish*

*Strand: Parent and Community Engagement*

*Audience Level: New to Field/Experienced*

La autoestima y el optimismo son esenciales para el éxito de nuestros hijos. Es importante que nuestros hijos aprendan a valorarse a si mismos y que aprendan a vivir la vida con entusiasmo y optimismo. En este taller atraves de varias actividades, usted aprenderá estrategias para ayudarle a sus hijos a buscar el lado positivo de las cosas a pesar de los obstaculos que la vida les presente.

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

#### ■ Enrichiendo los programas de inmersión dual, educación bilingüe y biliteracidad

3:15 PM - 4:30 PM  
Room: Pacific Salon Seven

**María Teresa Pedraz,**  
**Ministry of Education of Spain**

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

La Consejería de Educación de España presentará su programa de profesores visitantes de España (PPVE). El programa se lleva a cabo en colaboración con el Departamento de Educación de California. PPVE puede convertirse en un instrumento importante para enriquecer los programas de inmersión dual y la alfabetización bilingüe en los centros escolares de California. Los maestros del programa, con alto nivel de cualificación, pueden dotar a las escuelas con recursos para hacer crecer la alfabetización bilingüe. ¡Quedan invitados a conocer cómo incorporar este programa en sus distritos y/o escuelas!

#### ■ EveryoneOn: Finding Affordable Home Internet Options For Students

3:15 PM - 4:30 PM  
Room: Royal Palm Salon Four

**Norma Fernández, EveryoneOn**

*Grade Level: All*  
*Language: English*  
*Strand: Technology And Digital Learning*  
*Audience Level: New to Field*

As technology becomes an integral part of education, home Internet access becomes necessary to avoid deepening achievement gaps

for low-income and minority students. 38.1% of black households and 35.7% of Hispanic households are without access. Only 54% of households with incomes of \$30,000 or less are connected. EveryoneOn, a nonprofit working to close the digital divide, will demonstrate how to find \$10-per-month Internet, free digital literacy courses, and affordable computers.

#### ■ Engaging and Action NOW - Biliteracy and Bilingualism

3:15 PM - 4:30 PM  
Room: Royal Palm Salon Three

**Xilonin Cruz Gonzalez, Californians Together**  
**Shelly Spiegel-Coleman, Californians Together**  
**Martha Zaragoza-Díaz, Zaragoza Diaz & Associates**

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

The Local Control Funding Formula, new ELD Standards, New ELD/ELA Framework, the State Seal of Biliteracy and the ballot initiative to repeal and amend Proposition 227 are all opportunities to promote and provide bilingualism and biliteracy to California's students. This session will describe the efforts of Californians Together to involve everyone in the state to become involved locally and statewide to support these campaigns. Californians Together is a statewide coalition of 25 parent, teachers, administrators, board members, and civil rights groups focused on improving policy and practice for English learners.

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

■ **Trabajar con y aprender de estudiantes migrantes y sus familias: El perfil cultural un educador proficiente en programas de educación migrante**

3:15 PM - 4:30 PM

Room: Stratford

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

*Grade Level: All*

*Language: Spanish*

*Strand: Multicultural/Anti-Bias/Diversity Education*

*Audience Level: New to Field/Experienced*

Esta presentación se enfoca en como podemos adquirir destrezas culturales que nos hagan ser proficientes tanto a nivel práctico como a nivel normativo y de leyes. El objetivo es cerrar la brecha que existe entre estudiantes migrantes y estudiantes que no son migrantes en términos de rendimiento académico y de integración en la comunidad.

■ **Increasing Math Proficiency in K-8 English Learners with DreamBox**

3:15 PM - 4:30 PM

Room: Terrace Salon Two

**Debbie Burney, DreamBox Learning**

*Grade Level: Preschool-8*

*Language: English*

*Strand: Commercial*

*Audience Level: New to Field/Experienced*

In this engaging and interactive workshop, see how virtual manipulatives create unstoppable mathematicians, regardless of proficiency in English math vocabulary. Learn the 5 best practices in math instruction to close the EL achievement gap, and experience the DreamBox Learning® award-winning curriculum and Intelligent Adaptive

Learning™ technology. With Spanish voice-over built into lessons, DreamBox has further removed language roadblocks to learning math for ELs. Bring a laptop or iPad for your own hands-on experience!

■ **Oferta educativa del Gobierno de México para sus connacionales en el exterior**

3:15 PM - 4:30 PM

Room: Meeting House Esquire

**Ernesto de Lucas, Director del Instituto de los Mexicanos en el Exterior (IME)**  
**María de los Remedios Gómez Arnau,**  
**Consulado General de México**

*Grade Level: All*

*Language: Spanish*

*Strand: Leadership and Advocacy*

*Audience Level: New to Field/Experienced*

Uno de los objetivos principales del Gobierno de México, a través del Instituto de los Mexicanos en el Exterior (IME) es incrementar el nivel educativo de los migrantes y así contribuir a que se integren y desarrollen plenamente en la sociedad que los recibe. Una de las estrategias claves para poder ofrecer estos servicios es la promoción de programas de educación a distancia (a nivel medio y medio superior). En esta sesión recibirán información y recursos claves que le ayudarán servir a sus estudiantes y familias.

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

#### ■ Spanish Language Development Standards

3:15 PM – 6:00 PM

Room: San Diego Room

**Jorge Cuevas Antillón, San Diego COE**

Grade Level: All

Language: English, Spanish

Strand: Two-Way Bilingual/Dual Immersion

Audience Level: New to Field/Experienced

To strengthen the instruction of Spanish in all classrooms, the San Diego County Office completed a translation and linguistically augmentation of the California English Language Development standards into Spanish. The SLD (Spanish Language Development) Standards provide a cohesive frame for language acquisition and biliteracy to guide :

1. Spanish language acquisition within Dual Language Programs & other Biliteracy programs;
2. Parent communication and report cards;
3. Staff development for Dual Language and Biliteracy teachers;
4. Inform materials and resources for Dual Language and Biliteracy instruction; and
5. Guide equitable assessment practices in Dual Language programs and Biliteracy programs.

The production of the Spanish Language Development standards is undergoing a peer review process and will be made widely available unconditionally to the CDE. You are invited to learn more about the use and implementation of SLD standards for integrated and designated Spanish Language Arts Instruction at this session. Este cursillo requiere la habilidad de manejar ambos idiomas: el Español y el Inglés.



California Association for Bilingual Education

**WWW.CABE2015.ORG**





## FEATURED SPEAKERS 4:45 PM – 6:00 PM

**Then & Now Series—English Learner Legal & Legislative Issues**

4:45 PM - 6:00 PM

Room: Pacific Salon Three

**Martha Zaragoza-Díaz, Zaragoza-Diaz & Associates****Mary Hernández, García, Hernandez, Sawhney & Bermudez, LLC****Elizabeth Jiménez-Salinas, CABE PDS****Peter Schilla****Ed Steinman****Ling-chi Wang**

In this session, panelists will reflect on the powerful legal and legislative milestones in the 40 (plus) year journey to support the needs and rights of English Learners. The panel will reflect on past, current and future accomplishments, challenges and aspirations. As we prepare to support the Lara Multilingual Initiation on the 2016 ballot, this dialogue on past and current linguistic rights issues is key to our foundation and a springboard to a successful future campaign. Featured panelists include Lau v. Nichols key strategist Ling-Chi Wang and lead legal counsel, Ed Steinman along with CABE legal and legislative champions.

**WORKSHOPS / SESSION 6 4:45 PM – 6:00 PM**
**■ Close Reading: Supporting Elementary ELs  
Navigate Through Complex Texts**

4:45 PM - 6:00 PM

Room: Royal Palm Salon Four

**Erica Munro, San Diego USD**  
**Danielle Garegnani, WestEd**
*Grade Level: K-8**Language: English**Strand: Curriculum & Instruction**Audience Level: New to Field/Experienced*

CCSS require students to “read closely” complex text. This can be especially difficult for English Learners who need additional scaffolding and support. This presentation will highlight strategies to help ELs navigate through the dense, complex language of informational text. Implications for integrated and designated ELD will also be discussed.

**■ Instructional Practices to Support English  
Learners with Process Writing**

4:45 PM - 6:00 PM

Room: Royal Palm Salon One

**Alesha Moreno-Ramírez, Tulare COE**  
**Laura González, Tulare COE**
*Grade Level: 3-8**Language: English**Strand: Curriculum & Instruction**Audience Level: New to Field/Experienced*

Writing is a powerful tool to support academics and agency, providing voice and choice to students. This session will explore approaches to scaffold the writing experience for English learners, helping them develop confidence as authors while they concurrently build toward independence. We will address strategies such as the use of mentor texts, anchor charts, and oral language rehearsal in this interactive session.

### WORKSHOPS / SESSION 6 4:45 PM – 6:00 PM

#### ■ **Courageous Collaboration: Observing Together to Elevate EL Achievement**

4:45 PM - 6:00 PM  
Room: Pacific Salon Two

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

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

Closing opportunity gaps for ELs requires deep professional learning and collaborative innovation. Learn how to facilitate “observation inquiry,” a powerful approach for engaging teacher teams in observing and analyzing student learning to refine instruction. Through an interactive simulation with video lesson, participants experience a protocol for lesson observation and analysis that builds trust while raising the bar for instruction. Be a catalyst for courageous collaboration!

#### ■ **Meaningful Formative Assessment to Inform Instruction of English Learners**

4:45 PM - 6:00 PM  
Room: Royal Palm Salon Two

**Paula Hidalgo, Pearson**  
**Edynn Sato, Pearson**

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

This workshop focuses on the pedagogical implications of using progress monitoring data to meaningfully inform the instruction of English learners (ELs) throughout the year. Participants will use a touch-tablet (iPad) formative assessment tool

for K-12 ELs, comprised of performance tasks that integrate combinations of the four language skills with non-linguistic skills, as a basis for discussing assessment outcomes (data) and participating in activities that involve the use of data to inform instruction.

#### ■ **Interactive Activities to Improve Oral Language**

4:45 PM - 6:00 PM  
Room: Terrace Salon Three

**Rosalba Schessler, Redlands USD**

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

In this presentation you will learn about different activities that will build skills in reading, writing, speaking, and listening. They will help you with Common Core as well as CELDT skills for beginning and intermediate EL students. Attendees will walk away with activities ready to be used the following day.

## WORKSHOPS / SESSION 6 4:45 PM – 6:00 PM

### ■ Language Tree: Growing Multilingual Education in the Classroom through Technology

4:45 PM - 6:00 PM

Room: Royal Palm Salon Five

**Jennifer Cramer, Language Tree**  
**David Noyes, Long Beach USD**

*Grade Level: K-12*

*Language: English*

*Strand: Commercial*

*Audience Level: New to Field/Experienced*

This workshop will present how online foreign language courses promote listening, speaking, reading and writing skills in a target language. Students have the opportunity to access lessons, reviews and quizzes anytime, on any computer or tablet. More importantly, students can learn a second language at their own pace, in a non-threatening environment. In this session, we will discuss why online language learning tools should feature prominently in the arsenal of today's bilingual educators. We will explain how these new web-based applications can be used to augment traditional language teaching and tutoring. We will also demonstrate how specific techniques utilized by online courses can help develop listening and reading comprehension skills, as well as improve writing and speaking abilities. We will show how the latest online foreign language learning tools are aligned with CC methodologies and help the student develop computer literacy and comfort with online testing.

### ■ Developing Strategic Readers in Bilingual and Dual Classrooms

4:45 PM - 6:00 PM

Room: Royal Palm Salon Three

**Jesús Cervantes, Benchmark Education**

*Grade Level: K-2*

*Language: English, Spanish*

*Strand: Commercial*

*Audience Level: New to Field/Experienced*

This session will show how to develop strategic readers using a Balanced Literacy approach. The presenter will show how to support daily components of high-quality Spanish reading instruction with an emphasis on the transferable skills of comprehension. The session will cover Assessment, Interactive Read-Alouds, Shared Reading Mini Lessons, Differentiated Small-Group Guided Reading, and Independent Reading.

CABE 2015 JAM SESSION

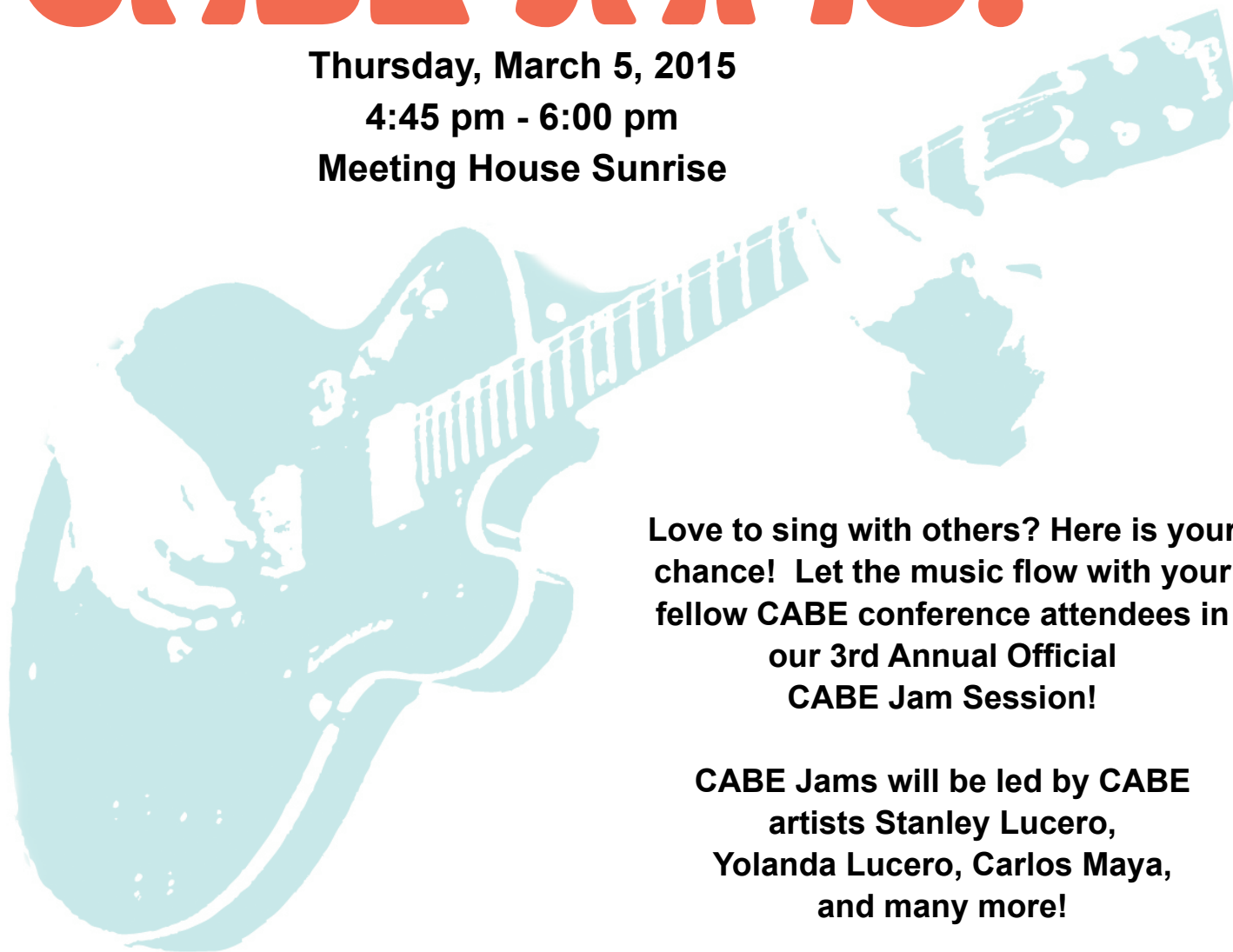
# CABE JAMS!

Thursday, March 5, 2015

4:45 pm - 6:00 pm

Meeting House Sunrise

THURSDAY



Love to sing with others? Here is your chance! Let the music flow with your fellow CABE conference attendees in our 3rd Annual Official CABE Jam Session!

CABE Jams will be led by CABE artists Stanley Lucero, Yolanda Lucero, Carlos Maya, and many more!

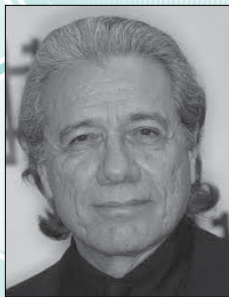
**ALL ARE WELCOME!**



# CABE 2015 FILM FESTIVAL



**SPECIAL  
GUEST**



Edward James  
Olmos, Actor

**Location: California Room**

**El Americano  
Thursday, March 5, 2015  
4:45 pm-6:00 pm**

***El Americano: The Movie*** (simply known as ***El Americano***) is an upcoming 3D Mexican American computer animated film produced by Animex, Olmos Productions, and Phil Roman Entertainment. It is directed by Ricardo Arnaiz and ex-Disney animator, Mike Kunkel. The film features a large ensemble voice cast of Hispanic American and Mexican actors led by Rico Rodriguez, Edward James Olmos, Cheech Marin, Kate del Castillo, Paul Rodriguez, Gabriel Iglesias, Erik Estrada, and Lisa Kudrow. It is the first major animated co-production between studios in Mexico and the United States. It is also the first international and CG production for Mexican animation studio, Animex.

El Americano tells the story of a Mexican boy parrot's quest to enlist an American TV crime-fighting parrot's aid in defending his family in Mexico from bullies, giving the young parrot skills to become a hero himself.

CABE 2015

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The CAFE Legacy:  
Making 21<sup>st</sup> Century Multilingual Dreams Come True

# Friday



Celebrating 40 Years  
of Educational Excellence  
for English Learners  
& Biliteracy for All



### HIGHLIGHTS

#### GENERAL SESSION

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8:30 am - 10:00 am / Keynote Address: Milton Chen / Town & Country and San Diego Rooms

#### EXHIBIT HALL EVENTS

---

9:00 am-5:30 pm / Exhibit/Career Fair / Grand Exhibit Hall

10:30 am - 4:45 pm / Author's Corner / Grand Exhibit Hall

12:00 pm-1:30 pm / Special Exhibit Hall Dedicated Viewing / Grand Exhibit Hall

1:30 pm / iPad Drawing / Grand Exhibit Hall

5:00 pm / Daily Exhibit Hall Drawings / Grand Exhibit Hall

#### WORKSHOPS, INSTITUTES, ACTIVITIES

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10:30 am - 6:00 pm / Workshop Sessions

10:30 am - 4:30 pm / Full-Day Institutes

1:30 pm - 4:30 pm / Half-Day Institutes

#### FEATURED SPEAKERS & INSTITUTES

---

10:30 am – 11:45 pm / Lan Bercu / Barbara Flores / Kathryn Lindholm-Leary

10:30 am-4:30 pm / Kate Kinsella

1:30 pm-2:45 pm / Sharroky Hollie / Dennis Parker / Helen Quinn / Simón Silva /  
Virginia Collier & Wayne Thomas

1:30 pm-4:30 pm / Silvia Dorta Duque de Reyes

3:15 pm-4:30 pm / Alma Flor Ada / Nicoline Ambe / José Luis Orozco / Guadalupe Valdes

#### SPECIAL EVENTS

---

10:30 am – 2:30 pm / Administrative Leadership Symposium

4:45 pm - 6:00 pm / Then & Now Series: English Learner Policy & Practice / Pacific Salon Three

4:45 pm - 6:00 pm / CABE Film Festival / “César Chávez” / California Room

7:00 pm - 9:00 pm / Seal of Excellence Award Banquet / Town & Country and San Diego Rooms

9:00 pm - 12:00 am / Seal of Excellence Dance Music by Suave the Band /  
Town & Country and San Diego Rooms





## PLAN YOUR DAY

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

**AFTERNOON: 12:00 pm - 5:30 pm**

**EVENING: 5:30 pm - 12:00 am**



**Use the CABE 2015 App to Plan Your Day!**

**FRIDAY**

### GENERAL SESSION

8:30 am – 10:00 am  
Town & Country/San Diego Rooms

#### WELCOME

##### Host

Imelda Trinklein, CABE Board  
Antelope Valley Union HSD

##### SPECIAL GREETING

Honorable Toni Atkins  
75th District, San Diego  
Speaker of the California State Assembly

##### HONORARY CHAIRS

Todd Finnell, Superintendent  
Imperial COE

Juan González, Vice Chancellor  
UC San Diego

##### CABE 2015 SPOTLIGHT

The CABE Legacy—Celebrating CABE's 40<sup>th</sup> Anniversary

##### CABE BOARD AWARDS

Civil Rights/Linguistic Rights Award  
Ed Steinman  
Ling-Chi Wang

##### KEYNOTE SPEAKER

##### Milton Chen

Executive Director Emeritus  
George Lucas Educational Foundation and Edutopia

##### ANNOUNCEMENTS

CABE Thanks Our Sponsors:  
CTA

## KEYNOTE ADDRESS

**Milton Chen**

Executive Director Emeritus

George Lucas Educational Foundation and Edutopia

**The California Dream: Diversity, Culture, Language & Innovation**

The California Dream represents a better future for all, based on diversity, creativity, and innovation. As the world's 8th largest economy, California's future relies on its educational system. The state's many languages and cultures offer unique opportunities to educate our children as global thinkers and innovators. Milton Chen will present examples from the Edutopia.org website of how multilingual and multicultural education, coupled with authentic experiences and equal access to technology, can chart pathways through today's new learning landscape.

