

CABE 2016



CALIFORNIA ASSOCIATION FOR BILINGUAL EDUCATION

CABE 2016: Bridging Multiple Worlds for Local & Global Success

Conference Program



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MARCH 23-26, 2016
Hilton San Francisco - Union Square

www.bilingualeducation.org

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CABE 2016



Bridging Multiple Worlds for Local & Global Success

Welcome to CABE 2016!



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Francisco X. Alarcón

1954 – 2016

Los Angeles born Chicano poet Francisco Xavier Alarcón died of stomach cancer at his Davis home on January 15, 2016. His death ended a prolific career as a bilingual poet, children's author and professor at UC Davis. Alarcón, once a finalist for California poet laureate, was known for his poetry about immigrants, love and the indigenous languages and traditions of Mexico. Alarcón's more than 20 published books include sonnets, works of free verse and textbooks. Poetry was his way of life. Alarcón was proficiently bilingual – a lyricist in both English and Spanish who translated his own verse. He also spoke French, Portuguese, and Nahuatl. Alarcón taught in the Spanish department at UC Davis. He is considered a pioneer of bilingual children's literature calling those books "the best thing I've done in my life." Alarcón presented at several CABE Conferences in the past where he was always happy to sign his books and chat with CABE participants.



Francisco Alarcón saw life as a poem – a single, continuous verse. "He said he would never use a period until he died," said his sister. Each day added a line or stanza; only death would end it, her brother said. The family plans to put a period on his tombstone his sister said. Alarcón is survived by his partner, Javier Pinzón; his mother, Consuelo Vargas de Alarcón; two sisters, Esthela Alarcón and Berta Olivia Alarcón; four brothers, Juan Antonio, José Arturo, Jesús Carlos and Josue Samuel Alarcón; and nine nieces and nephews.

Mary-Louise Newling, Ed.D.

Just a few weeks prior to the CABE 2016 conference, a dear friend and colleague of CABE, Dr. Mary Louise Newling, unexpectedly passed away. Mary Lou was a lifetime advocate and inspirational model for students of diverse backgrounds and a person with a wonderfully sarcastic sense of humor. She was one who could make you both think and laugh at deep levels. We are still shaken by her passing.



Originally from the West Indies, Mary-Louise was known as a true educational leader throughout the state of California. She wore many hats in the field of education from teacher, to principal, to district and county office administrator, to university professor, to student and scholar. Her love of and belief in students of diverse backgrounds, experiences and special needs made her stand out as an educator that could truly make a difference. This was evident in her work in Oakland, San Francisco, San Bernardino, and most recently in the Mt. Diablo School District. Mary-Louise came to Mt. Diablo and became principal of Meadow Homes Elementary School where she led the school to become a California Turnaround Arts school and implemented turnaround strategies, powerful pedagogy, and community engagement. Mary-Louise particularly connected with culturally and linguistically diverse students and advocated daily for English Learners, biliteracy students, African American students, and marginalized students. It made a difference. Meadow Homes Elementary school exceeded expectations and is one of the recipients of CABE's Seal of Excellence School awards this year. Mary Louise was also recently named ACSA Principal of the Year and was promoted to Assistant Superintendent in the Mt. Diablo school district in 2015.

Mary Louise and her wife, Maria Cardenas, created a dynamic duo—whether in their personal or professional lives, they worked side by side to make the world a better place for the students and families they served.

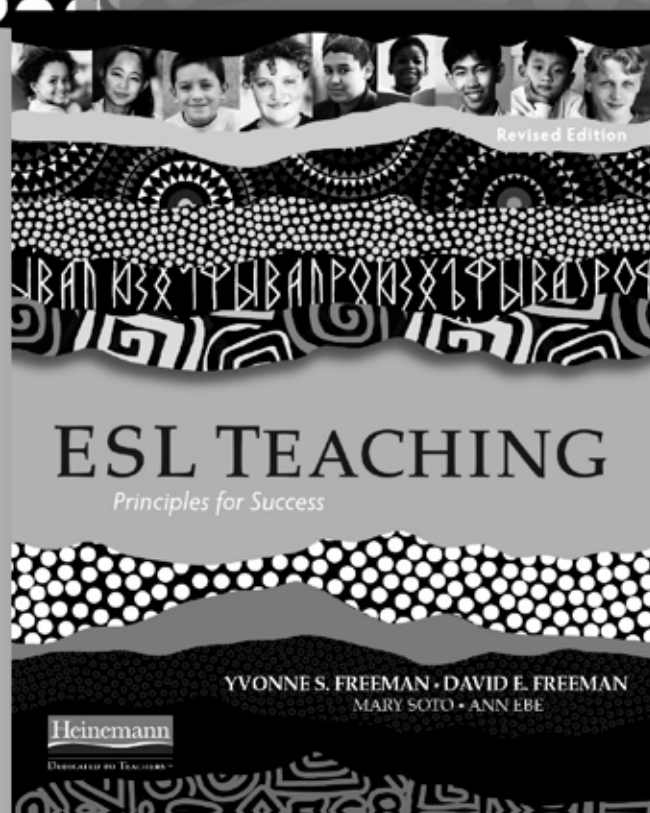
In memory of mary-louise newling

*mourning marbled with too many
and not enough remembrances of you
a cappella madrigal at moonrise
your refrain is a rising rhythm
that kindles our hearts even now*

*truthspeaker you never hesitated
to follow the leader's path
you begin a new odyssey now
and like a mare's tail flung
across the night sky
afire with brilliant passion still
scribe secret reflections to guide our journeys
you will shine bright always*

*openhearted and generous
a textured harvest
of night blooming keepsakes
original forever your soul
and courage illuminate our memories
and nourish our spirits
we will not let you go
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WEDNESDAY, MARCH 23

REGISTRATION

- 7:30 am – 4:30 pm / Conference Registration / Yosemite Foyer
- 7:30 am – 4:30 pm / Tote Bag Pick-Up / Grand Ballroom Foyer
- 9:30 am – 10:00 am / New Attendees Orientation / Yosemite A

EXHIBITS & CAREER FAIR

- 7:30 am – 11:00 am / Exhibit/Career Fair Move-In and Set-Up / Grand Ballroom
- 12:00 pm – 4:00 pm / Exhibit/Career Fair Opening / Grand Ballroom
- 12:00 pm – 4:00 pm / CAFE Store / Yosemite Foyer
- 1:00 pm – 4:00 pm / Author's Corner / Grand Ballroom
- 6:00 pm – 7:30 pm / Night at the Exhibits / Grand Ballroom

GENERAL SESSIONS

- 4:30 pm – 6:00 pm / Opening General Session / Continental Ballroom
Keynote Address:
John King, U.S. Secretary of Education
Sonia Marzano, "María" from Sesame Street

PARENT CENTER

- 11:00 am – 4:00 pm / Parent Center Open / Plaza A

WORKSHOP SESSIONS

- 10:30 am – 4:30 pm / 2-Day Institutes – Day 1
- 10:30 am – 4:30 pm / Full Day Institutes
- 1:00 pm – 4:00 pm / Half Day Institutes
- 1:00 pm – 2:15 pm / Session 1 Workshops
- 2:45 pm – 4:00 pm / Session 2 Workshops

SPECIAL EVENTS

- 7:30 am – 2:00 pm / School Site Visits / Yosemite C
- 9:00 am – 5:00 pm / National Resource Center for Asian Languages Institute - *BY INVITATION ONLY* / Golden Gate 1
- 9:30 am – 3:00 pm / University Visits/ Yosemite C
- 6:00 pm – 7:30 pm / Night at the Exhibits / Grand Ballroom
- 6:30 pm – 8:00 pm / ELLLI Reception *BY INVITATION ONLY*/CAFE Suite
- 7:00 pm – 11:00 pm / CAFE Membership Reception and Dance / Continental Ballroom

FEATURED SPEAKERS

- Featured Institute 10:30 am – 3:30 pm / Sarah Anderberg
- Featured Institute 10:30 am – 4:30 pm / Silvia Dorta Duque de Reyes
- Featured Institute 1:00 pm – 4:00 pm / Lettie Ramírez
- 1:00 pm – 2:15 pm / Alma Flor Ada / Luis Cruz
- 2:45 pm - 4:00 pm / Barbara Flores

THURSDAY, MARCH 24

REGISTRATION

- 7:30 am – 4:30 pm / Conference Registration / Yosemite Foyer
- 7:30 am – 4:30 pm / Tote Bag Pick-Up / Grand Ballroom Foyer
- 7:30 am – 8:00 am / New Attendees Orientation / Yosemite A

EXHIBITS & CAREER FAIR

- 9:00 am – 5:30 pm / Exhibit/Career Fair / Grand Ballroom
- 9:00 am – 5:30 pm / CAFE Store / Yosemite Foyer
- 10:30 am – 4:15 pm / Author's Corner / Grand Ballroom

GENERAL SESSIONS

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

PARENT CENTER

- 7:30 am – 4:30 pm / Parent Center Open / Plaza A

WORKSHOP SESSIONS

- 10:30 am – 4:30 pm / 2-Day Institutes – Day 2
- 10:30 am – 4:30 pm / Full Day Institutes
- 1:30 pm – 4:30 pm / Half Day Institutes
- 10:30 am – 11:45 am / Session 3 Workshops
- 1:30 pm – 2:45 pm / Session 4 Workshops
- 3:15 pm – 4:30 pm / Session 5 Workshops
- 4:45 pm – 6:00 pm / Session 6 Workshops

SPECIAL EVENTS

- 12:00 pm - 1:30 pm / Educator & Parent of the Year Awards Luncheon / Continental Ballroom
- 4:00 pm – 5:30 pm / 2-Way CAFE Membership Meeting / Union Square 11
- 4:30 pm – 6:00 pm / CAFE Jam Session / Continental Ballroom
- 4:45 pm – 6:00 pm / CAFE Film Fest – "Llévate mis amores – All of Me" / Imperial A
- 6:00 pm – 8:00 pm / 2-Way CAFE Reception *BY INVITATION ONLY*/ Imperial B
- 7:00 pm – 9:00 pm / CAFE Presidents' Reception *BY INVITATION ONLY* / CAFE Suite

FEATURED SPEAKERS

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

FRIDAY, MARCH 25

REGISTRATION

- 7:30 am – 4:30 pm / Conference Registration / Yosemite Foyer
- 7:30 am – 4:30 pm / Tote Bag Pick-Up / Grand Ballroom Foyer
- 7:30 am – 8:00 am / New Attendees Orientation / Yosemite A

EXHIBITS & CAREER FAIR

- 9:00 am – 5:30 pm / Exhibit/Career Fair / Grand Ballroom
- 9:00 am – 5:30 pm / CABE Store / Yosemite Foyer
- 10:30 am – 4:15 pm / Author's Corner / Grand Ballroom

GENERAL SESSIONS

- 8:30 am – 10:00 am / General Session / Continental Ballroom
- Keynote Address: Pedro Noguera, UCLA

PARENT CENTER

- 7:30 am – 4:30 pm / Parent Center Open / Plaza A

WORKSHOP SESSIONS

- 10:30 am – 4:30 pm / Full Day Institutes
- 1:30 pm – 4:30 pm / Half Day Institutes
- 10:30 am – 11:45 am / Session 7 Workshops
- 1:30 pm – 2:45 pm / Session 8 Workshops
- 3:15 pm – 4:30 pm / Session 9 Workshops
- 4:45 pm – 6:00 pm / Session 10 Workshops

SPECIAL EVENTS

- 10:30 am – 2:30 pm / Administrative Leadership Symposium / Imperial A
- 12:00 pm – 1:15 pm / CABTE Meeting / Powell
- 12:30 pm – 1:30 pm / CABE Poetry Slam / Grand Ballroom
- 4:45 pm – 6:00 pm / CABE Film Fest – “Abrazos” / Imperial A
- 7:00 pm – 9:00 pm / Seal of Excellence Awards Banquet / Continental Ballroom
- 9:00 pm – 12:00 am / Seal of Excellence Dance / Continental Ballroom

FEATURED SPEAKERS

- 10:30 am – 11:45 am / Nicoline Ambe / F. Isabel Campoy / José Luis Orozco / Dennis Parker / Ivannia Soto
- 1:30 pm – 2:45 pm / Anaida Colón-Muñiz & Magaly Lavadenz / Myriam Met / Anita Pandey
- Featured Institute 1:30 pm – 4:30 pm / Kate Kinsella
- 3:15 pm – 4:30 pm / Joe Cepeda / Tonya Ward Singer

SATURDAY, MARCH 26

REGISTRATION

- 7:30 am – 10:00 am / Conference Registration / Yosemite Foyer
- 7:30 am – 10:00 am / Tote Bag Pick-Up / Grand Ballroom Foyer

PARENT CENTER

- 7:30 am – 12:00 pm / Parent Center Open / Plaza A

WORKSHOP SESSIONS

- 9:00 am – 12:00 pm / Full Day Institutes
- 9:00 am – 10:15 am / Session 11 Workshops
- 10:45 am – 12:00 pm / Session 12 Workshops

SPECIAL EVENTS

- 10:45 am – 12:00 pm / CABE Membership Meeting / Imperial B
- 12:00 pm – 12:30 pm / Closing CABE Sing Along / Imperial B

FEATURED SPEAKERS

- Featured Institute 8:00 am – 12:00 pm / Warren Dale – Creating Ethnographic Videos
- Featured Institute 9:00 am – 12:00 pm / Peggy Morrison - Dual Immersion Program Showcase
- 10:45 am – 12:00 pm / 123 Andrés / Alma Flor Ada, Isabel Campoy, Suni Paz

General Policy

Welcome to CABE 2016! 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 2016 "Tap N Go" stands.

Registration Area—Yosemite and Grand Ballroom Foyers—Ballroom Level

- **If you are Pre-registered** for the conference and received your name badge and tickets in the mail, you may pick up your tote bag and name badge holder in the Grand Ballroom Foyer
- If you did **not** receive your name badge and tickets in the mail or you are registering on site, please proceed to the CABE Registration Area located in the Yosemite Foyer (on the Ballroom level)
- All participants are required to be registered and to display their registration badges for admittance to all conference sessions, activities and exhibits.

CABE Membership

Make sure your membership is up to date! Membership entitles you to reduced registration fees, entrance to the Membership Reception on March 23, 2016 in the Continental Ballroom. 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!

CABE 2016 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 2016 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 through Loyola Marymount University

You can earn university credit while participating at CABE 2016. For university credit requirements and registration information, please go to the University Credit booth in the Yosemite Foyer sponsored by Loyola Marymount University. Registration and payment of fees can be made on-site at the University Credit booth.

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



Parent Orientation/ Support

Conferences can be a perplexing experience for first timers. The Rosalía Salinas Parent Resource Center is located in the Plaza A Meeting Room on the lobby level 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 23, 2016. Participants must be pre-registered and check-in at the Yosemite C Room (Ballroom Level) by 7:30 a.m. After checking in, buses will depart from Taylor Street Exit of the Hilton Union Square Lobby and return by 2:00 p.m. **You must be pre-registered to participate.**

University Site Visits

Parent visits to local universities are offered on Wednesday, March 23, 2016 at 9:00 a.m.. Participants must pre register and check in at the Yosemite C Room (Ballroom Level) by 9:00 a.m. After checking in, buses will depart from Taylor Street Exit of the Hilton Union Square Lobby 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 the California Room. The Lost and Found will only be open during regular conference hours. If you have lost an item, you may also check with the Hilton Union Square 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 out of state.

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

Wednesday, March 23, 2016

12:00 pm - 4:00 pm

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

Thursday, March 24, 2016

9:00 am - 5:30 pm

Friday, March 25, 2016

9:00 am - 5:30 pm



Dear CABE 2016 Attendees:

¡Bienvenidos, 欢迎光临, مرحبا and Welcome to CABE 2016! I want to personally welcome you to San Francisco, my adopted city, where I came as a young bilingual special education teacher from Venezuela over 20 years ago. San Francisco offered me, and continues to offer all who reside in and visit this magnificent city, a richly diverse community that celebrates the beauty of each person's uniqueness—culturally, linguistically, socially, artistically, and of course academically through our fine schools, community colleges and universities. San Francisco is the Pacific gateway to the nation, and as our CABE 2016 states, it symbolizes a community bridging multiple worlds for local and global success.

What does CABE Conference mean to you? Powerful professional development? The best conference on English Learner and biliteracy programs? A time to celebrate the success of our schools, educators, and partners? A place to come and feel inspired and surrounded by like-minded educators with a passion for biliteracy? A setting where you feel safe to speak about issues of equity and inequity in our schools? An opportunity to learn, share and feel part of an incredible familia? For me, CABE is all that, plus more!

CABE has legacy of commitment, dedication, perseverance, advocacy, teaching, leading, and transforming --- all in the name of the diverse children, families, and educators we represent and serve. We do that while being guided by our strategic plan—the CABE Compass—which is evolving into our CABE GPS (Guiding Performance Systems) as we move forward, focus, adjust routes, overcome challenges, and create new pathways for English Learner student success.

This is CABE's 41st annual conference and we can see and feel the presence of the innovative educators, students, and leaders who had the vision over four decades ago to stand up to the inequity and injustice in our schools and to unite together to struggle, create, and push aside unfair policies and practices. After 18 years under the limitations of Proposition 227, we will have the opportunity in November at the ballot box to open the pathway to multilingualism in our schools through the Lara EdGE Initiative (Education in a Global Economy). The EdGE Initiative will provide all students with the opportunity to learn more than one language, it will change some of the limiting language of proposition 227, and create pathways for our students towards success in the global economy. CABE supports this vision and invites you to do the same as well! Throughout the conference you will hear more about the EdGE ballot measure and what you can do to make a difference.

Join me, the CABE Board of Directors, our amazing CABE staff, and the over 4000 participants at CABE 2016 in creating, crossing over, and moving forward on the bridge of local and global success. Again, welcome to San Francisco!

Con mucho respeto y cariño,

Karling Aguilera-Fort
CABE President



Dear CABE Familia:

On behalf of our CABE Team, welcome to CABE 2016---our 41st annual conference! It is an honor to come together as a community once again-- educators, parents, leaders, students, and community members--to celebrate and work towards the success of our biliteracy and English Learner programs! CABE 2016 has so much to offer, and we are so glad you are here with us!

The theme for CABE 2016 is Bridging Multiple Worlds for Local and Global Success. Where better than the beautiful city of San Francisco to celebrate this vision? We welcome you to the City by the Bay—a community extremely rich in the cultural and linguistic diversity of our students, families and the educators who serve them. You will find that we are celebrating that beautiful tapestry of diversity in many ways at CABE 2016 from our student artwork and entertainment to the wide variety of programmatic and professional development offerings to holding our conference in the heart of the city where you can feel the steady heart beat of this uniquely dynamic community.

It's an invigorating time to be attending CABE and to be collaborating together in support of the CABE vision of Biliteracy, Educational Equity and 21st Century Success for All. We see continued progress towards promoting this vision through the new ELA/ELD Framework and textbook adoption process that clearly and directly supports biliteracy programs. We are in the midst of understanding the new federal Every Students Succeeds Act (ESSA) of 2015 and are working to understand how the needs of our English Learners are, and are not, addressed and what we can do to ensure that all students have access to an enriched and equitable education. We are following our own state's educational policy and working hard to advocate for the needs of English Learners through the LCAP and the new state accountability system. We are also beginning to gear up for the November 2016 elections where Senator Ricardo Lara's EdGE Initiative will be placed on the ballot giving us the opportunity to repeal and amend parts of Proposition 227 and open the doors for multilingual education for all students. The pendulum is swinging back. We have a call to action to be ready to seize this opportunity and 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!
- Download the CABE app from the APP Store on your device or the conference scheduler at www.cabe2016.sched.org

Again, welcome to CABE 2016! I look forward to spending this week with you!



Jan Gustafson-Corea
CABE CEO



Karling Aguilera-Fort
President



Francisca Sánchez
Immediate Past President



Ramón Zavala
Vice President



Barbara Flores
Director of Community
Affairs



Elodia Ortega-Lampkin
Director of Legislative/
State Affairs



Lettie Ramírez
Director of Secondary
& IHE Affairs



Raul Maldonado
Director of Financial
Affairs



Rosa Armstrong
Director of
Para-Professional Affairs



Marissa Lazo-Necco
Director of Parent
Relations



Regina Piper
Region I Representative



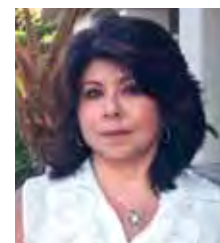
Esabel Cervantes
Region II Representative



Olivia Yahya
Region III
Representative



Sally Fox
Region IV
Representative



Ana Donovan
Region V
Representative



Mary Hernández
Legal Counsel



Jan Gustafson Corea
Chief Executive Officer



Delma Chwilinski
Director of Programs
& Events



Elizabeth Jiménez
Administrative Systems
Manager



Kris Nicholls
Director Professional
Development Services



Norma Rocha
Coordinator, Information
Technology



María Villa
Director of Parent &
Family Engagement



Jesse L. Acosta
Website and
Multimedia Designer



Yvette Chong-Coontz
Accounting Consultant



Laura Díaz
Parent Specialist
Project 2INSPIRE



Roxanna Espinoza
Membership Specialist



Adriana Franco
Conference Assistant



Irma Gallegos
Accountant



Enrique González
Strategic Partnerships
Consultant



Toni Hernández
Parent Specialist
Project 2INSPIRE



Elizabeth Jiménez-
Salinas
Education Consultant



Claudia Lockwood
Multilingual Excellence
Consultant



Stanley Lucero
Membership
Consultant



Yolanda Lucero
Parent Specialist
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Executive Assistant



Imelda Martin
Parent Specialist
Project 2INSPIRE



Ruth Navarrete
General Office Support



Laurie Nesrala
Education Consultant



Gricelda Pérez
Project 2INSPIRE



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



Karmina Ramírez
Project 2INSPIRE



Vanessa Ruiz
Conference Specialist



Elizabeth Samaniego
Accountant Specialist



Karen Umeres
Project 2INSPIRE



David Valencia
Multimedia Technician



María Valencia
Parent Specialist
Project 2INSPIRE



Marcia Vargas
Education Consultant



Martha Zaragoza-Díaz
Legislative Lobbyist

Project 2Inspire Field Facilitators:

Barbara Rabelo, María Castillo, Elizabeth Aguilar,
Sandra Saucedo, Elizabeth Orozco, Elidia Valencia,
Esperanza Martínez, Isabel Torres, María Manriquez,
Karina Camacho, Zindi Aguirre, Brenda Romero,
Martha Montufar



CABE extends our deepest thanks to our 2016 Conference Sponsors and Partners for their support of CABE and their commitment to quality programs for English Learners and the CABE vision of Biliteracy, Educational Equity, and 21st Century Success for All!

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Plaza

Velázquez Press



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Benchmark Education/Newmark Learning

California Teachers Association

Fuel Education/Middlebury Interactive Languages

Renaissance Learning

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ACSA - Association of California School Administrators

CALSA - California Association for Latino School Administrators

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ETS

Language Magazine

Novelas Educativas

Project ELL

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CABE PARTNER ORGANIZATIONS

California Association for Latino School Administrators (CALSA)

California Latino School Board Association (CLSBA)

California PTA—Parent Teacher Association (CAPTA)

Californians Together

California County Superintendents Arts Initiative (CCSESA)

Confucius Institute—UCLA and SFSU

Computer Using Educators (CUE)

Dual Language Education New Mexico—(DLeNM)

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National Association for Bilingual Education (NABE)

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“41% of the Long Term English Learners moved up their language level in a single school year!”

— SUE MOYER, ASSISTANT PRINCIPAL

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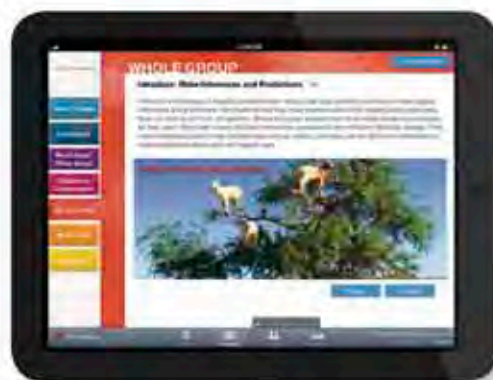
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LEAH BROESKE

ELL/Intervention Account Executive

480-341-2306 | leah.broeske@pearson.com



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California Association for Bilingual Education

Statewide Regions

Region I

(97) CSU Stanislaus (BECCA)
(08) META
(07) Sacramento (SALSA)
(13) San Joaquin
(23) San Francisco, (SFABE)
(76) Woodland

For Membership information:

Booth: 201

Info@bilingualeducation.org

Region II

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

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

Region V

Region III

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

Region IV

(43) Chino Valley
(36) Coachella Valley
(52) Fontana (FABE)
(91) Palm Springs
(06) Riverside
(65) San Diego South County

Affiliate Groups

(100) California Association for Bilingual Teacher Educators (CABTE)
(84) Two-Way Bilingual Immersion (2-Way CABE)
(99) Out of State
CABE Student Members



Dear CABE 2016 Attendees:

As CABE 2016 Conference Honorary Chairs and Co-sponsors, we are pleased to welcome you to the California Association for Bilingual Education 2016 Conference, "Bridging Multiple Worlds for Local and Global Success".

We are in the midst of a renewed commitment to ensure that all students are prepared for success in the 21st century. Our challenge as educators is to support our students as they bridge their multiple worlds encompassing their classrooms, their communities, their cultures, and the digital age that they live in. The future holds many possibilities for our students if we can rise to the challenge of ensuring their academic success throughout all levels.

California Superintendent of Public Instruction Torlakson reminds us that the 21st Century workplace values knowledge of multiple languages. He urges us to develop our student's multilingual capacities in response to this global imperative. We couldn't agree more! We strongly believe that all students deserve the same access to curriculum that provides enriching and joyful learning opportunities as they become prepared to be active citizens in this increasingly complex society. As educators, we know we must acknowledge and value the world the students bring to the classroom in order to extend their local connections to become the citizens who can bridge multiple worlds.

We are encouraged by our CABE partners and look forward to seeing the impact of CABE 2016 to successfully bring research and best strategies to classroom practice with the goal of ensuring a rigorous education for English Learners and all students that is interesting, joyful and affirming of our students' worlds. We know that these true success stories begin with committed educators who are relentless in their quest to educate their students for global success.

CABE continues to provide a place for educators to learn about the current research to promote bilingualism, multiculturalism and creativity. At CABE 2016 our hope is that you will meet colleagues who share similar passions, that you gain strategies and tools to support you in your work, and that you leave invigorated for the work left to be completed as we continue to Bridge Multiple Worlds for Local and Global Success.

Thank you for joining us.

Respectfully,

CABE 2016 Honorary Chairs



Sarah Anderberg
CCSESA
Director



John R. Baker
Redwood City SD
Superintendent



Steve Betando
Morgan Hill USD
Superintendent



Richard Carranza
San Francisco USD
Superintendent



Stanley Dobbs
Hayward USD
Superintendent



Jon R. Gundry
Santa Clara COE
Superintendent



Martha Martínez
Salinas City ESD
Superintendent



Nellie Meyer
Mt. Diablo USD
Superintendent



Patrick Sweeney
Napa Valley USD
Superintendent



Michael Watenpaugh
San Rafael CS
Superintendent

Dear Conference Participants:

As Co-chairs for the California Association for Bilingual Education (CABE) 2016 conference and representatives of our districts and organizations, we welcome you to San Francisco for the 41st Annual CABE Conference. Each year, the CABE conference invites educators and parents from across the state of California and beyond to participate in the premier conference concerning the needs of English Learners. Participants represent schools, districts, county offices and institutions of higher education. CABE conferences are an important venue to address the educational needs of California's nearly 1.5 million English learners, the professionals who teach them, and the parents who support them.

The theme of CABE 2016 is: Bridging Multiple Worlds for Local & Global Success. We are certain that at CABE 2016 you will receive the tools to make those dreams a reality!

CABE's mission is to promote biliteracy, educational equity and 21st century success for students with diverse cultural, racial, and linguistic backgrounds. The four-day CABE 2016 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.

CABE 2016 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 ELD/ELA Framework, 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 Bridging Multiple Worlds for Local & Global Success. It is our desire that, together, we will provide all our students true access to a quality education, 21st century preparedness, and success in multilingual learning in school and beyond.

Have a wonderful experience at CABE 2016!



Iván Chaidez
Napa Valley USD
Co-Chair



José Espinoza
Mt. Diablo USD
Co-Chair



Nathalie Longrée-
Guevara
Alameda COE Co-Chair



Harriet MacLean
San Rafael CS
Co-Chair



Linda Montes
Redwood City SD
Co-Chair



Mary Pritchard
Salinas ESD
Co-Chair



Angelica Ramsey
Santa Clara COE
Co-Chair



Leticia Salinas
Hayward USD
Co-Chair



Christina Wong
San Francisco USD
Co-Chair



Ramón Zavala
Morgan Hill USD
Co-Chair



Administrative Leadership Symposium

Amy Goodwin
San Rafael City Schools

Kevin Kerr
San Rafael City Schools

Audio/Visual Technology

Warren Dale
CABE Partner

Author/Literature and Book Signing

Angélica Alamillo-Perez
Hayward Unified School District

College Campus Visits

Nathalie Longrée-Guevara
Alameda County Office of Education

Conference Information Booth

Claudia Morales
Salinas City Elementary School District

Decorations/Meal Functions

Mary Pritchard
Salinas City Elementary School District

Evaluations

Yee Wan
Santa Clara County Office of Education

Exhibits & Career Fair Information Booth

Viviana Loera
Napa Valley Unified School District

High School Community Service

Salvador López-Barr
San Francisco Unified School District

Parent Center

Marga Marshall
Mt. Diablo Unified School District

Viviana Loera

Napa Valley Unified School District

Protocol

Vickie Teshin-Anderson
Santa Clara Office of Education

Lisa Massey

CABE, Retired

Publicity

Marga Marshall
Mt. Diablo Unified School District

Registration/Tote Bags

Leslie Daniele
Redwood City School District

Ninfa Zuno

Redwood City School District

School Site Visits

Linda Montes
Redwood City

Christina Wong

San Francisco Unified School District

Student Artwork

Beverly Johnson
Morgan Hill Unified School District

Ivonne Glenn

Morgan Hill Unified School District

Student Entertainment

Michael Bachicha
Santa Clara County Office of Education

Student Writing Contest

Esabel Cervantes
Salinas City Elementary School District

Translation/Interpretation

Lehmann Sio
San Francisco Unified School District

Two-Day Institutes

Mariela Talavera-Ballón
Redwood City School District

University Credit

Angela Ortiz
Loyola Marymount University

Volunteer

Peggy Morrison
2-Way CABE

Pilar Mejia

San Francisco Assoc. for Bilingual Educ.