Milton Chen has been a leading figure in educational media for more than 20 years. He joined The George Lucas Educational Foundation (GLEF) as Executive Director in 1998, bringing new leadership to its mission of gathering and disseminating the most innovative models of K-12 teaching and learning in the Digital Age. A nonprofit foundation, GLEF shares new vision through its multimedia website, Edutopia.org, award-winning magazine, *Edutopia: The New World of Learning*, and a comprehensive library of documentary films. An authority in several areas, Dr. Chen's interests span everything from project-based learning and social/emotional learning to global learning, technology, and research on educational innovation. Dr. Chen currently serves as chair of the advisory council for the new Fred Rogers Center for Early Learning and Children's Media at St. Vincent College in Pennsylvania, and is a trustee of the Golden Gate National Parks Conservancy, a nonprofit dedicated to environmental conservation, education, and stewardship. Dr. Chen received a BA in social studies from Harvard College and an MA and PhD in communication research from Stanford University.

*Book signing immediately following session.*

### Administrative Leadership Symposium

**California Room**

**Friday, March 6, 2015 • 10:30am – 2:30pm**

#### BUILDING MULTIPLE PATHWAYS TO BILITERACY FOR 21<sup>ST</sup> CENTURY SUCCESS

- Open to all School and District Administrators and Board Members. Participants who have pre-registered have priority seating.
- This dynamic session will bring together the voices of the US Department of Education, the California Department of Education, superintendents, board members, principals and students as they discuss the development of biliteracy pathways including dual language immersion, world language, alternative language and multiple career programs.
- Information on the new Biliteracy Program Option in the newly approved state ELA/ELD Framework will be shared.
- Administrators and board members will leave motivated with tools that can be put into action immediately to plan and implement biliteracy pathways in their districts and schools.
- Voices and perspectives of students will be heard on the role and importance of becoming bilingual and biliterate.
- Tools and resources will be disseminated that reflect the implementation of the Common Core State Standards, the ELD/SLD standards in biliteracy programs and instruction, as well as strategic development of the LCAP to support biliteracy pathways.

### PRESENTERS



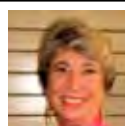
**Libia Gil**

Assistant Deputy Secretary and Director  
Office of English Language Acquisition (OELA) US Department of Education



**Laurie Olsen**

Project SEAL, Sobrato Family Foundation



**Shelly Spiegel Coleman**

Californians Together



**Francisco Escobedo**

Superintendent, Chula Vista ESD



**Wes Smith**

Association of California School  
Administrators (ACSA)



**Jesus Holguín**

California School Board Association (CSBA)



**Barbara Flores**

California Latino School Board Association  
(CLSBA)



**Francisca Sánchez**

CABE President



**Student Voices**

San Diego Area Schools





## FEATURED INSTITUTE 10:30 AM – 4:30 PM

**Kate Kinsella, CSU San Francisco**

10:30 AM - 4:30 PM

Room: Golden West Room

**Tools to Build Vocabulary Foundations for Critical Common Core Competencies**

The Common Core standards and assessments for grades 4-12 require an agile command of academic English. Students must construct articulate responses to varied texts using complex syntax, correct grammar and precise vocabulary. Learn how to analyze the vocabulary demands of informational and narrative text and establish instructional priorities rather than rely on a publishers' list. Observe powerful video clips and experience explicit, interactive instruction that equips students with mature comprehension of target words within text and the ability to use them adeptly with common academic word partners. Explore a guided process to help second language readers better exploit contextual clues to word meaning. Leave with extensive practical tools for lesson planning and site-based professional development.

Meet the Author and Get Your Book Signed!

**Author's Corner**

Grand Exhibit Hall

Friday, March 6, 2015

10:30 am to 11:45 am

**Award Winning Young Adult Book Authors Take on Sensitive Issues: A Panel Presentation**

The panel will present Award Winning Young Adult Authors and how they are dealing with sensitive issues in their books. Issues include immigration, single parent households, preparing for college and adulthood, and correcting history as we were taught it.

**NORA DE HOYAS COMSTOCK, MODERATOR**

**MARIE ELENA CORTES, VICTOR GONZALEZ, REYNA GRANDE,  
VIRGINIA KAMHI, AND MARÍA NIETO**

## FULL DAY INSTITUTE 10:30 AM – 4:30 PM

### **Supporting Young Children's Home Language and English Development: A Comprehensive Practice Approach**

10:30 AM - 4:30 PM

Room: Regency Tower Windsor Rose

**Carola Matera, CSU Channel Islands**  
**Soodie Ansari, San Mateo COE**  
**Vickie Ramos Harris, Early Edge California**

*Grade Level: Preschool-2*

*Language: English*

*Strand: Early Childhood Education*

*Audience Level: New to Field/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.



California Association for Bilingual Education

[WWW.CABE2015.ORG](http://WWW.CABE2015.ORG)

## FEATURED SPEAKERS 10:30 AM – 11:45 AM



**Lan Bercu, Lead Across  
Cultures International**

10:30 AM - 11:45 AM  
Room: Pacific Salon Four

**Teaching Competently Across Cultures: How  
to Engage Your Bilingual/ESL Students**

This hands-on and highly interactive presentation will help participants to achieve the following: Comprehend and remove barriers to cross cultural communication for EL students; enable EL students to overcome fear of speaking in the classroom; understand cross cultural styles of thinking, interaction and speaking in the classroom; and, apply tips and techniques to bring out the best from your EL students.



**Barbara Flores,  
CSU San Bernardino  
Noni Mendoza Reis,  
CSU San José**

10:30 AM - 11:45 AM  
Room: Garden Salon Two

**The Importance of School Leadership in  
Addressing the Needs of English Learners**

School leaders can play a key role in advocating for equitable policies that will improve the academic achievement of English learners. We know that in terms of within-school factors related to student achievement, school leadership quality is second only to the effects of the quality of curriculum and teacher instruction. Principal quality in schools with English learners can be improved through a renewed focus on "Instructional Leadership" that addresses the needs of English learners. This featured session will examine ways that school leaders: 1) Practice an advocacy stance towards English learners; 2) Improve their

own knowledge base about the teaching and learning of English learners; and 3) Develop an ideological clarity that will transform schools positively for English learners. This session will also present data collected from school leaders in northern and southern California school districts regarding the ways that they practice instructional leadership in schools with English learners.



**Kathryn Lindholm-Leary,  
CSU San José**

10:30 AM - 11:45 AM  
Room: Pacific Salon Three

**The Importance of Bilingualism for Dual  
Language Students**

Research has clearly shown the significant positive impact of bilingualism on the intellectual development of children and adults. Dual language researchers have also examined the importance of bilingualism for students in dual language programs. This presentation will examine different sources of evidence that argue for the importance of developing a high level of bilingualism for dual language students. These sources of empirical evidence include: 1) the impact of bilingualism on cognition, 2) the effect of primary language instruction on language proficiency and literacy development in English, 3) the relationship of level of bilingualism to language proficiency and academic achievement, 4) secondary student perceptions about the importance of bilingualism for their educational success, and 5) the importance of bilingualism for family relationships.

### WORKSHOPS / SESSION 7 10:30 AM – 11:45 AM

#### ■ Acceso a los textos complejos: Apoyo a la comprensión de textos informativos en español

10:30 AM - 11:45 AM

Room: Regency Tower Le Sommet

**Mayra Peñaloza, San Diego USD**

**Danielle Garegnani, WestEd**

**Francisco Pérez-Duque, San Diego USD**

*Grade Level: K-8*

*Language: Spanish*

*Strand: Curriculum & Instruction*

*Audience Level: New to Field/Experienced*

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

#### ■ Learning for a Lifetime / Aprendiendo la vida entera

10:30 AM - 11:45 AM

Room: Meeting House Sunset



**Beth Ann Davis, Coachella Valley USD**

**Nicoline Ambe, Compton USD**

*Grade Level: K-2*

*Language: English, Spanish*

*Strand: Parent and Community Engagement*

*Audience Level: New to Field/Experienced*

Parents, the primary teachers in a child's life, prepare their children during the first five years. The first school day opens a new door. This workshop helps bridge home and school. We endeavor to:

empower parents to influence education on behalf of their student; provide safe parent networks for sharing challenges and successes; and build relationships between teacher, parents, and students. Ultimately, we motivate families to esteem education for a lifetime!

#### ■ Construyendo estrategias para una comunidad educativa sin violencia en la diversidad cultural

10:30 AM - 11:45 AM

Room: Tiki Pavillion



**Patricia Ramos-Méndez,**

**Colibrí Consultores en Educación**

**Rita Mendez-Serrano, Edukka LLC**

*Grade Level: All*

*Language: Spanish*

*Strand: Multicultural/Anti-Bias/Diversity Education*

*Audience Level: New to Field/Experienced*

Un taller para distinguir en la primera parte los elementos más importantes que favorecen la violencia y la no violencia. En la segunda parte un ejercicio dirigido a los participantes en el que aprenden o fortalecen, como poner en práctica habilidades sociales y valores pedagógicos para convivir y vivir mejor con nuestra familia, con nuestra comunidad educativa y con nuestros semejantes. Al final estableceremos compromisos que cada uno se llevará a su hogar en un cuaderno que se proporcionará gratuitamente.



## WORKSHOPS / SESSION 7 10:30 AM – 11:45 AM

■ **Storytelling: Motivation for Writers Workshop**

10:30 AM - 11:45 AM

Room: Eaton

**Antonio Sacre, Academia Cultural***Grade Level: Preschool-5**Language: English**Strand: Curriculum & Instruction**Audience Level: New to Field/Experienced*

Interact with Cuban author and storyteller Antonio Sacre to learn the importance of storytelling as motivation for an effective writing workshop to meet the writing demands of the Common Core. Inspire students with personal stories that highlight the home culture, family folklore and use of the heritage language.

■ **Why Math + Science = ART**

10:30 AM - 11:45 AM

Room: Crescent

**Joe Cepeda, Academia Cultural***Grade Level: All**Language: English**Strand: Arts Learning**Audience Level: New to Field/Experienced*

This workshop aims to integrate science, mathematics and drawing as part of the approach to exploring and practicing the arts. The artist will demonstrate how math, science and engineering influenced his present career as an illustrator and how this creative experience can be transferred to the classroom.

■ **Como entender los nuevos “Estandares del núcleo común de California para Matemáticas” para poder explicarlos a los estudiantes bilingues**

10:30 AM - 11:45 AM

Room: Royal Palm Salon Six

**Javier Guerrero, Sweetwater Union High SD***Grade Level: All**Language: Spanish**Strand: Professional Development/Teacher Preparation**Audience Level: New to Field/Experienced*

Una manera fácil y divertida de entender los conceptos abstractos de los estandares del núcleo común de California para el aprendizaje de las Matemáticas, a traves de imagenes visuales y ejemplos prácticos.

### WORKSHOPS / SESSION 7 10:30 AM – 11:45 AM

#### ■ The Plastic Challenge: Inspiring Change at Home, School, and Beyond

10:30 AM - 11:45 AM  
Room: Pacific Salon Five

**Claudia Tibbs, Monterey Bay Aquarium**  
**Eric Barajas, Monterey Bay Aquarium**

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

In this session, Monterey Bay Aquarium bilingual educators offer a standards-based conservation workshop for 3rd to 8th grade educators focused on plastic pollution and the pervasive problem it creates. Topics explored include the properties of plastic, how plastic reaches the watershed and ocean, movement of plastic once in the ocean, marine animal and habitat impacts, and solutions to reduce plastic pollution. Emphasis will be on solutions to plastic pollution, alternatives to single-use plastics, and empowering participants to tackle environmental problems without experiencing eco-fatigue. This workshop will include strategies to encourage critical thinking about environmental issues, methods to help students and their families gain awareness of everyday resources and uses, and ways to assist students in becoming conservation-minded. Aquarium staff will review each activity, the associated materials and implementation methods.

#### ■ Understanding Transcripts & Calculating a GPA / Entendiendo la boleta para calcular la puntuación de su hijo/a

10:30 AM - 11:45 AM  
Room: Terrace Salon Two

**Sylvia Juárez-Magaña,**  
**Juárez Consulting - Educational Services**

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

A mock transcript will be used to cover how a university representative will review your child's grades and courses taken in high school. Further discussion will include a review of extracurricular activities & what to consider writing about for college admissions.

Se utilizará un ejemplo de una boleta de calificaciones para explorar como un representante universitario interpretaría las clases y calificaciones que su estudiante tomó durante la secundaria. Esta discusión también incorporará una consideración sobre las actividades extra-escolares y explorará las narrativas que serían ejemplares para la admisión universitaria.

#### ■ CTE - Educación profesional y técnica, otro camino para el éxito escolar y profesional

10:30 AM - 11:45 AM  
Room: Meeting House Town

**Israel Portillo, Corona-Norco USD**

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

En esta ponencia se hablará de como lograr el éxito escolar y profesional de una manera diferente

## WORKSHOPS / SESSION 7 10:30 AM – 11:45 AM

y con mucho futuro. Las ventajas de tomar clases técnicas en la preparatoria. Se darán herramientas para encontrar el camino hacia una carrera técnica y un empleo gratificante, y las grandes oportunidades que existen en las áreas de STEM (Ciencias, tecnología, ingeniería, matemáticas) sobre todo para las mujeres.

## ■ El poder de los cuentos de los abuelos

10:30 AM - 11:45 AM

Room: Meeting House Esquire



**Héctor Lerma, ESIPAF (Escuela de Superación Integral Para la Familia)**

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

El cuento ha instituido un vínculo entre culturas y tradiciones. Las narraciones de los mayores ha inspirado a chicos y grandes a formarse un ideal, de luchar por los valores y la grandeza de sus antepasados. Les extendo una cordial invitación para que vengan a enriquecernos con sus vivencias a este taller. Saldrán inspirados a cooperar en un salón de clases, la celebración de una fecha histórica, de un festival o simplemente se animen a comprender a sus hijos, nietos, alumnos y que ellos los comprendan a ustedes.

## ■ Promoting Academic Language, Inquiry, and Literacy Skills in the ELD Classroom

10:30 AM - 11:45 AM

Room: Regency Tower Le Chanticleer

**Debra Engers, UC San Diego Extension***Grade Level: 6-12**Language: English**Strand: English Language Development**Audience Level: New to Field/Experienced*

The presenter will demonstrate how 6-12 EL students can engage in activities that require them to think and read critically, use academic language and practice the question response types on the Smarter Balanced ELA Test. Participants will view samples of student projects and instructional strategies that allow use of both English and primary languages. The utilization of ELD Standards, Webb's Depth of Knowledge, and Blooms Taxonomy to guide and ensure rigorous instruction will also be covered.

## ■ English Learners can Tackle Complex Text

10:30 AM - 11:45 AM

Room: Regency Windsor

**Jennifer Graziano, San Bernardino City USD****Monica Murray, Bassett USD****Alexis Norman, Azusa USD***Grade Level: 6-8**Language: English**Strand: Curriculum & Instruction**Audience Level: New to Field/Experienced*

The Common Core ELA standards emphasize the use of challenging text for all students. This workshop will provide participants with strategies to plan and conduct a close reading lesson. Participants will understand how to support and scaffold instruction for English learners.

### WORKSHOPS / SESSION 7 10:30 AM – 11:45 AM

#### ■ 8th grade Dual Language students can pass the AP Spanish exam!

10:30 AM - 11:45 AM

Room: Fairfield

**James Orihuela, Long Beach USD**

*Grade Level: All*

*Language: English, Spanish*

*Strand: Two-Way Bilingual/Dual Immersion*

*Audience Level: New to Field/Experienced*

For the past 4 years most of our 8th grade dual language students have taken and passed the AP Spanish Language Exam. At this interactive session you will learn how taking the AP in 8th grade positively affects a student's college application to a UC, CSU and private colleges. You will also be exposed to specific strategies in the SLA class that address the foreign language and test taking skills that help prepare students for the AP exam. Come participate in a conversation regarding the high school component for these students.

#### ■ Cursos interactivos para efectivamente diferenciar la instrucción académica.

10:30 AM - 11:45 AM

Room: Regency Sheffield

**Yolanda Lucero, Retired Teacher**  
**Stanley Lucero, CABE Board**

*Grade Level: Preschool-2*

*Language: Spanish*

*Strand: Curriculum & Instruction*

*Audience Level: New to Field/Experienced*

Participantes tendrán oportunidad de trabajar una variedad de cursos, diseñados para efectivamente diferenciar la instrucción académica en las áreas de; matemáticas, lectoescritura, música, y arte. Tendrán la oportunidad de manejar y contribuir ideas de cómo modificar los centros para

docentes que tienen retos académicos, los que son académicamente dotados, y los que están trabajando según su nivel de grado. En cada centro habrá oportunidad de evaluar y contribuir sus ideas estrategias y logros en el uso de centros en sus propios salones.

#### ■ Cross-Curricular Writing Units for all Language Learners

10:30 AM - 11:45 AM

Room: Ascot

**Soo Goda, Saddleback Valley USD**  
**Myuriel VonAspen, Saddleback Valley USD**  
**Geraldine Jacome, Saddleback Valley USD**

*Grade Level: K-5*

*Language: English, Spanish*

*Strand: Two-Way Bilingual/Dual Immersion*

*Audience Level: New to Field/Experienced*

Learn how to develop or strengthen your current writing program to meet the Common Core Standards in both the primary and secondary language of instruction. See how a 90:10 model Dual Immersion school has successfully implemented content-based writing units using the Gradual Release Model of Instruction for the three writing text types. This English and Spanish presentation will include video clips, student work, and a template for developing cross-curricular units at any grade level.



## WORKSHOPS / SESSION 7 10:30 AM – 11:45 AM

## ■ Engaging Parents of ELs: Bridging the Digital/Language Divide via Social Media

10:30 AM - 11:45 AM  
Room: Terrace Salon Three



**Efraín Tovar, Selma USD**

*Grade Level: Preschool-12*  
*Language: English, Spanish*  
*Strand: Technology And Digital Learning*  
*Audience Level: New to Field/Experienced*

The cell phone is the most quickly adopted consumer technology in the history of the world. In this interactive workshop, participants will explore the latest research on technology usage. Participants will leave with research driven strategies and tools that empower EL parents to acquire information about their district (e.g., DELAC, DAC, etc.), school (e.g., SSC, ELAC, PTA, events, etc.), and classroom (e.g., homework assignments, classroom news, etc.) via cell phones/smart phones. Come and hear how Selma Unified School District's middle school uses web-based applications to communicate with EL parents. Participants will leave with three different free, web-based, applications to engage and communicate with parents.

## ■ Engaging ELs in the Meaning of High Frequency Words Using Illustrated Cards

10:30 AM - 11:45 AM  
Room: Regency Hampton

**Beverly González,  
South Bay Union Elementary SD  
Silvia Miranda, South Bay Union Elementary SD**

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

English learners throughout the United States are faced with the difficulty of not understanding the meaning of high frequency words. This interactive workshop will offer teachers the necessary tools to bring meaning to HFWs in order to increase the literacy rate of all ELs. Participants will learn a variety of instructional routines that are aligned with the requirement of the Common Core Standards to effectively and systematically teach HFWs to increase achievement in fluency and reading comprehension. Participants will have an opportunity to create activities they can implement immediately (in English and/or Spanish).

### WORKSHOPS / SESSION 7 10:30 AM – 11:45 AM

#### ■ Using VIPI to Evaluate School Parent Involvement and Community Engagement Policy

10:30 AM - 11:45 AM  
Room: Royal Palm Salon Two



**Arthur Chou, Velázquez Press**  
**Frederick Uy, CSU Los Angeles**  
**Elizabeth Martínez, Los Angeles USD**

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

For years, Epstein's six types of involvement have been used as the model for parent involvement. In this session, we will introduce a new research-based index called VIPI: Velazquez Index of Parent Involvement. VIPI was developed for today's multicultural/multilingual schools, administrators, parents and community. With 48 in-depth questions, VIPI can help schools evaluate their parent involvement program and develop strategies based on their VIPI scores. Attendees will have the opportunity to download the free iTunes or Android app and test VIPI for their school district.

#### ■ Are you a Mixed, Hybrid, or Transformed Bilingual?

10:30 AM - 11:45 AM  
Room: Garden Salon One

**Yujiro Shimogori, CSU San Marcos**

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

Bilingualism is not only about developing the ability to speak two languages. If done properly, bilingualism has the potential to transform an

individual. The presenter will discuss the do's and don'ts of bilingual/bicultural development, the benefits of developing bilingualism/biculturalism based on current research as well as personal experiences, and the five canons of bilingual/bicultural development. During the second half of the workshop, 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.

#### ■ Activating and Organizing Students and Communities for Education Reform

10:30 AM - 11:45 AM  
Room: Pacific Salon Seven

**Karen Montufar, Students for Education Reform**

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

In this interactive session, participants will gain insight into effectively mobilizing communities, students, and parents to engage in educational issues. State captains from Students for Education Reform will share their experiences and challenges in energizing community support on education reform topics in California and across the country including bilingual education, from organizing groups and volunteers to navigating the media. The session will emphasize methods of successful community activism and highlight actionable takeaways.

## WORKSHOPS / SESSION 7 10:30 AM – 11:45 AM

## ■ Integrated ELD, now what?!

10:30 AM - 11:45 AM

Room: Royal Palm Salon One

**Jennifer Weir, Fillmore USD**  
**Raina Arellano, Fillmore USD**  
**Amber Henrey, Fillmore USD**

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

This workshop will explore strategies for integrated ELD! With the recently adopted ELA/ELD framework, educators will engage in conversations and collaboration around best practices for integrated ELD. Unit mapping and technology will be shared as tools for guiding teachers to providing rich instruction with an integrated and interdisciplinary approach. Come join us!

## ■ Wrangle with the “Warm” Standards

10:30 AM - 11:45 AM

Room: Royal Palm Salon Four

**Karin Linn-Nieves, San Joaquin COE**  
**Annie Duong, San Joaquin COE**  
**Karin de Varennes, San Joaquin COE**

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

This interactive session focuses on the CA ELD Standards Part II, which we refer to as the “warm” standards. Join us to experience some possible applications of these standards which we’ve found useful in our collaborations with districts to deepen English learners’ knowledge of how English works. In addition to activities, we will share student work and video clips, as well as reflections on our learning.

## ■ Project 2 Inspire Family-School-Community Engagement Program

10:30 AM - 11:45 AM

Room: Royal Palm Salon Five

**Antoinette Hernández, 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.

## ■ Balanced Literacy Meets Common Core: Ensuring Access and Success for English Learners

10:30 AM - 11:45 AM

Room: Pacific Salon Two

**Elena Castro, Imperial COE**  
**Eddie Hernández, Imperial COE**

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

This session will demonstrate how to use the components of a Balanced Literacy program to teach the Common Core Standards. Participants will learn how to use read aloud, shared reading, guided reading as well as shared and interactive writing along with collaborative group work techniques to teach reading, writing, speaking and listening in an engaging, authentic and culturally relevant way.

### WORKSHOPS / SESSION 7 10:30 AM – 11:45 AM

#### ■ Latina student mothers as funds of knowledge in their children's lives.

10:30 AM - 11:45 AM

Room: Dover

**Laura Alamillo, CSU Fresno**  
**Susana Hernández, CSU Fresno**  
**Ignacio Hernández, CSU Fresno**  
**Miriam Aceves, CSU Fresno**

*Grade Level: Preschool, College/University,*  
*Language: English*

*Strand: Multicultural/Anti-Bias/Diversity Education*

*Audience Level: New to Field/Experienced*

This presentation presents how Latina student/ mothers mediate their educational success and their children's educational aspirations by understanding how these students balance their educational responsibilities with motherhood. The presentation will present how Latina mothers in higher education translate their knowledge of literacy into their everyday interactions with their children. This work utilizes funds of knowledge as a theoretical framework to identify and document the wealth of knowledge, skills, and cultural resources of the Latina mothers/students.

#### ■ GPS-Grow, Prepare, and Share: Teach English Language Acquisition, Literacy and Imagination through Food!

10:30 AM - 11:45 AM

Room: Town and Country Room

**Thomas Bangert, OneBillionSEEDS.com**

*Grade Level: Preschool-5*

*Language: English*

*Strand: Early Childhood Education*

*Audience Level: New to Field/Experienced*

Recognizing letters and numbers is the most important pre-school skill families and teachers

can help children learn. During this session we will discuss the latest psycholinguistic research on language acquisition through the use of food, and describe classroom, gardening, and cooking 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 for all learners. You will walk away able to help children learn the alphabet, numbers, vocabulary, writing, and where food comes from on a farm.

#### ■ Step Up To Writing for English Learners

10:30 AM - 11:45 AM

Room: Pacific Salon One

**Zandra Galván, Gonzáles USD**

*Grade Level: Preschool-12*

*Language: English*

*Strand: Curriculum & Instruction*

*Audience Level: New to Field/Experienced*

Participants will engage in an interactive, hands on workshop to create a foundation for literacy development in K-12 writing classrooms. This session will focus on powerful, yet practical teaching strategies from the "STEP UP TO WRITING" program created by Maureen E. Aumen. Participants will learn the basic components of the writing program, review the writing process, and understand the demands of Common Core Writing Standards. Workshop topics will include the prewriting/planning stages, purposeful graphic organizers, informal outlines, color-coding supports, two-column notes, one perfect sentence, and the benefits of hands-on manipulatives. Participants will walk away with excellent, engaging strategies that will allow our English Learners to become successful writers who can confidently break the writing code.



## WORKSHOPS / SESSION 7 10:30 AM – 11:45 AM

■ **Access and Success: Supporting English Learners in an Identity Safe Classroom**

10:30 AM - 11:45 AM  
Room: Pacific Salon Six

**Bhavna Narula, Milpitas USD**

*Grade Level: K-12*  
*Language: English*  
*Strand: Technology And Digital Learning*  
*Audience Level: New to Field/Experienced*

L1, L2, LTELs: Terms used in the school sphere to describe English Learner students. Ever wondered how these terms alone will help inform your instruction? This workshop will facilitate a deeper inquiry into technology tools, strategies and activities to scaffold and enrich instruction for your diverse group of English Learners. You will also learn about the paradigm of identity safety as a critical first step to creating an environment in which an English Learner can learn and thrive. All this with an interactive ‘tools you can use’ approach complete with integration of educational technology that you can start implementing the next day in your classroom/school!

■ **Creating Biliterate Students: It's All About Engagement!**

10:30 AM - 11:45 AM  
Room: Golden Pacific Ballroom

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

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

Create full student engagement with Kagan Structures—simple yet powerful cooperative

learning instructional strategies. Supported by a large body of scientific research, and proven effective in countless classrooms, schools, and districts, this revolutionary way to teach is transforming teaching and learning. Come experience the power of Kagan Structures. See how easy it is use teamwork and pairs to create a greater level of engagement than you imagined possible, engaging English Learners and ALL students. 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.

■ **Augmenting Reality in Your Classroom**

10:30 AM - 11:45 AM  
Room: Brittany

**Warren Dale, CABE**

*Grade Level: K-2*  
*Language: English*  
*Strand: Technology And Digital Learning*  
*Audience Level: New to Field/Experienced*

Bring your smartphone with a QR Code reader installed and learn to create and leverage the funny little squares that are enhancing the world around us. (Warning: This will be crazy fun!) Learn to make “triggers” and “targets” and discover how they can expand the scope and distribution of information and experiences in your classroom. Understand how QR codes (and other electronic visual links) are beginning to serve as instant portals to complement, expand, and complete our daily experiences. In addition, consider the implications of taking augmented reality to the next level as you experience the latest virtual reality game.

### WORKSHOPS / SESSION 7 10:30 AM – 11:45 AM

#### ■ Podemos acelerar el aprendizaje del Inglés para el éxito académico?

10:30 AM - 11:45 AM

Room: Meeting House Sunrise



**Viviana Alexandrowicz, UC San Diego**

*Grade Level: K-12*

*Language: Spanish*

*Strand: Parent and Community Engagement*

*Audience Level: New to Field/Experienced*

En este taller padres y guardianes comprenderán el proceso y las etapas de aprendizaje por el que sus hijos pasan para adquirir el Inglés que se necesita para tener éxito académico en la escuela. La presentadora incluirá preguntas como cuanto tiempo lleva aprender el vocabulario necesario para completar trabajos a nivel de grado? Por que los niños tienen dificultades para completar la tarea? Y que necesitan saber y hacer los maestros para apoyar a los estudiantes bilingües? Los padres van a tener la oportunidad de dialogar y resolver escenarios típicos con que los estudiantes de Inglés como segunda lengua deben enfrentarse en las escuelas en los Estados Unidos.

help them make lessons comprehensible but can also be used to teach language. Thinking Maps will help students understand difficult content but then also use the same maps to address the four domains of language. Teachers will gain an understanding of the theory, research and characteristics of Thinking Maps. They will also have an opportunity to create maps and see student and teacher samples.

#### ■ The Common Core Standards en español: Teaching Reading in the Bilingual and Spanish Heritage Language Classroom

10:30 AM -11:45 AM

Room: Clarendon

**Mario Nuñez, Santillana USA**

*Grade Level: All*

*Language: English*

*Strand: Commercial*

*Audience Level: New to Field/Experienced*

During this workshop, participants will review the ELA Common Core Standards (CCSSO, 2010) and the implications for Spanish teachers teaching Spanish in a variety of instructional models (FLES, bilingual, dual language, Spanish for heritage speakers, etc.), including the Spanish version, the Common Core en español. Participants will explore the immediate impact of the implementation of the Common Core Anchor Standards, and specifically, the Anchor Reading Standards and the Six Educational Shifts of the CCSS, focusing on how to measure and incorporate Reading Text Complexity in their instruction in Spanish. This session will include examples of both informational and literary texts that are authentic Spanish language K-12 exemplars published by Santillana. Participants will receive samples of both literary and informational texts in Spanish that are correlated to the CCSS.

#### ■ THINKING MAPS: A Visual Tool To Promote Language Development

10:30 AM - 11:45 AM

Room: Royal Palm Salon Three

**Laura Pitari, Thinking Maps, Inc.**

**Susan Cossabum, Thinking Maps, Inc.**

**Matt Eastman, Thinking Maps, Inc.**

*Grade Level: All*

*Language: English*

*Strand: Commercial*

*Audience Level: New to Field/Experienced*

Thinking is not effected by the language spoken. Teachers need an effective tool that will not only

## WORKSHOPS / SESSION 7 10:30 AM – 11:45 AM

## ■ Restorative Justice: Addressing Student Behavior to Mend Relationships

10:30 AM - 11:45 AM

Room: Stratford

Pedro Fuentez, San Lorenzo USD

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

After an overview of Restorative Justice practices, participants will collaborate and be walked through RJ methodology on given scenarios dealing with student behavior. Participants will observe a situation, discuss, and develop a plan to support the student(s). Participants will practice RJ methods in order to understand students emotional and social needs. Participants will leave with Restorative Justice strategies they can incorporate immediately to impact and direct student behavior.

Meet the Author and Get Your Book Signed!

**Author's Corner**

Grand Exhibit Hall

Friday, March 6, 2015

12:00 pm to 12:30 pm

**KEVIN GIRARD,****Author of the very popular Diego's Dragon Series**

Will be sharing and signing his books:

*Diego's Dragon, Book One: Spirits of the Sun*  
*Diego's Dragon, Book Two: Dragons of the Dark Rift*  
*Diego's Dragon, Book Three: Battle at Tenochtitlán*





## **CABE 2015 3<sup>rd</sup> Annual POETRY SLAM! With Slammaster Ramona Webb!**

**Friday, March 6  
12:30 pm - 1:30 pm  
Plaza Area in the  
Grand Exhibit Hall**

Calling all poets and spoken word artists!  
Join CABE in our third 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 Minded415 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 7yrs. She has a B.A. 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 15yrs.

**Raise your multilingual voice in word, lyric and rhyme!**



## HALF-DAY INSTITUTES 1:30 PM – 4:30 PM

**iPad for Educators – Experienced**

1:30 PM - 4:30 PM

Room: Brittany

**Warren Dale, CABE***Grade Level: All**Language: English**Strand: Technology And Digital Learning**Audience Level: Experienced*

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

**Empower English Learners to Write from Multiple Sources**

1:30 PM - 4:30 PM

Room: Crescent

**Tonya Ward Singer, Tonya Ward Singer Consulting***Grade Level: 3-12**Language: English**Strand: Curriculum & Instruction**Audience Level: New to Field/Experienced*

Writing from multiple sources is essential for success with grades 3-12 Common Core Literacy Standards and Smarter Balanced performance tasks. In this hands-on institute, learn specific strategies for helping ELs synthesize information from videos and texts to craft effective writing. Engage in interactive demonstrations to learn a dynamic sequence for integrating close reading, note-taking, paraphrasing, citing sources, and

collaborating to write and revise. Build language, thinking, and literacy via relevant, real-world writing!

**La tecnología es nuestra aliada ¡Tu puedes aprender a usarla!**

1:30 PM - 4:30 PM

Room: Terrace Salon Two

**Rita Méndez-Serrano, Edukka LLC  
Patricia Ramos-Méndez  
Colibrí Consultores en Educación***Grade Level: All**Language: Spanish**Strand: Technology And Digital Learning**Audience Level: New to Field*

En este taller aprenderás como usar dos herramientas básicas de la comunicación a través del Internet: el correo electrónico (email) y comunicación por videoconferencia. Además de aprender a usarlos podrás obtener tu cuenta personal si no la tienes. ¡Todo lo quisiste saber el email y la videoconferencia y no te atreviste a preguntar!

Meet the Author and Get Your Book Signed!

**Author's Corner**

Grand Exhibit Hall

Friday, March 6, 2015

12:45 pm to 1:15 pm

**ALMA FLOR ADA AND  
F. ISABEL CAMPOY,  
Beloved CABE Authors**

Will be sharing and signing their  
Award winning books:

***Gathering the Sun:***  
***An Alphabet in Spanish and English***  
***Pío Peep***  
***Poesia eres tú***



### HALF-DAY INSTITUTES 1:30 PM – 4:30 PM

#### **The Time is Now! Uprooting California's Outdated Language Education Policy through Practice and Action!**

1:30 PM - 4:30 PM  
Room: Terrace Salon Three

**Grace McField, CSU San Marcos**  
**Fernando Rodríguez-Valls, CSU Fullerton**

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

Why is California, the world's 8th largest economy, still held back by an outdated English-only language education policy called Proposition 227 (1998)? Voters will soon have a long-awaited golden opportunity to replace Proposition 227 with an updated policy by voting for SB 1174 (2014) a.k.a. California Education for a Global Economy Initiative. This institute will prepare parents, students, and other community members to be better equipped advocates of research-based multilingual education programs in local schools. Come join us and participate in making policy change happen through advocacy and practice! Learn how to spread the word about the opportunity to vote for SB 1174 in November 2016!

Part I: California's Opportunity:  
Unmandating Proposition 227 through SB 1174  
Part I will provide an overview of developments in research and policy, as well as action plans for advancing Senate Bill 1174 to become state law. It will also summarize the outrageously negative impact of Proposition 227 as documented in the presenter's book, *The Miseducation of English Learners*, which severely restricted the role of parents and educators in choosing the best multilingual programs. Emphasis will be placed on what participants can do to advance the passage of SB 1174.

Part II: Preparing Global Citizens through Powerful Parent Partnerships:  
Dynamic Family Biliteracy Programs in an Era of English Only (227) Policy  
Part II of the presentation will showcase programs that demonstrate the strength of multilingual programs -- despite 16 years of an English-only policy context in the state -- in alternative settings such as summer, after school and cooperative education. Participants will hear about several models of dynamic bi/literacy programs that can be adapted to their local setting, with attention to policy contexts that impact funding and implementation.

#### **Inquiry Design for Deep Learning--Empowering Students to Become Critical Thinkers through Questioning Strategies**

1:30 PM - 4:30 PM  
Room: Regency Tower Le Sommet

**Janet Chrispeels, Transformative Inquiry Designs for Effective Schools and Systems**

*Grade Level: All*  
*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 NGSS 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.

## FEATURED SPEAKERS 1:30 PM – 2:45 PM



**Dennis Parker, Best Practices in Education**

1:30 PM - 2:45 PM  
Room: Pacific Salon One

### **Beyond Good Teaching: Motivation and Engagement**

Most would agree that you have to get students' attention to be able to teach them anything. During direct instruction, compliance and obedience also help. Yet, even when students are compliant, obedient, and attentive, it is not difficult to note a missing element: engagement. It is fairly common, even in lower performing schools, to see teachers doing a good job of teaching and students doing a good job of paying attention, listening, taking notes, answering questions, and working on assignments. What you don't see – or, perhaps, don't feel – is "heat." There is a decided lack of student enthusiasm, energy, drive, personal investment, intrinsic motivation, even joy in most classrooms most of the time. Whereas we don't expect it all the time, it would be powerful if we knew how to generate "engagement" reliably and predictably at least some of the time each day. With at-risk students confronting a demanding new Common Core in classrooms all over California, it's worth investing in strategies that will "light up" our students. Learn 5 approaches – with multiple strategies in each – for motivating and engaging your most vulnerable students. More engagement means more learning, a win-win for both you and your students.



**Helen Quinn, Stanford University**

1:30 PM - 2:45 PM  
Room: Pacific Salon Four

### **Learning Science, Learning Language: A Natural Pairing**

The presenter will discuss the vision of "three dimensional" science learning embodied in new science standards and teaching approaches, and how classrooms where science is taught in this way will provide rich language development opportunities for all students, regardless of their home language or grade level. I will speculate about how this experience can be enriched in a bilingual context, and discuss how best to achieve these goals.



**Simon Silva, Academia Cultural**

1:30 PM - 2:45 PM  
Room: Tiki Pavillion

### **Cultivating the Creative Mind**

Through hands-on experiences with cardboard, paper and crayons, participants learn valuable techniques to support creativity through an integrated approach in the arts. The artist will share how specific skills in drawing and design can better prepare students for future career choices in technology?



### FEATURED SPEAKERS 1:30 PM – 2:45 PM



**Sharroky Hollie, Center  
for Culturally Responsive  
Teaching and Learning, CSU  
Dominguez Hills**

1:30 PM - 2:45 PM  
Room: Pacific Salon Three

#### **Cultural Responsiveness and Academic Literacy**

In this workshop the presenter will define culturally and linguistically responsive teaching (CLR) in the context of all students and not the stereotypical frame for minority students. In addition to the definition, participants will gain a better understanding of how CLR benefits underserved students best and how the four CLR pedagogies, which include a myriad of strategies and activities, are rooted in differentiated instruction. This presentation will provide educators specific strategies and activities in the areas of reading, academic vocabulary, and classroom management for English Learners and all students.

collaborative authors will provide an overview of the book's topics and discuss important administrative issues for DL programs, including interactive as well as engaging dialogue with the audience.

*Book signing immediately following session.*



**Silvia Dorta-Duque de Reyes,  
Benchmark Education  
Maritza Salcido, Gilroy SD  
Jorge Cuevas Antillón,  
Consultant  
Jill Kerper Mora,  
CSU San Diego**

1:30 PM - 4:30 PM  
Room: Garden Salon Two

#### **Organizing Instruction for Spanish-English Skill Transfer**

Organizing instruction for biliteracy requires that we effectively teach universal language constructs and provide systematic, standards-based instruction of both transferable and non-transferable skills. This interactive workshop will engage participants as they learn to plan for skill transfer, promote metalinguistic skills and monitor student learning in both Spanish and English development. Strategies and classroom management tips will be demonstrated. Transference routines for learning two sound spelling-systems, vocabulary, language, comprehension and writing will be modeled. Planning for skill transfer using CCSS en Español and CA ELD Standards will be explained. Participants will receive materials that will enable immediate application of ideas from this institute in electronic format.



**Virginia Collier,  
George Mason University  
Wayne Thomas,  
George Mason University  
Francisca Sánchez, CABE  
Erin Bostick-Mason, Norton**

#### **Space and Aeronautics Academy Marcia Vargas, 2-Way CABE Retired**

1:30 PM - 2:45 PM  
Room: Garden Salon One

#### **Expert Guidance from Experienced Dual Language Administrators**

Based on their new book, *Creating Dual Language Schools for a Transformed World: Administrators Speak*, a panel of the book's



## WORKSHOPS / SESSION 8 1:30 PM – 2:45 PM

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

1:30 PM - 2:45 PM

Room: Meeting House Sunrise

**María Reifler, Montebello USD***Grade Level: All**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. En este taller presentaremos destrezas, técnicas, y herramientas que ayudan a guiar a los niños y jóvenes a triunfar en sus vidas.

■ **Dual Immersion (Spanish/English) Common Core Writing in Primary Grades**

1:30 PM - 2:45 PM

Room: Clarendon

**Ada Lukas, San Diego USD****Francisco Pérez-Duque, San Diego USD***Grade Level: K-2**Language: English**Strand: Two-Way Bilingual/Dual Immersion**Audience Level: New to Field/Experienced*

Over the past 6 years, Sherman Academy in urban San Diego has developed a successful academic program for dual immersion. We've adapted our writing program to align with the Common Core standards, as well as increasing transferability from both languages (Spanish and English.) In this workshop, we will present a brief history of the evolution of our writing program, then explain our planning process. We will share student writing samples in both languages, as well as graphic organizers and charts.

■ **Cómo alcanzar sus metas: Una historia de éxito.**

1:30 PM - 2:45 PM

Room: Royal Palm Salon Five

**René Colato Laínez, Los Angeles USD/Author***Grade Level: All**Language: Spanish**Strand: Multicultural/Anti-Bias/Diversity Education**Audience Level: New to Field/Experienced*

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

■ **WRITE Institute: Writing Strategies for Content, Grades 4-12**

1:30 PM - 2:45 PM

Room: Regency Hampton

**Julie Goldman, San Diego COE****Kristen Blake, San Diego COE***Grade Level: 3-12**Language: English**Strand: Curriculum & Instruction**Audience Level: New to Field/Experienced*

Participants will experience interactive strategies that will help students investigate, synthesize information, paraphrase main ideas, and condense significant details from expository texts. The workshop will feature differentiated strategies that can be used to teach across the content areas.

### WORKSHOPS / SESSION 8 1:30 PM – 2:45 PM

#### ■ Addressing the Needs of English Learners with IEPs

1:30 PM - 2:45 PM  
Room: Regency Sheffield

**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 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, Linguistically Appropriate Goals and Objectives will be discussed.

#### ■ Familias sanas, familias saludables y valores

1:30 PM - 2:45 PM  
Room: Meeting House Esquire

**Héctor Meza, Chula Vista Learning Community Charter School**

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

En las familias siempre está presente el AMOR, los conflictos intrafamiliares no se deben a la ausencia de éste, sino más bien al esfuerzo fallido, y a la falta de conocimiento de adecuadas alternativas de relación y a la incapacidad de tener un mejor manejo conveniente de las propias emociones. En ésta plática, encontremos las herramientas adecuadas para romper con los lazos de dolor y vivir con gozo los lazos de amor que nos unen y trascienden de generación en generación.