Workshop Presiders

Marco Baeza
Redwood City School District

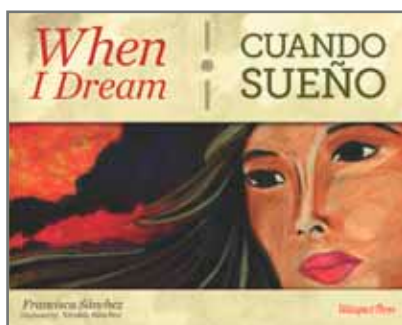
Available in the CABE Store or online!



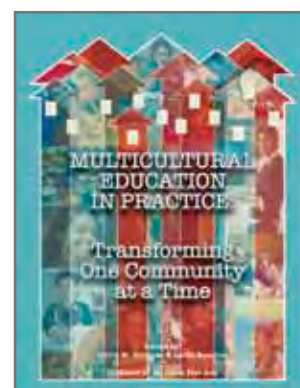
No Estás Solo: Recetas para obtener éxito, de padres para padres
By Lettie Ramírez and Parents



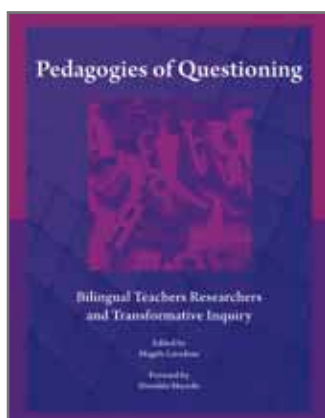
Big Ideas: For Expanding Minds
By Jim Cummins and Margaret Early



When I Dream
By Francisca Sánchez



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
Editors Magaly Lavadenz



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



GREETINGS FROM THE MAYOR

On behalf of the City and County of San Francisco, it is with great pleasure that I welcome you to the California Association for Bilingual Education Annual Conference being held March 23-26, 2016 in San Francisco.

The California Association for Bilingual Education (CABE) is known for their dedication to promoting bilingual education and quality experiences for all of California's students. This event is a significant contribution to our state's school and university personnel, parents and other individuals, especially those who work with dual language learners. CABE provides participants with innovative and in-depth professional development towards positively impacting future generations of Californians, and their passion represents San Francisco values at their best.

I am proud to be Mayor of a City that has a long-standing commitment to investing in education and celebrating diversity. San Francisco takes pride in its diverse communities and this annual conference will benefit many communities and cities for years to come. I applaud the tireless efforts of CABE and all those individuals who have made their annual conference a true success. Congratulations and best wishes for a productive, fruitful conference.

With warmest regards,

A handwritten signature of Edwin M. Lee in dark ink.

Edwin M. Lee
Mayor

**INSTITUTO DE LOS
MEXICANOS EN
EL EXTERIOR**



Estimados amigos de CABA:

En nombre del Instituto de los Mexicanos en el Exterior (IME) me complace darles la bienvenida a la Conferencia Anual CABA 2016, en San Francisco, California.

En el IME nos sentimos muy orgullosos al aliarnos con CABA y participar en la Conferencia 2016, donde contaremos con la presencia de un importante grupo de instituciones públicas de México que compartirán programas y servicios disponibles para escuelas, maestros y padres de familia interesados en promover y aprovechar iniciativas de educación bilingüe, tanto en California como en México.

El Instituto de los Mexicanos en el Exterior (www.ime.gob.mx) de la Secretaría de Relaciones Exteriores de México (www.gob.mx/sre) tiene como propósito empoderar a los mexicanos en el exterior, así como apoyar las iniciativas y proyectos de las comunidades y organizaciones mexicanas, con la finalidad de facilitar su integración en la sociedad donde actualmente viven, así como de fortalecer sus vínculos con sus comunidades de origen en México.

En particular, el IME desea aprovechar esta oportunidad para ampliar los lazos de cooperación entre las escuelas, maestros, promotores de la educación bilingüe y la red de 50 Consulados de México en EUA (10 de ellos en California). El IME cuenta con una oficina en cada Consulado de México, donde con gusto podemos apoyar a los integrantes y participantes de CABA 2016, con materiales y oportunidades de colaboración para ampliar las oportunidades de desarrollo educativo bilingüe de las comunidades mexicanas, hispanas y de las familias norteamericanas.

Observamos en CABA 2016 una oportunidad para compartir retos y oportunidades de la educación bilingüe entre instituciones de California y México, en beneficio de las familias de una América del Norte próspera.

Atentamente,

Francisco de la Torre Galindo
Director Ejecutivo del IME



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Math & Language Arts Educational Games, eBooks and more.

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CABE 2016



Bridging Multiple Worlds for Local & Global Success

Highlights



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Used with the permission of Chronicle Books, San Francisco.*



How would you rate your experience at CABE 2016?

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. Provide your feedback by filling out the CABE 2016 online survey on the overall conference evaluation in selected workshops.

Please take a few minutes to give us your feedback on CABE 2016 by filling out the CABE 2016 Conference Evaluation at:

https://www.surveymonkey.com/r/CABE2016_Overall

Did you want to provide feedback on a particular workshop or speaker?

This year we are excited to offer the ability to do so online through SCHED, our conference scheduler. Simply go to ***CABE2016.sched.org*** and find your workshop or institute. Click on the "Feedback Survey" button and give us your feedback!

THANK YOU! YOUR INPUT AND VOICE MAKE A DIFFERENCE!

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

Adelante Spanish Immersion School
Redwood City School District
www.rcsdk8.net/adelante

Hoover Community School
Redwood City School District
www.rcsdk8.net/hoover

Roosevelt Elementary School
Redwood City School District
www.rcsdk8.net/roosevelt

César Chávez Elementary School
San Francisco Unified School District
<https://cces-sfusd-ca.schoolloop.com/>

Chinese Immersion School at De Avila
San Francisco Unified School District
<https://wdaes-sfusd-ca.schoolloop.com/>

Fairmount Elementary School
San Francisco Unified School District
<http://www.wearefairmount.com/>

Mission Education Center
San Francisco Unified School District
<http://www.sfusd.edu/en/schools/school-information/mission-education-center.html>



Visiten el CENTRO DE PADRES "ROSALÍA SALINAS"
Ubicado en salón Plaza A

Horario:

miércoles	11:00 a.m. - 4:00 p.m.
jueves	7:30 a.m. - 4:30 p.m.
viernes	7:30 a.m. - 4:30 p.m.
sábado	7:30 a.m. - 12:00 p.m.

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 llevarán a cabo en el Centro de Padres



Visit the "ROSALÍA SALINAS" PARENT CENTER
Located in Plaza A

Hours:

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

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 23 de marzo, 2016/Wednesday, March 23, 2016

11:30 am - 12:30 pm	<p>Bienvenida-Orientación/Welcome-Orientation Toni Hernández and María Villa-Márquez CABE/Project 2INSPIRE Ivan Chaidez and Viviana Loera, Napa Valley USD, Marissa Lazo-Necco, Director of Parent Relations</p>
2:45 pm - 4:00 pm	<p>Las diferencias entre estudiantes que pasan exámenes de lectura de manera con éxito y los que encuentran dichos exámenes difíciles Victor Tellez, Compton USD</p>
4:30 pm - 6:00 pm	<p>Sesión general/General Session / Continental Ballroom John King, U.S. Secretary of Education / Sonia Manzano, "María" from Sesame Street</p>

jueves 24 de marzo, 2016/Thursday, March 24, 2016

8:00 am - 8:25 am	<p>Bienvenida-Orientación/Welcome-Orientation / Parent of the Year and Nominees Honored Marissa Lazo-Necco, CABE Board, Director of Parent Relations / Patrick Sweeney, Napa Valley USD</p>
8:30 am - 10:00 am	<p>Sesión general / General Session / Continental Ballroom / Andrés Ruzo, National Geographic</p>
10:30 am - 11:45 am	<p>Familias: Compañeros del sistema de Apoyo para el comportamiento positivo (PBIS) Marissa Lazo-Necco, CABE Board, Director of Parent Relations San Bernardino County Superintendent of Schools</p>
1:30 pm - 4:30 pm	<p>"Sí se puede" Los beneficios de involucrarse en la educación de sus hijos María S. Quezada, María Villa-Márquez, Antoinette Hernández / CABE/Project 2INSPIRE J. David Ramírez, Evaluation Consultant</p>

viernes 25 de marzo, 2016/Friday, March 25, 2016

8:00 am - 8:25 am	<p>Bienvenida-Orientación / Welcome-Orientation / María S. Quezada, Director, Project 2INSPIRE i3 Grant</p>
8:30 am - 10:00 am	<p>Sesión general/General Session / Continental Ballroom / Pedro Noguera, UCLA</p>
10:30 am - 11:45 am	<p>Plaza Comunitaria: Educación en español al alcance de todos Sofía Mariana Reina Astudillo / Instituto Nacional para la Educación de Los Adultos</p>
1:30 pm - 2:45 pm	<p>Nuestros hijos: AMOR, ANIMO Y APOYO / Francisco Reveles, CSU Sacramento</p>
3:15 pm - 4:30pm	<p>La motivación en relación con el éxito académico de sus hijos María Cuadra, DataWORKS Educational Research Mario Cuadra, DataWORKS Educational Research Alfredo Guzmán, DataWORKS Educational Research</p>

sábado 26 de marzo, 2016/Saturday, March 26, 2016

8:00 am - 8:25 am	<p>Bienvenida-Orientación/Welcome-Orientation Toni Hernández and María Villa-Márquez / CABE/Project 2INSPIRE Ivan Chaidez and Viviana Loera, Napa Valley USD</p>
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¡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



CABE Project 2INSPIRE Parent Leadership Development Program



CABE'S Project 2INSPIRE's Parent Leadership Development Program (PLDP) provides a model parent training in the areas of:

- 1) Building parent awareness and knowledge to become fully engaged in their child's school and education and develop leadership skills;
- 2) Enhancing their knowledge, skills, and abilities to support student learning and school improvement; and
- 3) 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.
- 4) Plaza Comunitaria: A program from the Mexican Consulate which helps Spanish speaking adults complete their primary, secondary and high school education and receive a diploma from the Secretary of Public Education in Mexico.

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 more information on CABE's Project 2INSPIRE and Plaza Comunitaria services at your school site contact:

María Villa-Marquez, MA
CABE Director of Parent and Family Engagement
(626) 814-4441, Ext. 200
mvilla@bilingualeducation.org

California Association for Bilingual Education (CABE)



The Center for Equity
for English Learners

LMU Extension

UNIVERSITY CREDIT AVAILABLE for CABE 2016 Conference Attendees

March 23-26, 2016
San Francisco, CA



WHAT CREDIT IS AVAILABLE?

- Earn upper division, professional development *continuing education units* at CABE 2016.
- University transcripts will be available upon successful completion and verification of all course requirements.
- **Important:** Prior to enrolling, participants should check district requirements regarding CEU acceptance and salary point equivalency.

HOW DO I ENROLL?

- Online registration is available as follows:
Two Unit Course: <http://tinyurl.com/CABE-2-Unit-Course>
Three Unit Course: <http://tinyurl.com/CABE-3-Unit-Course>
- Course registration will also be available on-site at the CABE University Credit table.
- Participants must register for university credit **prior to attending any workshop or institute** that will be utilized to earn university credit.
- Credit card payments are accepted for online registration only.
- Checks are accepted for in-person registration only.

WHAT ARE THE REQUIREMENTS?

	OPTION I – 2 UNITS Register at http://tinyurl.com/CABE-2-Unit-Course	OPTION II – 3 UNITS Register at http://tinyurl.com/CABE-3-Unit-Course
Cost	\$260	\$390
Course Title	CABE 2016 Course 200: Bridging Multiple Worlds for Local & Global Success	CABE 2016 Course 300: Bridging Multiple Worlds for Local & Global Success
Required Hours	12 hours on-site* plus 8 hours independent work	15 hours on-site* plus 15 hours independent work
Required Assignments	<ol style="list-style-type: none"> 1. Complete attendance form for each session attended to verify a total of <u>12 on-site, CABE conference hours</u> and <u>8 hours independent work</u>. 2. Identify and read at least 1 article or professional reading selection that deepens and/or extends your CABE conference learning (independent work). A selection of articles will be made available. 3. Submit a summary paper that (a) synthesizes your article; (b) synthesizes what you've learned; and (c) identifies specific implications for classroom use: <u>4 pages</u> – typed, double-spaced = <u>8 hours independent work</u>. 	<ol style="list-style-type: none"> 1. Complete attendance form for each session attended to verify a total of <u>15 on-site, CABE conference hours</u>. 2. Identify and read at least 3 articles or professional reading selections that deepen and/or extend your CABE conference learning (independent work). A selection of articles will be made available. 3. Submit a summary paper that (a) synthesizes your articles/readings (b) synthesizes what you've learned and (c) identifies implications of conference content <u>and</u> selected readings for classroom use: <u>6 pages</u> – typed, double-spaced with at least 3 references = <u>15 hours independent work</u>.
Due Date	April 20, 2016	April 20, 2016
Questions	For questions about this professional development opportunity, please contact The Center for Equity for English Learners at ceel@lmu.edu or (310) 568-6117.	
Submit Assignments	Loyola Marymount University Center for Equity for English Learners 1 LMU Drive, Suite 2616 ♦ Los Angeles, California 90045 ceel@lmu.edu ♦ Phone: (310) 568-6117 ♦ Fax (310) 338-1976 Upon successful completion of assignments, participants can receive verification of university credit (continuing education units) by requesting transcripts from Loyola Marymount University.	

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

CABE 2016 - Using our DIGITAL VOICE to meet the needs of English Learners!

Check out these technology highlights throughout the conference:

- **The CABE APP**

CABE has a new app! Download it on your device's App Store or go to www.CABE2016.sched.org. You will get quick access to the Conference Program, workshop sessions, presenters, special events, feedback survey and other CABE information as well!

- **CABE 2016 QR Code**

Download a QR Reader App to your smart phone or tablet to access the CABE 2016 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 Code Reader for Mobile
RedLaser



- **CABE 2016 Technology Lab**—Located in the Franciscan D Room, the Technology Lab will be used for workshops in a lab setting. Chrome Books sponsored by CUE—Computer Using Technology.
- **BYOD—Bring Your Own Device**
CABE 2016 will offer complimentary Internet hot zones and charging stations in the CABE 2016 Exhibit Hall in the Grand Ballroom. Stop by the CABE TECH Booth for assistance.
- **Internet Hot Zones**
Free internet service is available in the CABE 2016 Exhibit Hall in the Grand Ballroom and in select workshop rooms and hot spot areas. Internet access is also available in the lobbies of the Hilton Union Square.
- **Charging Stations**
Battery running low? No problem! Two solutions—1) Stop by the CABE Store and pick up a CABE Booster Charger for just \$12 or, 2) Visit the CABE 2016 Exhibit Hall where you will find charging stations to plug into while you are viewing the wonderful exhibits our sponsors and exhibitors have provided!

CABE 2016 is LIVE on Facebook, Twitter, and Instagram!!



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!

#CABE2016

#Bilingual and Proud of It

#Biliteracy for All



Instagram: Post your CABE 2016 photos on Instagram!

#californiaassociationforbilingualeducation

- **Student Tech Team Volunteers:**

Need some on-the-spot Tech Tutoring to access these great tools at CABE 2016 and beyond?

Just stop any of our CABE 2016 Student Team members and they will show you how in just minutes!

High School Students from San Francisco USD are serving as our CABE 2016 Student Team.

You can spot them easily with their CABE Student Team t-shirts sponsored by San Francisco USD.

Special TECH Institute -Chinatown Street Market Visit

Saturday, March 26, 2016

8:00 am to 12:00 pm (**Note Special Time**)

Location: Meet in lobby of Hilton Union Square

Take home a souvenir of your San Francisco stay. Join presenter Warren Dale for an early morning walking visit to the colorful Chinatown street market where you will capture the sights and sounds of this exciting venue with your cellphone or tablet. Then return to the Hilton to edit your pictures into a video story of your visit. Make sure you have a video editing app like iMovie, KineMaster Pro or VivaVideo loaded on your device.

CABE sends a SHOUT OUT to the following Tech Partners who are making technology come ALIVE at CABE 2016!

- German Aranda, Downtown Mac : <http://www.downtownmac.com>
- Warren Dale, CABE partner: wdale@me.com
- The CABE Geek Squad--Norma Rocha, David Valencia, Jesse Acosta, and many volunteers!
info@bilingualeducation.org

Don't Miss CABE 2016 Student Entertainment

- General Sessions
 - Award Luncheon
 - Grand Exhibit Hall Foyer
 - Seal Of Excellence Banquet

WHAT TALENT!

¡Qué Talento!



ART AT CABE 2016

Student Art Exhibit for CABE Conference 2016

Participating Districts/School

Hayward Unified School District: Burbank Elementary School

Morgan Hill Unified School District: Barrett Elementary School, Nordstrom Elementary School,
P.A. Walsh STEAM Academy San Martin/Gwinn Elementary School

Mt. Diablo Unified School District

Redwood City Unified School District

Salinas City Elementary School District: Sherwood Elementary School,
Dual immersion Academy Salinas, Lincoln Elementary School, Migrant Education Program

Santa Clara County Office of Education: Multilingual Department

San Francisco Unified School District

San Rafael City Schools

**CONSEJERÍA DE EDUCACIÓN
EMBAJADA DE ESPAÑA**

<http://www.mecd.gob.es/eeuu/>

**EDUCATION OFFICE OF SPAIN
SPANISH EMBASSY**

<http://www.mecd.gob.es/eeuu/>



**Asimismo, les animamos a participar en las siguientes iniciativas,
de las que les daremos información en nuestro puesto (booth) # 614:**

- Cursos de Verano para Maestros de Educación Bilingüe y Español como Lengua Extranjera en Universidades Españolas.
- Programa de Auxiliares de Conversación Españoles en Centros Educativos Estadounidenses.
- Programa de Maestros Visitantes.
- Concurso Literario Escribo en Español.
- International Spanish Academies.
- Other education programs in the US.

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

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

Date: Thursday, March 24, 2016

Time: 3:15 PM – 4:30 PM

Room: Tower 3-Golden Gate 4

Josefa Salvador, Education Office Of Spain. Consulate General Of Spain In San Francisco



**INSTITUTO DE LOS
MEXICANOS EN
EL EXTERIOR**



¡MÉXICO PRESENTE EN CABE 2016 EN APOYO A LA EDUCACIÓN BILINGÜE Y NUESTRA COMUNIDAD!

Instituto de Mexicanos en el Exterior (IME)
Consulado General de México en San Francisco
Comisión Nacional de Libros de Texto Gratuitos (CONALITEG)
Instituto Nacional para la Educación de Los Adultos (INEA)
Colegio Nacional de Educación Profesional Técnica (CONALEP)
Sistema Educativo Estatal de Baja California (SEE)
Agencia Mexicana de Cooperación Internacional para el Desarrollo (AMEXCID)
Universidad Abierta y a Distancia de México (UnADM)
Universidad Nacional Autónoma de México (UNAM)
Comisión México-Estados Unidos para el Intercambio Educativo y Cultural

Te invitamos a:

- **visitar nuestros puestos en la sala de exhibiciones # 803-811**
- **conocer nuestros programas de apoyo para la comunidad mexicana en el exterior**
- **participar en nuestras ponencias**

PONENCIAS DE LA DELEGACIÓN MEXICANA PRESENTATIONS BY THE MEXICAN DELEGATION

México y sus comunidades mexicanas en el exterior

Date: Wednesday, March 23

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

**Binational Panel --Supporting Our Binational Students—
Building Programs of Support and Success in Mexico, California
and throughout the US**

Date: Thursday, March 24, 2016

Time: 10:30 AM - 11:45 AM, Room: Golden Gate 7

¡Cuando el alumno llega a otro país!

Date: Thursday, March 24, 2016

Time: 10:30 AM - 11:45 AM, Room: Golden Gate 1

**Conociendo al bachillerato a distancia B@UNAM. Knowing
UNAM Distance High School.**

Date: Thursday, March 24, 2016

Time: 10:30 AM - 11:45 AM, Room: Franciscan D

Plaza comunitaria educación en español al alcance de todos

Date: Friday, March 25, 2016

Time: 10:30 AM - 11:45 AM, Room: Plaza A

Mexican Textbooks for Bilingual Education in California

Date: Friday, March 25, 2016

Time: 10:30 AM - 11:45 AM, Room: Union Square 22

Certificación binacional de aptitudes para mexicanos en el exterior

Date: Friday, March 25, 2016

Time: 3:15 PM - 4:30 PM, Room: Golden Gate 5

Innovation in Higher Education: Educational offer in UnADM

Date: Friday, March 25, 2016

Time: 3:15 PM - 4:30 PM, Room: Franciscan C



Image from *City by the Bay* ©1998 by Tricia Brown and the Junior League of San Francisco and illustrated by Elisa Kleven. Used with the permission of Chronicle Books, San Francisco.

CABE is honored to recognize

Elisa Kleven

THE CABE 2016 ARTIST

Booth #504



CABE is honored to recognize Elisa Kleven as the CABE 2016 Artist. The CABE 2016 artwork represents a magical journey around San Francisco providing powerful imagery for the CABE 2016 theme: “*Bridging Multiple Worlds for Global and Local Success.*” This image is from the children’s book *City by the Bay* ©1998 and used with the permission of Chronicle Books, San Francisco.

Elisa is the award-winning illustrator of several well known books often showcased at CABE conferences: *Abuela* by Arthur Dorros, *De Colores* by Jose Luis Orozco, *Angels Watching Over Me* by Julia Durano, and *The Weaver* by Thatcher Hurd. She also illustrated the CD cover for José Luis Orozco’s recently Grammy nominated album, *¡Come bien! Eat Right!*.

Elisa has also authored and illustrated her own books such as *Welcome Home Mouse*, *A Monster in the house*, the *Paper Princess* series, *The Puddle Pail* and *The Lion and the Little Red Bird*.

Elisa is a popular presenter at schools, book festivals, and conferences. Originally from Los Angeles, Elisa lives near San Francisco with her husband.

Elisa shares, “I write and illustrate picture books because I’ve never outgrown a deep childhood urge to enter a magical world. As a child growing up in Los Angeles, I wished that my huge city could be more like the places in the books that I loved -- places where forests grew and seasons changed, where animals talked and anything was possible.”

Elisa’s work will be featured and available for sale in the Exhibit Hall, Booth #504. She will be present throughout the conference to sign her artwork.

Learn more about Elisa at:

<http://www.elisakleven.com>

**Do you have an effective practice for EL students to share?
Submit your Call for 2017 Presentations.**

Apply to present at

CABE 2017

42ND ANNUAL CONFERENCE

ANAHEIM MARRIOTT
Anaheim, California

MARCH 29 - APRIL 1

General Guidelines for Presenter
Proposal Application Form

**DEADLINE:
THURSDAY,
JULY 28, 2016**



GO ONLINE TO SUBMIT:

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

2016 FILM FESTIVAL

LLÉVATE MIS AMORES

-ALL OF ME



Location: Imperial A

Special Guest:
Director Arturo González Villaseñor

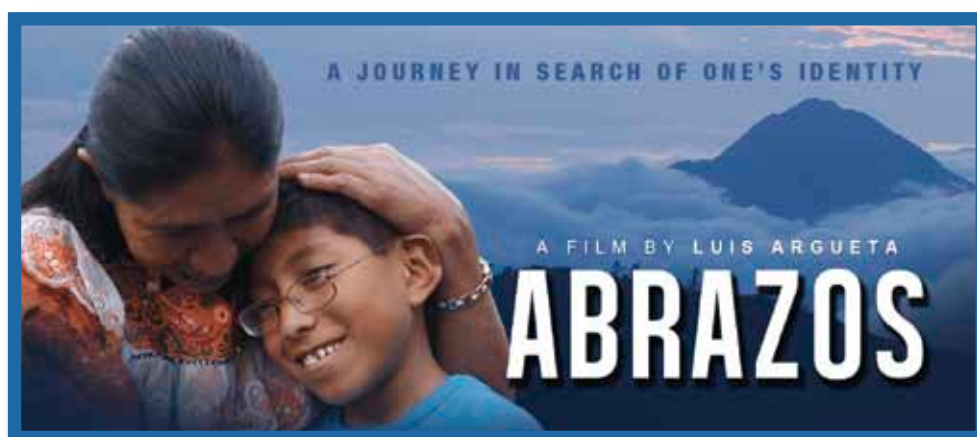
Thursday, March 24, 2016
4:45 pm-6:00 pm



Paintings by Talavera-Ballon <http://www.talavera-ballon.com> depicting Las patronas and Latino Immigrants in San Francisco and California will be displayed at the showing of the movie and in the Exhibit Hall.

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

2016 FILM FESTIVAL



ABRAZOS tells the transformational journey of a group of U.S. citizen children, sons and daughters of undocumented immigrants, who travel from Minnesota to Guatemala to meet their grandparents -- and in some instances their siblings -- for the first time.

There are 4.5 million other U.S. citizen children who, like them, have at least one undocumented parent and are part of mixed-status families, ABRAZOS is the story of 14 of them. Even though they are entitled to the same rights and freedoms as all Americans, many of these children are growing up with the constant fear of separation from their parents. In addition, never having met their grandparents, they don't have a clear sense of who they are or their heritage. ABRAZOS is a film that reflects the hopes, dreams and fears, of these transnational-families who are able to embrace each other, share stories, strengthen traditions and begin to reconstruct their cultural identity.

Director & producer, Luis Argueta, will introduce his film and be present for a Q&A session after the screening.

ABRAZOS



**SPECIAL GUEST:
DIRECTOR LUIS ARGUETA**

LOCATION: IMPERIAL A

**FRIDAY, MARCH 25, 2016
4:45 PM-6:00 PM**

INTERESTED IN BEING PART OF CABE LEADERSHIP? CONSIDER RUNNING FOR THE CABE BOARD OF DIRECTORS!

CABE has openings on the CABE Board of Directors for the following positions for 2016-17:

- **Region II Representative**
- **Region IV Representative**
- **President Elect**
- **Vice President**
- **Director of Parent Relations**
- **Director of Para Professional Affairs**
- **Director of State/Legislative Affairs**
- **2-Way CABE Affiliates Board - 2 Positions**



Any CABE member who is interested in one of these positions and meets the criteria has the opportunity to submit a nomination application. Applications for the above open positions were sent via email to all voting members by March 14, 2016. The nomination application deadline is April 4, 2016. 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 18, 2016 to be included on the election ballot.

Questions? Come to the Membership Booth, #201, in the Exhibit Hall at CABE 2016 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 2016 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 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. 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 4, 2016.

IMPORTANT - PLEASE NOTE: You must be a member in Good Standing as of February 28, 2015, to participate in board member elections in 2016.

CABE Members are invited to participate in the Annual Membership Meeting 2016!

Saturday, March 26, 10:45 am-12:00 pm in the Imperial B Room



*Karling Aguilera-Fort
CABE President*



*Ramón Zavala
CABE Vice President*

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 Karling Aguilera-Fort, and Vice President Ramón Zavala, along with other board members, will share the progress of 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 26, 2016

Time: 10:45 am-12:00 pm

Place: Imperial B

All participants will receive a FREE CABE T-shirt!

CABE 2016 EXHIBIT HALL - GRAND BALLROOM

Hours:

Wednesday, March 23, 2016, 12:00 pm-4:00 pm and 6:00 pm-7:30 pm

Thursday, March 24, 2016, 9:00 am-5:30 pm

Friday, March 25, 2016, 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 these times!



Visit the CABE 2016 Exhibit Hall to take advantage of the following:

- CABE coffee hour 9:00-11:00 am—Thursday and Friday
- Exhibit Hall Passport—win a gift card Thursday and Friday
- CABE afternoon snack—Thursday and Friday, 3:30-4:30 pm
- Free Internet Access and charging stations for your phones, tablets and laptops—charge up while viewing the fabulous booths and products!
- Approved publishers for the new ELA/ELD textbook adoption
- 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!
- 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 2016 Vendor Raffles will take place on Thursday and Friday at 5:00 pm in the Exhibit Hall.

Special Events in the CABE 2016 Exhibit Hall

- Author's Corner (In the Plaza Area)—take time to meet our authors and get your book signed.
- CABE Poetry Slam in the Exhibit Hall Plaza Area—Friday, 12:30 pm-1:30 pm
- Daily drawings!



Author's Corner

Exhibit Hall - Grand Ballroom Plaza

Meet the author and get your book signed!
Please join CABE in recognizing authors of multicultural and multilingual literature!

Wednesday, March 23, 2016

- | | |
|-------------------|---|
| 2:30 pm – 3:00 pm | Author, Oliver Chin
<i>Tales from the Chinese Zodiac Series</i> |
| 3:15 pm – 3:45 pm | Author and Speaker, Elizabeth Jiménez Salinas
<i>El Corazon Sincero, LALO, and Math, Science and History Cognate Books</i> |
| 6:00 pm – 7:00 pm | Keynote Speaker, Sonia Manzano
<i>Becoming María: Love and Chaos in the South Bronx</i> |

Thursday, March 24, 2016

- | | |
|---------------------|---|
| 11:15 am – 12:30 pm | The Need for Relevant Literature in Secondary Classrooms: A Panel Presentation
<i>Award winning authors share their books and why they are important to share with middle and high school students.</i>
Graciela Tiscareño-Soto, Ambassador Julian Nava, Rosie Ochoa, and Kirk Whisler |
| 12:45 pm – 2:00 pm | Insights from Award Winning Children's Picture Book Authors: A Panel Presentation
<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>
Maritere Rodríguez Bellas, Moderator
Marie Elena Cortés, René Colato Laínez, Graciela Tiscareño-Soto, and Gladys Barbieri |
| 2:15 pm – 2:45 pm | CABE Board Member and Parent Authors, Lettie Ramírez
<i>No Estás Solo: Recetas para obtener éxito, de padres para padres</i> |
| 3:00 pm – 3:30 pm | Author, Melissa Reyes
<i>I Am Sausal Creek/Soy El arroyo Sausal</i> |
| 3:45 pm – 4:15 pm | Featured Speaker and Author, Enid Lee
<i>Beyond Heroes and Holidays, Checking and Changing My Systems for Equity, and Guiding Principles for Equity Work</i> |

Friday, March 25, 2016

- | | |
|---------------------|--|
| 10:30 am – 11:00 am | Author, Linda Diamond
<i>Teaching Reading Sourcebook and Assessing Reading: Multiple Measures</i> |
| 11:15 am – 11:45 am | Author, Allison Branscombe
<i>All About China: Stories, Songs, Crafts and More for Kids</i> |
| 12:00 pm – 12:30 pm | A Conversation with Award Winning Young Adult Book Authors: A Panel Presentation
<i>The panel will present Award Winning Young Adult Authors discussing the importance of Ethnic Studies and Multicultural Topics.</i>
Marie Elena Cortés, Moderator
Victor González, Maritere Rodríguez Bellas, and María Nieto |

CABE 2016 NIGHT AT THE EXHIBITS

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



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

For a Special Night at the Exhibits

Wednesday, March 23, 2016

6:00 PM-7:30 PM

Grand Ballroom

Raffles, drink coupons, and discounts!

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

After your visit to the Exhibit Hall, join us at

• The CABE Membership Reception

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

Join us as we get off to a fabulous and fun start of CABE 2016!

CABE 2016 JAM SESSION

Love to sing with others? Here is your chance! Get your groove on with your fellow CABE conference attendees in our 4th Annual Official CABE Jam Session!

THURSDAY, MARCH 24, 2016

4:30 PM - 6:00 PM

CONTINENTAL BALLROOM

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

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

ALL ARE WELCOME!



CABE 2016 - 4th Annual

Poetry Slam

**With Slammaster Ramona Webb!****Friday, March 25, 2016****12:30 pm -1:30 pm****Plaza Area in the Exhibit Hall, Grand Ballroom**

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

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 7 years. She has a bachelor's degree in Theater and is a conservatory trained Performance Artist. Mona is currently completing a M.Ed. degree at Lesley University. Ramona is the host, organizer, coach, and Slammaster of San Francisco's The City Poetry Slam. Ramona has competed on the National Poetry Slam circuit for 15 years.

Raise your multilingual voice in word, lyric and rhyme!



cabe ONLINE!

- New!** **CABE WEBSITE**
gocabe.org
- CABE EMAIL**
info@bilingualeducation.org
- New!** **CABE RESOURCE CENTER**
resources.gocabe.org
- CABE CORNER BLOG**
cabecorner.com
- CABE ON TWITTER**
[@cabebebilingual](https://twitter.com/cabebebilingual)
- CABE ON FACEBOOK**
Be a fan!

“En este libro encontrará muchas sugerencias para apoyar su labor de padre, de madre, de guía y apoyo de los niños.” - *Alma Flor Ada*



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California Association for Bilingual Education

BilingualEducation.org

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NO ESTÁS SOLO:

Recetas Para Obtener ÉXITO, de Padres Para Padres

El libro, *No Estás Solo: Recetas Para Obtener Éxito, De Padres Para Padres* es un libro que está escrito para quien desee ayudar a niños, adolescentes, y hasta adultos. En 50 capítulos, el libro toca temas de **educación, nutrición, disciplina, finanzas, comunicación, motivación** y también incluye historias para mejorar su vida.

Si usted quiere que sus hijos vayan a la universidad, este es el libro para usted.

Si usted quiere obtener ideas para ayudar a sus hijos, nietos y vecinos, este es el libro para usted.

Si tiene 5 minutos para leer, este es el libro para usted.

QUIERE MEJORAR Y AYUDAR A OTROS EN SU ESCUELA A SER MEJOR PADRES?

EMPIEZE UN CLUB de Lectura Y Apoyo en su escuela y obtenga la oportunidad de ser autor en el siguiente libro,

PASOS A TOMAR:

- ☐ Baje el capítulo "Pasos Para Llegar a la Universidad" completamente **GRATIS** en:
VelazquezPress.com/NoEstamosSolos
- ☐ Identifique e invite a padres para formar su grupo y haga una lista de números telefónicos para comunicarse.
- ☐ Pídanle a su escuela que ordene el libro y el paquete que lo acompaña. El director o administrador puede usar fondos disponibles de Título I, III, o LCFF.
- ☐ Establezcan una fecha para reuniones cada mes o semana para compartir pensamientos e ideas y sigan los pasos en la guía disponible gratuitamente en:

www.VelazquezPress/NoEstamosSolos

Don't miss our daily opportunity to win!

CABE 2016 Daily Drawings

**Don't miss your daily opportunity to win an *Apple iPad Mini*,
a *Caribbean vacation* or a *free CABE 2017 Conference registration*!**

Daily drawings will be held inside the Exhibit Hall in Grand Ballroom A & B 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 your luck!



Administrative Leadership Symposium

Friday, March 25, 2016 • 10:30 am-2:30 pm • Imperial A

PLANNING STRATEGICALLY FOR GLOBAL SUCCESS

Models for Sustainable Transformation

Participants who have pre-registered have priority seating. Lunch is provided.

Complimentary Registration is offered for Board Members, Superintendents and Assistant Superintendents. Other conference attendees who are district and site administrators and leaders are welcome to attend for a small registration fee.

OUTCOMES

- Create a space for like-minded leaders to convene and communicate around issues of 21st century excellence and equity for English Learners and other students.
- Engage participants in exploring strategic planning models for sustainable transformation that result in globally-competitive schools.
- Share processes for strategic integration and implementation of district and site plans to ensure 21st century equity and excellence for English Learners.
- Address the needs of English Learners through the LCAP process
- Generate enthusiasm and excitement about deeply engaging our communities in envisioning high-level success for our students and schools.

DESCRIPTION

The Administrator Leadership Symposium will provide district and site leaders with a window into strategic planning processes that are models for sustainable transformation of an entire school district so it can achieve 21st century multi-lingual excellence and equity for English Learners.

This year's symposium attendees will hear from the leadership of three California districts about their progress in designing and implementing forward-thinking student-centered strategic initiatives that drive the Local Control and Accountability Plan and that have dramatically changed both the WHAT and the HOW of the districts' work.

This session will provide an exciting space for district and site leaders to access key information, research, support, and structures to successfully implement globally-competitive schools and funding policies and practices that yield 21st century success for English Learners and all other students.

Facilitated and organized by San Rafael USD and the CABE Board of Directors

PRESENTERS

- Karling Aguilera-Fort, CABE Board President & Assistant Superintendent, San Francisco USD
- Richard Carranza, Superintendent, San Francisco USD
- Kelly King, Assistant Superintendent of Educational Services, Glendale USD
- Raúl Maldonado, Superintendent, Palmdale SD
- José Manzo, Superintendent, Oak Grove SD
- Nellie Meyer, Superintendent, Mt. Diablo USD
- Pedro Noguera, Director, Center for the Study of School Transformation, Graduate School of Education and Information Sciences at UCLA
- Laurie Olsen, SEAL, Sobrato Family Foundation
- Francisca Sánchez, CABE Board Immediate Past President

CO-SPONSORED BY



ADVOCACY & ENGAGEMENT STRAND

OUR VOICES MAKE A DIFFERENCE!

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

Wednesday, 3/23/2016

Teachers and Immigration - How teachers can advocate for their immigrant students inside and outside of the classroom.

1:00 PM - 2:15 PM

Room: Tower 3-Union Square 14

Annette Wong, Chinese for Affirmative Action

"A Bridge to Somewhere":

Metaphor in Bilingual Policy Reform Efforts

2:45 PM - 4:00 PM

Room: Tower 3-Union Square 14

Sharon Merritt, Fresno Pacific University

Mow Wow! Bilingual Advocacy for Animals:

A California Assembly Resolution

2:45 PM - 4:00 PM

Room: Tower 3-Golden Gate 6

Leonor Delgado, Palo Alto Humane Society

Dollars and Democracy: An Introduction to the State Budget Process

2:45 PM - 4:00 PM

Room: BR-Continental Ballroom 7

Jonathan Kaplan, California Budget & Policy Center

Thursday, 3/24/2016

Promoting an Effective Local Control Accountability Plan Year 3

10:30 AM - 11:45 AM

Room: Tower 3-Golden Gate 3

Teri Burns, California School Boards Association

How an Idea Becomes Law

10:30 AM - 11:45 AM

Room: Tower 3-Union Square 13

Martha Zaragoza Díaz, Zaragoza Diaz & Associates

"California Students on the Cutting EDGE"

Multilingualism for All

10:30 AM - 11:45 AM

Room: Tower 3-Union Square 4

Cheryl Ortega, United Teachers Los Angeles

Supporting Latino Newcomer Immigrant Students & Families

1:30 PM - 2:45 PM

Room: Tower 3-Golden Gate 4

Nadya Bratt, San Francisco USD

Does Your LCAP Deliver on the Promises for Improved and Increased Services for English Learners?

3:15 PM - 4:30 PM

Room: Tower 3-Golden Gate 3

Shelly Spiegel-Coleman, Californians Together

Friday, 3/25/2016

Be a Part of Changing Our State for English Learners

10:30 AM - 11:45 AM

Room: Tower 3-Golden Gate 7

Shelly Spiegel-Coleman, Californians Together

Student Discipline and Student Placement Equity Issues: Legal and Legislative Advocacy Updates

3:15 PM - 4:30 PM

Room: Tower 3-Golden Gate 7

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

How to Use LCFF & LCAPs to Advance English Learner Equity

3:15 PM - 4:30 PM

Room: BR-Continental Ballroom 9

Veronica Flores Malagon, The Education Trust-West

Saturday, 3/26/2016

Rethinking Bilingual Education - with a Social Justice Perspective

10:45 AM - 12:00 PM

Room: Tower 3-Golden Gate 3

Pilar Mejia, SFABE & Rethinking Bilingual Education

DUAL LANGUAGE IMMERSION AT THE CABE CONFERENCE!



*2-Way CABE is your CABE Affiliate for Dual Language Immersion
Teachers, Parents and Administrators!*

Join the 2-Way CABE Affiliate! Free to CABE members!

DUAL LANGUAGE IMMERSION PROGRAM SHOWCASE

Learn about specific schools and share ideas with 2-Way Colleagues!

Saturday, March 26, 9:00am - 12:00pm

Room Plaza B

Join us for the 2-Way CABE Members meeting!

Thursday, 4:00-5:30 pm in Union Square 11

Dual Language Immersion Reception

Honoring Dr. Katherine Lindholm-Leary

Thursday, March 24 • 6-8 pm

Co-sponsors 2-Way CABE, DLeNM, and CABE

*By invitation! Come to the 2-Way CABE Exhibit booth (#606)
for your invitation and ticket to attend*

Please visit the 2-Way CABE booth #606 at the Exhibit Hall!

JOIN 2-WAY CABE! Free for CABE members

Video shoot for 2-Way CABE members!



Your 2-Way CABE Board of Directors

Peggy Morrison

Patricia Wolf-Kincade

Estella Patel

Jennifer Martínez

2waycabe@bilingualeducation.org



Dual Language Immersion (2-Way/Dual Immersion) is a major focus at CABE 2016.
The following sessions and workshops provide you with a wealth of sessions to choose from!

Wednesday, March 23		
TIME	ROOM	TITLE
10:30 AM - 4:30 PM	BR Franciscan B	La formación y la presentación de los conocimientos a través del lenguaje académico
1:00 PM - 2:15 PM	Tower 3-Union Square 8	Spanish Literacy Intervention
1:00 PM - 2:15 PM	Tower 3-Union Square 3	Diseño interdisciplinar de contenidos a través de las tipologías textuales en programas bilingües; lengua española y ciencias sociales
1:00 PM - 2:15 PM	Tower 3-Union Square 6	Take your Immersion Program to the Next Level!
2:45 PM - 4:00 PM	Tower 3-Union Square 6	Using Research-Based Instruction to Promote Multilingualism: A Day in the Life of a Dual Immersion Student
2:45 PM - 4:00 PM	Tower 3-Union Square 2	Identidades académicas de alumn@s latin@s en programas de inmersión dual
Thursday, March 24		
10:30 AM - 11:45 AM	BR-Continental Ballroom 7	The Critical Importance of Bilingualism
10:30 AM - 11:45 AM	Tower 3-Mason	Programa de Inmersión Be GLAD en español (GLAD: Guided Language Acquisition Design)
10:30 AM - 11:45 AM	Tower 3-Union Square 9	Measuring Quality Implementation for English Learner Pathways
10:30 AM - 11:45 AM	Tower 3-Union Square 21	Practical strategies to advance language skills for both heritage and non-heritage speakers in Biliteracy and Immersion pathways
1:30 PM - 2:45 PM	Tower 3-Union Square 13	(Leer, escribir, pensar, y actuar) Creating a Bilingual Social Justice Curriculum
1:30 PM - 2:45 PM	Tower 3-Union Square 2	Implementing Writers Workshop in a Two-Way Spanish Immersion School
1:30 PM - 4:30 PM	BR-Yosemite B	Dual Language as a Remedy: The Research Rationale
3:15 PM - 4:30 PM	Tower 3-Golden Gate 4	La poesía en el aula: un recurso para el aprendizaje de español
3:15 PM - 4:30 PM	Tower 3-Union Square 1	Ten Fidelity Assurances of Dual Language Immersion Programs
Friday, March 25		
10:30 AM - 11:45 AM	BR-Continental Ballroom 3	Dual Language Essentials: Creating and Sustaining a High Quality Program
10:30 AM - 11:45 AM	Tower 3-Union Square 22	Mexican Textbooks for Bilingual Education in California
10:30 AM - 11:45 AM	Tower 3-Lombard	Establishing Multiple Pathways to Biliteracy: An additive approach to language learning for global students
10:30 AM - 11:45 AM	Tower 3-Union Square 2	First Year of Dual Language Immersion Implementation: Lessons Learned
10:30 AM - 11:45 AM	BR-Franciscan B	El desarrollo del idioma español: ¿Qué? ¿Por qué? ¿Cómo?
10:30 AM - 11:45 AM	Tower 3-Union Square 13	Beginning a Dual Immersion Elementary Program
10:30 AM - 11:45 AM	Tower 3-Union Square 25	Bringing Spanish Social Studies to life with "Cuadernos Interactivos" interactive journals.
1:30 PM - 2:45 PM	BR-Continental Ballroom 8	The 50:50 Two-way Immersion Model: Point to Ponder
1:30 PM - 2:45 PM	Tower 3-Union Square 1	Strategies used in Kai Ming's Dual Language (English/Cantonese) Program 啓明啓蒙項目運用多類型方法學雙語
1:30 PM - 2:45 PM	BR-Continental Parlor 3	Cross-Linguistic Transfer: The Spanish-English Literacy Connection
1:30 PM - 2:45 PM	Tower 3-Union Square 14	Emergent Literacy in Spanish and English: Similarities and Differences
3:15 PM - 4:30 PM	Tower 3-Union Square 14	Implementación de los Estándares Estatales Comunes en los programas de Inmersión dual y bilingües
3:15 PM - 4:30 PM	Tower 3-Union Square 2	Developing Biliteracy: Data-driven Literacy Interventions
3:15 PM - 4:30 PM	Tower 3-Union Square 13	Teaching Cognate Recognition Strategies through Picture Book
Saturday, March 26		
9:00 AM - 12 PM	Tower 3-Plaza B	Dual Language Immersion Program Showcase—Sponsored by 2Way CABE
9:00 AM - 10:15 AM	BR-Franciscan C	OCDE Project GLAD® en español
9:00 AM - 10:15 AM	Tower 3-Golden Gate 4	Vocabulary Development through Chants, Poems and Songs in a Two-Way Program
10:45 AM - 12:00 PM	BR-Franciscan C	Attaining the Promise: Mapping the Trajectory toward the Promise of Biliteracy and Academic Excellence, TK-12
10:45 AM - 12:00 PM	BR-Continental Parlor 9	Spanish Biliterate Teachers Training and Credentialing: Keys to Excellence Way Immersion program.

Sesiones en español para educadores y padres de familia

DATE	TIME	LOCATION	DESCRIPTION	PRESENTER
3/23	1:00 PM-2:15 PM	Tower 3-Union Square 3	Diseño interdisciplinario de las materias a través de las tipologías textuales en programas bilingües: El lenguaje española y las ciencias sociales	Maria Capdevila
3/23	1:00 PM-2:15 PM	Tower 3-Union Square 9	Alimentando las raíces: Aprendizaje en un centro pre-escolar de inmersión	Bethica Quinn
3/23	1:00 PM-2:15 PM	Tower 3-Plaza B	Como ayudar a nuestros hijos a tener el buen automanejo que los llevará a triunfar en la vida	Maria Reifler
3/23	1:00 PM-2:15 PM	Tower 3-Golden Gate 4	El impacto que tendrá los nuevos estándares académicos en el salón de clase desde la instrucción hasta el asesoramiento.	Marielena Ayala
3/23	2:45 PM-4:00 PM	Tower 3-Plaza A	Las diferencias entre estudiantes que pasan exámenes de lectura de manera con éxito y los que encuentran dichos exámenes difíciles	Victor Tellez
3/23	2:45 PM-4:00 PM	Tower 3-Union Square 2	Identidades Académicas de Alumn@s Latin@s en Programas de Inmersión Dual	Myriam Casimir
3/23	2:45 PM-4:00 PM	Tower 3-Golden Gate 5	¡Padres con información, hijos con éxito!	Maria Teresa Herrera
3/23	2:45 PM-4:00 PM	Tower3-Plaza A	Mexico y sus Comunidades Mexicanas en el Exterior	Francisco De La Torre Galindo & Guido Arochi
3/23	2:45 PM-4:00 PM	Tower 3-Plaza B	Los elementos esenciales sobre la educación especial y el plan educativo (IEP) que todos los padres deben de saber especialmente con los nuevos Estándares Comunes Educativos de California.	Victor Torres
3/24	10:30 AM-11:45 AM	Tower 3-Mason	"Programa de Inmersión Be GLAD en Español	Mona Gonzales
3/24	10:30 AM-11:45 AM	Tower 3-Golden Gate 1	¡Cuando el alumno llega a otro país!	Yara Amparo Lopez
3/24	10:30 AM-11:45 AM	Tower 3-Plaza A	Familias: Compañeros Del Sistema de Apoyo Para El Comportamiento Positivo (PBIS)	Marissa Lazo-Necco
3/24	10:30 AM-11:45 AM	Tower 3-Plaza B	Common Core Standards: sus características, beneficios y retos para la educación de nuestros niños en la diversidad y la movilidad.	Patricia Ramos-Méndez
3/24	10:30 AM-11:45 AM	Tower 3-Golden Gate 6	Sean ejemplos para sus hijos y sean líderes	Ricardo Pajuelo
3/24	10:30 AM-11:45 AM	Tower 3-Union Square 8	Perfil del maestro bilingüe (español-inglés) en el siglo XXI	Fernando Rodríguez-Valls
3/24	10:30 AM-11:45 AM	BR-Franciscan D	Conociendo al Bachillerato a Distancia B@UNAM. Knowing UNAM Distance High School.	MaríaPía García Pandal
3/24	1:30 PM-2:45 PM	Tower 3-Golden Gate 7	De ser un niño inmigrante a escritor: Una historia de éxito	René Colato Laínez
3/24	1:30 PM-2:45 PM	Tower 3-Golden Gate 5	El equipo de apoyo del estudiante: como apoyar a nuestros estudiantes que están aprendiendo inglés con dificultades académicas	Patricia Pelino
3/24	1:30 PM-2:45 PM	BR-Franciscan D	Capacitando a los estudiantes de inglés como segunda lengua y a sus padres: Reduciendo la brecha digital / lingüística a través de la tecnología	Efraín Tovar
3/24	1:30 PM-4:30 PM	Tower 3-Plaza B	Fortalezcamos y pongamos en práctica habilidades para la vida como el fundamento para seguir aprendiendo en la diversidad, en una comunidad educativa multicultural.	Patricia Ramos-Méndez
3/24	1:30 PM-4:30 PM	Tower 3-Plaza A	Sí, se puede - los beneficios de involucrarse en la educación de sus hijos	Maria Quezada

¡Mejore su nivel académico de vocabulario y comprensión en español!

Sesiones en español para educadores y padres de familia

DATE	TIME	LOCATION	DESCRIPTION	PRESENTER
3/24	1:30 PM-4:30 PM	Tower 3-Taylor	Los estándares para el desarrollo del idioma español: ¿Qué? ¿Por qué? ¿Cómo?	Jorge Cuevas Antillón
3/24	3:15 PM-4:30 PM	Tower 3-Golden Gate 4	La poesía en el aula: un recurso para el aprendizaje de español	Josefa Salvador
3/24	3:15 PM-4:30 PM	Tower 3-Union Square 14	Los conceptos transversales de las ciencias para todos los estudiantes	Diana Velez
3/24	3:15 PM-4:30 PM	Tower 3-Golden Gate 5	Padres informados, hijos exitosos!	Maria Teresa Herrera
3/25	10:30 AM-11:45 AM	Tower 3-Plaza A	Plaza Comunitaria Educación en Español al Alcance de Todos	Sofía Mariana Reina Astudillo
3/25	10:30 AM-11:45 AM	BR-Franciscan B	El desarrollo del idioma español: ¿Qué? ¿Por qué? ¿Cómo?	Jorge Cuevas Antillón
3/25	10:30 AM-11:45 AM	Tower 3-Golden Gate 1	Con la poesía, aprendo a leer	Shauna Williams
3/25	10:30 AM-11:45 AM	Tower 3-Plaza B	La educación financiera, como quedarse con más dinero al final del mes	Lettie Ramírez
3/25	1:30 PM-2:45 PM	Tower 3-Golden Gate 4	Canciones y cuentos para aprender a leer	Lada Kraty
3/25	1:30 PM-2:45 PM	Tower 3-Golden Gate 8	¿Por qué música en el salón de clase? Cantar y bailar como herramienta pedagógica y musicoterapéutica.	Victor Rivera
3/25	1:30 PM-2:45 PM	Tower 3-Golden Gate 1	Desarrollando experiencias ricas en lenguaje para niños pequeños utilizando libros informativos	Patricia Rendon
3/25	1:30 PM-2:45 PM	Tower 3-Plaza A	Nuestros Hijos: AMOR, ANIMO Y APOYO	Francisco Reveles
3/25	1:30 PM-4:30 PM	Tower 3-Plaza B	¡Ven! Sigamos aprendiendo toda la vida- La tecnología para principiantes	Rita Mendez-Serrano
3/25	3:15 PM-4:30 PM	Tower 3-Union Square 14	"La implementación de los estándares estatales comunes en los programas bilingües y de inmersión dual bilingües	Cristina Urbano
3/25	3:15 PM-4:30 PM	Tower 3-Union Square 6	Planificación, implementación y éxito de un concurso de deletreo en español a nivel de preparatoria con la participación de estudiantes avanzados	Maria Josie Ervin
3/25	3:15 PM-4:30 PM	Tower 3-Plaza A	La motivación en relación al éxito académico de sus hijos	Maria Cuadra
3/25	3:15 PM-4:30 PM	Tower 3-Golden Gate 5	Certificación Binacional de Aptitudes para Mexicanos en el Exterior	Alfredo Rello
3/25	4:45 PM-6:00 PM	Tower 3-Powell	El perfil cultural de un educador proficiente en programas de la educación migratoria: Como trabajar con familias migrantes y como aprender de sus experiencias	Reyes Quezada
3/26	9:00 AM-10:15 AM	BR-Franciscan C	OCDE Project GLAD® en español	Diana Hernandez
3/26	9:00 AM-10:15 AM	Tower 3-Golden Gate 1	Sane su pasado para criar hijos exitosos y felices.	Isabel Lara
3/26	9:00 AM-10:15 AM	Tower 3-Golden Gate 3	La disciplina con dignidad los siete días de la semana	Jorge Dueñas
3/26	10:45 AM-12:00 PM	BR-Continental Ballroom 9	Spanish Biliterate Teachers Training and Credentialing: Keys to Excellence	Rosario Outes
3/26	10:45 AM-12:00 PM	Tower 3-Golden Gate 1	Familias unidas a través de la lectura y el aprendizaje	Ninfa Zuno
3/26	9:00 AM-12:00 PM	BR-Continental Ballroom 1	Acceso a los textos complejos: Como apoyar a la comprensión de textos informativos en español	Francisco Pérez Duque

Look through the CABE program for sessions that are inclusive of the Chinese, Arabic and Vietnamese languages as well!

CABE Welcomes Federal and State Education Partners to CABE 2016

Thank you for your advocacy and support of Bilingual and English Learner programs!

US Department of Education (USDOE)



John B. King, Jr.
Secretary of Education



Marianna Vinson
Deputy Director, OELA

California Department of Education (CDE)



Tom Torlakson
State Superintendent of Public Instruction

CABE Thanks the TEAM from CDE

(Instruction & Learning Support Branch and the English Learner Support Division) for being present and supporting our English Learner students and bilingual programs

Tom Adams, Veronica Aguila, Elena Fajardo, Gustavo González, Sonia, Petrozello, Celina Torres, Cynthia Gunderson, Alejandro Hernandez, Carrie Roberts, Barbara Murchison, Constantino Silva, Gaye Lauritzen, Shobhana Rishi

California Content Standards and Assessments Aligned with the English Language Development

Standards for English Learners
Wednesday, March 23, 2016
1:00 PM - 4:00 PM
Room: BR-Continental Ballroom 1

Designated and Integrated English Language Development—the State's Perspective

Thursday, March 24, 2016
10:30 AM - 11:45 AM
Room: BR-Continental Ballroom 1

Equity and Teaching and Leading Excellence: Using California's Educator Equity Plan and Greatness by Design to Inform Your Local Planning

Thursday, March 24, 2016
1:30 PM - 4:30 PM
Room: BR-Continental Ballroom 1

Implementation of the ELA/ELD Framework and Newly Adopted Instructional Materials

Friday, March 25, 2016
1:30 PM - 4:30 PM
Room: BR-Continental Ballroom 1

La Cosecha 2016

DUAL LANGUAGE CONFERENCE

Santa Fe, New Mexico

November 9 - 12, 2016

www.dlenm.org/lacosecha

WANTED

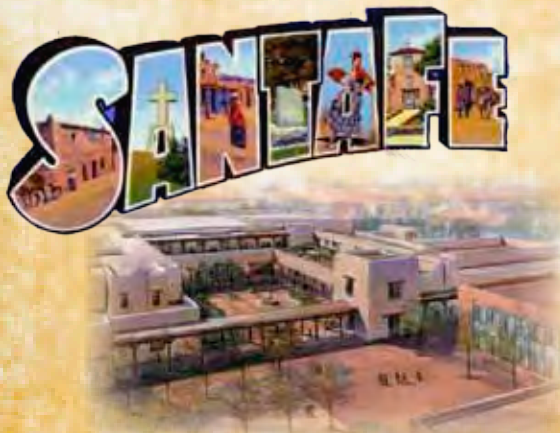


We want YOU to join us in historic Santa Fe, New Mexico, for the 21st Annual *La Cosecha* Conference!

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Sheltering/Scaffolding Instruction
STEM Education * Two-Way Programs
Teaching for Transfer * and much more!

For more information scan the
QR code with your phone!



La Cosecha is hosted by Dual Language Education of New Mexico
www.dlenm.org

CABE welcomes key CABE 2016 sponsors and congratulates them on their approval within the 2015 English Language Arts/English Language Development Instructional Materials Adoption (K-8).

Two special Textbook Sessions are offered this year at CABE 2016 by McGraw-Hill and National Geographic-Cengage



**Exploring Biliteracy and ELD with McGraw-Hill,
featuring Jana Echevarría**

12:00 PM - 4:00 PM

Room: BR – Imperial A

Jana Echevarría, CSU Long Beach

Deborah Shepherd, McGraw-Hill

Yvette McCauley, McGraw-Hill

Grade Level: K-8

Language: English

Strand: English Language Development (ELD)



**CABE 2016
PLATINUM LEVEL
SPONSOR**

Booths: 509 & 511

Join us in this special Sponsorship Session, featuring program author, Dr. Jana Echevarría, to explore biliteracy and English language development classrooms rich with language, through Maravillas, Wonders, and Wonders for English Learners. Together we will see how these McGraw-Hill programs support biliteracy, bilingualism and biculturalism. These programs have been recently approved as part of the California 2015 English Language Arts/English Language Development Instructional Materials Adoption (K-8). Lunch will be provided. (Space is limited to 125. Preferential seating to those who submitted RSVP.)