#### ■ Reduce Student Paperwork Load With 5 Free Awesome Tech Tools

1:30 PM - 2:45 PM  
Room: Pacific Salon Six

**Denise Stewart, San Jose USD/National Hispanic University**

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

Teachers are now teaching core content, literacy, and language development to all in their classrooms. Easy to implement tech tools make it easier to do this. Students love them and teachers can focus on targeted differentiation, scaffolding, checking for understanding, etc. without being inundated with paper. Five outstanding tools will be

Meet the Author and Get Your Book Signed!

#### Author's Corner

Grand Exhibit Hall

Friday, March 6, 2015  
1:30 pm to 2:00 pm

**AMY COSTALES,**  
**Noted Author**

Will be sharing and signing her bilingual book,  
***Hola noche/Hello Night***

## WORKSHOPS / SESSION 8 1:30 PM – 2:45 PM

worked on in this presentation (Bring iPads, tablets, or laptops!). Participants will explore the sites of greatest interest with support from the presenter.

### ■ Dynamic Vocabulary and Sentence Building Strategies for English Learners

1:30 PM - 2:45 PM

Room: Royal Palm Salon One

**Carolyn Hood, Learning Headquarters**

*Grade Level: K-8*

*Language: English*

*Strand: Curriculum & Instruction*

*Audience Level: New to Field/Experienced*

Every child deserves high-quality, cognitive writing instruction that addresses their unique and diverse characteristics, as well as their developmental and language development proficiency levels. Increase the rigor and sophistication of student writing with ease! Learn meaningful techniques to help all students acquire and use conversational and domain-specific vocabulary. Actively engage learners in building powerful sentences, utilizing sentence variety, and extending the complexity of Common Core text type writing. Leave with tools to use immediately!

### ■ Dramatic Monologues in the ELD Classroom

1:30 PM - 2:45 PM

Room: Pacific Salon Two

**Charlene Fried, Baldwin Park USD**

*Grade Level: All*

*Language: English*

*Strand: English Language Development*

*Audience Level: New to Field/Experienced*

This hands-on workshop will demonstrate how to use dramatic monologues in ELD classes. By

writing and presenting dramatic monologues, English learners will learn how to develop and express confidently their own voices, increase their academic literacy, and build community both inside the classroom and in their own communities. The presenter has been experimenting with dramatic monologues for two years; the first year, her students presented a community-wide show called "Stories of Oppression," and the second year they presented another show called "Stories of Triumph and Celebration." She is excited to share this technique with others.

### ■ La importancia de la vinculación, la comunicación y la conexión con nuestros hijos para criar adultos exitosos y felices!

1:30 PM - 2:45 PM

Room: Royal Palm Salon Six

**Isabel Lara, Mt. Diablo USD**

*Grade Level: All*

*Language: Spanish*

*Strand: Parent and Community Engagement*

*Audience Level: New to Field/Experienced*

Esta es época en la que cada vez más padres están perdiendo valioso tiempo para conectar con sus hijos, debido a influencias de las redes sociales y accesorios electrónicos en general. Si los padres forman una relación especial basada en el amor, el respeto y la honestidad evitaremos que sus hijos tengan problemas dentro y fuera de la escuela. En este taller interactivo hablaremos y practicaremos diferentes maneras para desarrollar una relación saludable y cariñosa con nuestros hijos. ¡Ser padre es uno de los trabajos más difíciles en el mundo; sin embargo, es el más gratificante!



### WORKSHOPS / SESSION 8 1:30 PM – 2:45 PM

#### ■ Indigenous English Learners: Triqui-Speaking students on Central California Coast

1:30 PM - 2:45 PM

Room: Fairfield

**Carolina Serna, CSU Monterey Bay**

*Grade Level: Preschool-8*

*Language: English*

*Strand: Asian & Pacific American Education/*

*Indigenous Languages*

*Audience Level: New to Field/Experienced*

The presentation will focus on the schooling experiences of Triqui-Speaking students attending one school on the Central California Coast. The presenter will discuss the student population, unique aspects of the indigenous language, and the school/ community relationship. Findings from a study conducted with a first year teacher in 2013-2014 will be discussed. Specific recommendations to support indigenous speaking students in their literacy development both in their native language and the language of instruction will be discussed. Participants will learn about the rich cultural background of speakers of indigenous languages and participate in an interactive discussion about specific strategies and recommendations to support indigenous students and their parents participate successfully in the school system in the United States.

#### ■ Experience The California English Language Development Standards in Action

1:30 PM - 2:45 PM

Room: Royal Palm Salon Four

**Annie Duong, San Joaquin COE**  
**Karin Linn-Nieves, San Joaquin COE**

*Grade Level: All*

*Language: English*

*Strand: English Language Development*

*Audience Level: New to Field/Experienced*

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

#### ■ Padres Latinos apoyando el bienestar socio-emocional de nuestros hijos

1:30 PM - 2:45 PM

Room: Meeting House Town



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

*Grade Level: Preschool-12*

*Language: Spanish*

*Strand: Parent and Community Engagement*

*Audience Level: New to Field/Experienced*

Esta presentación interactiva enfatiza la importancia de la colaboración entre padres Latinos y educadores para promover el bienestar socio-emocional de los niños y adolescentes. Los participantes dialogaran sobre las características de la salud mental, apoyos escolares, y apoyos comunitarios para los estudiantes. De igual manera, los participantes aprenderán a establecer



## WORKSHOPS / SESSION 8 1:30 PM – 2:45 PM

una comunidad de apoyo a pesar de diferencias culturales. Los participantes saldrán con folletos, recursos y estrategias para implementar en el hogar y la escuela.

■ **Proyectos internacionales que desarrollan la escritura y el lenguaje español**

1:30 PM - 2:45 PM

Room: Ascot

**Ana Hernández, CSU San Marcos**

*Grade Level: K-8*

*Language: Spanish*

*Strand: Two-Way Bilingual/Dual Immersion*

*Audience Level: New to Field/Experienced*

Esta sesión demostrará proyectos de escritura usando las nuevas normas nacionales y las redes globales de aprendizaje (Global Learning Networks) para los grados K-8. La sesión incluirá ejemplos de proyectos internacionales que conectan a nuestros estudiantes con alumnos de otros países. El taller explicará cómo los maestros que enseñan en programas de doble inmersión pueden participar en este tipo de proyectos internacionales.

■ **Talking to Parents about Common Core Standards and Reinforcing Common Core Activities At Home**

1:30 PM - 2:45 PM

Room: Royal Palm Salon Two



**Nirmla Flores, University of Redlands**  
**José Lalas, University of Redlands**

*Grade Level: All*

*Language: English*

*Strand: Parent and Community Engagement*

*Audience Level: Experienced*

We will get a close look at the Common Core basics in helping English Learners—a user-friendly overview of what educators and parents need to know. A multimedia presentation (videos, lesson plans, and teaching/learning ideas) will engage participants in discovering specific instructional strategies that would help ELs meet the Common Core Standards. The role of parents in the Local Control Accountability Plan (LCAP) will be discussed. Home activities aligned with Common Core standards will be demonstrated.

Meet the Author and Get Your Book Signed!

**Author's Corner**

Grand Exhibit Hall

Friday, March 6, 2015

2:15 pm to 2:45 pm

**ELIZABETH JIMÉNEZ-SALINAS,**  
**CABE PDS Consultant and Author**

Will be sharing and signing her books:

**El corazón sincero**

**Lalo**



### WORKSHOPS / SESSION 8 1:30 PM – 2:45 PM

#### ■ Giving Control of Bilingual Education Back to Parents and School Districts: How Proposed Senate Bill 1174 Addresses the Disparities Created by Proposition 227.

1:30 PM - 2:45 PM  
Room: Royal Palm Salon Three



**Elizabeth Zamora Mejia, Atkinson, Andelson, Loya, Ruud & Romo**  
**Irella Perez, Inglewood USD/Whittier USD**

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

During this engaging session we will deconstruct the legal framework and potential impact proposed S.B. 1174 would have on existing Prop. 227. We will review the history of Prop. 227, the policies it implemented, and you will be provided with an overview of S.B. 1174, the policies districts will have to implement, and how it will alter English language education.

#### ■ Spanish Literacy Intervention That Works

1:30 PM - 2:45 PM  
Room: Eaton

**Rebecca Carranza, Educational Consultant**

*Grade Level: K-5*  
*Language: English*  
*Strand: Two-Way Bilingual/Dual Immersion*  
*Audience Level: New to Field/Experienced*

Presenter will discuss research and best practices in Spanish literacy intervention, eliciting examples and feedback on the practices of participants regarding what they have done or been required to do, what works, what does not. Presenter will model the components of a successful literacy intervention program; share culturally relevant

literature; authentic assessment; how intervention fits into bilingual and dual language programs; skills that are transferable from Spanish to English. Participants will leave able to distinguish between intervention and remediation as well as be able to evaluate Spanish literacy intervention offerings.

#### ■ Motivating the Reluctant Learner

1:30 PM - 2:45 PM  
Room: Golden Pacific Ballroom

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

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

In this high-energy presentation, participants experience brain-friendly instruction in action and leave with simple strategies proven to enhance achievement for English Learners and all students at any grade level, in any lesson. Kagan Cooperative Learning Structures are simple, research-based instructional strategies that make learning more active and interactive. These revolutionary instructional strategies nourish the brain, focus attention, and accelerate review and mastery of content. In this workshop, participants learn easy ways to use Kagan Structures as a part of every lesson, how to create greater engagement and deeper understanding of the content, structures that improve retention and greater liking for class and content, how to build motivation in the classroom, while implementing management techniques and embedding social skills in instruction, and strategies to promote higher-level thinking with any curriculum.

## WORKSHOPS / SESSION 8 1:30 PM – 2:45 PM

■ **The Occupy Mars Learning Adventures:  
Common Core Project Based-Learning**

1:30 PM - 2:45 PM  
Room: Regency Windsor

**Bob Barboza, Super School K12 International  
University**

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

Teachers at Super School K-12 International University are using STEAM++ (science, technology, engineering, visual and performing arts, mathematics, computer languages and foreign language) integrated and creative projects to participate in The Occupy Mars Learning Adventures and the Cabo Verde Tenth Island Projects. With the combining of STEAM++ and project based-learning GATE students learn to meet and exceed Common Core and Next Generation Science Standards. We will demonstrate Backpack Journalism, Science, Robotics and Electrical Engineering.

■ **Tech Tools, Talk, and Common Core  
Engagement for English Learners**

1:30 PM - 2:45 PM  
Room: Stratford

**Katelin McClure, Cupertino Union SD  
Venus Cenizal, Cupertino Union SD**

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

How can teachers merge student talk and technology to meet CCSS and benefit both outcomes? Participants will explore several instructional tech tools that increase student collaboration and provide access to instruction. Please bring your favorite device to explore tech tools, apps, websites, and other online resources.

■ **Divide and Conquer the Common Core  
Across Languages**

1:30 PM - 2:45 PM  
Room: Dover

**Marie Bouteillon, Creative Bilingual Solutions**

*Grade Level: K-5*  
*Language: English*  
*Strand: Two-Way Bilingual/Dual Immersion*  
*Audience Level: New to Field/Experienced*

Learn how to use a backward planning approach to make sure you cover all of the Common Core State Standards. Find out how to break up Common Core skills into manageable strategies and language objectives. Examine strategies closely through a guided practice activity to determine which strategies you will teach in the L1 and/or in the L2. Walk out with a trunk full of materials to map out the year, plan units and assess students.

### WORKSHOPS / SESSION 8 1:30 PM – 2:45 PM

- **Entérese de cómo puede obtener información acerca del desempeño de su hijo en la escuela.**

1:30 PM - 2:45 PM  
Room: Meeting House Sunset



**Maria Davis-Perkins, Claremont Graduate University/United Way**  
**Elizabeth Maciel, Corona Norco United Way**

*Grade Level: 9-12*  
*Language: English, Spanish*  
*Strand: Parent and Community Engagement*  
*Audience Level: New to Field/Experienced*

Las presentadoras mostrarán cómo obtener y navegar una cuenta en el portal para padres para obtener información rápida y concisa acerca del desempeño académico de sus hijos. Los volantes que se repartirán, tendrán información acerca de cómo entrar al portal de padres desde su teléfono inteligente. Además, proporcionarán una serie de preguntas (en inglés y en español) que los padres pueden usar para preguntar en las escuelas y poder entender mejor el progreso académico de sus hijos.

- **Teach to the Heart**

1:30 PM - 2:45 PM  
Room: Pacific Salon Five

**Roberta Marsh, Retired, Educational Consultant, and Author**

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

Vital tips and techniques will be shared with teachers to help them recognize and teach special needs children in their classrooms. In a world where children have been mentally and emotionally impaired by the violence surrounding them, both as a daily reality and through various forms of entertainment, life has become increasingly complicated. All have their problems, and their reason to cry, but there is still hope in every heart, and a genuine desire to be accepted and loved. Students are waiting for just the right teacher to reach them. Are you that teacher? If so, you are truly blessed!

Meet the Author and Get Your Book Signed!

### Author's Corner

Grand Exhibit Hall

Friday, March 6, 2015  
3:00 pm to 3:30 pm

**FRANCISCA SÁNCHEZ,**  
**CABE President and Author**

Will be sharing and signing her bilingual book,  
*When I Dream/Cuando sueño*





FEATURED SPEAKERS 3:15 PM – 4:30 PM



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

3:15 PM - 4:30 PM  
Room: Meeting House Sunrise

**Yes! We are Latinos. ¡Sí, somos latinos!**  
**Our culture is as rich and diverse as our origins.**

Juanita lives in New York, her first language is Mixtec. Felipe lives in Chicago, he is Venezuelan and Afro-Panamanian. Michiko lives in Los Angeles and is Peruvian Japanese. Sultana's family language is Ladino. Each of them is also Latino. Stories of young Latinos of varied origin, introduce significant moments in the history of Latinos and the circumstances that determined their presence in the United States in the book *Yes! We Are Latinos!* (2013 International Latino Book Award First Prize). This presentation will provide a resource for a better understanding of the rich diversity of the Latino experience and the breadth and depth of the contributions of Latinos to the United States.



**Guadalupe Valdés, Stanford University**

3:15 PM - 4:30 PM  
Room: Golden Pacific Ballroom

**The Native Speaker is Dead: Shifting Conceptualizations of Bi/Multilingualism in an Age of Common Core State Standards**

In this presentation I begin by raising questions about the teaching and learning of additional languages given the shifting theoretical perspectives that have problematized "native speaker" proficiency as a goal for all language learners. I contrast several conceptualizations of language and argue against border-making processes that create the many false binaries (e.g., BICS/CALP, Standard/Non-Standard English, Academic-Non-academic Language) that have constrained our thinking in designing educational arrangements for emergent bilinguals. I conclude with a discussion of the implications of these theoretical shifts for dual language and immersion program design, for English Language Development (ELD) and for the Seal of Biliteracy.

### FEATURED SPEAKERS 3:15 PM – 4:30 PM



**José Luis Orozco, Arcoiris Records**

3:15 PM - 4:30 PM  
Room: San Diego Room

#### **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.



**Nicoline Ambe, Compton USD**

3:15 PM - 4:30 PM  
Room: Tiki Pavillion

#### **5 Keys to Preparing Your Child For College, Career, and Life**

Your child's college education and career future require early planning and careful preparation. As early as Kindergarten, it is important to be aware of real world issues that can potentially affect your child's future. This presentation will teach step-by-step strategies that parents can immediately implement at home to help their children excel in elementary, middle and high school, so that they can successfully position themselves for scholarships, good colleges, a good career and a successful life.

*Book signing immediately following session.*

FRIDAY

Meet the Author and Get Your Book Signed!

### **Author's Corner**

Grand Exhibit Hall

Friday, March 6, 2015  
3:45 pm to 4:15 pm



### **VIRGINIA COLLIER AND WAYNE THOMAS, Noted Dual Language Researchers**

Will be sharing and signing their books:

- Creating Dual Language Schools for a Transformed World: Administrators Speak (2014)*
- La educación de los estudiantes de inglés para un mundo en constante transformación. (2013)*
- Dual Language Education for a Transformed World (2012)*
- Educating English Learners for a Transformed World (2009)*

## WORKSHOPS / SESSION 9 3:15 PM – 4:30 PM

■ **What Districts are Doing to Effectively Implement their EL Programs and Make Progress in Teaching English Learners**

3:15 PM - 4:30 PM

Room: Royal Palm Salon One

**Barbara Ginsberg, Atkinson, Andelson, Loya, Ruud & Romo****Jessica Armijo, Atkinson, Andelson, Loya, Ruud & Romo***Grade Level: Preschool-12**Language: English**Strand: Administration & Management**Audience Level: New to Field/Experienced*

Title VI requires districts to take affirmative steps to rectify language deficiencies so that minority students may be provided with meaningful equal access to education. This seminar will explore the characteristics of districts that are successfully making progress in teaching ELs, as well as the traits of less effective districts. The presenters will provide recommendations of best practices for maintaining a highly effective EL program, as well as considerations for transitioning EL programs to the new Common Core Standards. Finally, the presenters will provide a model for redesigning the district's teacher evaluation system to incentivize reform within the EL program.

■ **Project Based Learning (PBL): Strategies for Close Reading**

3:15 PM - 4:30 PM

Room: Regency Sheffield

**Olga Ahangarzadeh, Dehesa***Grade Level: 9-12**Language: English**Strand: Curriculum & Instruction**Audience Level: Experienced*

This session will provide an in-depth look at how to combine project-based learning (PBL) and close reading strategies to support English learners in successfully meeting the challenges of the Common Core State Standards. Participants will investigate PBL practices in context of the Common Core State Standards, review close reading strategies to teach comprehension of literary and informational texts as well as explore the use of technologies to facilitate PBL.

### WORKSHOPS / SESSION 9 3:15 PM – 4:30 PM

#### ■ Implementing Project GLAD® at the Secondary Level

3:15 PM - 4:30 PM

Room: Royal Palm Salon Three

**Nicole Chávez, Orange County DOE**  
**Kelley White, Orange County DOE**

*Grade Level: 6-12*

*Language: English*

*Strand: English Language Development*

*Audience Level: New to Field/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 an overview of the GLAD® model and instructional strategies designed to support language development, literacy, and Secondary Level academic success.

#### ■ Language Demands and Opportunities of the Science and Engineering Practices for English Language Learners: A Model Approach to Accelerate Learning

3:15 PM - 4:30 PM

Room: Royal Palm Salon Four

**Diana Velez, Lawrence Hall of Science, UC Berkeley**  
**Claudio Vargas, Oakland USD**

*Grade Level: 3-8*

*Language: English*

*Strand: English Language Development*

*Audience Level: New to Field/Experienced*

Join us for a hands-on investigation and heated debate on temperature and density. We'll explore how the Next Generation science and engineering practices of developing and using models, constructing explanations, and engaging in

argument from evidence provide rich opportunities for developing academic language and literacy skills for all students.

#### ■ Embarking on a Partnership to Fortify Bilingual Programs in SBCUSD

3:15 PM - 4:30 PM

Room: Pacific Salon Six

**Daniel Arellano, San Bernardino City USD**  
**Jennifer Graziano, San Bernardino City USD**  
**Elizabeth Jiménez-Salinas, CABE PDS**

*Grade Level: Preschool-12*

*Language: English*

*Strand: Administration & Management*

*Audience Level: New to Field/Experienced*

San Bernardino City Unified School District is partnering with the California Association for Bilingual Education to examine the successful expansion of biliteracy programs to other schools and areas in the district. Presenters will share the steps taken in reviewing current programs, looking at research and best practices, updating existing programs and building future programs for English and other languages. Participants will receive practical tools and templates for best practices.



## WORKSHOPS / SESSION 9 3:15 PM – 4:30 PM

■ **Writing and Publishing Children's Books**

3:15 PM - 4:30 PM

Room: Regency Hampton

**Mara Price, San Diego County USD****René Colato Laínez, Los Angeles USD/Author****James Luna, Riverside USD****Amy Costales, Connecting Authors/University of Oregon***Grade Level: All**Language: English**Strand: Two-Way Bilingual/Dual Immersion**Audience Level: Experienced*

Have you ever wondered how to write and publish children's books? Do you have great stories that you can visualize as picture books? Published children's book authors Mara Price, Amy Costales, James Luna, Jorge Argueta and René Colato Laínez will conduct a panel about writing and publishing children's stories. Come with all your questions and drop them in the "SI SE PUEDE" box. The authors will answer your questions and inspire you to start your journey in the children's book world.

■ **Support Spanish literacy with technology and prepare 8th grade students to take the AP Exam**

3:15 PM - 4:30 PM

Room: Fairfield

**Javier de Santiago, Long Beach USD***Grade Level: 6-12**Language: English**Strand: Two-Way Bilingual/Dual Immersion**Audience Level: New to Field/Experienced*

Participants will be introduced to a variety of online tools and programs that I use as a technology teacher in a dual language program to support

literacy at the middle school level. You will see how technology integration increases student engagement and motivation. The session will also include a description of tools for teachers, students and the classroom as a whole. I will also demonstrate how the integration of technology not only supports language development, but can also address the Common Core standards for listening and speaking.

■ **Developing Cultural Capital, Promoting Equitable and Culturally Competent Two-way Bilingual Immersion Classrooms**

3:15 PM - 4:30 PM

Room: Eaton

**Elizabeth Brooke-Garza, Pleasanton USD***Grade Level: All**Language: English**Strand: Two-Way Bilingual/Dual Immersion**Audience Level: New to Field/Experienced*

This workshop discusses the research supporting two-way bilingual immersion's great success in improving Latino English Learners' educational outcomes. We explore: Why is it such a challenge to keep our students conversing in Spanish? Why is it often difficult to achieve balanced participation and student voice in the classroom? We then focus on teacher practices and routines that develop the cultural capital of Latino English learners and promote equitable and culturally competent two-way bilingual immersion classrooms.

### WORKSHOPS / SESSION 9 3:15 PM – 4:30 PM

#### ■ “Sí Magazine”: Celebrating Creativity and Achievement in Latino Youth!

3:15 PM - 4:30 PM

Room: Dover

**Francisco Reveles, CSU Sacramento**

*Grade Level: All*

*Language: English*

*Strand: Technology And Digital Learning*

*Audience Level: New to Field/Experienced*

This graphic workshop will be the exclusive venue for showcasing the innovative online educational periodical, “Sí Magazine,” that promotes classroom access to digital media and highlights achievements by Latino/migrant youth from across the nation. Various elements (music, literature, etc.) of this high interest bilingual e-magazine will be discussed and classroom strategies will be emphasized. Publisher Dr. Francisco Reveles and Graphic Designer Taylor Barnes developed “Sí Magazine” with the endorsement of and in collaboration with CABE.

#### ■ Using Student Response Systems to Facilitate Participation

3:15 PM - 4:30 PM

Room: Pacific Salon Four

**Alberto Nodal, San Lorenzo USD**

*Grade Level: K-8*

*Language: English*

*Strand: Professional Development/Teacher Preparation*

*Audience Level: New to Field/Experienced*

Have you ever struggled to ensure equal participation from all students? Do you have students, who despite your efforts, won't raise their hand or who blurt out answers? Come learn how an elementary school teacher used student response systems in his classroom to ensure all students

were participating. You will also make your own student response system that you can take back to your classroom!

#### ■ Promoting an Effective Local Control Accountability Plan Year 2

3:15 PM - 4:30 PM

Room: Pacific Salon One

**Andrea Ball, California School Boards Association**

**Kimberly Rodriguez, Association of California School Administrators (ACSA)**

**Julie Maxwell-Jolly, California Schools Boards Association**

*Grade Level: All*

*Language: English*

*Strand: Advocacy & Engagement*

*Audience Level: New to Field/Experienced*

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

## WORKSHOPS / SESSION 9 3:15 PM – 4:30 PM

■ **Padres ayudando a padres en el proceso de Educacion Especial.**

3:15 PM - 4:30 PM  
Room: Royal Palm Salon Six



**Isabel Torres, Corona-Norco USD**  
**Susana Maciel, Fontana USD**  
**Sandra Pena, Fontana USD**

*Grade Level: All*  
*Language: Spanish*  
*Strand: Special Needs Education*  
*Audience Level: New to Field*

Este taller informara a padres de una manera expositiva como prepararse en el proceso de un IEP ( Plan individualizado de educación) para lograr un mejor desempeño académico de sus hijos.

■ **Rhythm and Rhyme Learning Paradigm**

3:15 PM - 4:30 PM  
Room: Pacific Salon Two

**Sally Fox, San Diego COE**

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

The Common Core State Standards call for an emphasis on the development of high levels of academic language and vocabulary across the curriculum. Participants will understand the importance of pattern, rhythm, and rhyme in the development and retention of new language patterns and vocabulary. Presenters will share poetry frames in several target languages (Spanish, French, English, and Mandarin) to maximize students' acquisition of pronunciation, prosody, and inflection at the word, phrase, and sentence levels. Samples based on California social studies and science standards will be shared along with tips on writing your own chants to use with your students!

■ **El poder de los padres.**

3:15 PM - 4:30 PM  
Room: Meeting House Esquire



**María Teresa Herrera, Kern High SD**

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

El propósito de esta presentación es mostrar a los padres como recuperar su derecho a ser la más grande influencia en la vida de sus hijos. El adaptarse a una nueva cultura y un nuevo idioma no debe de relegar a los padres ni a su idioma a un segundo lugar ni a ser solo espectadores. Es crítico que los padres sepan defender su rol ante la influencia del mundo exterior a la que sus hijos estarán expuestos. En esta sesión los participantes conocerán estrategias para desarrollar su potencial como padres y así poder guiar a sus hijos hacia un futuro multicultural exitoso.

### WORKSHOPS / SESSION 9 3:15 PM – 4:30 PM

#### ■ The Researcher's Notebook

3:15 PM - 4:30 PM

Room: Regency Windsor

**Elena Gillespie, Chula Vista Elementary SD**  
**Nancy Rojas, Chula Vista Elementary SD**  
**Melissa Showman, Chula Vista Elementary SD**

*Grade Level: K-12*

*Language: English*

*Strand: Curriculum & Instruction*

*Audience Level: New to Field/Experienced*

Engage all learners in powerful research! 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 creative extension activities that align with the Next Generation Science Standards and other text types. Strategies and materials provided can be easily implemented in K-5 grades. Wonderful EL support!

#### ■ Teaching Poetry Interactively to Support Literacy in the Intermediate Grades

3:15 PM - 4:30 PM

Room: Pacific Salon Five

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

*Grade Level: 3-8*

*Language: English*

*Strand: English Language Development*

*Audience Level: New to Field/Experienced*

This interactive workshop will introduce educators to tools they can use to actively teach poetry while motivating their students to appreciate this genre. Attendees will read a poem in both English and Spanish, recognize its cognates, and identify synonyms and figurative language that can help

language learners and English speakers analyze the poem's theme. Culminating projects completed by intermediate-grade students will be shared.

#### ■ CABE In Action...Advocacy at Work

3:15 PM - 4:30 PM

Room: Pacific Salon Seven

**Martha Zaragoza-Díaz**  
**Zaragoza Diaz & Associates**  
**Elodia Lampkin, CABE**

*Grade Level: All*

*Language: English*

*Strand: Advocacy & Engagement*

*Audience Level: New to Field/Experienced*

This workshop will provide information on 2014 legislation signed by the Governor, K-12 budget items & K-12 state policies specific to EL students & their parents & CABE's role in their development. The workshop will also provide information on how participants as members of the public can become advocates on behalf of CABE.

#### ■ La importancia de los valores familiares en la educacion de nuestros hijos.

3:15 PM - 4:30 PM

Room: Meeting House Town

**Lillian García, Los Angeles USD**  
**María Martínez, Los Angeles USD**



*Grade Level: All*

*Language: Spanish*

*Strand: Parent and Community Engagement*

*Audience Level: New to Field/Experienced*

Los padres tienen la responsabilidad de transmitirle valores a sus hijos, ¿pero como? En este taller aprenderas como seleccionar los valores mas importantes para tu familia y las estrategias para reforzar y practicar los valores diariamente.



## WORKSHOPS / SESSION 9 3:15 PM – 4:30 PM

■ **Doing Mathematics the Common Core Way:  
Implications for English Learners**

3:15 PM - 4:30 PM

Room: Pacific Salon Three

**Jeffrey Thiel, Chula Vista Elementary SD***Grade Level: K-8**Language: English**Strand: Curriculum & Instruction**Audience Level: New to Field/Experienced*

We need to rethink how we approach the teaching of mathematics. Per the Common Core Standards, mathematics instruction needs to incorporate adaptive reasoning, strategic competence, conceptual understanding, procedural fluency and productive disposition. This new approach has implications for English Learners and their mathematical success. This session will explore strategies and activities teachers can use to successfully navigate the transition to Common Core. Attend to discover how the CCSS will ensure that all students see mathematics as useful and worthwhile. Let's get excited about doing mathematics in a new way!

■ **La poesía como recurso para el desarrollo  
del lenguaje oral.**

3:15 PM - 4:30 PM

Room: Ascot

**Talia Jara, Santa Clara County - Family and  
Children Service***Grade Level: All**Language: Spanish**Strand: Two-Way Bilingual/Dual Immersion**Audience Level: New to Field/Experienced*

Poesía y arte dramático. Este taller presentará los más bellos poemas de la literatura española para niños, jóvenes y adultos y los usará como recurso

para el desarrollo oral y la valoración de la lengua española. Rima, ritmo, dicción y entonación, son algunas de las áreas que los maestros pueden utilizar para despertar el interés de sus estudiantes en las aulas de doble inmersión.

■ **Fostering Spanish Literacy Development  
Through WIDA SLD Standards**

3:15 PM - 4:30 PM

Room: Clarendon

**Barbara Kennedy, Center for Applied Linguistics***Grade Level: K-2**Language: English**Strand: Two-Way Bilingual/Dual Immersion**Audience Level: New to Field*

Participants will explore how to foster the development of academic language in emergent bilinguals by building metalinguistic awareness to promote cross-linguistic transfer. Presenters will describe the linguistic similarities and differences between English and Spanish and demonstrate activities aligned to the Spanish Language Development (SLD) standards that assist language learners in making these connections. Using the SLD model performance indicators, participants will participate in hands-on activities designed to raise metalinguistic awareness.

### WORKSHOPS / SESSION 9 3:15 PM – 4:30 PM

#### ■ Multilingual Global Education

3:15 PM - 4:30 PM

Room: Garden Salon One

**Magaly Lavadenz, Loyola Marymount University**  
**Elvira Armas, Loyola Marymount University**

*Grade Level: All*

*Language: English*

*Strand: Multicultural/Anti-Bias/Diversity Education*

*Audience Level: New to Field/Experienced*

Multilingual Global Education enables youth to develop the capacity, dispositions, and linguistic competencies to recognize perspectives, communicate ideas, investigate the world and take action. This session will provide participants with an overview of global education and multilingualism. A panel of district and site administrators, along with lead teachers, will share key features of Multilingual Global Education programs in Mandarin, Spanish and Korean languages. Site implementation guidelines, recommendations, and perspectives will be provided.

#### ■ Making Your Voice Count: Activism, Advocacy and Mobilization for Equity

3:15 PM - 4:30 PM

Room: Stratford

**Barbara Flores, CSU San Bernardino**  
**Mary Hernández, Garcia, Hernandez, Sawhney & Bermudez, LLC**  
**Eva Pacheco, Excelencia & Justicia en Educacion; EJE Academies Charter Schools**  
**Franchesca Verdin, California Rural Legal Assistance, Inc.**

*Grade Level: All*

*Language: English*

*Strand: Advocacy & Engagement*

*Audience Level: New to Field/Experienced*

This workshop will include an interactive dialogue among school board members, lawyers, parents and community leaders about activism, advocacy and mobilization for student educational equity. Those in attendance will be provided with concrete examples and outlines for engagement at both the local and statewide level on a wide range of issues including steps for ensuring equity in LCFF, access to multi-lingual programs and pathways in schools and fair treatment in student discipline.

## WORKSHOPS / SESSION 9 3:15 PM – 4:30 PM

### ■ Liderazgo y participacion efectiva para padres con hijos que desean ir a la universidad

3:15 PM - 4:30 PM

Room: Royal Palm Salon Two



**Lillian Toulet, Chula Vista Elementary SD**  
**Lourdes Araiza, Chula Vista Elementary SD**  
**Lilia Carnaham, Chula Vista Elementary SD**

*Grade Level: 9-12*

*Language: Spanish*

*Strand: Parent and Community Engagement*

*Audience Level: Experienced*

El liderazgo y participación de los padres tiene un gran impacto en la preparación que sus hijos tienen para ir a la Universidad. Este taller interactivo es para padres, maestros y personal de la escuela que están interesados en desarrollar la participación activa de la comunidad con el fin de apoyar el éxito académico de los niños a todos los niveles. Los participantes aprenderán elementos y estrategias esenciales para crear una base de apoyo para los niños e incrementar la participación y un liderazgo efectivo de los padres a nivel de la escuela y del Distrito Escolar.

### ■ Using Information and Communication Technologies to Close the Achievement Gap

3:15 PM – 4:30 PM

Room: Royal Palm Salon Five

**Lisa García, MindPlay, Methods and Solutions**

*Grade Level: K-12, Adult*

*Language: English*

*Strand: Commercial*

*Audience Level: All*

Bread or Bred? Will a more phonetically accurate English spelling system enhance literacy for our English language learners or can Information and Communication Technologies (ICT) help close the achievement gap? Technology based reading interventions exists that can pinpoint specific reading deficiencies, target intervention, and align instruction. Evaluation of the efficacy of a technology based reading intervention suggests a very robust effect on struggling readers, including second language learners.



### FEATURED SPEAKERS 4:45 PM – 6:00 PM

#### Then & Now Series—English Learner Policy & Practice

4:45 PM - 6:00 PM

Room: Pacific Salon Three

**Shelly Spiegel-Coleman, Californians Together**  
**Karen Cadiero-Kaplan, San Diego State University**  
**Barbara Flores, CSU San Bernardino**  
**Robert Liquanti, WestEd**  
**Maria Quezada, CABE**  
**Francisca Sánchez, CABE**

Forty years have passed since the passage of Lau v. Nichols and the birth of CABE. Much has happened in our California school system to support and move forward the vision of biliteracy and equitable linguistic and academic access for all. This panel will discuss key moments in our past and in present times regarding policy and practice that have impacted English Learners from curriculum, pedagogical approaches, assessment systems, language development standards, program options, educational challenges, and motivating accomplishments.

### WORKSHOPS / SESSION 10 4:45 PM – 6:00 PM

#### ■ Academic English through Project Based Learning

4:45 PM - 6:00 PM

Room: Pacific Salon Two

**Reyna García Ramos, Pepperdine University**

*Grade Level: 3-12*

*Language: English*

*Strand: English Language Development*

*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 bilingual learners. Participants will create a project outline before they leave the workshop that crosses three disciplines; addresses the community context of students; and meets Common Core State Standards.



**WORKSHOPS / SESSION 10 4:45 PM – 6:00 PM****■ Jump Start the California ELD Standards**

4:45 PM - 6:00 PM

Room: Pacific Salon One

**Tracey Gaglio, Orange County DOE****Stacey Larson-Everson, Orange County DOE***Grade Level: K-5**Language: English**Strand: English Language Development**Audience Level: New to Field/Experienced*

This workshop will provide an overview for the 2012 California ELD Standards and link standards to lessons and classroom instruction. The Common Core require students to engage in rigorous, academic language-based activities across the content. ELD instruction must support students' language acquisition as well as the development of higher level thinking skills. Our team has developed a teacher resource which explicitly connects the ELD proficiency levels with the high level thinking skills described by both Bloom's taxonomy and Norm Webb's Depth of Knowledge (DOK). Each workshop participant will receive a teacher resource specifically designed to support ELD instruction in tandem with the development of critical thinking.

**■ Participatory Action Research: A "Critical" approach for Latina/o Teacher Preparation**

4:45 PM - 6:00 PM

Room: Pacific Salon 4

**Margarita Berta-Avila, CSU Sacramento****Susan Baker, CSU Sacramento****Ruben González, CSU Sacramento****Maribel Rosendo-Servin, CSU Sacramento***Grade Level: All**Language: English**Strand: Professional Development/Teacher Preparation**Audience Level: New to Field/Experienced*

This session will highlight efforts to prepare Latin@ bilingual pre-service teachers of color to work with English learners throughout the Sacramento service area. Unique features of the program include the theoretical, philosophical, and pedagogical focus on social justice. Foremost, the concentrated focus on a social justice and equity pedagogy wherein candidates participate in a two-semester Participatory Action Research (PAR) component at their respective school sites while they complete their credential preparation program requirements.

### WORKSHOPS / SESSION 10 4:45 PM – 6:00 PM

#### ■ **Meaningful Conversations: The Importance of Developing Language**

4:45 PM - 6:00 PM

Room: Royal Palm Salon Five

**Ernesto Rodríguez, Scholastic**

*Grade Level: Preschool-2*

*Language: English*

*Strand: Commercial*

*Audience Level: New to Field/Experienced*

Engaging children in meaningful language throughout the day helps to build oral language development. Language is the process of speaking and listening to communicate meaning. Children learn language as they interact with responsive adults and peers and experience language use in meaningful context. Participants will be guided through best practices on how to incorporate meaningful conversation through reading activities. In addition, the use of structured routines and relevant vocabulary practices is also important in developing oral language within the context of your day. This session will provide an opportunity to explore and experience exciting new ways to engage your children.

#### ■ **The power of technology integration in second language acquisition**

4:45 PM - 6:00 PM

Room: Royal Palm Salon One

**Leticia Batista, Oxnard SD**

*Grade Level: K-5*

*Language: English*

*Strand: Technology And Digital Learning*

*Audience Level: New to Field/Experienced*

So much technology so little time. The time has arrived for our second language learners to learn 21st communication skills. With a plethora of apps

and web based resources finding the right ones can be mind boggling. Maximize the amount of language exposure for each one of your students by welcoming technology into your class. Learn how blogging, augmented reality, iRead, Pinterest, YouTube, Skype and so many other apps can and should be used to bridge the language gap. Technology is not here to replace the teacher as the language model but to assist us in meeting the language needs of each and every one of our students.

#### ■ **Improving Student Performance through Content and Language Objectives**

4:45 PM - 6:00 PM

Room: Royal Palm Salon Three

**Jennifer Rodríguez, River Delta Joint USD**

*Grade Level: 6-12, Adult*

*Language: English*

*Strand: English Language Development*

*Audience Level: New to Field/Experienced*

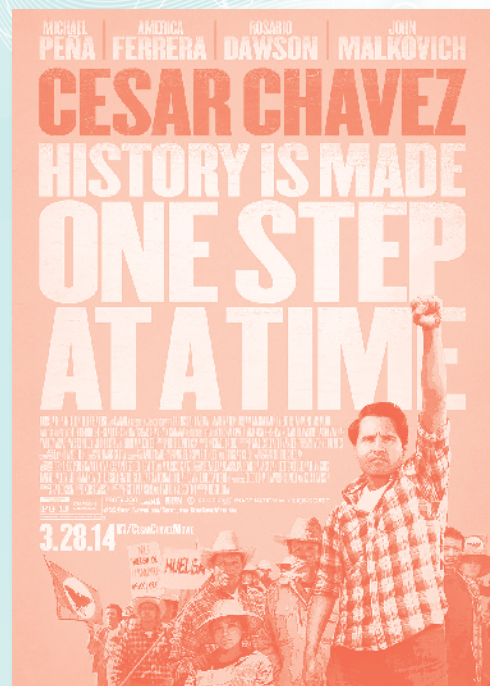
A problem of practice for many ESL/ELD teachers is maintaining a rapid pace in the curriculum while supporting ELs in their simultaneous learning of content-based academic skill sets and target language. Students are often overwhelmed by the wealth of information in textbooks and lectures and ill-prepared to draw connections between new language, content material, and academic preparedness. This presentation will provide a classroom-tested solution: the inclusion of parallel, layered objectives in each lesson.

# CABE 2015 FILM FESTIVAL

**Location: California Room**

**César Chávez**  
**Friday, March 6, 2015**  
**4:45 pm-6:00 pm**

**Directed by Diego Luna**



*The film follows Chávez's legendary and heroic efforts to organize 50,000 farm workers in California, some of whom were braceros—temporary workers from Mexico permitted to live and work in the United States in agriculture, and required to return to Mexico if they stopped working. Working conditions were very poor for the braceros, who also suffered from racism and brutality at the hands of the employers and local Californians. To help the workers, César Chávez (Michael Peña) forms a labor union known as the United Farm Workers (UFW). Chávez's efforts opposed, sometimes violently, by the owners of the large industrial farms where the braceros work. The film touches on several major nonviolent campaigns by the UFW: the Delano grape strike, the Salad Bowl strike, and the 1975 Modesto march.*

***¡Si se puede!***

### SEAL OF EXCELLENCE BANQUET\*

\*Ticketed Event

#### BANQUET

7:00 pm - 9:00 pm

Town & Country/San Diego Rooms

#### WELCOME

#### HOSTS

Raul Maldonado, CABE Board

Sally Fox, CABE Board

#### HONORED GUEST

Libi Gil

Assistant Deputy Secretary and Director

Office of English Language Acquisition (OELA)

US Department of Education

#### STUDENT ESSAY CONTEST WINNERS

#### SEAL OF EXCELLENCE SCHOOLS

#### MULTIPLE PATHWAYS TO BILITERACY AWARD

Californians Together

#### DANCE

9:00 pm - 12:00 am

Town & Country/ San Diego Rooms

"Suave the Band"

#### CABE THANKS OUR SPONSORS

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#### STUDENT ESSAY WINNERS

##### Kindergarten-2nd Grade Winner

Eva Prestholt, 2nd Grade

George Brown Jr. Elementary

San Bernardino City Unified School District

##### 3rd-5th Grade Winner

Noah Sech, 4th Grade

Las Palmas Elementary School

Capistrano Unified School District

##### 6th-8th Grade Winner

Isabella Guevara-Longree, 7th Grade

Pleasanton Middle School

Pleasanton Unified School District

##### 9th-12th Grade Winner

Bryan Rodriguez, 9th Grade

Sierra Vista High School

Baldwin Park Unified School District

#### SEAL OF EXCELLENCE SCHOOLS

##### Excellence and Justice in Education Elementary Academy

##### Los Alisos Intermediate School

Saddleback Valley Unified School District

##### Hoover Elementary

Redwood City School District



SEAL OF EXCELLENCE DANCE\*

# SUAVE THE BAND

\*Ticketed Event

9:00 PM - 12:00 AM

TOWN & COUNTRY/ SAN DIEGO ROOMS



*Suavé was formed in 1998 by Rene Burguan. Since its inception this 10 piece power house band has thrilled audiences throughout Southern California with its energetic music and high spirit onstage antics.*

*Sauvé's success stems from their ability to authentically perform many different styles of music. This includes Jazz, Rock, Swing, R&B, and of course Latin music including Cumbia, Merengue, Salsa, ChaCha and others.*

*The group is made up of seasoned veteran musicians from the Los Angeles area. Every member has received praise for their professionalism and high performance level.*

FRIDAY



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as the 4th criterion for reclassification  
of English Learners?**


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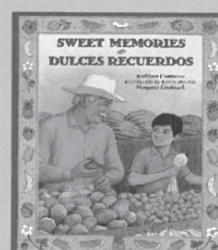
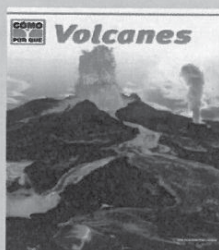


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The CAFE Legacy:  
Making 21<sup>st</sup> Century Multilingual Dreams Come True

# Saturday



Celebrating 40 Years  
of Educational Excellence  
for English Learners  
& Biliteracy for All



### HIGHLIGHTS

#### **WORKSHOPS & INSTITUTES**

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9:00 am - 12:00 pm / Workshop Sessions

#### **SPECIAL HALF DAY INSTITUTES**

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9:00 am - 12:00 pm / Warren Dale - iPad for Educators / Bobbi Houtchins / Lucio Padilla

#### **FEATURED SPEAKERS**

---

10:45 am - 12:00 pm / F. Isabel Campoy, Alma Flor Ada, Suni Paz

10:45 am - 12:00 pm / Jana Echevarria

#### **SPECIAL EVENTS**

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10:45 am - 12:00 pm / CABE Membership Meeting / Golden West Room

12:00 pm / Final Conference iPad Drawing / CABE Store

12:00 pm - 12:30 pm / Closing CABE Sing Along / Golden West Room



SATURDAY, MARCH 7, 2015

CABE 2015



## PLAN YOUR DAY

MORNING: 8:00 am - 12:30 pm

SATURDAY



Use the CABE 2015 App to Plan  
Your Day!