**California Reach for Reading:
Experience the National Geographic Difference!**

Emily Ledterman, National Geographic/Cengage

3:15 PM - 4:30 PM

Room: BR-Yosemite C

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

**CABE 2016
PLATINUM LEVEL
SPONSOR**

*Booths: 301, 303, 305,
400, 402, 404*



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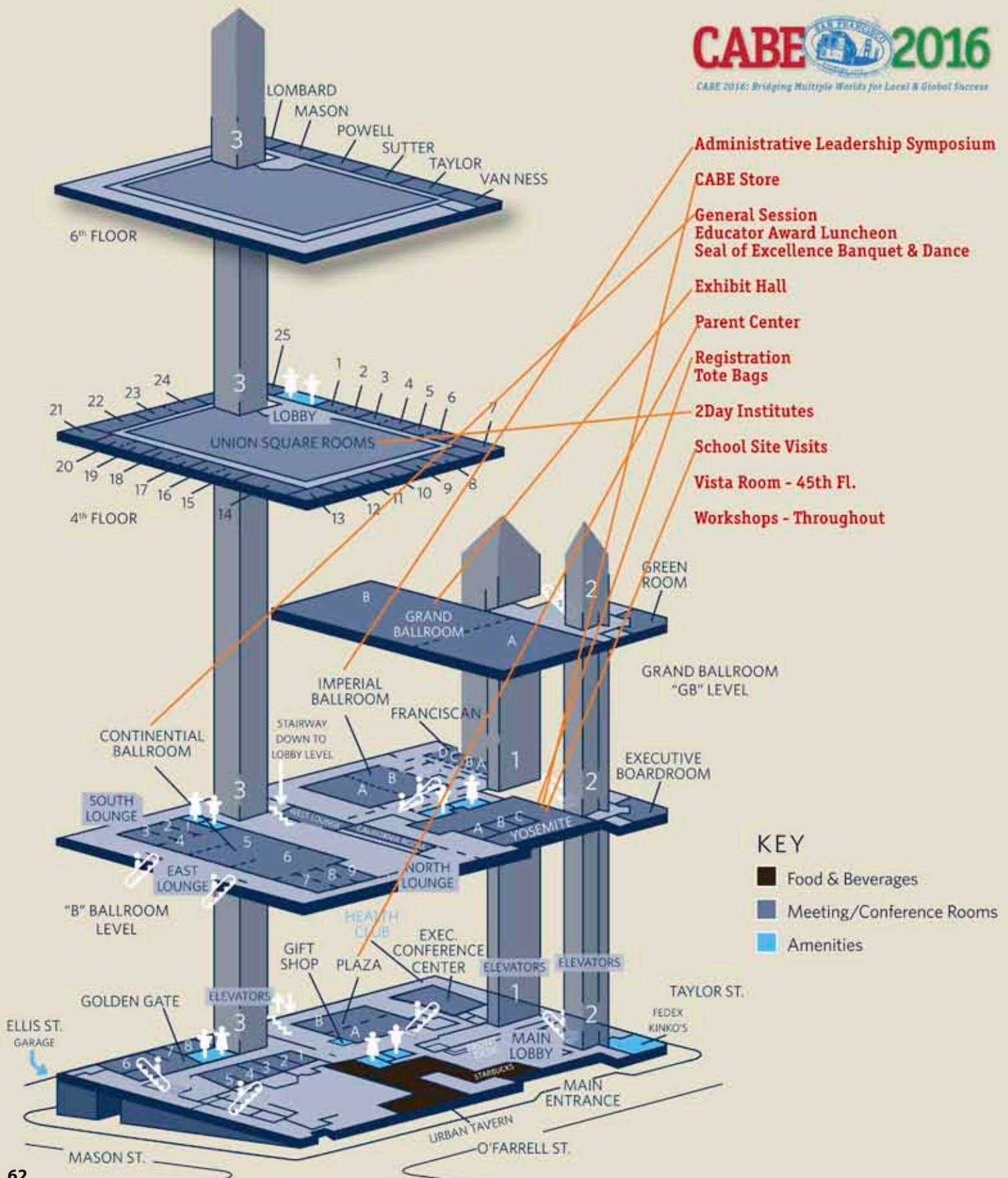
Consulting

- Dual Immersion programs
- Systemic implementation of biliteracy and English Learner programs
- English Learner Master Plans
- LCAP - Providing increased and improved services for English Learners



Contact us for more information!
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 (626) 814-4441 Ext. 212

FLOOR PLAN FOR CONFERENCE & EVENT ROOMS



CABE 2016



Bridging Multiple Worlds for Local & Global Success

• *Wednesday* •

MARCH

23

HIGHLIGHTS

Opening Day Activities

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

Exhibit Hall Activities-- Grand Ballroom

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

Workshops, Institutes, Activities

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

Featured Institutes

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

Featured Speakers

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

Opening General Session

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

Special Events

7:00 pm - 11:00 pm / Membership Reception and Dance
Featuring: DJ Bobby A / Continental Ballroom



PLAN YOUR DAY

MORNING 8:00 am - 12:00pm

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AFTERNOON 12:00 pm - 6:00 pm

--

EVENING 6:00 pm - 11:00 pm

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WEDNESDAY

TWO-DAY INSTITUTE 9:30 AM - 4:30 PM

PRE-REGISTRATION AND ADDITIONAL FEE REQUIRED

•Be GLAD 2-Day Institute

9:30 AM - 4:30 PM

Room: Tower 3-Union Square 19/20

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

Grade Level: All

Language: English

Strand: English Language Development (ELD)

Audience Level: New to Field/Experienced

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

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TWO-DAY INSTITUTES 10:30 AM - 4:30 PM

PRE-REGISTRATION AND ADDITIONAL FEE REQUIRED

•Engaging Language Learners through Kagan Structures for Active Engagement

10:30 AM - 4:30 PM

Room: Tower 3-Union Square 22

Tom Searl, Kagan Publishing & Professional Development

Grade Level: K-12

Language: English

Strand: Professional Development/Teacher Preparation

Audience Level: New to Field/Experienced

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

•An Overview of Two-Way Bilingual/Dual Immersion Programs: Authentic 21st Century Learning for All Students

10:30 AM - 4:30 PM

Room: Tower 3-Union Square 17/18

Jody Wiencek, CABE PDS Consultant
Kris Nicholls, CABE Professional Development Services

Grade Level: Preschool-12

Language: English

Strand: Biliteracy/Dual Immersion

Audience Level: New to Field/Experienced

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

•Science & Math Instructional Strategies for English Learners: Building Academic Success for ELs through Content and the Common Core Standards

10:30 AM - 4:30 PM

Room: Tower 3-Union Square 15/16

Ron Rohac, Rohac Ed Solutions

Grade Level: 6-12

Language: English

Strand: Curriculum & Instruction

Audience Level: New to Field/Experienced

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

•Unpacking the ELD/ELA Framework and Standards for Integrated and Designated ELD Time

10:30 AM - 4:30 PM

Room: Tower 3-Union Square 23/24

Ivannia Soto, Whittier College

Grade Level: K-8

Language: English

Strand: English Language Development (ELD)

Audience Level: New to Field/Experienced

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

FEATURED INSTITUTES



Sarah Anderberg
California County Superintendents
Educational Services Association

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

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

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

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

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



Silvia Dorta-Duque de Reyes
National Biliteracy Consultant

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

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

Maritza Salcido, Gilroy SD

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

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

FEATURED INSTITUTES



•Exploring Biliteracy and ELD with McGraw-Hill,
featuring Jana Echevarría

12:00 PM - 4:00 PM
Room: BR – Imperial A

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

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

**Mc
Graw
Hill
Education**

**SPECIAL PLATINUM
SPONSOR SESSION**

*California Approved
Textbook Adoption*

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

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



•Recetas para el éxito

1:00 PM - 4:00 PM
Room: Tower 3-Golden Gate 7



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

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

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

FULL DAY INSTITUTES

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

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

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

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

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



The Power of Connection

Wonders, Wonders for English Learners, WonderWorks and Maravillas provide a completely connected K-6 literacy system designed to empower every learner to meet the rigor of the California Common Core State Standards.



Wonders for English Learners- a completely connected English Language Development Program, working in tandem to amplify core ELA instruction.

California Maravillas- a parallel, equitable, Spanish literacy program for developing students who are bilingual, biliterate and bicultural.

Learn more at mhcalifornia.com

MK15M06691



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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

•Active and Scaffolded Vocabulary Instruction for English Learners

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

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

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

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

FEATURED SPEAKERS 1:00 PM - 2:15 PM



Luis Cruz
Independent Consultant

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

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

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



Alma Flor Ada
Author

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

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

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

LINGUAL  LEARNING
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FREE Lessons at
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WORKSHOPS / SESSION 1 1:00 PM - 2:15 PM

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

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



Maria Reifler, Montebello USD

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

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

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

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

Mary Mardirosian, Glendale USD

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

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

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

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

Debi Krampen, Independent Consultant

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

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

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

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

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

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

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

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

•Latino Research by Latino Bilingual Master's Students and Recent Graduates.

1:00 PM - 2:15 PM

Room: Tower 3-Union Square 25

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

Grade Level: All

Language: English

Strand: Research and Evaluation

Audience Level: New to Field/Experienced

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

•Valuing Consistent Communication Through a Multilingual Consortium

1:00 PM - 2:15 PM

Room: Tower 3-Union Square 10

Natalia Dueñas, Orange County DOE

Grade Level: All

Language: English, Spanish

Strand: Multicultural/Diversity Education

Audience Level: Experienced

With the introduction of many educational initiatives including Academic Content Standards, 21st Century Learning and Smarter Balanced Assessments, there is a need to give a voice to our parents and to the

community, strengthening consistent communication, while valuing the assets they bring culturally and linguistically. Building a Multilingual Consortium supports the educational initiatives needed to acquire the 21st century skills to be college and career ready and beyond.

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

1:00 PM - 2:15 PM

Room: BR-Continental Ballroom 3

Susana Ibarra Johnson, New Mexico Ed Continuum

Grade Level: 3-5

Language: English

Strand: Professional Development/Teacher Preparation

Audience Level: New to Field/Experienced

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

•How Effectively Crafted Objectives Can Aid Integrated ELD Instruction

1:00 PM - 2:15 PM

Room: Tower 3-Golden Gate 8

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

Grade Level: All

Language: English

Strand: English Language Development (ELD)

Audience Level: New to Field

Like many content area teachers, our staff was still wrestling with how best to adjust instruction in order to meet the new state standards when the introduction of new ELD standards presented them with an additional

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

challenge: integrated ELD instruction. A small, cross-curricular team of teachers chose to complete an action research project to determine the effectiveness of paired content and language objectives as a means of providing integrated ELD instruction and increasing the engagement and performance of our significant long-term EL population. Our team of teachers will share their experiences, provide content-specific examples of well-crafted language objectives, explain their objectives review routine, and offer tips on creating a unique objectives routine for your classroom.

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

1:00 PM - 2:15 PM
Room: Tower 3-Union Square 9

Bethica Quinn, Centro Las Olas

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

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

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



1:00 PM - 2:15 PM
Room: Tower 3-Union Square 12

Lisa Borrego, California State PTA
Colette Rudd, California State PTA
Wendy Smithers, California State PTA

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

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

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

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

Lucy Hansen, Palm Springs USD
Charles Murfitt, Palm Springs USD

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

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

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

•Take your Immersion Program to the Next Level!

1:00 PM - 2:15 PM

Room: Tower 3-Union Square 6

Olympia Kyriakidis, San Diego COE

Grade Level: K-8

Language: English

Strand: Biliteracy/Dual Immersion

Audience Level: New to Field/Experienced

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

•Spanish Literacy Intervention

1:00 PM - 2:15 PM

Room: Tower 3-Union Square 8

Rebecca Carranza, Educational Consultant

Grade Level: K-5

Language: English

Strand: Biliteracy/Dual Immersion

Audience Level: New to Field/Experienced

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

•El impacto que tendrá los nuevos estándares académicos en el salón de clase desde la instrucción hasta el asesoramiento.

1:00 PM - 2:15 PM

Room: Tower 3-Golden Gate 4

Marielena Ayala, Educate Foundation

Norma Ibarra, Pomona USD

Grade Level: All

Language: Spanish

Strand: Parent and Community Engagement

Audience Level: New to Field/Experienced

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

•Developing Academic Vocabulary and Language Through Fine Art Images

1:00 PM - 2:15 PM

Room: Tower 3-Union Square 2

Cheryl Hayward, Educational Consultant

Grade Level: All

Language: English

Strand: Arts Learning

Audience Level: New to Field/Experienced

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





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

•Transforming Classrooms Through Performance Based Teaching and Learning for English Learners

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

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

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

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

•Transformed Summer School: A Designated ELD Professional Learning Model

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

Rita Pope, Washington USD

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

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

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

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

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

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

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

•Nurturing Cultural Identity in Dual Language Preschool Programs

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

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

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

We believe a strong family partnership is non-negotiable for a successful bilingual program. In this interactive workshop presenters will show multiple ways they have partnered with families to create vibrant cultural experiences for the children in their classrooms. Participants will learn strategies for parent engagement that support and honor the families' cultural and linguistic backgrounds and create diverse communities

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

WEDNESDAY

• **Diseño interdisciplinario de las materias a través de las tipologías textuales en programas bilingües: El lenguaje española y las ciencias sociales**

1:00 PM - 2:15 PM

Room: Tower 3-Union Square 3

Maria Capdevila, Glendale USD

Jordi Solsona, Glendale USD

Grade Level: 6-8

Language: Spanish

Strand: Biliteracy/Dual Immersion

Audience Level: New to Field/Experienced

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

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

1:00 PM - 2:15 PM

Room: Tower 3-Golden Gate 3

Barbara Place, Davis Curriculum and Research Institute

Grade Level: K-12

Language: English

Strand: Special Needs Education (e.g. Gate/Special Ed)

Audience Level: New to Field/Experienced

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

• **Implementing the ELA/ELD Framework: One District's Journey**

1:00 PM - 2:15 PM

Room: Tower 3-Golden Gate 2

Marti Reed, Sylvan USD

Karin Linn-Nieves, San Joaquin COE

Grade Level: K-5

Language: English

Strand: Professional Development/Teacher Preparation

Audience Level: New to Field/Experienced

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



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

•Building Trust between Families Creates Bridges of Engagement

1:00 PM - 2:15 PM

Room: Tower 3-Union Square 5

Elizabeth Carzoli, Sweetwater Union High SD

Grade Level: All

Language: English

Strand: Leadership

Audience Level: New to Field

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

•Language Acquisition through STEM Investigations: TL3C Summer PD Institute Review

1:00 PM - 2:15 PM

Room: Tower 3-Van Ness

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

Grade Level: K-12, College/University

Language: English

Strand: University Programs

Audience Level: New to Field/Experienced

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

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

•Teachers and Immigration - How teachers can advocate for their immigrant students inside and outside of the classroom.

1:00 PM - 2:15 PM

Room: Tower 3-Union Square 14

Annette Wong, Chinese for Affirmative Action

Derrlyn Tom, San Francisco USD

Hong Mei Pang, Asian Students Promoting Immigrant Rights through Education

Laura Melgarejo, People Organizing to Demand Environmental and Economic Rights

Grade Level: All

Language: English

Strand: Advocacy & Engagement

Audience Level: New to Field/Experienced

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

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

1:00 PM - 2:15 PM

Room: Tower 3-Lombard

Kathryn Thomas, Campbell Union High SD

Diana Nguyen, Campbell Union High SD

Grade Level: 9-12

Language: English

Strand: English Language Development (ELD)

Audience Level: Experienced

This presentation will share the strengths, challenges, and discoveries of a five week ELD Summer Bridge program designed to prepare ELs for academic rigor at the secondary level. Participants will reflect on the challenges and responsibilities surrounding accessibility to grade-appropriate content for beginning and early intermediate language learners.

If your students
consider
YOLO and **LOL**
vocabulary words,
it's time for an
intervention.

Let's chat about language development for English learners. Look for our sessions with Linda Diamond and Lauren Greenberg — and visit us at booth #308.



FEATURED SPEAKERS 2:45 PM - 4:00 PM



Barbara Flores, CSU San Bernardino/San Bernardino City USD - CABE Board Member

2:45 PM - 4:00 PM

Room: BR-Continental Ballroom 9

•Mini Shared Reading As a Bridge to Proficient Reading in L1 & L2

Mini Shared Reading is a teaching/learning strategy organized: 1) to familiarize the children with a leveled predictable book two levels beyond their instructional level; 2) to engage them in successful act of proficient reading; and 3) to make visible the cueing systems (semantic, syntactic, graphophonic, and orthographic) and universals strategies (predicting, sampling, confirming, self correcting, comprehending) as the reader revisits the text with mediated guidance. It is based on four theoretical and research foundations that include: Vygotsky's sociocultural theory of teaching/learning, Goodman's sociopsycholinguistic theory of reading; Ferreiro & Teberosky's sociopsychogenesis theory of "how children come to know" written language; and 4) Freire's sociopolitical theory of the praxis of teaching/learning.

Book signing immediately following session.





Author's Corner

Exhibit Hall - Grand Ballroom Plaza

Meet the author and get your book signed!

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

Wednesday, March 23, 2016

- 2:30 pm – 3:00 pm Author, Oliver Chin
Tales from the Chinese Zodiac Series
- 3:15 pm – 3:45 pm Author and Speaker, Elizabeth Jiménez Salinas
El Corazon Sincero, LALO, and Math, Science and History Cognate Books
- 6:00 pm – 7:00 pm Keynote Speaker, Sonia Manzano
Becoming María: Love and Chaos in the South Bronx

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

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

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

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

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

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

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

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

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

Victor Tellez, Compton USD

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

En el 2015 hice esta presentación en inglés. Esta vez quiero presentarla en español. Los Estados Unidos está experimentando una crisis muy grave. Esta es una crisis de alfabetismo entre los estudiantes que hoy día acuden a las escuelas. Esta crisis se refleja en las estadísticas de desempeño que presentan los niños. Un ejemplo triste de esto se ve en la proporción de alumnos que pasan el examen de California de desarrollo en inglés(CELDT.) Solo 1 de cada 5 alumnos logran conseguir puntuación

apropiada para poder reclasificarse. ¿Cuál es la diferencia? Exactamente qué son las estrategias que aseguran el éxito? En esta presentación veremos las estadísticas sobre las evaluaciones de lectura. También veremos los métodos que actualmente se usan para enseñar y los últimos descubrimientos científicos sobre estos métodos y el aprendizaje de la lectura. También veremos unos ejemplos que usted podría usar en casa para ayudar a sus hijos mejorar su progreso en la lectura.

•Student Collaboration and Assessment through Close Reading

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

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

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

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

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

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

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

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

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

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

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

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

Jenn Guerrero, Sonoma COE
Kelly Matteri, Sonoma COE

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

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

and students, while building a new, more powerful, repertoire of communication skills.

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

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

Mae Chaplin, CSU Sacramento

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

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

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

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

Bethica Quinn, Centro Las Olas

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

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



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

•Reading Strategies to Use in Your Classroom Tomorrow

2:45 PM - 4:00 PM

Room: BR-Continental Ballroom 3

Debbie Quevedo, Hesperia USD

Grade Level: K-8

Language: English

Strand: Curriculum & Instruction

Audience Level: New to Field/Experienced

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

•Why You Should Pay Attention to Foreign Language Anxiety

2:45 PM - 4:00 PM

Room: BR-Continental Ballroom 8

Taghreed Al-Saraj, Berkeley Language Center & Educate Right

Grade Level: 9-12, College/University, Adult Education

Language: English

Strand: Professional Development/Teacher Preparation

Audience Level: New to Field/Experienced

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

•Scaffold Student Learning: Building the Rigor

2:45 PM - 4:00 PM

Room: Tower 3-Union Square 13

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

Grade Level: K-12

Language: English

Strand: English Language Development (ELD)

Audience Level: New to Field/Experienced

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

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

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

•Close Reading for K-1

2:45 PM - 4:00 PM

Room: Tower 3-Union Square 5

Marie Echaves, Hayward USD

Grade Level: K-2

Language: English

Strand: Curriculum & Instruction

Audience Level: New to Field/Experienced

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

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

2:45 PM - 4:00 PM

Room: Tower 3-Plaza B

Victor Torres, Woodland Joint USD
Marielena Ayala, Educate Foundation

Grade Level: All

Language: Spanish

Strand: Special Needs Education (e.g. Gate/Special Ed)

Audience Level: New to Field/Experienced

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

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

2:45 PM - 4:00 PM

Room: Tower 3-Union Square 14

Sharon Merritt, Fresno Pacific University

Grade Level: All

Language: English

Strand: Advocacy & Engagement

Audience Level: New to Field/Experienced

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

•Writing an Integrated Bilingual Shape Poem

2:45 PM - 4:00 PM

Room: Tower 3-Union Square 25

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

Grade Level: K-8

Language: English

Strand: Biliteracy/Dual Immersion

Audience Level: New to Field/Experienced

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



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

•Identities Académicas de Alumn@s Latin@s en Programas de Inmersión Dual

2:45 PM - 4:00 PM

Room: Tower 3-Union Square 2

Myriam Casimir, Cal Poly Pomona

Grade Level: K-5

Language: Spanish

Strand: Biliteracy/Dual Immersion

Audience Level: New to Field/Experienced

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

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

2:45 PM - 4:00 PM

Room: Tower 3-Golden Gate 6

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

Grade Level: K-5

Language: English

Strand: Advocacy & Engagement

Audience Level: New to Field/Experienced

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

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

2:45 PM - 4:00 PM

Room: Tower 3-Union Square 6

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

Grade Level: K-8

Language: English

Strand: Biliteracy/Dual Immersion

Audience Level: New to Field/Experienced

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

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

2:45 PM - 4:00 PM

Room: Tower 3-Union Square 11

Giselle Lundy-Ponce, American Federation of Teachers

Grade Level: All

Language: English

Strand: Professional Development/Teacher Preparation

Audience Level: New to Field/Experienced

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

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

WEDNESDAY

•Bringing the CA ELD Standards Part II to Life...

2:45 PM - 4:00 PM

Room: Tower 3-Golden Gate 2

Karin Linn-Nieves, San Joaquin COE

Grade Level: K-5

Language: English

Strand: English Language Development (ELD)

Audience Level: New to Field/Experienced

This interactive session focuses on the ELD Standards Part II, and how to use Part I to collaboratively build our English learners knowledge of 'How English Works.' Together we will experience some possible applications of these standards with the goal of helping our ELs develop understanding of and proficiency in using academic English. In addition to activities, there will be student work and video clips, as well as reflections on learning.

•Introducing a New Way to Effectively Monitor Exited English Learners

2:45 PM - 4:00 PM

Room: Tower 3-Union Square 12

Teddy Rice, Ellevation

Sarah Williams, Napa Valley USD

Grade Level: K-12

Language: English

Strand: Commercial

Audience Level: New to Field/Experienced

As many know, federal law requires that school districts monitor EL students for 2 years after they exit an LEP program and, in California, progress monitoring for current ELs is a key instructional priority. For the past year, we've been working with educators from across the country to make monitoring straightforward, pain-free and instructionally relevant. Join us for this interactive session where we'll share a new system for effectively monitoring English Learners.

•Depths of Knowledge (DOK) and Shared Reading: Promoting Comprehension and Conversations in the Bilingual Classroom

2:45 PM - 4:00 PM

Room: Tower 3-Union Square 1

Stephanie Mariscal, Camino Nuevo Charter Academy

Carmen Ramos, Camino Nuevo Charter Academy

Blanca Gonzalez, Camino Nuevo Charter Academy

Grade Level: K-5

Language: English, Spanish

Strand: Curriculum & Instruction

Audience Level: New to Field/Experienced

Come and observe how bilingual classrooms promote higher order thinking and conversations! Participants of this workshop will learn the essentials of Shared Reading as part of a balanced literacy framework. Participants will also engage in Depths of Knowledge questioning that aims to promote critical thinking and accountable student conversations in the classroom. Throughout this presentation, there will be multiple opportunities to unpack and utilize DOK questions when planning for Shared Reading.

•¡Padres con información, hijos con éxito!

2:45 PM - 4:00 PM

Room: Tower 3-Golden Gate 5

María Teresa Herrera, Kern High SD

Grade Level: All

Language: Spanish

Strand: College and Career Readiness

Audience Level: New to Field/Experienced

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



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

•Using Lesson Study to Increase Sheltered Instruction Implementation

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

Jennifer Himmel, Center for Applied Linguistics

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

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

•Unpacking the ELD Standards without a PowerPoint

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

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

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

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

•Multiculturalism & Global Competency

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

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

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

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

•Organizing Language by Time in Any Bilingual School Model

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

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

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

How can we move beyond simple percentages to organize the language goals of our bilingual and two-way programs? This session is designed for school leadership teams, coaches and administrators to explore elements to consider when designing a coherent language development model across grades. Recommendations by experts will be reviewed, a template will be shared and time will be dedicated to allow every participants to review pros and cons of their current language program model and to consider possible improvements.

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

WEDNESDAY

•Preschool GLAD

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

Christie Baird, Orange County DOE

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

Intentionally creating language rich environments for our preschool English learners takes time and effort. This interactive workshop engages participants in thinking about how children learn language and introduces successful research-based strategies for having a classroom that is alive with words, aloud with language, and results in language-rich learning.

•Dollars and Democracy: An Introduction to the State Budget Process

2:45 PM - 4:00 PM
Room: BR-Continental Ballroom 7

Jonathan Kaplan, California Budget & Policy Center

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

California's state budget reflects the state's values and priorities. This workshop is intended to provide information about the state budget and how to navigate the state budget process.

•México y sus Comunidades Mexicanas en el Exterior

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

Francisco De La Torre Galindo, Director Ejecutivo del Instituto de Mexicanos en el exterior IME
Guido Arochi, Instituto de Mexicanos en el exterior IME

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

El Director Ejecutivo del Instituto de los Mexicanos en el Exterior presentará, inicialmente, un panorama general de la migración mexicana en el mundo, para después detallar las características de los mexicanos en Estados Unidos y, de manera específica, en el Estado de California. Dará una breve reseña de los programas que implementa el Instituto de los Mexicanos en el Exterior en materia de educación y de los retos y oportunidades de colaboración con organizaciones mexicanas y estadounidenses.

•Student Achievement Tracking & ELL Compliance

2:45 PM - 4:00 PM
Room: Tower 3-Union Square 21

Mellony Deuel, Project ELL
Steve Navarre, Project ELL

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

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WEDNESDAY GENERAL SESSION

4:30 pm – 6:00 pm
Continental Ballroom

Entertainment

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

Welcome

Jan Gustafson Corea, CABE CEO

Host

Karling Aguilera-Fort, CABE Board of Directors, President

Honorary Chair

Richard Carranza, Superintendent San Francisco USD

Policy and Legislative Update

Special Greetings

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

Presentation of Ohtli Award

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

CABE 2016 Memorial

Francisco X. Alarcón, Chicano and American Poet and Educator

Keynote Speaker

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

Closing and Announcements

CABE Thanks Our Platinum Level Sponsor:



KEYNOTE ADDRESS

SONIA MANZANO

"María" from Sesame Street
Actress and Advocate for Bilingualism



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

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

Manzano has performed on the New York stage in the critically acclaimed theater pieces "The Vagina Monologues," "The Exonerated," and "Love, Loss and What I Wore." Movies appearances include "Deathwish," "Follow That Bird," and "Elmo in Grouchland."

Her children's book, *No Dogs Allowed!* was published by Simon & Schuster Children's Publishing in 2004. In 2005, General Mills selected *No Dogs Allowed!* for their *Spoonfuls of Stories* series where over one million copies of *No Dogs Allowed!* were given away in cereal boxes. The book has now been turned into a children's musical. Her second book, *A Box Full of Kittens*, was published in 2007. Her first young adult novel entitled *The Revolution of Evelyn Serrano*, published by Scholastic was a Pura Belpre winner. Her latest books, *Becoming Maria: Love and Chaos in the South Bronx*, is a memoir published by Scholastic, 8/25/2015 and *Miracle on 133rd Street* is a picture book published by Simon and Schuster, 9/25/2015.

Sonia will be signing her book immediately following this session in the Author's Corner in the Grand Ballroom Exhibit Hall.

CABE 2016 NIGHT AT THE EXHIBITS

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



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

For a Special Night at the Exhibits

Wednesday, March 23, 2016

6:00 PM-7:30 PM

Grand Ballroom

Raffles, drink coupons, and discounts!

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

After your visit to the Exhibit Hall, join us at

The CABE Membership Reception

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

Join us as we get off to a fabulous and fun start of CABE 2016!

CABE 41st Anniversary Membership Reception

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

Join in the
PHOTOBOOTH
FUN!