### HALF-DAY INSTITUTES 9:00 AM – 12:00 PM

#### **Integrated ELD Using SDAIE Strategies In Every Content Area**

9:00 AM - 12:00 PM  
Room: Pacific Salon Three

**Bobbi Ciriza Houtchens, Teaching Ambassador Fellow, U.S. Dept. of Education**  
**María Freeman**

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

As the CA ELD Common Core Standards are being implemented, teachers across the state are confused by the changes demanded in content instruction for English learners. In this highly interactive session, the best SDAIE strategies for meeting the high demands of the new standards will be modeled and discussed. We will highlight how all teachers can encourage English learners to make meaning in interactive, engaging, relevant ways while using academic English to master complex, grade level concepts.

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.

#### **iPad for Educators**

9:00 AM - 12:00 PM  
Room: Terrace Salon Three

**Warren Dale, CABE**

*Grade Level: All*  
*Language: English*  
*Strand: Technology And Digital Learning*  
*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

#### **Cómo Enfrentar el Comportamiento Negativo**

9:00 AM - 12:00 PM  
Room: Royal Palm Salon Six



**Lucio Padilla, Memorias de un Lechuguero**

*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 analizará como enfrentar exitosamente los comportamientos

**WORKSHOP / SESSION 11 9:00 AM – 10:15 AM**

■ **El éxito comienza en el hogar: Involucrando a padres para el éxito académico.**

9:00 AM - 10:15 AM

Room: Meeting House Sunset



**Carlos Huerta, Family Leadership/Parenting Partners**

*Grade Level: All*

*Language: Spanish*

*Strand: Parent and Community Engagement*

*Audience Level: New to Field/Experienced*

Dado que el éxito estudiantil empieza en casa, ¿cuáles son las mejores estrategias para empoderar a padres? ¿Cómo podemos conectar el hogar y la escuela? Este taller compartirá recursos claves de una estrategia de liderazgo popular utilizado por personal, padres ELL y bilingües en más de 50 distritos escolares. Demostrará las mejores prácticas para aumentar las habilidades de crianza a través de equipos dirigidos por los propios padres.

■ **CCSS Literacy Unit: Scaffolding Complex Tasks for Els**

9:00 AM - 10:15 AM

Room: Dover

**Virginia Loh-Hagan, University of Pittsburgh**

*Grade Level: K-5*

*Language: English*

*Strand: Curriculum & Instruction*

*Audience Level: New to Field/Experienced*

Presenters will demonstrate several effective strategies for scaffolding complex tasks in order to meet the needs of English Learners while also advancing their intellectual capacities. Given appropriate instruction, English Learners can successfully grapple with the cognitive demands required by the CCSS. Participants will have access to a robust unit of study around the multicultural text, PAPER SON, which is about the Chinese American immigration experience at Angel Island.

■ **Project GLAD® in Language Immersion Settings**

9:00 AM - 10:15 AM

Room: Royal Palm Salon Five

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

*Grade Level: K-5*

*Language: English, Spanish*

*Strand: Two-Way Bilingual/Dual Immersion*

*Audience Level: New to Field/Experienced*

Project GLAD® is a professional development model dedicated to building academic language and literacy. This session will provide an overview of the model as well as instructional strategies which strongly support language development and literacy within the immersion environment. We will explore applications in Spanish immersion classrooms.

### WORKSHOP / SESSION 11 9:00 AM – 10:15 AM

#### ■ Visual and Performing Arts and Science Integration as Motivators For Student Excellence

9:00 AM - 10:15 AM  
Room: Pacific Salon Seven

**Mary-Louise Newling, Mt. Diablo USD**  
**Mika Phinney, Mt. Diablo USD**  
**Jovita Castillo, Mt. Diablo USD**

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

Meadow Homes Elementary School used School Improvement Grant funds to develop and deliver a unique schedule that provides students science labs and visual and performing arts on a weekly basis. The Meadow Homes presenters will share with you details of their program, plans for sustainability, and examples of how the arts and science are integrated at the school.

#### ■ Garretson Storytellers: How a professional journey inspired a school community to tell their stories and impact student achievement

9:00 AM - 10:15 AM  
Room: Royal Palm Salon Two

**Suzanne Adame, Corona-Norco USD**



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

A professional journey spanning over 20 years of teaching, which includes National Board Certification and Teacher Leader Certification, inspired a school community to tell their stories. As we work towards moving schools forward, we often times use data to inform our instructional

and systemic decisions, yet the personal stories of the community we serve are not always considered. What would change if we created a school community where all members could share their stories? How would student achievement be affected? This presentation takes you through the journey, including the Why and the How.

#### ■ Closing Opportunity Gaps in Speech and Language Support Services

9:00 AM - 10:15 AM  
Room: Pacific Salon Five

**Grace McField, CSU San Marcos**

*Grade Level: Preschool-12*  
*Language: English*  
*Strand: Special Needs Education*  
*Audience Level: New to Field/Experienced*

This session will explore the topic of why some students are overrepresented while others are underrepresented in receiving speech and language services. The session will explore how parents and regional educational agencies can both seek to optimally support one of the most vulnerable student populations, that which comes from a language minority background and faces speech, communicative and language disorders.



## WORKSHOP / SESSION 11 9:00 AM – 10:15 AM

### ■ High Stakes Testing and Institutional Discrimination: A Study of Southern California Urban High Schools

9:00 AM - 10:15 AM  
Room: Pacific Salon Six

**Lisa Reither, Pepperdine University**

*Grade Level: 9-12, College/University, Adult Education*

*Language: English*

*Strand: Assessment, Evaluation & Accountability*

*Audience Level: New to Field*

This presentation examines the history and current educational policy of high stakes standardized assessment and offers an in depth analysis of the SAT and CAHSEE exams. The research presented suggests these high stakes exams function within the California educational system as institutionalized discrimination, systematically inhibiting access to higher education for minority and economically disadvantaged students. An independent study compares questionnaires from seniors at three urban high schools in Southern California that were asked to respond based on their lived experiences with these exams.

### ■ Bridging Bilingual and Special Education: Opportunities for Transformative Change in Teacher Preparation

9:00 AM - 10:15 AM  
Room: Pacific Salon One

**Regina Brandon, CSU San Diego**  
**Alberto Ochoa, San Diego State University**  
**Karen Cadiero-Kaplan, San Diego State University**

*Grade Level: All, College/University*

*Language: English*

*Strand: Professional Development/Teacher Preparation*

*Audience Level: New to Field/Experienced*

ALAS (Acquisition of Language Skills and Academic Literacy) Teacher Education Project is designed to bridge Biliteracy and Special Education teacher preparation. ALAS involves two higher education departments engaged in teacher preparation, to respond to California's need for bilingual special education teachers. The workshop will report on five years of data (2008-2013) of a two-year teacher preparation program, and the use of seven standards to evaluate the program, and participants perceptions on the strengths and needs of their training. The evolving results have implications for teacher preparation curriculum change and reform in addressing ELs, and institutional commitment to modify teacher preparation programs to match the needs of the linguistically diverse client school communities. Among the issues is the focus of how to bridge the curriculum of two disciplines.

### WORKSHOP / SESSION 11 9:00 AM – 10:15 AM

#### ■ Using the 5E Lesson Design and Delivery Model in Science and ELD--Shifting to Student Centered Instruction--Examples of Complex Instruction

9:00 AM - 10:15 AM

Room: Golden Pacific Ballroom

**Vanessa Karwan, Transformative Inquiry Design for Effective Schools and Systems**  
**Peggy Burke, Transformative Inquiry Designs for Effective Schools and Systems**

*Grade Level: All*

*Language: English*

*Strand: Professional Development/Teacher Preparation*

*Audience Level: New to Field/Experienced*

Practice how to backwards design a 5E Lesson with Next Generation Science Standards incorporating ELD and CCSS Literacy standards by supporting students through Engagement, Exploration, Explanation, Extending Thinking and Evaluating their learning. Learn from examples and hearing think-alouds of the planning process and also practicing parts of the design.

#### ■ Hands-on and Minds-on Science for All

9:00 AM - 10:15 AM

Room: Pacific Salon Two

**Christopher Vang, CSU Stanislaus**  
**Iris Haapanen, CSU Stanislaus**

*Grade Level: Preschool-8*

*Language: English, Spanish*

*Strand: Curriculum & Instruction*

*Audience Level: Experienced*

This Hands-on and Minds-on Science Workshop covers a very unique content of science teaching strategies and focuses on the science and engineering practices of the Next Generation Science Standards. Participants will learn how

to apply the new standards to the teaching and learning of science concepts in the multicultural classroom and will engage in hands-on and minds-on activities to practice science pedagogical skills with science processes. Participants will also learn how to make teaching and learning science concepts fun, inspiring, engaging, enjoyable, and intriguing.

#### ■ Inquiries into Current Issues on Bilingual Learners in California

9:00 AM - 10:15 AM

Room: Pacific Salon Four

**Magaly Lavadenz, Loyola Marymount University**  
**Karla Estrada, Los Angeles USD**  
**Rafael Gaeta, Los Angeles USD**  
**Tanya DeLeón, Los Alamitos USD**

*Grade Level: All*

*Language: English*

*Strand: Administration & Management*

*Audience Level: New to Field/Experienced*

Three administrator-scholars from diverse California districts share findings from their doctoral studies at Loyola Marymount University. The studies: 1) report on schooling factors and instructional experiences of six 11th grade Long Term English Learners; 2) investigate 62 early-implementing districts of the State Seal of Biliteracy; and, 3) examine the relationship between ELs with Specific Learning Disabilities and how their ELD needs were served. They will discuss how this research has informed district and site-based policies and practices.

WORKSHOP / SESSION 11 9:00 AM – 10:15 AM

■ El Sistema de la Educación Pública en Los Estados Unidos.

9:00 AM - 10:15 AM

Room: Meeting House Sunrise



Laura Díaz, CABE

María Valencia, CABE

*Grade Level: All*

*Language: Spanish*

*Strand: Parent and Community Engagement*

*Audience Level: New to Field/Experienced*

Venga y observe uno de los talleres de Project 2 Inspire, donde aprenderá sobre la estructura del sistema educativo de los Estados Unidos, la gobernación del sistema de educación y fuentes de fondos financieros. Al finalizar el taller los participantes tendrán una mejor idea de como navegar el sistema, para identificar oportunidades de involucramiento que ayudarán al éxito escolar de sus hijos. No pierdas la oportunidad de aprender mientras te diviertes.

### FEATURED SPEAKER 10:45 AM – 12:00 PM



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

10:45 AM - 12:00 PM  
 Room: California Room

#### **Poesía eres tú /Poetry is You**

Poetry is at the heart of everyday life at school, at home and in our lives. Come and familiarize yourself with a precious bouquet of new poetry for children, and the many ways to enrich your classes acting, singing, reciting and enjoying poetry.



**Jana Echevarría, CSU Long Beach**

10:45 AM - 12:00 PM  
 Room: Golden Pacific Ballroom

#### **Empowering Students by Developing Academic English**

Academic English is an important aspect of instruction for English Learners and provides a foundation for academic success. However, many English Learners aren't taught in ways that advance their language proficiency. This presentation focuses on those students who have seemingly plateaued in their language development. Specific recommendations for increasing academic language proficiency will be presented.



## WORKSHOP / SESSION 12 10:45 AM – 12:00 PM

### ■ Arts, the Universal Language

10:45 AM - 12:00 PM

Room: Dover

**Louisa Castrodale, Palm Springs USD**

*Grade Level: K-5*

*Language: English*

*Strand: Curriculum & Instruction*

*Audience Level: New to Field/Experienced*

Louisa Castrodale, Arts Coordinator for Palm Springs Unified School District, will present several lessons, suitable for elementary classrooms, that not only integrate music into other curricular areas, but use music as a powerful engagement strategy for second language learners.

### ■ Student Self-Developed Behavior Modification Plan

10:45 AM - 12:00 PM

Room: Stratford

**Alfredo Reyes, Los Angeles COE**

**Susan Parra, Los Angeles COE**

*Grade Level: All*

*Language: English*

*Strand: Professional Development/Teacher Preparation*

*Audience Level: New to Field/Experienced*

It can be argued that the great majority of discipline referrals is the result of poor classroom management. Students of color are disproportionately represented in the number of suspensions received. Many of these incidents are the result of misunderstandings between teacher and students that escalate. Giving our students the tools and information to self-advocate in calm and courteous ways will give students a better understanding of how to interact with the educational process and succeed in school.

Participants will be introduced and walked through the development of an intervention unit based on the Self-Determined Learning Model of Instruction.

### ■ Blogs, iMovie, and Skype: Integrating technology to promote collaboration and writing skills between dual language students.

10:45 AM - 12:00 PM

Room: Royal Palm Salon Two

**Gisel Barrett, Chula Vista Elementary SD**

**Rosyluz Nafarrate, Chula Vista Elementary SD**

*Grade Level: K-5*

*Language: English*

*Strand: Technology And Digital Learning*

*Audience Level: New to Field/Experienced*

How many times does a student share their piece of writing in the classroom? With the integration of technology, students have an authentic audience. Students can share writing through blogposts, create an imovie in collaboration using a script, and share their opinion with other students through Skype. Don't miss this opportunity to connect with other classrooms by collaborating side by side with your students.

### WORKSHOP / SESSION 12 10:45 AM – 12:00 PM

#### ■ Writing an Integrated Bilingual Shape Poem

10:45 AM - 12:00 PM

Room: Royal Palm Salon Five

**José Chávez, Moreno Valley USD**

*Grade Level: K-8*

*Language: English*

*Strand: Arts Learning*

*Audience Level: New to Field/Experienced*

Presenter will describe a project that integrates writing, geometry, and art. A sample lesson plan will demonstrate how teachers can assist students in writing a poem using various geometric shapes. Student samples will show how to add color to the finished product using classroom materials such as: crayons, colored pencils, and markers. Attendees will create their own poem. Connections will be made to literacy and Common Core Standards.

#### ■ “La Novia de Malleco” - Romance de Margarita Burgos de la escritora y maestra chilena Talia R. Jara como guía temática para la enseñanza integral del idioma Español.

10:45 AM - 12:00 PM

Room: Pacific Salon One

**Talia Jara, Santa Clara County - Family and Children Service**

*Grade Level: All*

*Language: Spanish*

*Strand: Multicultural/Anti-Bias/Diversity Education*

*Audience Level: New to Field/Experienced*

“La Novia de Malleco” - Romance de Margarita Burgos, es un relato en verso en el que cada poema es un capítulo más, en el desarrollo de la trama. “La Novia de Malleco” - Es un excelente recurso para el desarrollo de una unidad de estudio multicultural. Los poemas en versos al estilo

juglaresco, fáciles de leer, temáticos y de gran belleza literaria, generan intereses para trabajos en grupo, investigación histórica, integración de nuevos vocablos, estudio ecológico, geográfico, de flora y fauna, entretejidos en un romance puro y pleno de valores. Es una herencia cultural para las futuras generaciones.

#### ■ Make it Stick: Professional Development for Teachers of Struggling Readers

10:45 AM - 12:00 PM

Room: Royal Palm Salon One

**Kimy Liu, CSU Stanislaus**

*Grade Level: K-8, College/University*

*Language: English*

*Strand: Professional Development/Teacher Preparation*

*Audience Level: New to Field/Experienced*

Most special education research focuses on effective interventions for students with special needs, including English Learners. Although the innovative practices developed in the last decade have been of great interest for teachers, the content of effective and sustainable professional development seems to lag behind the demands of rigorous teaching. In this workshop, the presenter will share a professional development model for pre-service and in-service teachers that transforms innovations to sustainable instructional routines.

## WORKSHOP / SESSION 12 10:45 AM – 12:00 PM

- **Learning Spanish with Los Tigres del Norte & El Chavo: the importance of incorporating culture in an immersion program**

10:45 AM - 12:00 PM  
Room: Pacific Salon Four

**Norma Sandoval, Lakeside Union SD**

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

An effective immersion program provides academic rigor AND cultural proficiency. This workshop shares the plethora of free on-line and community resources available to educators to truly engage and motivate students to be biculturally-proficient students who understand the language and soul of Spanish-speakers.

- **Stars of the Savanna; a Young Adult novel about what every student should know of diversity in the evolution of Latin American culture. Who are the real stars of the savanna?**

10:45 AM - 12:00 PM  
Room: Pacific Salon Five

**Melanie Martel, WPR Books**  
**Joseph Martel, Martel Eye Institute**  
**Ignacio Gómez, WPR Books**

*Grade Level: 6-12*  
*Language: English*  
*Strand: Multicultural/Anti-Bias/Diversity Education*  
*Audience Level: Experienced*

The discovery of Jesuit's Bark along the Mist Forests of Peru was one of the greatest medical discoveries of all time. Though by today's standard it was equivalent to finding the cure for cancer, few students now are even aware of its existence. Overlaid over this wonderful discovery is the love story of an Inca child learning to love and understand his diversity. In the end, his discovery leads him to a profound understanding of why diversity is so crucial in the evolution of present day Peruvian culture. The significance of the stars of the savanna becomes apparent. Sadly, like the discovery of Jesuit's Bark, the role of diversity in the formation of a culture is not appreciated today by most students.

### WORKSHOP / SESSION 12 10:45 AM – 12:00 PM

#### ■ Usando códigos QR en el salón y en el hogar.

10:45 AM - 12:00 PM  
Room: Pacific Salon Six

**Diana Enciso, San Bernardino City USD**  
**María Chavarría, San Bernardino City USD**

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

Aprende cómo crear códigos QR para reforzar las destrezas académicas en lectura y matemáticas. Tus estudiantes podrán tener acceso a lecciones digitales (videos y archivos de audio) con un simple toque de dedo usando un teléfono inteligente o una tableta. Haz que tus carpetas de tarea y gráficos en el salón vengan a la vida y motiven el aprendizaje de tus alumnos.

#### ■ Los Estándares Estatales Comunes y los Estudiantes Aprendiendo Inglés Como Segundo Idioma (EL)

10:45 AM - 12:00 PM  
Room: Meeting House Sunrise

**María Valencia, CABE**  
**Laura Díaz, CABE**

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

En esta sesión se proporcionará información sobre Los Estándares Comunes del Estado y la ayuda extra que se necesita para el éxito de los estudiantes de aprendices inglés. Cada padre recibirá herramientas y estrategias específicas de cómo puede abogar por los estudiantes de aprendices de inglés.

#### ■ Leadership for Biliteracy: Administrators and Teachers as Agents for Change

10:45 AM - 12:00 PM  
Room: Pacific Salon Seven

**Rebecca Field, Caslon Publishing**

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

Common Core State Standards (CCSS) make clear the importance of language for academic and disciplinary purposes, yet say little about ELLs/emergent bilinguals, bilingual education, or biliteracy. At the same time, states' adoption of the Seal of Biliteracy demonstrates a commitment to biliteracy as a valuable part of a high school diploma. This interactive session explores how K-12 administrators and teachers can use CCSS and the Seal of Biliteracy as opportunities to strengthen their bilingual programs and teach for biliteracy. We begin with Escamilla et al's (2014) holistic biliteracy framework with attention to the notions of paired literacy instruction and assessment. Then we consider different programmatic and pedagogical structures that leadership teams can adapt and use to teach and assess for biliteracy in their districts, schools, and classrooms. Participants are encouraged to envision different pathways to biliteracy that could be made available to students in their contexts, and to identify concrete action steps they can take to use CCSS as a vehicle to promote biliteracy.





SATURDAY, MARCH 7, 2015

CABE 2015

## CABE MEMBERSHIP MEETING 2015

# CABE Members, you are invited to join us for our Annual Membership Meeting!

**Saturday, March 7, 10:45 am - 12:00 pm**

**Golden West Room**

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



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

***Biliteracy for All.***

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



**Date: Saturday, March 7, 2015**

**Time: 10:45 am-12:00 pm**

**Place: Golden West Room**

***FIRST 100 participants  
will receive a CABE T-shirt***



SATURDAY

## CLOSING CABE SING-A-LONG

**Saturday, March 7, 2015**

**12:00 pm - 12:30 pm**

**Golden West Room**

What better way to bring our CABE 2015 conference to a close than with a CABE community sing-a-long?

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

**JOIN US!  
& LEAVE CABE 2015  
WITH A SONG  
IN YOUR HEART!**

SATURDAY, MARCH 7, 2015

CABE 2015 

## NOTES

SATURDAY

**CHULA VISTA ELEMENTARY SCHOOL DISTRICT**  
**Human Resources Services and Support**  
**Teacher and Administrator Recruitment**  
**84 EAST J STREET**  
**CHULA VISTA, CA. 91910**  
**Web Site: [www.cvesd.org](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



The CAFE Legacy:  
Making 21<sup>st</sup> Century Multilingual Dreams Come True

# Awards



Celebrating 40 Years  
of Educational Excellence  
for English Learners  
& Biliteracy for All



### CABE BOARD OF DIRECTORS SALUTES

*The CABE Board of Directors 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.*



### **CABE Legacy Award**

James Cummins

CABE, with great pride, offers the CABE 40th Anniversary Legacy Award to our dear friend and colleague, Jim Cummins. Jim has been one of the leading researchers and advocates for bilingualism and bilingual education for almost four decades. He has taught and recently retired from the Department of Curriculum, Teaching, and

Learning of the Ontario Institute for Studies in Education of the University of Toronto. His research has focused on the education of bilingual students along with the possibilities and pitfalls of technology in education. His work has been highly influential in building a case for bilingual education

Jim Cummins' findings and writings have had a profound influence on bilingual programs world wide, and more specifically, they have formed the foundation for bilingual programs and legislation in California. His scholarly work led to the belief that language is a cognitive development, rather than behavioral.

In the 70s and 80s, his research became part of the standard foundation for bilingual teacher education programs and still remains highly relevant today. He coined acronyms and concepts that were, and are, continuously referenced to explain, support and advocate for bilingualism and bilingual learning in schools. Such terms as: BICS and CALP, SUP and CUP, The Iceberg Theory, Threshold Hypothesis, Two Paradigms of Bilingual Education, Additive and Subtractive Bilingualism, the Cummins Quadrant, etc., have become bilingual education vocabulary.

Because of his insight, intellect, advocacy and courage, Jim Cummins, remains a leader in bilingual education influencing bilingual programs in California and at the national and international levels. CABE is deeply honored to recognize Jim Cummins for his contributions to bilingual education over the past 40 years.

## CABE Civil Rights/Linguistic Rights Award

CABE is honored and privileged to present the CABE 40th Anniversary Civil Rights/Linguistic Rights Award to Ling-Chi Wang and Edward Steinman for the pivotal roles they played in the 1974 Supreme Court decision, *Lau v. Nichols* (1974).

*Lau v. Nichols* is considered a landmark civil rights case that was initiated by over 3000 Chinese-American students who lived in San Francisco. The students, many of whom had limited proficiency in English, claimed that they were not receiving special help in their classes. In 1974, the Supreme Court unanimously ruled that the San Francisco Board of Education illegally discriminated against non- and limited-English speaking Chinese students by denying them equal educational opportunities. This resulted in a unanimous decision granting special educational rights to more than 4.5 million English language learner students.



**Ling-Chi Wang**, Professor Emeritus at UC Berkeley, has been at the forefront of language education rights advocacy for more than four decades. Wang is a founder of Chinese For Affirmative Action. As a community organizer and activist in San Francisco in the 1960s and 70s, Wang led the struggle to provide fair and equitable education opportunities for Chinese speaking students in the San Francisco Schools. The failure of the *Lau v. Nichols* case in the lower courts, eventually brought it to the Supreme Court, who handed down a decision that changed the course of education of all language minority students.

**Edward Steinman** is Professor of Law, Santa Clara University, School of Law. Nationally and within the educational community, Steinman is best known for his success in arguing the *Lau v. Nichols* landmark case before the Supreme Court in 1972. As a young legal services attorney, Steinman came to the Chinatown North Beach office where he heard from parents and students of the mistreatment and lack of services for Chinese speaking students in the San Francisco Schools. He joined up with Wang and other community leaders and eventually took legal action against the San Francisco Board of Education, which eventually led to the Supreme Court decision in 1974.



CABE is deeply honored to recognize both Ed Steinman and Ling-Chi Wang for their courage, clarity, creativity, and tenacity in fighting for the linguistic and civil rights of all language minority students.



## **CABE 2015 TEACHERSHIP AWARDS**

### **CHARLES “CHUCK” ACOSTA AWARD**

**Ingrid Angelina De Alba**  
**Region 4**

Ingrid De Alba is pursuing a Bilingual Teaching Credential at California State University, San Marcos. Ingrid has always believed in the importance of speaking two languages. Having lived on the border between Mexico and California, bilingualism was an important skill to have. She would speak English to please her teachers and Spanish to sooth her mother’s heart. As an adult, she sees the results of having no bilingual education in most schools. Students of Hispanic descent lose their Spanish and are now aware of the cultural/linguistic loss.

Ingrid is committed to become a bilingual teacher in order to preserve the pride and heritages of her Hispanic students. Her goal is to show her students the endless possibilities being bilingual offers. For her Hispanic students, being able to speak their mother tongue will enable them to connect with their past, which will inevitably bring a sense of pride back into the community. She believes that when children are forced to give up their linguistic and cultural identities, they will face a dark future. According to Ms. De Alba, “Being bilingual and bicultural is something we should all aspire to be. Bilingual Education can make the difference!”

**CABE CONGRATULATES INGRID DE ALBA**  
**on her accomplishments and on receiving the**  
**Charles “Chuck” Acosta Teachership Award!**



# **CABE 2015 TEACHERSHIP AWARDS**

## **CARLOS PENICHET AWARD**

**Marisol Ortiz**  
**Region 3**

Marisol Ortiz is enrolled in the MA in Education program, pursuing her Bilingual Teaching Credential at Pepperdine University. Marisol is currently working as a Para Educator at Edison Language Academy, a dual immersion school in Santa Monica. After deciding to pursue a teaching credential, she actively sought a position in a dual immersion program. Of Mexican background, Marisol had the privilege of learning two languages and cultures that have helped her both personally and professionally. She believes that all students should have the opportunity to be part of a bilingual education program.

As a bilingual teacher, Marisol's goal is to enrich her students not only with the Spanish language, but the culture as well, creating a multicultural and multilingual learning environment. She states, "In today's world, technology is advancing rapidly and the world is becoming international. Bilingual skills will open the doors for my students to be citizens of the world. In an increasingly diverse world, bilingual and multilingual skills will help my students prepare for the future."

**CABE CONGRATULATES MARISOL ORTIZ**  
**On her accomplishments and on receiving the**  
**Carlos Penichet Teachership Award!**

# **CABE 2015 TEACHERSHIP AWARDS**

## **ALMA FLOR ADA AWARD**

### **Caren Liset Pantoja Region 1**

Caren Pantoja is a student at California State University, Stanislaus. She is currently a Liberal Studies Major planning on enrolling in the Multiple Subjects Teacher Credential program with Bilingual emphasis. Caren is bilingual in Spanish and English and also speaks Portuguese. As an English Learner, she understands the importance and great need for bilingual programs. According to Ms. Pantoja, because of the limited number of bilingual teachers, the needs of English Learners are not being met. Not only do the EL students fall behind academically, they often are forgetting their first language, a valuable element of their identity. She believes that bilingual programs will allow students to keep their native language while acquiring a second one. In order to have more bilingual programs, we first need professionally trained bilingual teachers who will also serve as role models for thousands of students who struggle with a second language.

Caren's goal as a future bilingual teacher is to help students succeed and reach their full potential despite the many barriers they may face. As a child she struggled in school when she first came to this country. Today, she is in the process of becoming an educator to help students, especially those at-risk who constantly fall behind because they do not know English. She doesn't interpret this as a problem, but as an opportunity to support EL students and embrace the fact that these children will be bilingual and biliterate one day. She will become a teacher who celebrates and supports bilingualism. She believes that the native language of a child is the power that gives his/her identity in this world. If they lose it, they eventually lose part of their individuality.

**CABE CONGRATULATES CAREN PANTOJA  
on her accomplishments and on receiving the  
Alma Flor Ada Teachership Award!**

# CABE 2015 TEACHERSHIP AWARDS

## F. ISABEL CAMPOY AWARD

**Vanessa Iris Leyva**  
**Region 2**

Vanessa Leyva is enrolled in the Multiple Subjects, Bilingual Emphasis, Teaching Credential program at California State University, Fresno. She also works as a para educator assisting and tutoring English Learners. Vanessa has always been interested in bilingual education, finding it interesting how students can learn multiple language and be fluent in reading, writing and speaking. She is currently taking Spanish classes as part of the Bilingual Authorization Program, in order to become a bilingual teacher.

Vanessa believes that every student has the right to learn and every teacher has the right to teach. She knows that she will give her all to her students in an effort to help them advance and better their future, regardless of the language they speak. Another goal of Vanessa's is to educate people on the importance of bilingual education. People need to realize that in our diverse country, being bilingual is a great advantage and becoming a necessity in the work field.

Vanessa shares, "I feel it is important to be life-long learners and teach others that it is never too late to educate yourself."

**CABE CONGRATULATES VANESSA IRIS LEYVA**  
**on her accomplishments and on receiving the**  
**F. Isabel Campoy Teachership Award!**

# **CABE 2015 TEACHERSHIP AWARDS**

## **PETER CHACÓN AWARD**

**Victor Rodríguez**  
**Region 5**

Victor Rodríguez is currently enrolled in the Multiple Subjects/Bilingual Teacher Credential program at California State University, Channel Islands. Victor looks forward to getting his credential in order to be the bilingual educator that will teach a population of students who may lack support. As their teacher, he will view learning differences as opportunities rather than impediments to learning. Victor hopes to teach in a dual immersion program setting where he can share his love of the Spanish language with his students. He hopes to inspire and motivate these minds of the future. A career in bilingual education as a teacher and advocate is his ultimate goal.

Victor believes that bilingual education programs are important because they allow non-native English speakers the opportunity to build confidence without barriers. Bilingual education programs will make students more competitive in the work force ensuring their future success.

**CABE CONGRATULATES VICTOR RODRÍGUEZ**  
**on his accomplishments and on receiving the**  
**Peter Chacón Teachership Award!**



## SEAL OF EXCELLENCE SCHOOL

**EXCELLENCE AND JUSTICE IN EDUCATION  
ELEMENTARY ACADEMY (EJEEA)**

Chartered through the Cajon Valley Union School District

Delia Kumabe Pacheco, Principal [delia.pacheco@ejeacademies.org](mailto:delia.pacheco@ejeacademies.org)

CABE is proud to award the CABE 2015 Seal of Excellence Award to Excellence and Justice in Education Elementary Academy (EJEEA). Excellence and Justice in Education (EJE) began in 1991 by a founding group of parents, educators, and community leaders and was initially established as an advocacy group to empower parents in addressing the barriers faced by low-income Latino students for educational equity, and to promote bilingual education within in the Cajon Valley Union School District. After extensive discussion, and research on the key components found in high quality schools, EJE opted to establish a school-wide 90:10 dual immersion charter school with a special integrated focus on social justice. The Excellence and Justice in Education Elementary Academy (EJEEA) presented its charter petition to Cajon Valley USD and was approved in 2004.

Currently, EJEEA serves over 500 students in a TK-5 dual immersion program (English/Spanish), with an annual waitlist of approximately 500 students. EJEEA is a direct-funded charter school serving the following ethnic/racial and socioeconomic demographics: 85% Hispanic; 6% African-American; 8% Caucasian; 1% Asian; 83% students qualify for free/reduced lunch as defined by the federal government; 55% English Language Learners; and 9% Students with Special Needs. Their 2013 API is 825.

EJEEA has implemented a well-rounded range of strategies and approaches to better address the needs of their students. English Learners who enter EJEEA are placed in a regular classroom and receive English Language Development (ELD) through dual language instruction in combination with the use of GLAD strategies. Scaffolding is an essential practice used by teachers to provide access to the Common Core aligned curriculum for EL students. ELs are provided access to numerous academic support and intervention opportunities including tutoring (before/after school), small group instruction, and web-based resources including Achieve 3000 in both English and Spanish. All EJEEA faculty implement research-based pedagogical methods, including a balanced literacy approach in all content areas, a constructivist approach in mathematics and science, and an inquiry-based approach that promotes critical thinking, higher order of thinking, questioning and reasoning skills and the Resiliency Model. The new ELD standards have supported teachers in re-conceptualizing what literacy and language development means for ELs. All students receive instruction in physical education, music and the arts.

School-home-community collaboration is critical to student and school success at EJEEA. Teachers and administrators conduct home visits to every family during the school year; emphasis is put on speaking with parents/families and listening and learning about their needs, and most importantly, addressing them. EJEEA has created a "Culture of Learning," whereby parents, and any other adult, in the classroom serve as an additional "teacher" to provide support for our students. Parent fundraising has resulted in providing funds to establish the largest bilingual library in the County of San Diego, and provide students with three curriculum-embedded field trips per year.

EJEEA promotes high levels of biliteracy, academic success in both languages, and a school environment that promotes and models social justice. It is a welcoming environment for parents with a highly dedicated and knowledgeable staff, which results in a student body that is confident, successful and prepared for the 21st century. CABE is honored to recognize EJEEA as a CABE 2015 Seal of Excellence School.

**Visit the CABE 2015 Seal of Excellence Schools booth in the Exhibit Hall  
to learn more about their programs.**

### SEAL OF EXCELLENCE SCHOOL

#### **HOOVER ELEMENTARY SCHOOL**

**Redwood City School District**

**Sobrato Early Academic Language (SEAL) Demonstration Site**

**Amanda Rothengast, Principal** arothengast@rcsdk8.net

**Laurie Olsen, SEAL Director** lolson@sobrato.org



CABE is proud to award the CABE 2015 Seal of Excellence Award to Hoover Elementary School, Redwood City School District. Hoover Elementary School was the first school to pilot the Sobrato Early Academic Language (SEAL) Model and has exceeded expectations impacting English Learners as never before.

Hoover has had a long-standing community commitment to a bilingual program, but prior to 2009, it did not have a clearly defined, coherent or research-based bilingual model. They openly share that they struggled with both grade level and cross grade level alignment. As the school entered Program Improvement status, they seriously questioned whether they should and could maintain their bilingual program. In 2009, the Sobrato Family Foundation approached Hoover School to be a pilot site for the Sobrato Early Academic Language (SEAL) model, which was designed to reduce the development of Long Term English Learners (LTEs), to close the academic achievement gap by fourth grade, and to powerfully develop the language and literacy skills of young Spanish-speaking English Learner children. The model strongly promotes biliteracy. Dr. Laurie Olsen designed the program model as part of the Sobrato Family Foundation.

Working with all bilingual teachers across the grades including preschool, Hoover examined the research on bilingual models and constructed a picture of their own practices. Comparing the two, the bilingual team redefined and redesigned the bilingual model, ensuring stronger articulation, more rigorous development of Spanish, more emphasis on transfer of skills, a pedagogy for creating content-based ELD that builds English based upon the powerful academic language developed through the Spanish thematic units, and an approach to continuing Spanish language development beyond the formal "bilingual program" into fourth and fifth grade. The preschool program (which had no bilingual program definition prior to SEAL) developed a 90:10 model to articulate with the kindergarten 90:10. At Hoover, 75% of SEAL students are in a transitional bilingual program (through third grade) - with options in fourth and fifth grade for continued literature studies in Spanish. With the implementation of SEAL, their data reflects great growth and success.

How has SEAL supported the success of Hoover School? The SEAL model is anchored by six research-based foundational components. They include: 1) Alignment of preschool and the K-3 systems around a shared vision of powerful language development as the foundation for academic success; 2) Simultaneous academic language and literacy (including bilingual options); 3) Language-rich environments and instruction with an emphasis on expressive and complex oral language development and enriched vocabulary; 4) Text-rich curriculum and environments that engage children with books and the printed word; 5) Language development through academic thematic units based upon Common Core language arts, science and social studies content standards; and 6) An affirming learning environment that brings together teachers and parents in partnership to support strong language and literacy development at home and at school. Every classroom at Hoover shows these components in action!

CABE applauds the Hoover School administrative leadership, their dedicated teachers and strong community who have had the courage and vision to join the SEAL model and transform their school into an effective, powerful model of language learning for all students. CABE proudly presents the CABE 2015 Seal of Excellence award to Hoover Elementary.

**Visit the CABE 2015 Seal of Excellence Schools booth in the Exhibit Hall  
to learn more about their programs.**

## SEAL OF EXCELLENCE SCHOOL

**Los ALISOS INTERMEDIATE SCHOOL**

Saddleback Valley Unified School District

Bill Hinds, Principal bill.hinds@svusd.org



CABE is proud to award the CABE 2015 Seal of Excellence Award to Los Alisos Intermediate School (LAIS). One of four intermediate schools in the Saddleback Valley Unified School District, Los Alisos serves a diverse student population of over 900 students in grades 7 and 8. LAIS moved out of Program Improvement (PI) status in 2012-13 and has continued to refine instructional practice as California makes the transition to the Common Core State Standards.

Los Alisos meets the needs of its English Learners and native English speakers through both a dual immersion pathway and integrated and designated ELD. Recognized as an International Spanish Academies (ISA) program, the Two-Way Immersion (TWI) cohort at Los Alisos is aligned to the two-way programs at both the elementary and high school levels. The caliber of bilingual language proficiency (English and Spanish) and academic achievement for students in the TWI cohort have informed the comprehensive and enriched instructional program for all students at Los Alisos.

The faculty and staff at LAIS are dedicated to realizing the full potential of every student by preparing them to think critically, work collaboratively, communicate effectively, and come up with creative solutions to the challenges that they face as they prepare for college and career. Los Alisos has made tremendous headway in the effort to close the achievement gap by collaboratively developing school-wide initiatives that address the areas of school culture, use of technology, academic rigor, and strategic instruction. This approach has allowed them to provide all EL students a comprehensive and enriched instructional program that includes English Language Development, primary language instruction, and Specially Designed Academic Instruction in English.

Through the review of data provided by multiple assessment measures, classroom performance, and a holistic view of the educational experience, the LAIS School Improvement Team identified three Essential Instructional Practices: Engagement Strategies, Clearly Stated and Measurable Objectives, and Building Strong Relationships. These research-based practices became the focus of the school improvement plan. The third pillar, Building Strong Relationships, was recognized by staff as critical to the development of the foundation needed for students to be successful in an academic environment. LAIS teachers open their classrooms before school, at lunch, and after school for tutoring. The presence of the staff throughout the day has brought about a positive cultural change on campus.

In order to facilitate greater student academic success, LAIS provides opportunity, access, and encouragement to their parent community with the goal of providing every parent the information and support they need to be involved in school to the greatest extent possible. LAIS provides parent education programs, through the support of their bilingual parent liaison, such as annual parent seminars and workshops related to specific middle school issues and effective parenting strategies.

What makes Los Alisos Intermediate School a school of excellence? Creative and focused school leadership, integrated support from district office levels, innovative programs focused on the needs of ELs, an award winning dual immersion program, dedicated and knowledgeable teachers, engaged parents and most importantly, highly successful students with results. CABE congratulates Los Alisos Intermediate School as a CABE 2015 Seal of Excellence School!

**Visit the CABE 2015 Seal of Excellence Schools booth in the Exhibit Hall  
to learn more about their programs.**





**CABE 2015  
ADMINISTRATOR OF THE YEAR**

**Nivia Gallardo-Ayala**  
*Director of English Learner Programs*  
*Corona-Norco Unified School District*

As an immigrant and former English Learner, Nivia Gallardo-Ayala credits her parents for their encouragement and insistence that she acquire and maintain her bilingualism and biliteracy. Although there was no bilingual education program for her when she began school in California, each summer, when her family returned to México to visit her grandparents, her mother made sure to enroll her in school where she learned to read and write in Spanish. This “de facto” bilingual education translated to her overall academic success eventually leading to college degrees.

Describing her philosophy of Bilingual Education, Ms. Gallardo-Ayala states that all students, in partnership with their families and the school system, should have the opportunity to be multilingual and multicultural. By acquiring these necessary skills, students will be truly prepared for the 21st Century global economy. Ms. Gallardo-Ayala sees students’ primary languages and cultures as assets. According to Ms. Gallardo-Ayala, this “additive bilingual” philosophy has been embraced by the Corona Norco Unified School District as exemplified in the district’s multiple year Broad Foundation finalist status for closing the Achievement Gap for English Learners and minority students. She states, *“As the CNUSD Director of English Learner Programs for the past twelve years, I have put this philosophy into action through the implementation of processes and systems that ensure equal access to rigorous programs, high expectations, and success of English Learners, their families and the staff I serve.”* Many districts have visited the CNUSD successful programs for English Learners including the Dual Language Immersion program from which the first cohort of students will graduate in 2015. The Dual Language Immersion program has increased from one to six schools and since the adoption of the Seal of Biliteracy, over 350 students have received the recognition.