Wednesday, March 23, 2016

7:00 pm-11:00 pm • Continental Ballroom

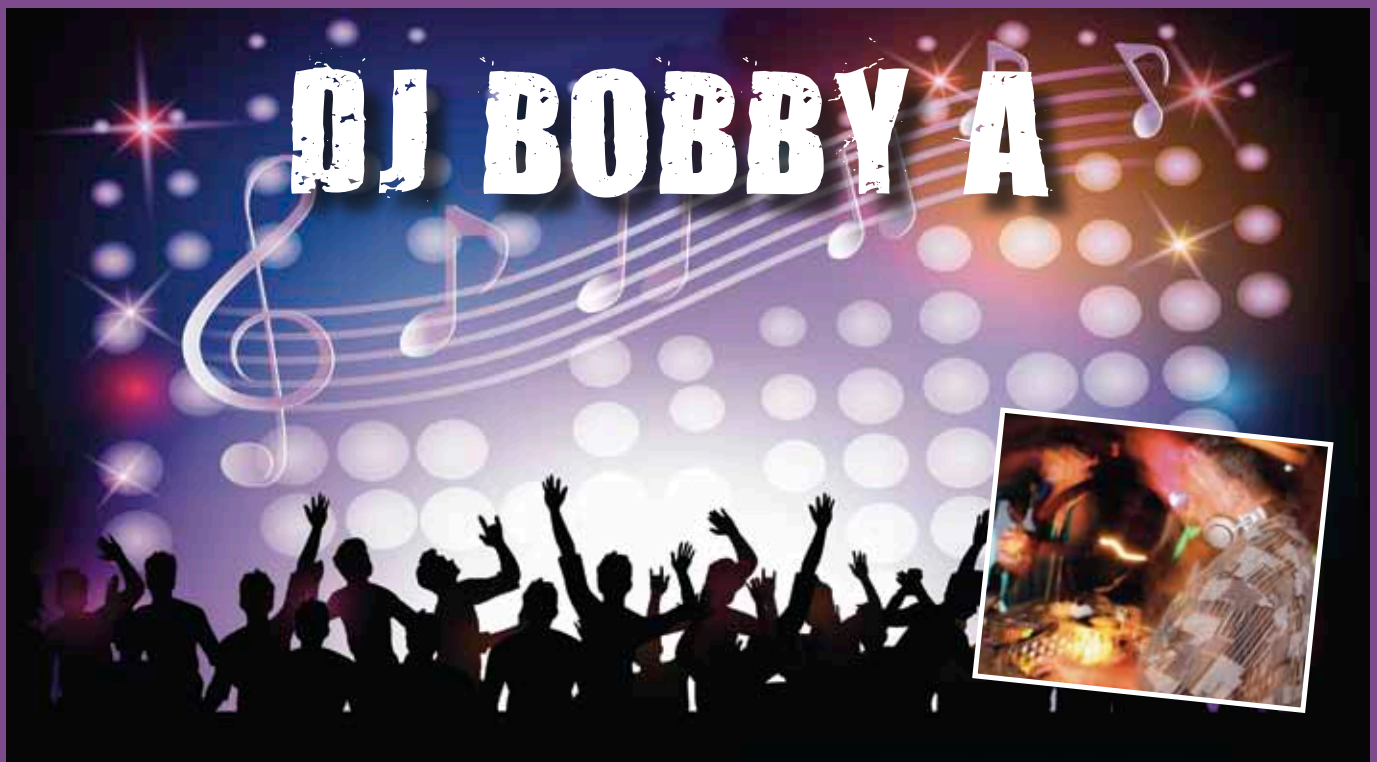
Complimentary Admission for CABE Members ONLY
Non-member fee: \$25

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CABE 2016



Bridging Multiple Worlds for Local & Global Success



HIGHLIGHTS

General Session

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

Exhibit Hall Events -- Grand Ballroom

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

9:00 am - 11:00 am / Coffee Service for all attendees

10:30 am - 5:00 pm / Author's Corner

12:00 pm - 1:30 pm / Exhibit Hall Dedicated Viewing / Food Carts Available for Lunch Purchase

1:30 pm / iPad Drawing

3:00 pm / Afternoon Snack

5:00 pm / Daily Exhibit Hall Drawings

Workshops, Institutes, Activities

7:30 am - 4:45 pm / Parent Resource Center / Plaza A

10:30 am - 4:30 pm / Two-Day Institutes - Day 2 / Union Square Rooms

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

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

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

Featured Speakers & Institutes

10:30 am - 11:45 am / Erika Lee / Noma LeMoine / Kathryn Lindholm-Leary / Lily Wong Fillmore

10:30 am - 12:30 pm / Ana María Álvarez

10:30 am - 4:30 pm / Kate Kinsella

1:30 pm - 2:45 pm / Lan Bercu / Jana Echevarría / Enid Lee

1:30 pm - 4:30 pm / Virginia Collier & Wayne Thomas

3:15 pm - 4:30 pm / Donna Knoell / Marguerite Lukes / Laurie Olsen / GueroLoco

Special Events

12:00 pm - 1:30 pm / Educator and Parent of the Year Awards Luncheon / Continental Ballroom

4:00 pm - 5:30 pm / 2-Way CABE Membership Meeting / Union Square 11

4:30 pm - 6:00 pm / CABE Jam Session - Bring your Instruments and Voices!

Special Guest: Hip Hop Artist GueroLoco / Continental Ballroom

4:45 pm - 6:00 pm / CABE Film Festival / "Llévate mis amores • All of Me"

Special Guest: Director Arturo González Villaseñor / Imperial A

6:00 pm - 8:00 pm / 2-Way CABE Reception (Invitation Only) / Imperial B

Thursday Evening

Open to enjoy San Francisco, Receptions, and Free Time





PLAN YOUR DAY

MORNING 8:00 am - 12:00pm

AFTERNOON 12:00 pm - 6:00 pm

EVENING 6:00 pm - 11:00 pm

THURSDAY

THURSDAY GENERAL SESSION

8:30 am – 10:00 am
Continental Ballroom

Entertainment

José Luis Orozco and 123 Andrés

Welcome

Host

Olivia Yahya
CABE Board of Directors, Region 3 Representative

CABE 2016 Honorary Chairs

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

Policy and Legislative Update

CABE Board Awards

CABE 2016 Legacy Award
Lily Wong Fillmore

CABE 2016 Community Voice Board Award
Supervisor Jane Kim

Keynote Speaker

Andrés Ruzo
National Geographic Explorer

Closing and Announcements

CABE Thanks Our Gold Level Sponsor



KEYNOTE ADDRESS

ANDRÉS RUZO

National Geographic Explorer & TED Speaker

*Photograph by Sofia Ruzo***Building Bridges: Shifting Paradigms in Science & Exploration**

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

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



Author's Corner

Exhibit Hall - Grand Ballroom Plaza

Meet the author and get your book signed!

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

Thursday, March 24, 2016

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



TWO-DAY INSTITUTE 10:30 AM - 4:30 PM

PRE-REGISTRATION AND ADDITIONAL FEE REQUIRED

•Engaging Language Learners through Kagan Structures for Active Engagement

10:30 AM - 4:30 PM

Room: Tower 3-Union Square 22

Tom Searl, Kagan Publishing & Professional Development

Grade Level: K-12

Language: English

Strand: Professional Development/Teacher Preparation

Audience Level: New to Field/Experienced

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

•Be GLAD 2-Day Institute

10:30 AM - 5:30 PM

Room: Tower 3-Union Square 19/20

Noshaba Afzal, Be GLAD LLC

Marcia Brechtel, Be GLAD LLC

Michele Rasner, Be GLAD LLC

Melissa Brooks, Be GLAD LLC

Grade Level: All

Language: English

Strand: English Language Development (ELD)

Audience Level: New to Field/Experienced

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

TWO-DAY INSTITUTES 10:30 AM - 4:30 PM

PRE-REGISTRATION AND ADDITIONAL FEE REQUIRED

•An Overview of Two-Way Bilingual/Dual Immersion Programs: Authentic 21st Century Learning for All Students

10:30 AM - 4:30 PM

Room: Tower 3-Union Square 17/18

Jody Wiencek, CABE PDS Consultant

Kris Nicholls, CABE Professional Development Services

Grade Level: Preschool-12

Language: English

Strand: Biliteracy/Dual Immersion

Audience Level: New to Field/Experienced

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

•Science & Math Instructional Strategies for English Learners: Building Academic Success for ELs through Content and the Common Core Standards

10:30 AM - 4:30 PM

Room: Tower 3-Union Square 15/16

Ron Rohac, Rohac Ed Solutions

Grade Level: 6-12

Language: English

Strand: Curriculum & Instruction

Audience Level: New to Field/Experienced

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

•Unpacking the ELD/ELA Framework and Standards for Integrated and Designated ELD Time

10:30 AM - 4:30 PM

Room: Tower 3-Union Square 23/24

Ivannia Soto, Whittier College

Grade Level: K-8

Language: English

Strand: English Language Development (ELD)

Audience Level: New to Field/Experienced

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



FEATURED INSTITUTES



•Preparing Long-Term English Learners to Meet Common Core Writing Demands

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

Kate Kinsella
San Francisco State University,
Center for Teacher Efficacy

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



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

10:30 PM - 12:30 PM
Room: Tower 3-Golden Gate 4

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

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

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



FEATURED SPEAKERS 10:30 AM - 11:45 AM



Erika Lee
University of Minnesota

10:30 AM - 11:45 AM

Room: BR-Continental Ballroom 9

•Asian American Communities: History and Contemporary Issues

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



Kathryn Lindholm-Leary
CSU San José

10:30 AM - 11:45 AM

Room: BR-Continental Ballroom 7

•The Critical Importance of Bilingualism

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



Noma LeMoine
LeMoine & Associates Ed.
Consulting

10:30 AM - 11:45 AM

Room: BR-Continental Ballroom 8

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

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



Lily Wong Fillmore
UC Berkeley

10:30 AM - 11:45 AM

Room: Tower 3-Union Square 10

•A Conversation with Lily Wong Fillmore

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

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

•Art Lessons to Motivate and Engage English Learner

10:30 AM - 11:45 AM

Room: Tower 3-Union Square 25

Louisa Castrodale, Palm Springs USD

Grade Level: All

Language: English

Strand: Arts Learning

Audience Level: New to Field/Experienced

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

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

10:30 AM - 11:45 AM

Room: Tower 3-Golden Gate 4

María Reifler, Montebello USD

Grade Level: All

Language: English

Strand: Professional Development/Teacher Preparation

Audience Level: New to Field/Experienced

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

•Academic Vocabulary: Purposeful Selection and Creative Solutions

10:30 AM - 11:45 AM

Room: BR-Imperial A

Eugenia Mora-Flores, University of Southern California

Grade Level: K-12

Language: English

Strand: English Language Development (ELD)

Audience Level: New to Field/Experienced

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

•Inspiring ELs in Acquiring English and Connecting to School

10:30 AM - 11:45 AM

Room: Tower 3-Union Square 3

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

Grade Level: 9-12

Language: English

Strand: English Language Development (ELD)

Audience Level: New to Field/Experienced

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

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

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

10:30 AM - 11:45 AM

Room: BR-Continental Ballroom 3

Martha Torres, San Francisco USD

Marguerite Lukes, Internationals Network for Public Schools

Pablo Villavicencio, San Francisco USD

Amy Gottesfeld, San Francisco USD

Joe Luft, Internationals Network for Public Schools

Grade Level: 9-12

Language: English

Strand: Leadership

Audience Level: New to Field/Experienced

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

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

10:30 AM - 11:45 AM

Room: BR-Franciscan C

Cathy James, Redwood City SD

Karyn Warner, Redwood City SD

Grade Level: K-8

Language: English

Strand: Technology and Digital Learning

Audience Level: New to Field/Experienced

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

•Plan Ahead: College and Career Readiness for English Learners

10:30 AM - 11:45 AM

Room: Tower 3-Golden Gate 8

Veronica Reilley-Granich, San Francisco USD

Mary Finn, San Francisco USD

Grade Level: 9-12

Language: English

Strand: College and Career Readiness

Audience Level: New to Field/Experienced

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

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

• ¡Cuando el alumno llega a otro país!

10:30 AM - 11:45 AM

Room: Tower 3-Golden Gate 1

Yara Amparo López, Sistema Educativo Estatal

Jessica Rivera, Sistema Educativo Estatal

Esther Cota, Sistema Educativo Estatal

Karla Dueñas, Sistema Educativo Estatal

Grade Level: All

Language: Spanish

Strand: Multicultural/Diversity Education

Audience Level: New to Field/Experienced

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

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

10:30 AM - 11:45 AM

Room: Tower 3-Union Square 12

Gwenn Lei, California Reading and Literature Project, UC Berkeley

Esther Chan, California Reading and Literature Project

Julie Constantino, California Reading and Literature Project

Grade Level: 3-12

Language: English

Strand: Professional Development/Teacher Preparation

Audience Level: Experienced

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

in the text, and academic conversations will be highlighted throughout this session.

• OCDE Project GLAD® at the Secondary Level

10:30 AM - 11:45 AM

Room: Tower 3-Powell

Kelley White, Project GLAD® Orange County DOE

Nicole Chávez, Orange County DOE

Grade Level: 6-12

Language: English

Strand: Curriculum & Instruction

Audience Level: Experienced

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

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

10:30 AM - 11:45 AM

Room: Tower 3-Plaza A



Marissa Lazo-Necco, San Bernardino County Superintendent of Schools

Grade Level: All

Language: Spanish

Strand: Parent and Community Engagement

Audience Level: New to Field

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

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

•Promoting an Effective Local Control Accountability Plan Year 3

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

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

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

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

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

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

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

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

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

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

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

Patricia 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

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

•Measuring Quality Implementation for English Learner Pathways

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

Christina Wong, San Francisco USD

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

San Francisco Unified School District and Stanford Graduate School of Education launched a study to assess the quality and implementation of the SFUSD English Plus, Biliteracy, and Dual Language Immersion (DLI) Pathways in light of the California English Language Development Standards and Common Core State Standards. What constitutes "quality" is informed by (a) how the district defines each program model and its constituent



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

components and (b) existing research on effective instructional practices for ELs. The presentation will summarize the design team's process of developing and piloting an observation protocol to measure the extent to which the essential features of SFUSD's three language pathways and quality instruction for ELs are present in classrooms in each pathway. Participants will have the opportunity to try the observation protocol.

•Scaffolding Vocabulary for English Learners in Close Reading Lessons

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

Lauren Greenberg, Consortium on Reaching Excellence in Education

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

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

•Sean ejemplos para sus hijos y sean lideres

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

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

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

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

•The California English Language Development Standards in Action

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

Annie Duong, San Joaquin COE

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

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



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

•Designated and Integrated English Language Development—the State’s Perspective

10:30 AM - 11:45 AM

Room: BR-Continental Ballroom 1

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

Grade Level: K-12

Language: English

Strand: English Language Development (ELD)

Audience Level: New to Field/Experienced

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

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

10:30 AM - 11:45 AM

Room: Tower 3-Union Square 21

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

Grade Level: K-5

Language: English, Cantonese

Strand: Biliteracy/Dual Immersion

Audience Level: New to Field/Experienced

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

•Equitable Pedagogies for Secondary Long-term English Learners

10:30 AM - 11:45 AM

Room: Tower 3-Taylor

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

Grade Level: 6-12

Language: English

Strand: English Language Development (ELD)

Audience Level: New to Field/Experienced

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

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

10:30 AM - 11:45 AM

Room: Tower 3-Union Square 14

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

Grade Level: Preschool-12

Language: English

Strand: Special Needs Education (e.g. Gate/Special Ed)

Audience Level: New to Field/Experienced

English Learners with IEPs are not only overrepresented in Special Education; they tend to be reclassified as fluent in English Learners at a much lower rate than their peers. This workshop will look into some of the

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

complexities of reclassification processes, the statistics that affect this population, the challenges and opportunities educators face in supporting the reclassification of English Learners with IEPs so they can access the core curriculum. This will provide them with an equitable and inclusive educational experience, as envisioned by SFUSD.

Learn HOW to Teach Standards Aligned Academic Language and Content Simultaneously

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

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

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

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

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

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

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

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

Esta presentación del modelo Be Glad® ejemplifica cómo las estrategias GLAD® son utilizadas con gran éxito en programas de inmersión bilingües de inglés-español. Los participantes experimentarán algunas estrategias GLAD a través de su participación activa en español, usando ejemplos reales de las estrategias GLAD empleadas en clases de inmersión en español. Respetando los estándares de desarrollo del idioma español, el modelo GLAD capacita a los maestros en cómo integrar las directrices y currículos de susdistritos escolares locales en la enseñanza en aulas multilingües. El enfoque de GLAD es capacitar maestros en aulas multilingües desde kinder hasta el grado 12.

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

•CLOSE the Word GAP with the RULE of 3 RAP Academic Vocabulary Development: The Key to Literacy

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

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

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

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

•Closing the Opportunity Gap with a Rigorous SEI Program

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

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

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

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

•Building Common Core ELD Math Instruction with Teaching Toolkits

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

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

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

We have an obligation to our EL students to provide meaningful access to grade-level math content. Complex texts and intellectually challenging activities are integral to both CCSS-M and California ELD Standards. SFUSD Multilingual and Mathematics departments are collaborating in curriculum and professional development that use rich math tasks as language catalysts in heterogeneous classrooms. But successful implementa-

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tion of CCSS-M is as dependent on classroom practice and as it is on content delivery. Changing the content is easy, but changing the practice is hard. The SFUSD Math Teaching Toolkit and the SFUSD ELD Teaching Toolkit were created to bring this change to our heterogeneous classrooms. Participants will experience signature strategies and tools from both of these toolkits and discuss their merits in the context working on a rich math task from the SFUSD Math Core Curriculum.

•Parent Engagement Leadership Initiative (PELI)

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



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

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

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

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

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

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

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

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

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

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



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

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

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

•How an Idea Becomes Law

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

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

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

Understanding how state laws are created is so important to educators, students and their parents. The legislative process is more than simply reading a manual on state government. Its a complex maze of steps that the average citizen does not understand, but with a basic understanding can be so powerful in influencing legislators and their ideas. Advocacy is not just necessary in Sacramento, its local as well. Advocacy on behalf of California's EL students is at a critical point especially as the state's

funding system has transitioned through the Local Control Funding Formula. Join us at this workshop and leave with a desire to get involved through advocacy.

•Designing Writing for English Learners

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

Nancy Akhavan, CSU Fresno

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

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

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

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

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

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

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

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

•Conociendo al Bachillerato a Distancia B@UNAM Knowing UNAM Distance High School

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

MaríaPía García Pandal, Universidad Nacional Autónoma de México
Ernesto García Palacios, Universidad Nacional Autónoma de México

Grade Level: 9-12
Language: Spanish
Strand: Technology and Digital Learning
Audience Level: New to Field

Dar a conocer el programa del Bachillerato a Distancia (B@UNAM), a través de una presentación, material educativo y dos actividades de interacción - la primera basada en el programa, y la segunda, en los contenidos del curso - "Planeación y gestión de negocios" que forma parte de las materias optativas del mapa curricular del Bachillerato, y que es elegida por la mayoría de los alumnos. Get to know UNAM Distance High School(B@UNAM) through a presentation, academic material and two interactive activities- the first one will be based on the program and the second on the course content -"Planning and business strategies" as a part of the program electives.

•"California Students on the Cutting EDGE" Multilingualism for All

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

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

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

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

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

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

Kerry Gavett, Kids Learning for Success LLC

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

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

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

•Augmenting Reality in the EL Classroom

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

Warren Dale, CABE

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

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

•Engaging Young Dual Language Learners Through Practice and Application Activities

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

Barbara Kennedy, Center for Applied Linguistics

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

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

•Formative Instruction in ELD

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

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

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

In this presentation, we will focus on the importance of Formative Assessment within ELD, providing feedback for instruction to help students with language growth. Participants will get strategies and real classroom application for helping students’ develop language and literacy.

EDUCATORS AND PARENT OF THE YEAR AWARDS LUNCHEON

12:00 pm – 1:30 pm
Continental Ballroom

Welcome

Elodia Ortega-Lampkin
CABE Board of Directors, Director of Legislative Affairs

Honorary Chairs

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

Greeting

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

CABE Teachership Awards

Alma Flor Ada Award
F. Isabel Campoy Award
Carlos Penichet Award
Chuck Acosta Award
CABE Bilingual Teacher Award

Caren Liset Pantoja Pérez
Diana E. Rico Zamora
Gabriela Gómez
José de Jesús Robles Guzmán
Laura Mendoza

CABE Awards

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

María G. Ocegueda, Palmdale SD
Jessica Albornoz, Palmdale SD
Cynthia Meza, San Francisco USD
María Gutierrez-García, Westminster SD

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Consulado General de España, San Francisco
Instituto de Mexicanos en el Exterior (IME)
Consulado General de México, San Francisco

For awardee information see program pages 225-247

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

•Beyond Fragments and Run-Ons: ELD for Sentence Sense

1:30 PM - 4:30 PM

Room: Tower 3-Mason

Tonya Ward Singer, Tonya Ward Singer Consulting

Grade Level: 3-8

Language: English

Strand: English Language Development (ELD)

Audience Level: New to Field/Experienced

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

•Sí, se puede - los beneficios de involucrarse en la educación de sus hijos

1:30 PM - 4:30 PM

Room: Tower 3-Plaza A



María Quezada, CABE

María Villa, CABE

Toni Hernández, CABE

J. David Ramírez, Independent Evaluation Consultant

Grade Level: All

Language: Spanish

Strand: Parent and Community Engagement

Audience Level: New to Field/Experienced

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

•Equity and Teaching and Leading Excellence: Using California's Educator Equity Plan and Greatness by Design to Inform Your Local Planning

1:30 PM - 4:30 PM

Room: BR-Continental Ballroom 1

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

Grade Level: All

Language: English

Strand: Professional Development/Teacher Preparation

Audience Level: New to Field/Experienced

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

•Fortalezcamos y pongamos en práctica habilidades para la vida como el fundamento para seguir aprendiendo en la diversidad, en una comunidad educativa multicultural.

1:30 PM - 4:30 PM

Room: Tower 3-Plaza B

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

Grade Level: All

Language: Spanish

Strand: Multicultural/Diversity Education

Audience Level: New to Field/Experienced

Independiente del lugar donde vivimos, actualmente estamos obligados tener habilidades y conocimientos comunes, para vivir y ser un ejemplo en el desarrollo y el bienestar de nuestros niños y adolescentes. Por eso



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

compartiremos este tiempo. Para empezar identificando la diferencia entre habilidades sociales y cognitivas. Después aprenderemos con ejercicios en una carpeta, como desarrollar y fortalecer habilidades como la disciplina, el amor, el respeto, la tolerancia. la observación, el análisis, la lectura comprensiva, y la escritura. Concluirémos haciendo un análisis del valor del ejemplo, de los derechos y de los deberes.

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

1:30 PM - 4:30 PM

Room: Tower 3-Union Square 8

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

Grade Level: K-8

Language: English

Strand: Biliteracy/Dual Immersion

Audience Level: New to Field/Experienced

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

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

1:30 PM - 4:30 PM

Room: Tower 3-Taylor

Jorge Cuevas Antillón, San Diego COE

Grade Level: K-8

Language: Spanish

Strand: Biliteracy/Dual Immersion

Audience Level: New to Field/Experienced

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

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

1:30 PM - 4:30 PM

Room: Tower 3-Sutter

Mary Cappellini, Bilingual Educational Consultant

Grade Level: K-8

Language: English

Strand: Biliteracy/Dual Immersion

Audience Level: New to Field/Experienced

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

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

•Educated Kick/Patada Educada 101

1:30 PM - 4:30 PM

Room: Tower 3-Union Square 25

Armando Cepeda, Educated Kick Student Empowerment Project

Grade Level: 6-12, Adult, College/University

Language: English

Strand: Advocacy & Engagement

Audience Level: Experienced

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

•Planning for Targeted, Integrated ELD

1:30 PM - 4:30 PM

Room: BR-Continental Ballroom 2

Elizabeth Jiménez Salinas, GEMAS Consulting

Grade Level: K-12

Language: English

Strand: English Language Development (ELD)

Audience Level: New to Field/Experienced

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

•Creating Collaborative Structures to Maximize Student Learning

1:30 PM - 4:30 PM

Room: Tower 3-Powell

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

Grade Level: K-12

Language: English

Strand: College and Career Readiness

Audience Level: New to Field/Experienced

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

FEATURED HALF-DAY INSTITUTE 1:30 PM - 4:30 PM



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

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

•Dual Language as a Remedy: The Research Rationale

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

Book signing immediately following session.

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FEATURED SPEAKERS 1:30 PM - 2:45 PM



Lan Bercu
Lead Across Cultures
International

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

•**Teaching Competently Across Cultures: How to Engage Your Bilingual/ESL Students**

This hands-on and highly interactive presentation will help participants to achieve the following:

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



Enid Lee
Enidlee Consultants, Inc.

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

•**"I Was the Only One": From Exclusion to Engagement with African American Learners**

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

Book signing immediately following session.



Jana Echevarría, CSU Long Beach

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

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

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

Book signing immediately following session.



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

•Supporting Teachers' and Administrators' Implementation of Integrated and Designated ELD

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

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

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

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

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

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

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

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

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

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

1:30 PM - 2:45 PM
Room: Tower 3-Union Square 6

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

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

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

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Booth #700-706

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

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

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

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

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

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

•Increasing Parent's Cultural Capital

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



Ingrid Lin, Palm Springs USD

Grade Level: Preschool-12, Adult
Language: English
Strand: Parent and Community Engagement
Audience Level: New to Field/Experienced
How do we effectively engage parents? This interactive session covers why and how building parents' Cultural Capital could increase parent engagement to ensure academic success for students. Bourdieu argued that in order for an individual to acquire the necessary skills to navigate the education system, one must possess knowledge of the valued culture. Participants will be part of pre activity and post activity that will illustrate the importance of Cultural Capital.

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

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

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

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

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

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

•Deconstructing Language: Learning How English Works

1:30 PM - 2:45 PM

Room: Tower 3-Union Square 4

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

Grade Level: 3-12

Language: English

Strand: English Language Development (ELD)

Audience Level: New to Field/Experienced

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

•How to Have Successful Classroom Discussions on Diversity Issues

1:30 PM - 2:45 PM

Room: BR-Franciscan B

Lee Mun Wah, StirFry Seminars & Consulting

Grade Level: 6-12, College/University, Adult Education

Language: English

Strand: Multicultural/Diversity Education

Audience Level: New to Field/Experienced

Many students have complained that their instructors are often unprepared and uncomfortable when discussions of diversity issues surface. Too few educators are trained to have these types of conversations for fear they may elicit deep emotions and conflicts between individuals and groups. In this new workshop, the presenter will model how to successfully create a safe container in which to have discussions of diversity issues,

where each person feels valued and acknowledged. Educators and administrators will learn to de-escalate conflicts or intense dialogues that may elicit deep emotions between individuals and groups. Participants will practice techniques and exercises that enhance community building, health ways to communicate, mindful inquiry, and compassion.

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

1:30 PM - 2:45 PM

Room: Tower 3-Golden Gate 5

Patricia Pelino, Gilroy USD
Lucy Navarro, Gilroy USD

Grade Level: Preschool-5

Language: Spanish

Strand: Parent and Community Engagement

Audience Level: New to Field/Experienced

Conozca el proceso para su estudiante que tiene dificultades. Elabore las preguntas correctas y conozca su papel como padre/madre. ¿Quiénes son los miembros del equipo? ¿Quién debe estar presente? ¿Qué tipo de conversacion se mantiene durante la junta? ¿Qué preguntas puedo hacer para obtener mayor participacion y apoyo a mi estudiante? ¿Cuál lenguaje se utiliza en la junta? ¿Cuales son los objetivos y resultados que se plantean en la junta?



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

•Accountability for Language Access in Schools

1:30 PM - 2:45 PM
Room: Tower 3-Golden Gate 6



Leslie Williams, Hola Language Services

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

Let's brainstorm how your school can develop a school-based language access plan that will ensure that English Learner parents are provided with a meaningful opportunity to participate in and have access to programs and services critical to their child's education. To start off our discussion, we will review applicable state and federal laws and study the following two principles of language access: Principle 1 - Effective communication between schools and parents is essential for facilitating parent engagement and increasing student achievement. Principle 2 - Competent language services are essential elements of an effective educational delivery system in a pluralistic society.

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

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

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

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

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

1-Students increase their academic English proficiency while earning credits in courses required for graduation; and 2-teachers receive planning/reflecting time to development curriculum which integrates language and content and encourages one another to take risks to teach differently. Students learn language and content simultaneously. Meanwhile, teachers are both learners and instructors, implementing new curriculum and teaching strategies.

•Fun and Active Learning with Read Alouds

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

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

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

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

•Read the World: Use Pictures to Enhance Writing

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

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

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

Still and moving pictures surround our daily lives and communicate perspectives. This workshop provides

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

strategies to help English Learners closely observe and analyze visual information to enrich their narrative and expository writing across the curriculum. Developing visual literacy and the language to articulate oral and written ideas will be explored as participants deepen their conceptual understanding. Writing scaffolds and language rehearsal strategies can be easily applied to BOOST your classroom instruction!

•Building Academic Vocabulary and History Knowledge in Adolescent English Learners

1:30 PM - 2:45 PM
Room: Tower 3-Lombard

Lauren Greenberg, Consortium on Reaching Excellence in Education

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

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

•Successful Professional Development to Teach High School English Learners

1:30 PM - 2:45 PM
Room: Tower 3-Union Square 21

Annette Daoud, CSU San Marcos

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

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

•Dual Language Learners in PreK and Transitional Kindergarten: Bilingualism Matters

1:30 PM - 2:45 PM
Room: Tower 3-Union Square 5

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

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

A majority of students in SFUSD are English Language Learners. In the Early Education Department, we refer to our PK and TK students as “Dual Language Learners” as we recognize and honor the home language as an asset and a tool for developing English, while also teaching and learning in the children’s first language. This presentation will tell the story of how the Dual Language Learner Program in 8 PK classrooms (Spanish/English and Cantonese/English) and 2 TK classrooms (Spanish/English) began, why it is an important narrative to hear, and the implications of our work on teacher pedagogy.