Ms. Gallardo-Ayala describes the parent education program in CNUSD as an additional source of pride and a direct link to student achievement. These programs have empowered parents to take a more active role in their children’s education. One parent shared, *“Mrs. Gallardo-Ayala has given me the opportunity to learn how to be a better parent, a productive member in the school and the community by giving me the education and tools necessary to be part of the team, Students-School-Parents.”*

Lisa Simon, CNUSD Assistant Superintendent, Educational Services describes the impact that Nivia Gallardo-Ayala has made to the district, *“During her tenure, Nivia has transformed Bilingual education by providing a deep sense of appreciation, understanding and a sense of urgency for educating and supporting all English Learners in reaching their goals of college and career ready success. ... I find Ms. Gallardo-Ayala to be a passionate and influential leader of Bilingual Education for the CNUSD learning community and beyond. It is an honor to recommend Nivia Gallardo-Ayala for CABE 2015 Administrator of the Year.”*

**CABE is proud to award  
Nivia Gallardo-Ayala the CABE 2015 Administrator of the Year!**





**CABE 2015  
TEACHER OF THE YEAR**

**Miriam G. Torres**  
***1<sup>st</sup> Grade Spanish Dual Language Teacher***  
***Dos Caminos School, Palmdale School District***

Miriam Torres is currently the 1<sup>st</sup> grade Spanish teacher at Dos Caminos School, a dual immersion program, in the Palmdale school District. She has held this position since the school opened three years ago. Ms. Torres has taught in the Palmdale School District for 15 years in a variety of grades and programs including: traditional bilingual, structured English immersion and dual immersion. She has also served as grade level chair, leadership representative, EL school leader and AERIES/Infinite Campus school trainer. She has participated in several committees at the site and district levels focused on instruction and academic achievement of all students, including English Learners. Most recently, she worked with one of the first teams in the district to completely transition to Common Core language arts and was an integral part of the team in working to translate and find materials in Spanish that would be comparable and as rigorous as the English materials. Ms. Torres and her team became the model grade level for Common core literature instruction as the district transitioned all classrooms the following year.

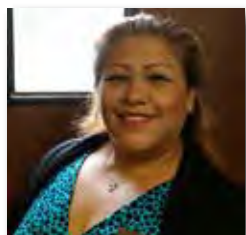
Miriam Torres became a bilingual teacher because of her negative academic experiences as a child. Because she did not speak English, she was relegated to the lowest groups and often felt embarrassed and ashamed of her culture and heritage. It was these experiences that motivated her to become a bilingual teacher. She wanted to provide students with the validation, acceptance, guidance and understanding that was denied to her as a child.

Miriam shared the following in her application:

*“Every child deserves a champion – an adult who will never give up on them, who understands the power of connection and insists that they become the best that they can possibly be.” – Rita Pierson*  
*Unfortunately, I did not have a champion or advocate of my own during my elementary school years. I excelled against the obstacles because I wanted to prove to those teachers that I was smart and capable. ... If a teacher, any teacher wants their students to succeed then the very first thing that needs to happen is that there needs to be a connection. If students do not feel accepted, valued or cared for then it does not matter how prepared the teacher is, the students will not internalize the material.*

Her principal describes Miriam as the “go-to” person on her staff whenever something needs to be done; always willing to help and do whatever it takes to make the school a better place for students. The principal, Marlene Batista, shares, “I believe that Ms. Torres is the model of what all bilingual teachers should be like and I feel so fortunate as an administrator to have her here at my school making a difference in the lives of the children, parents and staff members whose lives she touches every day.”

**CABE is proud to award  
 Miriam Torres the CABE 2015 Teacher of the Year!**



### **CABE 2015 PARENT OF THE YEAR**

**Jorgina Medina**  
***Moreno Valley Unified School District***

Jorgina Medina is an excellent example of a parent who is engaged in her children's education on many levels. She has participated in her children's schools as a parent volunteer since they have been in school. She has held several leadership positions in both School Site Councils and English Learner Advisory Committees at the school site level and has held an office for more than four years at the District level. Mrs. Medina is currently the DELAC President of the Moreno Valley Unified School District.

In addition to her work on school site and district committees, Mrs. Medina coaches and trains parents in ELAC's purpose, goals, objectives and procedures. She has trained the ELAC officers in MVUSD for the past two years and, in this role, has presented at CABE Conferences. She is also a trainer of trainers in the Parent Engagement Leadership Initiative. Her expertise and experience in this area is to be commended! Jorgina Medina's positive impact has also been felt as she contributes to the MVUSD DSLT Plan, the LCAP and other committees that she is asked to support by the District. Her attention and participation to these committees is invaluable to the MVUSD and the community of Moreno Valley.

Mrs. Medina has been an active member of the District Adult Spanish Literacy Club since it began in 2010. She was instrumental in starting a school site literacy club at Moreno Valley High School in 2011 and has been an active member there as well. Most recently, Jorgina Medina received a community award from the Hispanic Chamber of Commerce for her dedication and devotion to Moreno Valley's education, students and community. As one principal stated, "...I wish that I had more parents with Mrs. Medina's passion and desire to help students and adults alike."

**CABE is proud to award  
Jorgina Medina the CABE 2015 Parent of the Year!**

**CABE 2015  
PARA EDUCATOR OF THE YEAR****Melissa López**  
***La Paloma Elementary School,  
Fallbrook Union Elementary School District***

Melissa López is a Bilingual Classroom Assistant and Reading Intervention Teacher at La Paloma Elementary School in Fallbrook, CA. Melissa works with English Learners and Spanish Learners in the dual immersion program at La Paloma. In addition to her duties in the classroom, she works with a group of Newcomers with ELD as they acquire English. Melissa has worked at La Paloma Elementary School since 2006, the same elementary school she attended as a child. Those teachers that inspired her to have a career in education as a child are the same teachers that she works with today! In her elementary school years, Ms. López was fortunate to have participated in bilingual education classes through 3<sup>rd</sup> grade allowing her to become proficient in both Spanish and English. As a young child, she used those skills to translate for her mother in day to day living. In her application, Melissa shared her many teacher mentors and how they influenced her life and taught her the importance of being bilingual. Because of them, she has become an outstanding mentor and role model for all students, especially English Learners.

Two events stand out as especially relevant to this award that Melissa López is receiving – both mentioned in her application and by every letter of recommendation. The first event that she is passionate about sharing with her students is her presentation of the Día de los Muertos. She paints her face and theirs, she sets up an altar and uses this event to promote cultural sensitivity. The second event that she is a part of is the Fallbrook A Leer/Reading Family Literacy committee where she has volunteered for the past 10 years. This event honors César Chávez and Dr. Martin Luther King, Jr. with a day of service learning for students and community members. Ms. López trains 6<sup>th</sup> grade students to serve their community through this event. Her principal describes Melissa López as “...a bilingual para educator who has made outstanding contributions to bilingual education and English Learner programs. Her philosophy is one that reflects cultural sensitivity and high expectations for English Learners.”

With Melissa's application, CABE received the following recommendation letter:

To Whom It May Concern,

I would love to tok (sic) about Mis López and how nice she is. She practesis (sic) Spanish and English with us. Techis (sic) us about Día de los moertos (sic). She is an importint part of our class. We are lucky to have her here at La Paloma.

Sinsirly (sic),

Sra. Arias' 1<sup>st</sup> Grade Class

**CABE is proud to award  
Melissa López the CABE 2015 Para Educator of the Year!**





K – 2<sup>ND</sup> CONTEST WINNER

**EVA PRESTHOLT**  
**George Brown**  
**Jr. Elementary,**  
**2nd Grade**

Hello, Hola, Marhaban,  
Bonjour, Verwelkoming, Dag.  
My name is Eva. These are  
6 different ways to say hello.  
I am going to be focusing  
on two of these languages,  
English and Spanish.

These are two of the most commonly spoken languages in the area where I live which is San Bernardino California. I think that being biliterate will make my dreams come true in the future because it opens the doors to me making a lot more friends than I would be able to if I only spoke one language. My friend, Natalia, came to our school from Mexico only speaking Spanish. My friends and I helped her to speak English. It made me feel nervous and happy to be able to help her. I was nervous because I never taught before and happy because I was helping a new friend. This is something I would not have been able to do if I was not biliterate. Learning Spanish makes me feel smart because not everyone has the opportunity or ability to learn another language. I help teach my parents words every day and how to pronounce them properly. Another reason I feel like my second language will help my future is because many jobs require speaking more than one language. I will have a better chance of getting that job because of my biliteracy. I also love to travel and will be able to communicate with people in many countries around the world. I can also better understand other cultures, traditions and festivities such as día de los muertos and many others. Although I only speak two languages now, learning Spanish has made me want to learn many other languages too. I have even started to learn Arabic which I find very interesting because it has different letters. So this is why I think being biliterate will help make my dreams come true in the future.

*Hello, Hola, Marhaban, Bonjour, Verwelkoming, Dag. Mi nombre es Eva. Estas son formas diferentes de decir hola. Me voy a concentrar en dos idiomas, inglés y español. Estos son dos de los idiomas más hablados en la zona donde vivo, que es San Bernardino, California. Creo que ser alfabetizado en dos idiomas hará que mis sueños se hagan realidad en el futuro, ya que habre las puertas para mí hacer muchos mas amigos de lo que sería capaz si solo hablara un idioma. Mi amiga, Natalia, vino a nuestra escuela desde México solo habla español. Mis amigos y yo le ayudamos a hablar inglés. Me hizo sentir nervioso y feliz de ser capaz de ayudarla. Yo estaba nervioso porque nunca me enseñaron antes y feliz porque yo estaba ayudando a un nuevo amigo. Esto es algo que no habría sido capaz de hacer si no fuera bilingue. Aprender español me hace sentir inteligente, porque no todo el mundo tiene la oportunidad o capacidad de aprender otro idioma. Yo ayudo a enseñar a mis padres palabras cada día y cómo pronunciar correctamente. Otra razón por la que siento como mi segunda lengua ayudará a mi futuro se debe a que muchos puestos de trabajo requieren de hablar más de un idioma. Voy a tener un mejor cambio de conseguir ese trabajo debido a mi alfabetización de dos idiomas. Tambien me encanta viajar y voy a ser capaz de comunicarme con la gente en muchas partes de todo el mundo. También puedo entender mejor otras culturas, tradiciones y festividades como el Día de los Muertos y muchos otros. Aunque yo solo hablo dos idiomas ahora, el aprendizaje de español me ha dado ganas de aprender muchos otros idiomas también. Incluso he empezado a aprender árabe que me parece muy interesante porque tiene diferentes letras. Así que estos es por lo que creo que ser alfabetizado de dos idiomas ayudará a que mis sueños se hagan realidad en el futuro.*

### 3<sup>RD</sup> – 5<sup>TH</sup> CONTEST WINNER

#### Bilingualism Helps Dreams Come True

**NOAH SECH**  
**Las Palmas**  
**Elementary**  
**School,**  
**4th Grade**

Some people think that being bilingual is not the best. However, if one changes their their thoughts about it, they can see it can be very useful. Being bilingual can help the brain develop more than in people who are not bilingual. It can

also help with communicating better. Finally, it can help dreams come true in the future.

Being bilingual is an excellent benefit on mental development. It helps you become a flexible thinker. It helps you become a better listener. Bilingual people have better cognitive skills and are more creative. Bilingual people have a better time focusing on tasks. They also have denser gray matter in the brain. Finally, bilingual people score higher on intelligence tests. Clearly, being bilingual helps the brain.

Being bilingual can have social benefits. It gives a better chance at understanding people. Nelson Mandela said, "If you talk to a man in a language that he understands, it goes to his brain. If you talk to a man in his language, it goes to his heart." Speaking another language helps appreciate people from other countries.

Bilingual people are less racist. At the University of Windsor in Canada, scientists found that bilingual people have a higher self esteem. Being bilingual has many social benefits.

Speaking two languages can help dreams come true in the future. It is easier to get a job if bilingual. In the United States, bilingual people earn 5-20% more than monolingual employees. If one travels to a country where they don't know the language, only part of the country can be enjoyed. If someone knows the language, they will be able to enjoy all of the country. Being bilingual makes it easier to learn a third language.

Finally, being bilingual helps keep dementia and Alzheimer's away. Being bilingual helps create a bright future. In conclusion, it is easy to understand why bilingualism is beneficial. It has many positive effects on the mind. There are also many social benefits. Being bilingual creates a bright future where dreams can come true.

*Algunas personas piensan que ser bilingüe no es lo mejor. Sin embargo, si cambian sus pensamientos, pueden ver que es útil. Ser bilingüe puede ayudar a su cerebro a desarrollar más que alguien que no es bilingüe. También, puede ayudar a alguien para comunicarse mejor. Final mente, puede ayudar a que sus sueños se hagan realidad en el futuro.*

*Ser bilingüe tiene un excelente beneficio para el desarrollo mental. Ayuda para ser un pensador flexible. Ayuda ser un mejor oyente. Personas bilingües tienen mejores habilidades cognitivas y son más creativas. Tambien, tienen un beneficio en concentrarse. Además, tienen una materia gris del cerebro que es más densa.*

*Finalmente, personas bilingües obtienen mejores resultados en las pruebas de inteligencia. Claramente, ser bilingüe ayuda al cerebro. Ser bilingüe tiene beneficios sociales. Da la oportunidad entender mas gente. Nelson Mandela dijo - Si hablas a una persona en un idioma que entiende, se va a su cerebro. Si hablas a una persona en su idioma, va a su corazón. Se ayuda apreciar a gente de otros países. Personas bilingües son menos racistas. En la Universidad de Windsor en Canada, científicos descubrieron que gente bilingüe tiene una autoestima más alta. Todos de los beneficios sociales pueden ayudar sueños hacer realidad.*

*Ser bilingüe ayuda en el futuro. Puede ser mas fácil para obtener un trabajo. En Los Estados Unidos, personas bilingües ganan 5-20% más dinero que una persona monolingüe. Ser bilingüe hace el viajar más fácil. Si una persona viaja a un país donde no sabe el idioma, solamente puede disfrutar una parte del país. Si sabes el idioma, puedes disfrutar todo del país. Se hace más fácil para aprender un tercer idioma. También, ser bilingüe ayuda a mantener lejos la demencia y el Alzheimer. Ser bilingüe ayuda hacer un futuro brillante.*

*En conclusión, es fácil de entender que ser bilingüe es beneficioso. Tiene efectos positivos en la mente. Hay muchos beneficios sociales. Finalmente, la habilidad de ser bilingüe ayuda hacer un futuro brillante donde sueños se hacen realidad.*

6<sup>TH</sup> – 8<sup>TH</sup> CONTEST WINNER

ISABELLA  
GUEVARA-  
LONGREE  
Pleasanton  
Middle School,  
7th Grade

## Bilingualism is an Art: English

With my words I paint,  
A world with color  
Diversity splatters a future,  
With shades of opportunity  
With my words I write,  
Detailed stories of advantages  
And dreams come true,  
Books rich with culture  
With my words I sing,  
Sweet melodies of friendship  
Vibrant songs offamily,  
Pieces of united communities  
With my two languages,  
I live in a world  
Where dreams are opportunities,  
And words are power.

*Bilingiiiismo es un Arte: Español*

*Con mis palabras pinto,  
Un mundo con color  
Diversidad salpica un futuro,  
Con gamas de oportunidad  
Con mis palabras escribo,  
Cuentos detallados de ventajas  
Y de sueños cumplidos,  
Libras ricos con cultura  
Con mis palabras canto,  
Melodias dulces de amistad  
Canciones vibrantes de familia,  
Piezas de comunidades unidos  
Con mis dos idiomas,  
Vivo en un mundo  
Donde sueños son oportunidades,  
Y palabras son poder.*



9<sup>TH</sup> – 12<sup>TH</sup> CONTEST WINNER

## How Does Being Bilingual/Multilingual Make Dreams Come True?

**BRYAN  
RODRÍGUEZ**  
Sierra Vista  
High School,  
9th Grade

To be bilingual or multilingual can help make our dreams come true. We live in a country where the principal language is English. If we are Latino, Asian, African, or from another country. We are bilingual or multilingual, and we have a lot of desire to do many things well. We want to have good educations and jobs.

We are proud of both our roots and our new identity. Then to be bilingual or multilingual will help us a lot here in the United States of America. I am Latino, and I am proud to be so. I am learning English while maintaining and developing my Spanish. I am becoming a bilingual person. I will be one who will accomplish

my dreams here while also using my bilingual talents to help others achieve theirs.

When I was a little boy, my dream was to study a lot, attend the university, and then obtain a job I would really like, which would put me in a position to help others. Now that I am living here in the United States of America, I am already on my way to accomplishing my dream to become a young person who becomes bilingual, and hopefully, multilingual. In accomplishing this dream, I will be able to help others obtain their dreams while I, at the same time, will fulfill my own. My dream remains the same. I want to graduate from the university, work in a profession I enjoy, and be in a position to support others.

President Obama has just taken a brave stand by announcing a new immigration policy. He wants to give permission to grant legal status to the many Latinos and others who are *living* in this country. He wants to grant legal status to the millions of people who are *working* in this country, while hiding in the shadows. He wants to liberate the immigrants. He wants them to be able to come out from the shadows and present themselves openly to the American people. He wants them to have equal educational and employment opportunities. He wants them to have the opportunity to become bilingual and multilingual. He wants them to accomplish their dreams and thus, contribute to this country in a big way.

In light of this new policy, it is more important than ever for young people to become bilingual and multilingual. We will be the ones who will help those who live in this country, and those who will come to this country. We will be the ones who will help those who may have difficulty with language acquisition; we will be the ones who will help them navigate their own ways to success and find their own ways to contribute to the foundations of this country. It is up to us, the young, to strive to become bilingual and multilingual, and then to serve as guides to those who might not be as fortunate as we are.

If we become bilingual or multilingual, it will help us accomplish our own dreams and will empower us to help others obtain theirs. To be bilingual or multilingual does not determine the type of persons we are. We are always who we are; we must try to become bilingual or multilingual so that we can accomplish our dreams, and then help others obtain theirs.

When we do this, we will truly become the strong nation that has always opened its doors to everyone. This will change us into the bilingual and multilingual citizens that the Constitution of the United States of America declare we are: equal. Remember that we are all equal. It does not matter if we are white, black, tall, short, fat, or thin; we are all equal and deserve respect. We must begin to respect all people.



**9<sup>TH</sup> – 12<sup>TH</sup> CONTEST WINNER****Como ser bilingüe/multilingüe te ayuda a realizar tus sueños**

El ser bilingüe o multilingüe nos puede ayudar a cumplir nuestros sueños. Estamos en un país donde el lenguaje principal es el inglés; si somos latinos, asiáticos o afroamericanos, bilingües o multilingües, tenemos un empleo y ganas de hacer muchas cosas bien; además estamos orgullosos de nuestras raíces y de nuestras nuevas identidades que hemos conseguido en éste país; entonces el ser bilingüe nos ayudará considerablemente aquí, en los Estados Unidos de América.

Yo estoy aprendiendo inglés, mientras sigo practicando y manteniendo mi español, convirtiéndome en una persona bilingüe. Seré un individuo que logre mis sueños, y a la vez utilizaré mis talentos bilingües para ayudar a otros a alcanzar los suyos.

Cuando estaba pequeño, mi sueño era estudiar mucho, graduarme de una universidad y tener un trabajo que en realidad me gustara y en el cual pudiera ayudar a muchas personas. Ahora que resido en los Estados Unidos de América, estoy logrando mi sueño, convertirme en un joven bilingüe o multilingüe para auxiliar a otros individuos a cumplir los de ellos; mientras trato de cumplir el mío; de llegar a la Universidad, trabajar en la profesión que me guste y estar en una posición que me permita apoyar a los demás.

El Presidente Obama dió el permiso para aceptar más inmigrantes, como lo somos muchos en éste país. Él quiere dar permisos para que inmigrantes sean legales en éste país, aprobaciones que daría a los trabajadores inmigrantes en ésta nación. Él pretende que tengamos las mismas oportunidades de educación y empleo, y que podamos lograr nuestros sueños. Ya que seremos las personas que ayudarán a las demás personas que no son bilingües o multilingües, o que tienen dificultades de hablar el idioma del país y navegarlos en sus propias maneras para lograr el éxito, y contribuir a éste país de grandes formas.

Como dije con anterioridad el ser bilingüe o multilingüe nos puede ayudar a cumplir nuestros sueños, y yo lo creo. Pues el ser bilingüe o multilingüe, no determina el tipo de persona que somos. Así que siempre seamos nosotros mismos, tratemos de ser bilingües o multilingües para tratar de cumplir nuestros anhelos.

Cuando hagamos esto, llegaremos a ser, verdaderamente una fuerte nación que abra sus puertas a todas las personas. Nos convertiremos en los ciudadanos que la Constitución de los Estados Unidos de América declara que seamos. Recordemos que todos somos iguales, no importa si somos blancos, negros, altos, pequeños, gordos o flacos; todos somos iguales y merecemos respeto.

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1. *Unify the voice of higher education related to Bilingual Education and Dual Language instruction*
2. *Represent the voice of Bilingual Educators in higher education*
3. *Advocate on behalf of the education of language minority children*
4. *Work for the improvement of Bilingual and Dual Language Teacher preparation*

*For further information, contact:*  
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*(zaida@hnu.edu)*

The CAFE Legacy:  
Making 21<sup>st</sup> Century Multilingual Dreams Come True

# Appendix



Celebrating 40 Years  
of Educational Excellence  
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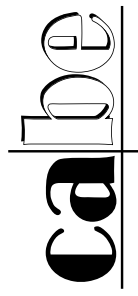












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