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

•Supporting Latino Newcomer Immigrant Students & Families

1:30 PM - 2:45 PM
Room: Tower 3-Golden Gate 4

Nadya Bratt, San Francisco USD
Deborah Molof, San Francisco USD

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

Mission Education Center is a K-5 school for newly arrived Spanish-speaking immigrant students. It is a transitional program aimed at supporting the newcomer student to achieve the necessary skills and confidence in order to succeed in other San Francisco Unified School District schools to which they will transfer at the end of 1-2 years. During their time with us, we strive to help our students gain some fundamental basics of the English language; foster their academic, social & emotional growth in their new home environment; and support them and their families to navigate & understand our educational system. Our program has been very successful to advance newcomer students, many who often come with little, interrupted, or no schooling experience. At the core of our program are basic good teaching practices based on establishing supportive & trusting relationships within the classrooms, with families, and amongst the school staff and community at large. Come hear our experience and learn or be reminded of what can help your newcomers, English Learners, and their families. We will share with you how we establish a wrap around support system to benefit our students and their families so that they can thrive, gain confidence, and accelerate in academic, social, and personal growth.

•Words Their Way with English Learners

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

Lori Helman, University of Minnesota

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

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

•De ser un niño inmigrante a escritor: Una historia de éxito

1:30 PM - 2:45 PM
Room: Tower 3-Golden Gate 7

René Colato Laínez, Los Angeles USD/Author

Grade Level: All
Language: Spanish
Strand: Multicultural/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. Luego compartirá su experiencia como un inmigrante en un país nuevo, su vida como maestro, y su éxito como autor publicado. Él compartirá sus logros, así como sus tres reglas principales: Nunca te des por vencido, estudia mucho, y siempre cree en ti mismo. El autor finalizará, leyendo algunos de sus libros.

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

•How to Incorporate Cultural Learning Into Daily Curriculum

1:30 PM - 2:45 PM

Room: Tower 3-Union Square 9

Ramona Winner, Brainstorm 3000

Grade Level: All

Language: English

Strand: Commercial

Audience Level: Experienced

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

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

1:30 PM - 2:45 PM

Room: Tower 3-Union Square 12

Deborah Hernández, National SD
Vanessa Tapia, National SD

Grade Level: K-8

Language: English

Strand: English Language Development (ELD)

Audience Level: New to Field/Experienced

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

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

1:30 PM - 2:45 PM

Room: Tower 3-Golden Gate 8

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

Grade Level: All

Language: English

Strand: Standard English Learners

Audience Level: New to Field/Experienced

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



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

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

1:30 PM - 2:45 PM

Room: Tower 3-Union Square 13

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

Grade Level: K-2

Language: English, Spanish,

Strand: Biliteracy/Dual Immersion

Audience Level: New to Field/Experienced

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

• ¡Viva el Mariachi!: An SFUSD Case Study

1:30 PM - 2:45 PM

Room: BR-Yosemite A

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

Grade Level: 3-12

Language: English

Strand: Arts Learning

Audience Level: New to Field/Experienced

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

•New Ways to Support Student Readiness for SBAC Writing

1:30 PM - 2:45 PM

Room: Tower 3-Union Square 10

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

Grade Level: 3-8

Language: English

Strand: Commercial

Audience Level: New to Field/Experienced

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

•OnlineIPT: Data-Driven Diagnostics to Improve Instruction

1:30 PM - 2:45 PM

Room: Tower 3-Union Square 14

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

Grade Level: Preschool-12

Language: English

Strand: Commercial

Audience Level: New to Field/Experienced

OnlineIPT is a web-based, easy-to-administer testing system for English and Spanish that provides automatic score reporting. The tests evaluate proficiency, yielding diagnostic information about strengths and weaknesses without requiring special software. Building from test design, we focus on the uses of the system-generated reports for record-keeping, progress monitoring, and diagnostics for guiding instruction. The "Student Summary Report," "Individual Student Diagnostic Report," and class, school, and district reports will be shared.

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

•California Missions (Las Misiones de California)

1:30 PM - 2:45 PM

Room: Tower 3-Union Square 11

Teresa Mlawer, Rosen Publishing

Grade Level: 3-5

Language: English

Strand: Commercial

Audience Level: Experienced

This workshop will explore how the twenty-one books of the California Missions (Las Misiones de California) series, both in English and Spanish, support the fourth grade History/Social Science Content Standards curriculum in dual language programs. During the discussion, we will examine how we can use the books to introduce the major nations of California Native Americans in the classroom. We will also look at the Spanish exploration and colonization of California and the relationships among soldiers, missionaries, and Native Americans. We will visit the mapping, geographic basis, and economic factors that played a key role in the placement of the Spanish missions, as well as a description of the daily lives of the people who occupied them. We will end the workshop with an open conversation about the creation of the models and their educational purpose.

•Capacitando a los estudiantes de inglés como segunda lengua y a sus padres: Reduciendo la brecha digital / lingüística a través de la tecnología

1:30 PM - 2:45 PM

Room: BR-Franciscan D



Efraín Tovar, Selma USD

Grade Level: Preschool-12, Adult

Language: Spanish

Strand: Parent and Community Engagement

Audience Level: New to Field/Experienced

El teléfono móvil es la vía tecnológica más rápida adoptada por los consumidores de la historia del mundo. Según una nueva investigación de Pew Research Center's Internet & American Life Project, 61 por ciento

de los estadounidenses poseen un teléfono inteligente (smartphone), mientras 91 por ciento de la población adulta poseen algún tipo de teléfono móvil. Además, el uso de internet se está convirtiendo en una necesidad en todas las facetas de la vida. Se utiliza para completar la tarea, buscar y solicitar puestos de trabajo, y conectarse con amigos y familiares. Sin embargo, casi un tercio de los hogares de Estados Unidos (32 por ciento) carecen de servicio de banda ancha. En este taller, los participantes se irán con las estrategias impulsadas por la investigación al igual que las herramientas digitales que capacitarán a los estudiantes de inglés como segunda lengua y sus padres. Síguenos en Twitter @CAellchaty@tovalarms

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

1:30 PM - 2:45 PM

Room: Tower 3-Van Ness

Warren Dale, CABE

Grade Level: All

Language: English

Strand: Curriculum & Instruction

Audience Level: New to Field/Experienced

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

FEATURED SPEAKERS 3:15 PM - 4:30 PM



GueroLoco
Bilingual Nation USA



Donna Knoell
Educational Consultant and Author

3:15 PM - 4:30 PM

Room: BR-Continental Ballroom

•Using Music and Motivation in the Language Learning Classroom

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

For More Info: www.BilingualNationUSA.com

3:15 PM - 4:30 PM

Room: BR-Continental Ballroom 8

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

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

FEATURED SPEAKERS 3:15 PM - 4:30 PM



Marguerite Lukes
Internationals Network
for Public Schools

3:15 PM - 4:30 PM

Room: BR-Continental Ballroom 7

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

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

Book signing immediately following session.



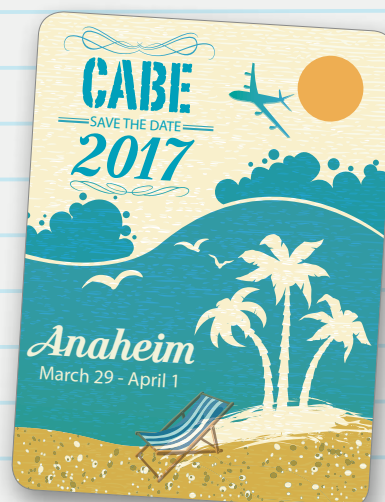
Laurie Olsen
Sobrato Early Academic
Language Program

3:15 PM - 4:30 PM

Room: BR-Franciscan B

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

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



FEATURED SPEAKERS 3:15 PM - 4:30 PM



**SPECIAL PLATINUM
SPONSOR SESSION**

*California Approved
Textbook Adoption*

Emily Ledterman, National Geographic/Cengage

3:15 PM - 4:30 PM

Room: BR-Yosemite C

•**California Reach for Reading: Experience the National Geographic Difference!**

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



California Association for Bilingual Education



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

•Keeping ELD Rigorous: A Unit on Argumentation

3:15 PM - 4:30 PM

Room: BR-Franciscan C

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

Grade Level: 6-12

Language: English

Strand: English Language Development (ELD)

Audience Level: New to Field/Experienced

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

•Empowering and Engaging Latino Parents Through Parent Mentoring Programs

3:15 PM - 4:30 PM

Room: Tower 3-Golden Gate 2



Marlene Batista, Palmdale SD

Grade Level: All

Language: English

Strand: Parent and Community Engagement

Audience Level: New to Field/Experienced

The presenter will discuss the background and results of her study specifically looking at why mentoring programs, such as Project 2 Inspire, are more successful in increasing Latino parent involvement than other traditional parenting programs. Participants will look at how Project 2 Inspire and other mentoring programs build on the

capacity of Latino parents increasing their social and cultural capital. Finally, recommendations and suggestions will be shared on how school administrators can create a school environment and offer programs that will create long-term Latino parent involvement at their schools thus supporting student learning and achievement.

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

3:15 PM - 4:30 PM

Room: Tower 3-Golden Gate 1

Gilberto Soto, Texas A & M International University

Grade Level: Preschool-5

Language: English

Strand: Early Childhood Education

Audience Level: New to Field/Experienced

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

WORKSHOPS / SESSION 5 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: Tower 3-Golden Gate 6

Barbara Ginsberg, Atkinson, Andelson, Loya, Ruud & Romo*Grade Level: All**Language: English**Strand: Leadership**Audience Level: New to Field/Experienced*

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

•Responding to the Needs of Long-Term English Learners

3:15 PM - 4:30 PM

Room: Tower 3-Union Square 3

**Greg Roberts, Saddleback Valley USD
Erin Lopes, Saddleback Valley USD***Grade Level: 9-12**Language: English**Strand: Curriculum & Instruction**Audience Level: New to Field/Experienced*

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

The curriculum includes lessons and activities centered on academic success skills, personal reflection and narratives, emotional literacy, college and career readiness, and the wisdom of 11th and 12th grade student mentors. The objective of this session is to share our frustrations and triumphs, and empower participants to implement one or all of the components of the Freshman Focus course in an existing RTI program, EL support program, or any class striving to meet the diverse needs of English Learners. A full year of lessons and activities will be presented.

•Close Up on Close Reading

3:15 PM - 4:30 PM

Room: Tower 3-Lombard

**Karin Foster, Collaborative Ed
Kim Hanley, Collaborative Ed
Kati Bennett, Collaborative Ed***Grade Level: 3-12**Language: English**Strand: Curriculum & Instruction**Audience Level: New to Field/Experienced*

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

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

•Educational Games for EL Students: State of the Art

3:15 PM - 4:30 PM

Room: Tower 3-Union Square 9

María Burns Ortiz, 7 Generation Games

Jovita Buendía, A.L. Conner Elementary School

Grade Level: K-12

Language: English

Strand: Commercial

Audience Level: New to Field/Experienced

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

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

3:15 PM - 4:30 PM

Room: Tower 3-Union Square 5

Elise Lasko, Estrellita

Grade Level: Preschool-2

Language: English

Strand: Commercial

Audience Level: New to Field/Experienced

Estrellita K-1 is a complementary, phonics-based, accelerated Spanish reading program. Participants will learn a step-by-step procedure for teaching systematic phonics in Spanish. Initial Spanish letter sounds are acquired quickly using auditory, visual and kinesthetic modalities.

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

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

3:15 PM - 4:30 PM

Room: Tower 3-Golden Gate 4

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

Grade Level: 3-12, College/University

Language: Spanish

Strand: Biliteracy/Dual Immersion

Audience Level: New to Field/Experienced

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

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

•Culture, Language, and Empowerment for Chicana/o Standard English Learners

3:15 PM - 4:30 PM
Room: Tower 3-Golden Gate 8

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

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

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

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

3:15 PM - 4:30 PM
Room: BR-Continental Ballroom 9

John Paul Lapid, WestEd

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

The adoption of the California ELA/ELD framework brings clarity and guidance to our work in supporting English learners to develop high levels of academic literacy. This presentation will focus on the implementation of the framework throughout a district and draw from the California ELA/ELD framework to present highly engaging literacy work grounded in complex texts

for elementary grades. Participants will engage with academic texts in scaffolded interactive literacy tasks that connect both integrated and designated ELD with content areas.

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

3:15 PM - 4:30 PM
Room: Tower 3-Union Square 6

Angelina Romano, San Francisco USD

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

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



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

•LiveBinders: Back by Popular Demand

3:15 PM - 4:30 PM

Room: BR-Franciscan D

Denise Stewart, ELL Teacher Pros

Cheryl Sawyer, ELL Teacher Pros

Grade Level: All

Language: English

Strand: Technology and Digital Learning

Audience Level: New to Field/Experienced

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

•Building Engaging Integrated Units: Connecting Reading and Writing Standards

3:15 PM - 4:30 PM

Room: Tower 3-Union Square 13

Nydia Cerecer, Chula Vista Elementary SD

Graciela Chávez, Chula Vista Elementary SD

Grade Level: K-8

Language: English

Strand: Curriculum & Instruction

Audience Level: New to Field/Experienced

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

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

3:15 PM - 4:30 PM

Room: Tower 3-Golden Gate 7

Sylvia Juárez-Magaña, Juarez Consulting Inc.

Teresa Ramírez-Sordia, UC Berkeley

Grade Level: 9-12

Language: English, Spanish,

Strand: College and Career Readiness

Audience Level: New to Field/Experienced

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

•Ethnic Studies Initiative in El Rancho Unified School District

3:15 PM - 4:30 PM

Room: BR-Continental Ballroom 3

Roxane Fuentes, El Rancho USD

Martin Galindo, El Rancho USD

Aurora Villon, El Rancho USD

Jose Lara, El Rancho USD

Grade Level: All

Language: English

Strand: College and Career Readiness

Audience Level: New to Field/Experienced

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

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

•Engage English Learners with the Common Core State Standards

3:15 PM - 4:30 PM

Room: Tower 3-Union Square 4

Giselle Lundy-Ponce, American Federation of Teachers

Grade Level: K-12

Language: English

Strand: College and Career Readiness

Audience Level: New to Field

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

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

3:15 PM - 4:30 PM

Room: BR-Franciscan A

Yee Wan, Santa Clara COE

Angelica Ramsey, Santa Clara COE

Rhonda Beasley, Santa Clara COE

Grade Level: All

Language: English

Strand: Professional Development/Teacher Preparation

Audience Level: New to Field/Experienced

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

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

3:15 PM - 4:30 PM

Room: Tower 3-Union Square 12

Andrea Guillame, CSU Fullerton

Laurel Estrada, Placentia-Yorba Linda USD

Grade Level: 3-5

Language: English

Strand: English Language Development (ELD)

Audience Level: New to Field/Experienced

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

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

• Los conceptos transversales de las ciencias para todos los estudiantes

3:15 PM - 4:30 PM

Room: Tower 3-Union Square 14

Diana Velez, UC Berkeley
Claudio Vargas, Oakland USD

Grade Level: K-8

Language: Spanish

Strand: Biliteracy/Dual Immersion

Audience Level: New to Field/Experienced

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

• ¡Padres informados, hijos exitosos!

3:15 PM - 4:30 PM

Room: Tower 3-Golden Gate 5

María Teresa Herrera, Kern High SD

Grade Level: All

Language: Spanish

Strand: Parent and Community Engagement

Audience Level: New to Field/Experienced

El proposito de esta presentacion es motivar a los padres a recuperar su derecho a ser la mas grande influencia en la vida de sus hijos. El adaptarse a una nueva cultura y un nuevo idioma no debe de relegar a los padres ni a nuestro idioma a un segundo lugar. Es critico que los padres sepan defender su derecho y su lugar como guias principales de la educacion de sus hijos. Los participantes conoceran estrategias para desarrollar su potencial como padres y guias de sus hijos hacia un futuro multicultural exitoso.

• TL3C Ten Fidelity Assurances of Dual Language Immersion Programs

3:15 PM - 4:30 PM

Room: Tower 3-Union Square 1

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

Grade Level: Preschool-12

Language: English

Strand: Biliteracy/Dual Immersion

Audience Level: New to Field/Experienced

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

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

•Developing High-Level Academic Language and Vocabulary in Both Spanish and English Through Discussions of Fine Art Images

3:15 PM - 4:30 PM

Room: Tower 3-Union Square 2

Barbara Place, Davis Curriculum and Research Institute

Grade Level: K-12

Language: English

Strand: Arts Learning

Audience Level: New to Field/Experienced

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

•Be a Part of Changing Our State for English Learners

3:15 PM - 4:30 PM

Room: Tower 3-Golden Gate 3

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

Grade Level: All

Language: English

Strand: Advocacy & Engagement

Audience Level: New to Field/Experienced

There is exciting work for all of us to do to make bilingualism and biliteracy a reality for all of California's students. Join with Californians Together to hear about how the Local Control Funding Formula, the State Seal of Biliteracy, Biliteracy Pathway Awards, the Seal of Biliteracy extension to the university system, the Proposition on the 2016 Ballot to repeal and amend sections of Proposition 227 all present opportunities for each of us to work to change the policies and practices for educating English learners and all students. Now is the time for each of us to engage!!! Californians Together is a statewide coalition of 25 parent, teachers, administrators, board members and civil rights groups focused on improving policy and practice for English Learners.



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

•English Learners: Ensuring Equity and Access

3:15 PM - 4:30 PM

Room: BR-Yosemite A

Marianna Vinson, U.S. Department of Education

Grade Level: K-12

Language: English

Strand: Standard English Learners

Audience Level: New to Field/Experienced

The passage of the Every Student Succeeds Act (ESSA) presents a moment of opportunity for educators to advance equity for English Learners. During this session, participants will learn about key shifts in ESSA as they pertain to ELs and discuss the various tools and resources from the US Department of Education to support equity and access for ELs. Department staff will highlight the English Learner Toolkit as well as other resources to support English Learners and immigrants. Participants will have an opportunity to invite comments and questions, and suggestions for next steps.

•Word Intelligence: Research-Proven Academic Vocabulary Curriculum for English Learners in Grades 6-10

3:15 PM - 4:30 PM

Room: Tower 3-Union Square 10

Linda Diamond, Consortium on Reaching Excellence in Education

Mark Simmons, Consortium on Reaching Excellence in Education

Grade Level: 6-12

Language: English

Strand: Commercial

Audience Level: New to Field/Experienced

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

WORKSHOPS / SESSION 6 4:45 PM - 6:00 PM

•The Benefit of Assessing Spanish-Speaking Students in English and Spanish

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

Carol Johnson, Renaissance Learning

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

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

•Inspiring Writing and Oral Fluency for ELL and Struggling Students

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

Claudia Salinas, iLit

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

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

•Escalating Your Success: Interacting in Meaningful Ways

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

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

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

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

•The Use of Technology in the Classroom

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

Ana Castro, PreK12 Plaza
Michelle Emirizian, PreK12 Plaza

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

Technology is key in helping students learn. During this session we will discuss and introduce technology resources (in English and Spanish) and tips available to help students improve their writing, reading, math and enhance their overall academic skills.

CABE 2016 JAM SESSION

THURSDAY, MARCH 24, 2016
4:30 PM - 6:00 PM
CONTINENTAL BALLROOM

Love to sing with others? Here is your chance! Get your groove on with your fellow CABE conference attendees in our 4th Annual Official CABE Jam Session!

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

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

ALL ARE WELCOME!



2016 FILM FESTIVAL

LLÉVATE MIS AMORES

-ALL OF ME

THURSDAY



Location: Imperial A

Special Guest:
Director Arturo González Villaseñor

Thursday, March 24, 2016
4:45 pm-6:00 pm



Paintings by Talavera-Ballon <http://www.talavera-ballon.com> depicting Las patronas and Latino Immigrants in San Francisco and California will be displayed at the showing of the movie and in the Exhibit Hall.

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

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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



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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

CABE 2016



Bridging Multiple Worlds for Local & Global Success



HIGHLIGHTS

General Session

8:30 am - 10:15 am / Keynote Address: Pedro Noguera / Continental Ballroom

Exhibit Hall Events -- Grand Ballroom

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

9:00 am - 11:00 am / Coffee Service for all attendees

10:30 am - 5:00 pm / Author's Corner

12:00 pm - 1:30 pm / Exhibit Hall Dedicated Viewing / Food Carts Available for Lunch Purchase

12:30 pm - 1:30 pm / CABE Poetry Slam

1:30 pm / iPad Drawing

3:00 pm / Afternoon Snack

5:00 pm / Daily Exhibit Hall Drawings

5:30 pm / CABE 2016 Exhibit Hall Closes

Workshops, Institutes, Activities

7:30 am - 4:45 pm / Parent Resource Center / Plaza A

10:30 am - 2:30 pm / Administrative Leadership Symposium / Featuring Pedro Noguera,
Laurie Olsen and more! / Imperial A

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 and Institutes

10:30 am - 11:45 am / Nicoline Ambe / F. Isabel Campoy / José Luis Orozco / Dennis Parker / Ivannia Soto

1:30 pm - 2:45 pm / Anaida Colón-Muñiz / Magaly Lavadenz / Myriam Met / Anita Pandey

1:30 pm - 4:30 pm / Kate Kinsella

3:15 pm - 4:30 pm / Tonya Ward Singer / Joe Cepeda

Special Events

4:45 pm - 6:00 pm / CABE Film Festival / "Abrazos"

Special Guest: Director Luis Argueta / Imperial A

7:00 pm - 9:00 pm / Seal of Excellence Award Banquet / Continental Ballroom

9:00 pm - 12:00 am / Seal of Excellence Dance / Featuring Band: AUGUST / Continental Ballroom



PLAN YOUR DAY

MORNING 8:00 am - 12:00pm

AFTERNOON 12:00 pm - 6:00 pm

EVENING 6:00 pm - 11:00 pm

FRIDAY

Friday, March 25, 2016

CABE  **2016**

GENERAL SESSION

8:30 am – 10:00 am
Continental Ballroom

Entertainment

José Luis Orozco and 123 Andrés

Welcome

Host

Esabel Cervantes
CABE Board of Directors, Region 2 Representative

CABE 2016 Honorary Chairs

Steve Betando, Superintendent, Morgan Hill USD
Jon R. Gundry, Superintendent, Santa Clara County Office of Education

Special Greeting

Yee Wan, NABE Board President

President's Message

Karling Aguilera-Fort
President, CABE Board of Directors

Policy and Legislative Update

California Ed.G.E. Initiative, Senator Ricardo Lara

CABE Board Awards

CABE 2016 Corazón Award
Charlene Fried

Keynote Speaker

Pedro Noguera
UCLA

Closing and Announcements

CABE Thanks Our Gold Level Sponsor:



KEYNOTE SPEAKER

PEDRO NOGUERA

UCLA

**Making a Difference for English Learners**

Throughout the United States, immigrant students and English learners are at great risk for school failure. High dropout rates and low levels of performance in most academic subjects are common particularly in many urban districts where schools lack the organization and expertise to meet student needs. This keynote address will present research on best practices for EL and immigrant students, and discuss the strategies utilized by schools that are succeeding in meeting their needs.

Pedro Noguera is the Distinguished Professor of Education at the Graduate School of Education and Information Studies at UCLA. His research focuses on the ways in which schools are influenced by social and economic conditions, as well as by demographic trends in local, regional and global contexts. He is the author of eleven books and over 200 articles and monographs. He serves on the boards of numerous national and local organizations and appears as a regular commentator on educational issues on CNN, MSNBC, National Public Radio, and other national news outlets. Prior to joining the faculty at UCLA he served as a tenured professor and holder of endowed chairs at New York University, Harvard University and the University of California, Berkeley. In 2014 he was elected to the National Academy of Education. Noguera recently received awards from the Center for the Advanced Study of the Behavioral Sciences, from the National Association of Secondary Principals, and from the McSilver Institute at NYU for his research and advocacy efforts aimed at fighting poverty.

Book signing immediately following session

Administrative Leadership Symposium

Friday, March 25, 2016 • 10:30 am-2:30 pm • Imperial A

PLANNING STRATEGICALLY FOR GLOBAL SUCCESS

Models for Sustainable Transformation

Participants who have pre-registered have priority seating. Lunch is provided.

Complimentary Registration is offered for Board Members, Superintendents and Assistant Superintendents. Other conference attendees who are district and site administrators and leaders are welcome to attend for a small registration fee.

OUTCOMES

- Create a space for like-minded leaders to convene and communicate around issues of 21st century excellence and equity for English Learners and other students.
- Engage participants in exploring strategic planning models for sustainable transformation that result in globally-competitive schools.
- Share processes for strategic integration and implementation of district and site plans to ensure 21st century equity and excellence for English Learners.
- Address the needs of English Learners through the LCAP process
- Generate enthusiasm and excitement about deeply engaging our communities in envisioning high-level success for our students and schools.

DESCRIPTION

The Administrator Leadership Symposium will provide district and site leaders with a window into strategic planning processes that are models for sustainable transformation of an entire school district so it can achieve 21st century multilingual excellence and equity for English Learners.

This year's symposium attendees will hear from the leadership of three California districts about their progress in designing and implementing forward-thinking student-centered strategic initiatives that drive the Local Control and Accountability Plan and that have dramatically changed both the WHAT and the HOW of the districts' work.

This session will provide an exciting space for district and site leaders to access key information, research, support, and structures to successfully implement globally-competitive schools and funding policies and practices that yield 21st century success for English Learners and all other students.

Facilitated and organized by San Rafael USD and the CABE Board of Directors

PRESENTERS

- Karling Aguilera-Fort, CABE Board President & Assistant Superintendent, San Francisco USD
- Richard Carranza, Superintendent, San Francisco USD
- Kelly King, Assistant Superintendent of Educational Services, Glendale USD
- Raúl Maldonado, Superintendent, Palmdale SD
- José Manzo, Superintendent, Oak Grove SD
- Nellie Meyer, Superintendent, Mt. Diablo USD
- Pedro Noguera, Director, Center for the Study of School Transformation, Graduate School of Education and Information Sciences at UCLA
- Laurie Olsen, SEAL, Sobrato Family Foundation
- Francisca Sánchez, CABE Board Immediate Past President

CO-SPONSORED BY



FULL-DAY INSTITUTE 10:30 AM - 4:30 PM

•Eradicating Learned Passivity - Reducing the Ranks of Long-Term English Learners

10:30 AM - 4:30 PM

Room: Tower 3-Taylor

Elizabeth Jiménez Salinas, GEMAS Consulting

Carmen Wood, Brentwood USD

Grade Level: 3-12

Language: English

Strand: Curriculum & Instruction

Audience Level: New to Field/Experienced

Based on the research study *Reparable Harm* (2010) we will collaboratively model, discuss, and share proven instructional strategies and considerations for raising achievement in middle and high school Long-Term English Learners. We will share concrete strategies to increase engagement, raise achievement and reduce passivity such as the elimination of toxic questions, utilizing home language and culture, and crafting content and language objectives for student accountability. Spectacularly successful case studies utilizing Teacher to Teacher Professional Development will be shared.



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FEATURED SPEAKERS 10:30 AM - 11:45 AM



Ivannia Soto,
Whittier College
Linda Meyer,
Claremont Graduate University

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

• **Findings and Demonstration of the EL Shadowing App**

In this session, a demonstration of a new app designed to monitor the academic oral language and listening experiences of ELs will be provided. Additionally, pilot data from the implementation of the app will be presented, as well as how Whittier City School District is using the app to monitor the progress of their ELs.



F. Isabel Campoy, Author
Alma Flor Ada, Author
Suni Paz, Suni Paz

10:30 AM - 11:45 AM
Room: BR-Continental Ballroom 9



• **Ayudando a nuestros hijos**

La riqueza de cultura y lengua que vive en cada hogar Latino debe servir como base para el éxito de los hijos en la escuela. Esta presentación dará a los padres las herramientas y estrategias para que puedan caminar junto a sus hijos hacia el dominio de dos lenguas, una fuerte identidad y el enriquecimiento del vocabulario en su primer idioma.



Dennis Parker
Best Practices in Education

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

• **Putting Students in the Driver's Seat: 15 Ways to Engage and Accelerate Struggling Learners**

Achieving more than a year's academic growth in a year is the gold standard for educating students who are typically below grade level in school. As teachers and students confront the increased rigor of the Common Core State Standards, the search for classroom strategies that can engage and accelerate under-performing students takes on new importance. This session will focus on 15 academic and classroom management strategies that all have one trait in common: they put students in the driver's seat. These practices promote more engagement, more higher-order thinking, and more self-motivated acceleration across the curriculum than "good teaching" while preventing the disadvantages of "learned dependence." Come and add a new dimension to your teaching!



FEATURED SPEAKERS 10:30 AM - 11:45 AM



Nicoline Ambe
Nicoline Ambe International



José Luis Orozco
Arcoiris Records

10:30 AM - 11:45 AM
Room: BR-Continental Ballroom 8

•Groomed For Success: Raising Kids Who Excel in School and Life.

Every parent wants to raise successful children who prosper in every area of their lives – in relationships, financially, emotionally and physically. No parent wants to see their children struggle through life. However, something has got to give to raise well-rounded children who are balanced and excel in every area of life. It requires intentional parenting and implementing habits very early on that prepare children for who they are to become. This presentation will discuss specific ideas and principles that parents can implement at home to groom their children to excel in school, pursue high paying careers but also live a balanced, fulfilled and satisfying life as adults.

Book signing immediately following session.

10:30 AM - 11:45 AM
Room: BR-Continental Ballroom 7

•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.

WORKSHOPS / SESSION 7 10:30 AM - 11:45 AM

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

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



María Reifler, Montebello USD

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

Changes in today's world present us with challenges we must address positively so we can guide our children to have fruitful lives. In this workshop, we will explore and practice techniques and tools for adults to help children become self-managers. This includes: (1) a balanced sense of self; (2) strong interpersonal skills; (3) a sense of responsibility and motivation.

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

10:30 AM - 11:45 AM
Room: Tower 3-Union Square 15/16

Amanda Gonzales, Palm Springs USD

Grade Level: K-5
Language: English
Strand: Curriculum & Instruction
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.

•WRITE Institute: Amplifying the Writing Process (Teachers, Coaches and Administrators)

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

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

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

The Writing Reform and Innovation for Teaching Excellence (WRITE) Institute will provide professional learning around systemic, integrated literacy instruction. This interactive presentation will increase teachers' and administrators' understanding of research-based literacy practices and topics related to K-12 writing and Common Core Standards.

•Dual Language Immersion Program School Administrators Speak Up - A National Study of Dual Language Immersion Programs: Is there equity for all students?

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

Patricia Fernández, Lakeside Union SD

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

In this workshop, I will present my current national research, exploring equity challenges in dual language immersion programs in grades TK-12. Specifically, my study researched School Principals who have led Dual Language Immersion programs throughout the U.S. in grades TK-12. Participants will hear current issues of equity as reported by educational leaders at the helm of today's dual language immersion programs. This workshop presents study findings and themes, recommendations and implications for policy work and future research.



WORKSHOPS / SESSION 7 10:30 AM - 11:45 AM

•Integrating English Language Proficiency (ELP) and Common Core State Standards Using Action Plan, a Project GLAD Strategy

10:30 AM - 11:45 AM

Room: Tower 3-Union Square 23/24

Lara Smith, Reynolds SD

Nicole Chávez, Orange County DOE

Grade Level: K-5

Language: English

Strand: English Language Development (ELD)

Audience Level: New to Field/Experienced

Instruction and assessment aligned with the new CCSS and English Language Proficiency (ELP) Standards require teachers to use authentic task-based practices. Reynolds School District in Oregon recently launched a sheltered instruction initiative in which all teachers in grades K-6 receive initial training and on-going implementation support in Project GLAD®. The district emphasizes Project GLAD® strategy titled Action Plan as a way to design authentic performance tasks that integrate ELP and Common Core State Standards with community-based learning. Many teams of general education teachers and ELD specialists were involved in collaborative planning, teaching, and assessment of Action Plans during the 2014-2015 school year and will continue this work during the 2015-2016 school year. The presentation describes the process and the results of this work.

•Tell Me More! Moving your students into deeper academic discussions in English and in Spanish using fine art images and real-world photographs.

10:30 AM - 11:45 AM

Room: Tower 3-Mason

Barbara Genovese-Fraracci, Fraracci Educational Services

Grade Level: K-12

Language: English

Strand: Arts Learning

Audience Level: New to Field/Experienced

This session will demonstrate concrete strategies that develop academic oral language in English and in Spanish. These strategies will allow teachers to drill deeper and hold students accountable through discussions about fine art images and real-world photos. Participants will receive handouts of "talk moves" in English and in Spanish that they can apply across the curriculum. They will also receive sample lessons in English and Spanish to try out in their own classrooms.

•Work That Text! Teaching English Learners Using Informational Text, K-5

10:30 AM - 11:45 AM

Room: Tower 3-Union Square 1

Alesha Moreno-Ramírez, Tulare COE

Grade Level: K-5

Language: English

Strand: Curriculum & Instruction

Audience Level: New to Field/Experienced

Rich literacy experiences are critical to deepening comprehension and provide context for language development. This session will delve into strategies to engage English learners in meaningful interactions around complex informational text. We will employ speaking, listening, reading, and writing to build content knowledge and practice the academic language register. Let's explore how we can use informational text sets, including picture books, to support implementation of the three instruction shifts in CA Standards with ELs in mind.

WORKSHOPS / SESSION 7 10:30 AM - 11:45 AM

•Math Shelf: An iPad Mathematics Curriculum for Second Language Pre-K and Kindergartners

10:30 AM - 11:45 AM

Room: Tower 3-Union Square 19/20

John Schacter, CSU San Jose

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

Early mathematics competency is the best predictor of young children's future academic success. Low-income children, and second language learners often enter Kindergarten one to two years behind in mathematics compared to their middle- and high-income peers. In this interactive session educators will play with a variety of virtual manipulatives, puzzles, and math games on iPads that build preschoolers and Kindergartners conceptual understanding and fluency mathematics.

•La educación financiera, como quedarse con más dinero al final del mes

10:30 AM - 11:45 AM

Room: Tower 3-Plaza B



Lettie Ramírez, CSU East Bay

Susana Susana, Hayward USD

Helmin Meneses, Hayward USD

Ana María Rodríguez, Hayward USD

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

Educación financiera, ejemplos de como las tarjetas de crédito y el interés que pagamos nos roban de nuestro dinero serán presentados. Ideas de como quedarse con mas dinero al fin del mes serán presentadas.

•English Literacy through Project Based Learning

10:30 AM - 11:45 AM

Room: Tower 3-Sutter

Reyna García Ramos, Pepperdine University

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

The purpose of this hands-on workshop is to help classroom teachers develop techniques on how to use Project Based Learning (PBL) to help English learners further their English literacy in any classroom context. This workshop is interactive and will walk teachers through the steps on how to get started with Project based learning (PBL) 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; address the community context of students and meets Common Core State Standards.

•Multimedia & Storytelling to Develop Voice in the Dual Language Classroom

10:30 AM - 11:45 AM

Room: Tower 3-Union Square 10

Laura DuMond Kerr, Taso Municipal Schools

Bernadine Santistevan, Wolf Dog Art and Education

*Grade Level: 3-5**Language: English**Strand: Multicultural/Diversity Education**Audience Level: New to Field/Experienced*

This session highlights how multimedia and storytelling can be combined with culturally responsive teaching to develop Spanish and English-language skills, as well as strengthen students' voice. Incorporated are best practices from Literacy Squared (e.g., Lotta Lara) and GLAD, as well as unique multimedia strategies and approaches we have developed (aligned with Common Core State Standards) that guide students in writing and orally expressing stories that are meaningful and academically challenging to them.



WORKSHOPS / SESSION 7 10:30 AM - 11:45 AM

•Beginning a Dual Immersion Elementary Program

10:30 AM - 11:45 AM

Room: Tower 3-Union Square 13

Ada Lukas, San Diego USD

Grade Level: K-5

Language: English

Strand: Biliteracy/Dual Immersion

Audience Level: New to Field

This presentation will be geared towards teachers, peer coaches, and administrators who are beginning a dual immersion (Spanish/English) program. We will focus on how to organize your professional development and professional learning communities to promote student success.

•The TALLK Project: Coaching Preschool Teachers of Dual Language Learners

10:30 AM - 11:45 AM

Room: Tower 3-Union Square 12

Jenn Guerrero, Sonoma COE

Patricia Rendón, Sonoma COE

Elena Janred, Sonoma COE

Grade Level: Preschool

Language: English

Strand: Early Childhood Education

Audience Level: New to Field/Experienced

The Teachers Acquiring Language Learner Knowledge (TALLK) Project provides preschool teachers at state-funded schools with training and coaching in specific strategies for teaching Dual Language Learners. Sponsored by the Sonoma County Office of Education and drawn from the Preschool English Learner (PEL) Guide, the project endeavors to build language skills in both English and the students' home language, through teacher professional development and parent education. Participants will gain information about a model for early education that has been proven effective in building language acquisition that could be replicated in a number of educational settings.

•First Year of Dual Language Immersion Implementation: Lessons Learned

10:30 AM - 11:45 AM

Room: Tower 3-Union Square 2

Renae Bryant, Westminster SD

Shannon Villanueva, Westminster SD

Grade Level: All

Language: English

Strand: Biliteracy/Dual Immersion

Audience Level: New to Field/Experienced

Through this interactive session participants will discuss ideas which can be readily applied to any dual language immersion program in the areas of: community outreach, task force building, master plan writing, public relations, leadership, organization/business/university partnerships, recruitment and more. Participants will learn about the successes and opportunities in implementing a new dual language immersion program, specifically the first Vietnamese Dual Language Immersion program in the state of California in Westminster School District.

WORKSHOPS / SESSION 7 10:30 AM - 11:45 AM**•How to Reduce Federal Program Monitoring (FPM) Findings**

10:30 AM - 11:45 AM

Room: Tower 3-Union Square 9

Hidali Garcia, Coachella Valley USD
Patricia Larios, Coachella Valley USD
Renee Miletic, Coachella Valley USD

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

Learn how the EL Services Department of one school district reduced its number of FPM findings from 52 to 5 in only two school years. This presentation emphasizes relationship building, preparation, organization, and collaboration to build the capacity of a local educational agency to sustain effective systems of service and accountability. Suggestions for addressing and resolving findings will be provided.

•Comprehension Magic: Strategies that Work

10:30 AM - 11:45 AM

Room: Tower 3-Union Square 4

Angela Barra, Mount Diablo USD
Sharon Zinke, West Contra Costa 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 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. These strategies quickly cut to the chase and can be implemented with any and all reading materials. 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. As an added bonus, a highly effective strategy, "Precision Reading" will be introduced.

•Bringing Spanish Social Studies to life with "Cuadernos Interactivos" interactive journals.

10:30 AM - 11:45 AM

Room: Tower 3-Union Square 25

Raquel López, Gilroy USD
Maritza Salcido, Gilroy SD

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

Bring Social Studies to life by creating "Cuadernos Interactivos" interactive journals. Participants will see how students in a dual language program can use a variety of techniques such as Cornell notes, close reading, writing, blogs and graphic organizers to learn the content of middle school social studies in Spanish. Interactive journals are a method of engaging students in the 4c's of common core: creativity, communication, collaboration and critical thinking. Presenter will share a planning template, tried and true best practices and a new perspective on bringing Spanish social studies to life.

WORKSHOPS / SESSION 7 10:30 AM - 11:45 AM

•Building Classroom Communities and School Culture Through Interactive Morning Meetings

10:30 AM - 11:45 AM

Room: Tower 3-Union Square 21

Marysol Pérez, Camino Nuevo Charter Academy
Michelle Sandoval, Camino Nuevo Charter Academy

Grade Level: K-12

Language: English, Spanish

Strand: Multicultural/Diversity Education

Audience Level: New to Field/Experienced

In an era where the rigor of academic performance and expectations have rapidly increased, it is imperative to set a tone and environment for learning to occur. Through the responsive classroom approach, educators can use the four sequential elements of morning meetings to integrate social and academic skills to promote an environment that validates students as individuals, set clear social and emotional expectations, and promote authentic learning experiences. In this interactive workshop, you will learn about the social, cognitive, and academic benefits of morning meetings in classrooms, the four sequential components of a morning meeting, and learn about different ways you can incorporate the thematic units that revolve around social justice issues or academic content foci. This workshop will also provide a hands-on experience in which participants will engage in a bilingual morning meeting that can be used in dual immersion classrooms as a way to bridge languages, promote transference, and increase pride in bilingualism.

•Building Parent Engagement in the School Community/ Motivar la participación de las familias en la construcción de la comunidad escolar.

10:30 AM - 11:45 AM

Room: Tower 3-Golden Gate 6

Vickie Neves, Redwood City SD
Ashleigh Williams, Redwood City SD
Nuria Godcharles, Redwood City SD
Ana Fernández, Redwood City SD

Grade Level: K-2

Language: English, Spanish

Strand: Parent and Community Engagement

Audience Level: New to Field/Experienced

This workshop will provide participants with best practices for teachers to create and increase community through parent engagement. This interactive workshop will discuss strategies in which teachers can motivate, engage, encourage and support parents in the school community. Esta clase proporcionará a los participantes con las mejores ideas de las maestras en crear e incrementar comunidad a través de la participación los padres. Esta clase interactiva se discutirán estrategias con las cuales las maestras pueden motivar, involucrar, animar y apoyar a las familias de la comunidad.



WORKSHOPS / SESSION 7 10:30 AM - 11:45 AM

•Repairing Your Relationship with English Learners

10:30 AM - 11:45 AM

Room: BR-Continental Ballroom 1

Pedro Fuéntez, Educational Consultant

Grade Level: 3-12

Language: English, Spanish

Strand: English Language Development (ELD)

Audience Level: Experienced

After an overview of why restoring a relationship is important with EL's, participants will collaborate and be walked through Positive Behavioral methodology strategies 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 positive behavioral methods in order to understand students' emotional and social needs. Participants will leave with classroom activity strategies they can incorporate immediately to impact and direct student behavior.

•National Resource Center for Asian Languages

10:30 AM - 11:45 AM

Room: Tower 3-Union Square 8

Natalie Tran, CSU Fullerton

Stephanie Campbell, CSU Fullerton

Grade Level: K-12

Language: English

Strand: Asian & Pacific American Education/Indigenous Languages

Audience Level: New to Field/Experienced

The National Resource Center for Asian Languages (NRCAL) at California State University, Fullerton was established to improve the nation's capacity for the teaching and learning of Asian languages including Vietnamese, Korean, Chinese, and Japanese, with an emphasis on providing support for Vietnamese-English dual language immersion programs. In this session, we use an interactive and multi-media platform to present

resources and instructional materials available to support instructions for these less commonly taught languages.

•Taking Common Core Writing Text Types to Paragraphs and Beyond

10:30 AM - 11:45 AM

Room: Tower 3-Union Square 14

Lupita Castaneda, Riverview International Academy

Grade Level: 3-5

Language: English

Strand: Curriculum & Instruction

Audience Level: New to Field/Experienced

Learn interactive techniques to differentiate instruction and motivate students to write content-rich compositions filled with textual evidence. Model opinion pieces with a clear point of view and organizational structure, fact-supported reasons, and a concluding section designed to tie the entire argument together. Guide informative/explanatory pieces that clearly and accurately convey information to increase reader's knowledge and comprehension of a concept. Catapult Common Core writing with dynamic techniques that engage students in critical thinking immediately!

•Using Inquiry-based Science to Support ELD Instruction

10:30 AM - 11:45 AM

Room: BR-Yosemite B

Sarah Capitelli, University of San Francisco

Fred Stein, Exploratorium

Craig Madison, Sonoma Valley USD

Grade Level: K-5

Language: English

Strand: English Language Development (ELD)

Audience Level: New to Field/Experienced

This workshop explores the role inquiry-based science has on ELD. An inquiry-based science curriculum will be described. The relationship between the learning and doing of science and the development of language



WORKSHOPS / SESSION 7 10:30 AM - 11:45 AM

skills, the affordances to use and develop language in authentic and meaningful ways, and the sophisticated language practices and skills that are developed through this approach will be highlighted. These ideas will be explored and exemplified through teachers' sharing their classroom practices and experiences.

•Why Aren't We in the Book? Respectful Literacy for Indigenous Language Speakers

10:30 AM - 11:45 AM

Room: Tower 3-Union Square 6

George Feldman, Monterey Bay Aquarium

Grade Level: All

Language: English

Strand: Multicultural/Diversity Education

Audience Level: New to Field/Experienced

My indigenous Mexican students were hiding their home languages. Since the languages weren't in our class books, they weren't in the classroom. Whatever languages the teacher speaks represents power in the class. That power can be used to bring students' home languages into positions of respect and joy. We will take time to prepare and find materials so we can implement changes in our Common Core classrooms on Monday. My examples from Mixtec working with students will help other students who speak minority languages.

•Supporting Multilingual/Multicultural Education in Central California

10:30 AM - 11:45 AM

Room: Tower 3-Union Square 5

Theresa Huerta, CSU Fresno

Jessica Miguel, CSU Fresno

Josefa Bustos, Hanford Elementary SD

Grade Level: College/University

Language: English

Strand: University Programs

Audience Level: New to Field/Experienced

This presentation discusses the Multilingual Multicultural Education (MME), Master's program at CSU, Fresno that originated from a needs assessment conducted at a local dual language conference. This presentation focuses on two key aspects of the program. The first will be the establishment and launching of the new MME master's program. The second will examine ways in which Central California schools can promote the intersection of the learning of multilingualism and multiculturalism through such a program.

•Creating Systems for EL Services to Address ELD Instruction

10:30 AM - 11:45 AM

Room: BR-Yosemite A

Norma Barajas-Ruiz, Selma USD

Blanca Tolpezninkas, Selma USD

Donning Day, Selma USD

Margie Salinas, Selma USD

Grade Level: K-12

Language: English

Strand: English Language Development (ELD)

Audience Level: New to Field/Experienced

Selma Unified has taken a systematic approach to ensure that every English Learner in the district receives English Language Development instruction that meets their specific needs. This process has included the creation of: a clearly defined coaching process; a structured lesson design for English Language Development instruction; focused professional development; and ongoing collaboration to enhance classroom instruction in both Integrated and Designated English Language Development. The team will share highlights from this process.

WORKSHOPS / SESSION 7 10:30 AM - 11:45 AM

•El desarrollo del idioma español: ¿Qué? ¿Por qué? ¿Cómo?

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

Jorge Cuevas Antillón, San Diego COE

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

Este cursillo se enfoca en recomendaciones del California ELA/ELD Framework aplicado al desarrollo del idioma español. Será explorado el caso para enseñar español como lenguaje académico en si, usando los estándares para el desarrollo del idioma español de California y los estándares estatales comunes para las artes de lenguaje en español. Ejemplos de lecciones y horarios serán distribuidos y examinados para ver como el español integrado y designado funcionará en las escuelas bilingües. Los participantes tendrán oportunidades para determinar como incluir el desarrollo del idioma español en el contexto de sus salones de clase.

•A Cuenta Cuentos Fun Story Time

10:30 AM - 11:45 AM
Room: Tower 3-Union Square 17/18

René Colato Laínez, Los Angeles USD/Author
Jorge Argueta, Luna's Press
Amy Costales, University of Oregon
Amada Irma Pérez, Author

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

Bilingual Authors Amada Irma Perez, Amy Costales, René Colato Laínez and Jorge Argueta will read and share their authentic children's picture books. Come and enjoy stories in English and Spanish about mamás, papás, abuelitas, niños, traditions, food and music.

•Con la poesía, aprendo a leer

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

Sauna Williams, Benchmark Education Company

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

Para enseñar con éxito usando poemas, se debe alentar a los niños. Será importante facilitar el acceso del estudiante por el género de la poesía. Los poemas de niños se utilizan para enseñar conciencia fonológica y fonética. Como son métodos eficaces de enseñanza para ayudar a los niños a reconocer la secuencia de sonidos en las palabras y los símbolos de representación. Para enseñar y usar esas técnicas para comenzar a leer y escribir. Es muy importante que el texto se lea y que el texto sea divertido, y a la vez didáctico.

•Special Needs English Learners and Accelerating Vocabulary and Language

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

Sandy Christensen, Special Needs Consultant
Barbara Place, Davis Curriculum and Research Institute

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

This session demonstrates how teachers of Special Needs English Learners can develop high-level academic vocabulary and language in an authentic oral language approach based on discussions and repeated use of previously learned vocabulary. The lessons are based on engaging discussions of fine art images from around the globe and across time, from ancient Greece and Egypt to Pre-Columbian art, to 21st century art. All participants will receive sample lessons, along with the accompanying fine art images.



WORKSHOPS / SESSION 7 10:30 AM - 11:45 AM

•Teaching Designated English Language Development with a Focus on Communication: A Hybrid, Blended Learning Approach to Building Capacity for Designated ELD

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

Angie Estonina, San Francisco USD
Christina Huizar, San Francisco USD

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

Designated ELD is shifting to language development through constructive and rich communication. Students need to use language to do interesting and realistic things with language in order to learn it. Language was created to get things done, to communicate—and this is how they best learn it. This is where this MOOC starts. It focuses on how to design and teach lessons that are saturated with communication, and, where needed, develop grammar and vocabulary to support communication. Each session has a main idea video that presents the focal area to work on for the following month (e.g., listening, reading, writing/multimedia output, oral output, conversation), along with written model lessons that emphasize the focal area, analyses of the model lessons, basic written lessons to be strengthened by participants, and a sample “expert” modification of that lesson.

•Establishing Multiple Pathways to Biliteracy: An Additive Approach to Language Learning for Global Students

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

Cynthia Vásquez Petitt, Anaheim Union High SD
Olivia Yahya, Saddleback Valley USD
Fernando Rodríguez-Valls, CSU Fullerton

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

In 2012, California became the first state in the nation to award a State Seal of Biliteracy. This groundbreaking step was an acknowledgment of the economic and social value of multilingualism, the realities of a global century, and of the high level of academic achievement associated with attainment of literacy in multiple languages. This award also rounded out the very notion of college and career readiness for this diverse and global 21st century world. Another major change recognizing the benefits of biliteracy includes an increased number of two-way immersion programs in our public education system. Learn how two school districts provide a continuum of language development from grades pre-kindergarten through twelve with an emphasis on dual immersion Identify multiple pathways that school districts and county offices of education may utilize in developing their comprehensive to biliteracy programs.

WORKSHOPS / SESSION 7 10:30 AM - 11:45 AM

•What's Good About Common Core for the English Learners?

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

José Lalas, Corona-Norco USD/University of Redlands
Joana Lalas, Colton USD
Nivia Gallardo, Corona-Norco USD

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

This presentation will discuss the existing related classroom research, best practice, and pedagogical principles that connect the use of Common Core in helping the English learners gain effective access to academic content areas and develop communicative competence in using English. The benefits of using Common Core in developing academic engagement, affective engagement, cognitive engagement, and emotional engagement across grade and language proficiency levels will be presented and demonstrated. A school district's Local Control Accountability Plan and Common Core implementation plans will be shared.

•Looking for a Few Good Presenters: Presenting 101

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

Kris Nicholls, CABE Professional Development Services

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

Have you thought about making a presentation to a group of colleagues or at a professional conference, but weren't quite sure where to begin? Come learn from the Director of CABE's Professional Development Services, a veteran local-, state-, and national- level professional developer and presenter, how to: plan, organize, and

deliver an engaging presentation in which participants will actively engage, understand, and appreciate the importance of the message you are bringing. This workshop is for both new presenters and experienced presenters who would like to refine their presentation skills.

•Does Your LCAP Deliver on the Promises for Improved and Increased Services for English Learners?

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

Shelly Spiegel-Coleman, Californians Together
Laurie Olsen, Sobrato Early Academic Language Program
Magaly Lavadenz, Loyola Marymount University
Elvira Armas, Loyola Marymount University

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

Each school district is required to annually update and post their Local Control Accountability Plan (LCAP). This session will provide a summary of a report on data aggregated from 29 LCAPs in reference to programs and services for English learners (ELs). Findings and local and state recommendations to help self assess your district's current plan and identify areas for enhancement and improvement will be presented. The report and a tool consisting of 10 research-aligned rubrics through the lens of English learners will be presented for each attendee to take back to their district to help target their goals and strategies for ELs in their LCAP.



WORKSHOPS / SESSION 7 10:30 AM - 11:45 AM

•CSL is the New ESL

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

Efraín Tovar, Selma USD

Grade Level: Preschool-12
Language: English
Strand: Technology and Digital Learning
Audience Level: New to Field/Experienced

Technology is radically changing every area of our society, from communication to government to how we do our jobs. Digital literacy/Computer Science is now as fundamental as reading and writing. Code.org states that 9 in 10 parents want their children to learn computer science. By learning to Code as a Second Language (CSL), students learn important reasoning, logic, and communication skills. Come and learn the best apps and online resources available to implement coding at your K-12 school. This interactive, hands-on workshop will provide great resources and teach you how to develop your own app! All levels welcome. Follow us on twitter @soyCVCP.

•Mexican Textbooks for Bilingual Education in California

10:30 AM - 11:45 AM
Room: Tower 3-Union Square 22

Joaquin Diez-Canedo, Conaliteg
Antonio Araige, Conaliteg

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

The Mexican Government, through its textbook publishing agency, Conaliteg, is opening the possibility of having Mexican textbooks for use in schools with outstanding bilingual education programs. An overview of how the Conaliteg came to be, how it presently operates, and what it has recently done together with Mexican Consulates in the U.S. to cater to Mexican communities and American bilingual schools to provide textbook will be shared. The prerequisites for applying for this benefit will be explained.

•Getting Students Excited About STEM and STEAM++ Project-Based Learning

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

Bob Barboza, Super School K12 International University

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

Explore the projects that we use to get our students excited about STEM and STEAM++ (science, technology, engineering, visual and performing arts, mathematics, computer languages and foreign languages. We have created a Jr. astronaut, engineers and scientists training program that integrates the Common Core and Next Generation Science Standards to help our students with their college and career ready skills for the technology and aerospace industries. Learn about our involvement in the new XQ Super School Project.

WORKSHOPS / SESSION 7 10:30 AM - 11:45 AM

•Dual Language Essentials: Creating and Sustaining a High Quality Program

10:30 AM - 11:45 AM

Room: BR-Continental Ballroom 3

David Rogers, Dual Language Education of New Mexico
Loretta Booker, Dual Language Education of New Mexico

Grade Level: K-12

Language: English

Strand: Leadership

Audience Level: Experienced

The original design and implementation of your DLE program is often exciting, but once the honeymoon is over, the business of maintaining a quality program depends on leadership, reflection, and continuous improvement of the program's alignment and classroom instruction. Let's explore together the essential components of a successful DLE program.

•Plaza Comunitaria Educación en Español al Alcance de Todos

10:30 AM - 11:45 AM

Room: Tower 3-Plaza A



Sofía Mariana Reina Astudillo, Instituto Nacional para la Educación de Los Adultos

Grade Level: All

Language: Spanish

Strand: Parent and Community Engagement

Audience Level: New to Field/Experienced

El Instituto Nacional para la Educación de los Adultos (INEA) es una institución federal mexicana que otorga servicios de educación básica, de manera gratuita, a jóvenes y adultos mayores de 15 años que no saben leer y escribir o que se encuentran en situación rezago educativo. Esto lo hace mediante el Modelo Educativo para la Vida y el Trabajo (MEVyT). El MEVyT plantea el tratamiento de los contenidos y temas considerando experiencias, saberes y conocimientos de las personas y enfatiza el aprendizaje sobre la enseñanza al reconocer que las personas a lo largo de su vida han desarrollado la capacidad de aprender. Asimismo, con el apoyo de la Secretaría de Relaciones Exteriores (SRE) y el Instituto para los Mexicanos en el Exterior (IME), los servicios que ofrece el INEA se extienden a mexicanos en EE.UU. mediante Plazas Comunitarias que son auspiciadas por diversas organizaciones.



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

•The Case of La Clase Mágica: Generating Transworld Pedagogy and Social Justice Afterschool Informal Learning Clubs

1:30 PM - 4:30 PM

Room: Tower 3-Union Square 25

Belinda Flores, University of Texas at San Antonio
Lorena Claeys, University of Texas at San Antonio
Margarita Machado-Casas, University of Texas at San Antonio
María Arreguin-Anderson, University of Texas at San Antonio

Grade Level: K-8

Language: English

Strand: Biliteracy/Dual Immersion

Audience Level: New to Field/Experienced

This Institute aims to familiarize the audience with La Clase Mágica (LCM): Generating Transworld Pedagogy in particular it will address the La Clase Magica Biliteracy Technology after school program. We will discuss outcomes from these informal learning projects as a socially designed experiment that addresses ancestral knowledge, culture, ethnic identity, digital, and biliteracy for learners, teacher candidates, and families. The vision, planning, implementation, findings, and the sustainability of LCM for different settings will be presented. In addition to also learning about science and math through Meso-American sacred knowledge that has been passed down through generations from ancient Mayans—the project enables the bridging of old knowledge with new digital knowledge. Engaging families in these practices builds family leadership within the community and provides families ways to help their children at home—in other words bringing some peace to the process of disconnection that takes place with technology and children in many family households.

• ¡Ven! Sigamos aprendiendo toda la vida-La tecnología para principiantes

1:30 PM - 4:30 PM

Room: Tower 3-Plaza B

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/Experienced

Hoy es necesario aprender más acerca de la tecnología porque la mayoría de nuestros jóvenes y niños saben usarla. La tecnología agiliza y facilita la comunicación con nuestra familia y con nuestros amigos. Como es fácil encontrar información y nos interesa el uso de la tecnología, solo hay que atreverse y tener confianza. Identificaremos el significado de algunos términos. Aprenderemos a utilizar dos herramientas básicas para comunicarnos a través del internet: el correo electrónico (email) y la videoconferencia (conversación con video en tiempo real). Construirán ustedes sus cuentas personales para el correo y la videoconferencia (si no las tienen ya). Resolveremos sus dudas sobre el uso de la tecnología.

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

•Implementation of the ELA/ELD Framework and Newly Adopted Instructional Materials

1:30 PM - 4:30 PM

Room: BR-Continental Ballroom 1

Gustavo González, California Department of Education
Veronica Aguila, California Department of Education
Thomas Adams, California Department of Education
Elena Fajardo, California Department of Education

Grade Level: K-8, College/University,

Language: English

Strand: Curriculum & Instruction

Audience Level: New to Field/Experienced

Presenters from the California Department of Education will provide professional learning on implementation of the ELA/ELD Framework and the State Board of Education adopted instructional biliteracy material. CDE staff from the English Learner Support Division, the Curriculum Frameworks and Instructional Resources Division, and the Professional Learning Division will provide you with general information, updates, and an introduction to on-going projects.

•Socializing Intelligence Through Academic Talk and Dialogue

1:30 PM - 4:30 PM

Room: Tower 3-Mason

Rosita Apodaca, University of Pittsburgh
Tabetha Danis Bernstein, Kutztown University

Grade Level: 3-12

Language: English

Strand: English Language Development (ELD)

Audience Level: New to Field/Experienced

Talk is critical for developing the capacity to learn in a new language. However, how that talk happens is paramount if English learners are to meet increasingly challenging academic expectations. This workshop provides teachers with a concrete approach for facilitating academically productive discussions with English learners. Participants will have the opportunity

to study the Accountable Talk model through video examples and will leave with a plan for: (1) bringing these ideas into their own teaching practice; (2) thinking of talk as one of the most effective ways to scaffold instruction; and (3) using talk to help ELs get smarter.

•Leading With Learning: Improving English Learner Students' Learning Experiences and Outcomes through Professional Learning

1:30 PM - 4:30 PM

Room: Tower 3-Union Square 23/24

Pam Spycher, WestEd
Danielle Garegnani, WestEd
Patricia Wolf-Kincad, Fresno USD

Grade Level: Preschool-12

Language: English

Strand: Professional Development/Teacher Preparation

Audience Level: New to Field/Experienced

This highly interactive institute will provide teachers, administrators, and district leaders with guidance, strategies, and resources to successfully implement the CCSS and the California ELD standards and improve academic achievement for English learners and other diverse learners in the elementary grades as promoted in the California ELA/ELD Framework. California's ELA/ELD Framework guides curriculum, instruction, and assessment for all TK-12th grade students and places a special emphasis on the learning needs of English learner (EL) students. The session will highlight a comprehensive approach to ELD, one that ensures EL students' full access to rich learning in all disciplines (integrated ELD) complemented by a focused approach to language development during targeted instructional time (designated ELD). Presenters will first describe a blended professional learning model for teachers, instructional coaches, and principals and consultative work with district leadership teams, which has yielded powerful results in a large urban California school district. Presenters will then highlight four key areas for improving educational outcomes for EL students with practical examples of language and literacy instruction across the disciplines.



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

•The Listening Leader: Creating the Conditions for School Transformation

1:30 PM - 4:30 PM

Room: Tower 3-Union Square 19/20

Shane Safir, Safir and Associates

Norma Martínez-Palmer, Safir and Associates

Grade Level: All

Language: English

Strand: Leadership

Audience Level: New to Field/Experienced

Educational leaders Shane Safir and Norma Martinez-Palmer have seen it all: leaders who push for too much, too soon; parents who feel misunderstood and don't participate in schools; and teachers suffering from initiative fatigue. What is their solution for leaders at all levels? To listen. Yes, really listen. In today's diverse schools, the need to listen is more urgent than ever, but few leaders listen well. Through interactive activities and applied learning, we will support you to:

- Explore your moral purpose and core values as a leader
- Analyze your school culture through three illuminating lenses
- Understand how the brain works and calls for a listening approach to leadership
- Practice the Six Stances of a Listening Leader. You will walk away with new tools and a reinvigorated sense of purpose and focus that can impact real change.

•Culture of Engagement for English Learners

1:30 PM - 4:30 PM

Room: Tower 3-Sutter

José Lalas, Corona-Norco USD/University of Redlands

Nivia Gallardo, Corona-Norco USD

Ayanna Blackmon-Balogun, Rialto USD

Nirmla Flores, University of Redlands

Angela Macias, CSU Dominguez Hills

Kitty Fortner, University of Redlands

Grade Level: All

Language: English

Strand: Advocacy & Engagement

Audience Level: New to Field/Experienced

To elicit academic, emotional, affective, and cognitive engagement, research has demonstrated that it is imperative to connect instruction to the English learner's social and cultural capital that comprised his or her personal identity. This presentation uses a "socially and culturally situated" perspective which means viewing objects, things, and events with an eye of taking into strong consideration the impact of one's social background and connections and one's established cultural ways of doing things. The presenters will discuss and demonstrate that everything that relates to teaching and learning is social and cultural because the set of knowledge, practices, dispositions, and even policies that are dealt with on a regular basis are deeply linked to who we are, how we view and work with others, and what common beliefs and practices we hang on to.

•Moving from Random Acts of Equity to Systemic Change

1:30 PM - 4:30 PM

Room: Tower 3-Union Square 21

Carla Llewelyn-Vásquez, San Francisco USD

Kevin Chávez, San Francisco USD

Molly Pope, San Francisco USD

Lucas Elbaum, San Francisco USD

Grade Level: All

Language: English

Strand: Multicultural/Diversity Education

Audience Level: New to Field/Experienced

Become a critical friend as SFUSD shares its journey of implementing professional learning around racial equity. Recognizing that our racial equity work could be considered "random acts of equity," we will reflect, share tools, strategies and engage in conversations on how we are moving our racial equity work toward systemic implementation. Participants will have an opportunity to share their journey, determine where their organization is situated and use a protocol to plan for systemic change.

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

•21st Century Biliteracy Skills: Preparing Highly Qualified Biliterate Teachers

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

Fernando Rodríguez-Valls, CSU Fullerton
Zaida McCall-Perez, Holy Names University
Rosa Ramírez, CSU East Bay
Kris Nicholls, CABE Professional Development Services

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

Thriving dual (two-way), one-way immersion, and other programs providing instruction in languages other than English have created a new set of demands for Bilingual Teacher Preparation Programs. School districts are looking for highly qualified biliterate teachers who can effectively teach language and content in an inclusive classroom where students not only become biliterate but also learn how to read the words and the world with critical eyes.

The demand for highly qualified biliterate teachers is increasing. Come and hear a panel of representatives from Bilingual Teacher Preparation Programs, the California Commission on Teacher Credentialing (CTC), districts, and other stakeholders as they respond to the following critical questions: a) How would you define a truly highly qualified biliterate teacher? b) How might Bilingual Teacher Preparation Programs and districts be able to support teachers, both pre-service and in-service, who are seeking a California Commission on Teacher Credentialing Bilingual Authorization in order for them to be well prepared to face the new expectations of dual (two-way), one-way immersion, and other programs providing instruction in languages other than English? c) What kind of programs, synergies, and partnerships among institutions could be fostered to ensure a greater supply of truly highly qualified biliterate teachers to face the new bilingual/biliterate challenges in the 21st century? This institute will create the space for Bilingual Teacher Preparation Programs and districts to interact with the panel of representatives to dialogue, analyze, and evaluate current practices as well as drafting action plans that will strengthen: a) best practices; b) inclusive leadership; and c) comprehensive edification of highly qualified biliterate teachers.

Teach San Mateo County

TEACHER RECRUITMENT FAIR

Saturday, April 2, 2016 | 10 am to 3 pm

101 Twin Dolphin Drive, Redwood City, CA 94065



SAN MATEO
COUNTY
OFFICE OF
EDUCATION

*All current, prospective, and
substitute teachers are invited
to attend this event*

Register online at
<http://tinyurl.com/teachSMC>

San Mateo County's 23
school districts serve
nearly 94,000 students:

Bayshore Elementary
Belmont-Redwood Shores
Brisbane
Burlingame
Cabrillo Unified
Hillsborough City
Jefferson Elementary
Jefferson Union High
La Honda-Pescadero Unified
Las Lomitas Elementary
Menlo Park City
Millbrae
Pacifica
Portola Valley
Ravenswood City
Redwood City
San Bruno Park
San Carlos
San Mateo-Foster City
San Mateo Union High
Sequoia Union High
South San Francisco Unified
Woodside Elementary



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



Kate Kinsella,
San Francisco State University,
Center for Teacher Efficacy
Theresa Hancock,
Kinsella Associates



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

•Building an Upper-Elementary Academic Vocabulary Toolkit for Common Core Competencies

Common Core writing competencies and SBAC assessments require an agile command of academic English. Students in grades 3-6 must construct articulate responses to a variety of text-driven prompts using complex syntax, correct grammar and precise academic vocabulary. Under-prepared English learners lack the advanced language tools for standards-based writing tasks such as comparing, arguing, sequencing and analyzing informational text. Explore high-utility vocabulary categories and word lists for upper elementary achievement. Experience model lessons and observe video to understand how to deliver explicit, interactive academic vocabulary instruction that equips students with the confidence to deploy high-leverage words when constructing responses. Leave with extensive lesson exemplars and instructional routine guidelines for site-based professional development.

•iPad for Educators – Beginners

1:30 PM - 4:30 PM
Room: Tower 3-Union Square 17/18

Warren Dale, CABE

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

FEATURED SPEAKERS 1:30 PM - 2:45 PM



Myriam Met
Consultant

Anaida Colón-Muñiz, Chapman University
Magaly Lavadenz, Loyola Marymount University

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

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

•From the Past into the Present: The Struggle for Civil Rights in Education Continues

In this featured presentation the presenters will share compelling narratives from their recent book, *Latino Civil Rights in Education: LA LUCHA SIGUE* (Routledge, 2016), which highlight the past and on-going struggle for quality education in the United States, and recount the experiences of the brave people who took part. These civil rights stories address important issues such as desegregation, bilingual education and language rights, multicultural education and ethnic studies, and parental activism. The presenters will also bring to light current areas in education of concern to educators, parents and students, and paths of strategic activism aimed at leading to a more just and equitable education system for Latinos and other linguistically diverse/ ethnic groups in California and elsewhere. The book will be available for a signing after the session.

Book signing immediately following session.

•The 50:50 Two-Way Immersion Model: Points to Ponder

Program planners and stakeholders need to make many decisions when designing or sustaining a 50:50 two-way program. Examples drawn from existing two-way programs will be shared. Issues related to staffing, allocation of time, and subject matter taught will be discussed along with the pros and cons of each possible choice. There are no right answers to these questions—so none will be provided! However, participants will have a chance to talk through how each of the possible choices might affect the success of their program.



FEATURED SPEAKERS 1:30 PM - 2:45 PM



Anita Pandey,
Morgan State University

1:30 PM - 2:45 PM

Room: BR-Continental Ballroom 7

•Beyond Black 'n White: Challenging Cultural Bias in Word Gap Studies--Toward Inclusive Language-Literacy Instruction

Two decades ago, Hart and Risley (1995) drew attention to what is today referred to as the (30-million) word gap, which has been cited time and time again as evidence of the need for more frequent interactions between parents or adult caregivers and young children. This word-gap research also undergirds much of the national discourse in favor of quality preschooling and early educational experiences—the foundation for lifelong success in school and beyond. True, across the U.S., children from lower income homes, including DLLs or so-called “ELLs” typically hear fewer Standard English (SE) and/or academic words by the time they enter school, and this might account for their relatively limited knowledge of academic English. As is to be expected, this tends to put them behind in school. Yet, exactly how this finding is surprising is unclear. Indeed, it would appear axiomatic that children from low-income homes—most of whom do not use Standard English (SE), the most vocabulary-expansive language variety would hear, understand, and use fewer words from this dialect. This presentation begins by i) identifying the cultural bias in word gap studies, ii) demonstrating the breadth and depth of concept knowledge that most DLLs and speakers of stigmatized dialects are privy to, and iii) illustrating how instruction and assessment rarely captures this vital knowledge.

Book signing immediately following session.



California Association for Bilingual Education



Author's Corner

Meet the Author and Get Your Book Signed!

Exhibit Hall - Grand Ballroom

Friday, March 25, 2016

10:30 am to 11:00 am

Author, Linda Diamond

Teaching Reading Sourcebook and Assessing Reading: Multiple Measures

Friday, March 25, 2016

11:15 am to 11:45 am

Author, Allison Branscombe

All About China: Stories, Songs, Crafts and More for Kids

Friday, March 25, 2016

12:00 pm to 12:30 pm

A Conversation with Award Winning Young Adult Book Authors:

A Panel Presentation

The panel will present Award Winning Young Adult Authors discussing the importance of Ethnic Studies and Multicultural Topics.

Marie Elena Cortés, Moderator

Victor González, Maritere Rodríguez Bellas, and María Nieto

WORKSHOPS/SESSION 8 1:30 PM - 2:45 PM

•Biliteracy Awards: Validating the Linguistic Assets of English Learners

1:30 PM - 2:45 PM

Room: Tower 3-Union Square 6

Alma Castro, CSU Long Beach

Grade Level: 9-12

Language: English

Strand: Multicultural/Diversity Education

Audience Level: New to Field/Experienced

This workshop will highlight findings of a 2014 research study that examined the narratives of Latino EL students and staff participants to gain an understanding of their perceptions about college access, the process of implementing the Seal of Biliteracy Awards Program, and the purpose, value, and impact of the biliteracy program on student achievement. The presenter will share legislation information for the State Seal of Biliteracy (AB 815), and guide participants through the process for implementing the biliteracy program at their school. Participants will engage in conversations and begin planning to have school level conversations with stakeholders about the possibility of implementing the program at their school sites. Promoting language maintenance and language development via dual language programs and biliteracy recognition.

•CABE Online Resources for CABE Members and CABE Leaders [board, chapters, affiliates, consultants, staff]

1:30 PM - 2:45 PM

Room: BR-Franciscan D

Stanley Lucero, CABE Board

Grade Level: All

Language: English

Strand: Leadership

Audience Level: New to Field/Experienced

At this presentation the following online resources will be discussed: CABE Regional Representatives basecamp project; CABE ZeeMap; CABE on Facebook; Closed Facebook group CABE MEMBERS ALL REGIONS; and

Closed Facebook group PROYECTO 2 INSPIRE. Proposed changes to the CABE website will also be discussed.

•¿Por qué música en el salón de clase? Cantar y bailar como herramienta pedagógica y musicoterapéutica.

1:30 PM - 2:45 PM

Room: Tower 3-Golden Gate 8

Victor Rivera, Fundación Atención Atención

Grade Level: Preschool-2

Language: Spanish

Strand: Commercial

Audience Level: New to Field/Experienced

Utiliza la música, las canciones y el movimiento como acercamiento pedagógico, es una herramienta poderosa para el desarrollo de destrezas motoras, cognitivas y sociales. Los niños, al cantar y bailar, asimilan la enseñanza y realizan una conexión instantánea entre sus realidades de vida y los valores que se promueven por medio de la canción.

•Emergent Literacy in Spanish and English: Similarities and Differences

1:30 PM - 2:45 PM

Room: Tower 3-Union Square 14

Allison Briceño, San José State University

Grade Level: Preschool-2

Language: English

Strand: Biliteracy/Dual Immersion

Audience Level: New to Field/Experienced

Teaching students to read in two languages is complex and limited information is available to teachers. This session will explore the similarities and differences in teaching students to learn to read and write in Spanish and English. We will look at aspects of the two languages such as sentence structure, vocabulary and how diverse children create meaning from texts. Using this information, we will consider instructional implications using video and student work.

WORKSHOPS / SESSION 8 1:30 PM - 2:45 PM

•Cross-Linguistic Transfer: The Spanish-English Literacy Connection

1:30 PM - 2:45 PM

Room: BR-Continental Ballroom 3

Silvia Dorta-Duque de Reyes, National Bilingual Consultant

Grade Level: K-2

Language: English, Spanish,

Strand: Bilingual/Dual Immersion

Audience Level: New to Field/Experienced

Rather than assuming that cross-linguistic transfer will occur without explicit teaching, we can organize literacy and language instruction intentionally and strategically to promote proficient bilingual. Transfer routines and strategies that can be adapted and implemented across the various bilingual programs models will be demonstrated.

•Best Pedagogical Practices in Dual-Language Classrooms

1:30 PM - 2:45 PM

Room: Tower 3-Union Square 10

Regula Sellards, Consultant

Grade Level: All

Language: English

Strand: Research and Evaluation

Audience Level: New to Field/Experienced

Would you like to become more pedagogy-savvy and hear what experts say about best pedagogical practices for dual language settings? The presenter shares the result of her research study soliciting experts' recommendations for pedagogical strategies that support the learning process of dual language students. Afterwards, we will examine a global synopsis of the history of pedagogy, followed by an overview of four mainstream pedagogical approaches: Freire, culturally-relevant, Vygotsky and Cummins and consider their relevance to dual language settings.

•STEM: Meaningful Academic Vocabulary Development for English Learners in an Interactive, Science Classroom

1:30 PM - 2:45 PM

Room: Tower 3-Golden Gate 7

**Tina Raeder, Gonzales USD
Jose Moreno, Gonzales USD
Julie Carrillo, Gonzales USD
Tami Bolton, Gonzales USD**

Grade Level: K-12

Language: English

Strand: Curriculum & Instruction

Audience Level: New to Field/Experienced

This interactive, hand-on workshop will focus on and elicit the use of academic vocabulary to describe scientific concepts through the use of dynamic, sensory interactions and realia. The understanding of vocabulary concepts in an interactive, purposeful way has proven to lead to the acquisition of science for our EL students. This workshop will demonstrate and model lessons that have been able to pique student curiosity and trigger their desire to learn academic English in a science setting.

•Canciones y cuentos para aprender a leer

1:30 PM - 2:45 PM

Room: Tower 3-Golden Gate 4

Lada Kratky, National Geographic School Publishing

Grade Level: Preschool-2

Language: Spanish

Strand: Commercial

Audience Level: New to Field/Experienced

Nuestros jóvenes aprendices tienen mucho que aprender. Y nosotros, los maestros, queremos que lleguen a la escuela entusiasmados y con ganas de aprender. En esta presentación se verán canciones que animan a los niños a cantar y a participar. A través de las canciones, los niños desarrollan destrezas de conciencia fonológica, fonética y desarrollan su vocabulario. Se

WORKSHOPS / SESSION 8 1:30 PM - 2:45 PM

verán prácticas de enseñanza fundamentales que establecen la base necesaria para leer textos que desarrollan conocimientos de las ciencias y de los estudios sociales que animan al lector a leer, describir, resumir, opinar y discutir.

•Academic Language for ALL!

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

Hannah DeLacy, Val Verde USD

Grade Level: All
Language: English
Strand: Curriculum & Instruction
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.

•Strategies used in Kai Ming's Dual Language (English/Cantonese) Program

啓明啓蒙項目運用多類型方法學雙語

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

Nesanna Lee, Kai Ming Head Start North Beach Center
Regina Wong, Kai Ming Head Start North Beach Center

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

Conference participants will actively learn about Kai Ming's Dual Language (English/Chinese) project, developed in collaboration with the University of Colorado, involving hands-on use of iPad to assess children's level of language comprehension and to help them progress. Participants will try out multiple storytelling techniques Kai Ming employs (through the aid of The Asian Art Museum), using props, body language, and visual cues to engage children's senses, inspire creativity, make language connections and deepen cultural understanding.

參加者將了解利用iPad來評估語言和理解學前兒童的水平(這項目是與科羅拉多大學合作), 並幫助學前兒童進步學習雙語。演講者會結合從亞洲藝術博物館學習到的多種技巧和參加者分享。例如怎樣使用道具, 通過講故事, 身體語言和視覺感官來加深理解文化, 語言。

WORKSHOPS / SESSION 8 1:30 PM - 2:45 PM

•Impacting Student Motivation Through Integration of the Arts

1:30 PM - 2:45 PM

Room: Tower 3-Union Square 13

Sandra Wilbanks, Mt. Diablo USD**Jovita Castillo, Mt. Diablo USD****Mika Phinney, Mt. Diablo USD****Vanessa García, Mt. Diablo USD***Grade Level: K-5**Language: English**Strand: Arts Learning**Audience Level: New to Field/Experienced*

Meadow Homes Elementary is in its second year as a Turnaround Arts school. An initiative of the President's Committee on the Arts and Humanities (PCAH), Turnaround Arts is a public-private partnership that uses the arts to help narrow the achievement gap, increase student engagement and enhance the culture and climate in schools. Through arts centered school reform, Meadow Homes Elementary is successfully boosting academic achievement and increasing student motivation.

•Freirean Cultural Circles – Fostering Critical Thinking and Social Justice

1:30 PM - 2:45 PM

Room: Tower 3-Union Square 12

Tim Bolin, Chapman University*Grade Level: College/University, Adult,**Language: English**Strand: Curriculum & Instruction**Audience Level: New to Field/Experienced*

The workshop will explore the usage of Cultural Circles, a pedagogical technique that prioritizes student voice in order to promote critical thinking skills and social justice. The workshop will be broken into two parts: an introduction into the current literature around the practice of cultural circles covering theory and best

practices, followed by hands-on collaboration that will practically explore the dos and don'ts of the process with reference to real world experiences.

•Escorting Students and Families Through Open Doors

1:30 PM - 2:45 PM

Room: BR-Franciscan C

Trudy Arriaga, Cal Lutheran/Corwin Press*Grade Level: All**Language: English**Strand: Multicultural/Diversity Education**Audience Level: New to Field/Experienced*

Do we have the will and the courage to ensure that our actions reflect our stated values and belief systems? This workshop will assist the participants from unintentionally participating in practices that marginalize students and their communities to being committed and successful in making the education for all students a common priority through the foundations of cultural proficiency. The presentation will pull together issues of diversity, equity, access and inclusion as real-life classroom, school and district practices and procedures are revealed. Join me in a two tiered self examination - the organization and ourselves as educators who have the privilege and responsibility to open doors for all students.

Book signing immediately following session.

•Why We See the Way We See - Critical Race Theory

1:30 PM - 2:45 PM

Room: Tower 3-Union Square 15/16

Alfredo Reyes, Los Angeles COE*Grade Level: All**Language: English**Strand: Professional Development/Teacher Preparation**Audience Level: New to Field/Experienced*

Research on the topic of school suspensions reflects the fact that African American students are suspended at



WORKSHOPS / SESSION 8 1:30 PM - 2:45 PM

a three to one ratio compared to Caucasian students, with students of color also statistically higher. Research indicates that even when factoring for class and gender, students of color are suspended at a higher rate. Research seemingly is unable to ascertain a reason for this disparity. Critical Race Theory (CRT) posits that, given the history of our country and our government, racism is an endemic part of our society. CRT builds a paradigm that allows individuals to reflect on how they interact with their students and their behavior.

•Empower English Language Learners Through Cultural Responsive Instruction

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

Monica Hilario, Glendale USD

Grade Level: 6-8
Language: English
Strand: English Language Development (ELD)
Audience Level: New to Field/Experienced

English Learners enrich our diverse schools and they are valued participants in the classroom. Empower their voice and address the Common Core State Standards via cultural responsive instruction. This approach will empower students intellectually, emotionally, socially and raise political awareness. This workshop focuses on the use of Hispanic American literature to impart knowledge, skills and attitudes that foster critical thinking and make the curriculum comprehensible to English Learners. This instructional method raises students' consciousness of diversity and deploys education in a process of progressive social change.

•Together is Better: Teaching to the Common Core with Integrated Reading/Writing Units

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

Charlotte Knox, Knox Education
Kaye Eckstrand, Duarte USD

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

Making the transition to CCSS with existing textbooks is no small challenge for today's teachers. Come learn how to develop science and social studies units applying common core ELA and ELD standards. Students develop inquiry questions, read and research, organize notes, prepare spoken presentations, and produce an authentic writing project. Co-presenting teachers have been implementing this approach and will display video clips, photos, and student work. A detailed handbook and temporary access to www.knoxeducation.com and a comprehensive source of tools for teaching the Core will be shared.

WORKSHOPS / SESSION 8 1:30 PM - 2:45 PM

•The DELAC Identity Crisis: Compliance and Parent Engagement

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



Luis Covarrubias, Hayward USD

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

“Parents as partners” is a laudable goal but one not always achieved, particularly when it comes to the District English Learners Advisory Committee (DELAC). DELAC is often relegated to compliance and its full potential left unrealized. In this workshop, the presenter will share his experience of having built a parent-led, parent-trusted DELAC that plays an active and meaningful role in district level decision-making, from EL programs to the LCAP. On-line resources will be made available to participants.

•Finding Academic Stance with Argument

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

Karin de Varennes, San Joaquin COE

Grade Level: -12, College/University, Adult Education
Language: English
Strand: Curriculum & Instruction
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 classroom clips and interactive strategies, teachers are shown how to facilitate conversations about how to find a stance for argument. From this process, students understand how to correctly write a claim/thesis for writing.

•Dual Language and 21st Century Skills

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

Christine Heinrichs, Baldwin Park USD
María Rios, Baldwin Park USD

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

The Dual Language Program has been identified as a viable option for school reform to meet the needs of English Learners and, when implemented effectively, offers key systems and practices preparing students for the 21st century. This presentation describes key components of a successfully implemented Dual Language Program at the elementary, middle school, and high school levels in the current context of Common Core Standards and 21st century skills.

•Desarrollando experiencias ricas en lenguaje para niños pequeños utilizando libros informativos

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

Patricia Rendon, Sonoma COE
Elena Janred, Sonoma COE

Grade Level: Preschool-2, Adult
Language: Spanish
Strand: Early Childhood Education
Audience Level: Experienced

La lectura de libros informativos de alta calidad es una herramienta valiosa para los maestros y los padres que incorporen en las experiencias de alfabetización diarias de sus hijos. Además de leer este tipo de libro, las primeras experiencias positivas de escritura forman una impresión positiva, fuerte con la exposición del lenguaje académico. En este taller, los participantes aprenderán como seleccionar libros informativos para presentarles a los niños y como crear un libro de información de su cuenta.

WORKSHOPS / SESSION 8 1:30 PM - 2:45 PM

•Differentiating Instruction for English Learners in the Elementary, Middle, or High School Classroom

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

Trini Lewis, CSU Long Beach

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

A model for differentiating instruction for English learners will be presented drawing upon the California English Language Development Standards. Strategies appropriate for the emerging, expanding, and bridging students will be discussed, including an examination of sample lesson plans emphasizing content knowledge and English language development. Assessment practices that provide data for improving instruction and student performance will also be reviewed.

•Nuestros Hijos: AMOR, ANIMO Y APOYO

1:30 PM - 2:45 PM
Room: Tower 3-Plaza A



Francisco Reveles, CSU Sacramento

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

Este taller se dirige a los padres hispanos con el enfoque a la práctica y el 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.

•Exámenes diagnósticos para analizar destrezas fundamentales del español: Gratis para cada maestro de California

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

Jorge Cuevas Antillón, San Diego COE
Deborah Costa-Hernández, California Reading and Literature Project
Lupita Olguin-Rubio, Imperial COE

Grade Level: K-8
Language: English, Spanish
Strand: Assessment & Accountability
Audience Level: New to Field/Experienced

Este cursillo, presentado por California Reading and Literature Project, se enfocará en exámenes de la alfabetización en español. Estos recursos para analizar lecto-escritura, fueron creados por maestros para maestros de kínder hasta el 6to grado. Son auténticamente escritos en español para evaluar un rango de destrezas tales como fonología, fonética y comprensión. Los participantes aprenderán como conseguir y utilizar estas herramientas gratis, disponibles en el internet a través de Common Core en español.

WORKSHOPS / SESSION 8 1:30 PM - 2:45 PM

•Crossing Language (Policy) Boundaries: Development of Bilingual College Writing Courses

1:30 PM - 2:45 PM

Room: Tower 3-Union Square 5

Sharon Merritt, Fresno Pacific University
Jill Pellettieri, Santa Clara University

Grade Level: College/University

Language: English

Strand: University Programs

Audience Level: New to Field/Experienced

Horner and Trimbur (2002) indicate that First Year Composition (FYC) programs have promoted English-only language policies at U.S. universities in the past century, and teaching students to write in languages other than English remains the responsibility of World Language departments. This presentation will report on a cross-department effort to develop and implement an FYC course sequence offering a bilingual writing experience to both Heritage speakers of Spanish and advanced students of Spanish as a Second Language.

•Writing and the Common Core Narrative

1:30 PM - 2:45 PM

Room: Tower 3-Golden Gate 5

Carol Gallegos, Hanford Elementary SD

Grade Level: 3-8

Language: English

Strand: Curriculum & Instruction

Audience Level: New to Field/Experienced

Writing is a critical skill under the Common Core, and understanding how to use integrated ELD techniques to support writers is a major challenge. Students are expected to write narratives that are more than just personal stories. They must do complex reading and incorporate those ideas into their writing. This session will focus on using all four language domains along with graphic organizers to support the writing of realistic and historical fiction narratives like those required in a performance task.

•Accessing Rigor to Empower Students!

1:30 PM - 2:45 PM

Room: BR-Yosemite B

Elena Izquierdo, Author, Houghton Mifflin Harcourt

Grade Level: 6-12

Language: English

Strand: Curriculum & Instruction

Audience Level: New to Field/Experienced

Empowering English learners begins with rigorous curriculum and strategies for scaffolding their literacy development to produce grade-level speech and writing. This session will provide strategies that incorporate content standards and language development in rich contexts allowing for more motivation for students to do more and do it better!

•Math Practitioners and Perceptions about Emerging Bilinguals

1:30 PM - 2:45 PM

Room: Tower 3-Union Square 9

Candace Hodge, University of Southern California

Grade Level: 6-12, College/University, Adult Education

Language: English

Strand: Research and Evaluation

Audience Level: New to Field/Experienced

A survey of secondary mathematics teachers and their perceived practices with Emerging Bilingual students will be presented. The survey reports on the types of instruction, materials, and methods currently serving Emerging Bilinguals in three school districts in southern California addressing the Mathematics Common Core State Standards. Small groups discuss views of bilingualism in secondary mathematics classrooms, and the benefits of translanguage strategies simulating the lived experiences of language communities outside of school. Recommendations and goal setting will summarize workshop outcomes.



WORKSHOPS / SESSION 8 1:30 PM - 2:45 PM

•Engaging Parents of Dual Immersion/ELD Students

1:30 PM - 2:45 PM

Room: Tower 3-Golden Gate 2



Maya Goodall, Lingual Learning

Grade Level: Preschool-12

Language: English

Strand: Parent and Community Engagement

Audience Level: New to Field/Experienced

Want to help parents of ELD/Dual Immersion students succeed? This session is designed for administrators looking for ways to engage with parents. We will share easy steps that parents can use to help their child succeed at school in the Dual Immersion/ELD classroom. Educators agree, the more parents talk with their children the easier it is to teach a new language and new concepts.

•Proyecta 100,000: Mexico's Strategy for a Bilateral Agenda of Knowledge and Innovation With the U.S.

1:30 PM - 2:45 PM

Room: Tower 3-Union Square 8

Martha Navarro-Albo, Mexican Agency for International Development Cooperation (AMEXCID)
Hazel Blackmore, US-Mexico Commission for Educational & Cultural Exchange

Grade Level: College/University

Language: English

Strand: Leadership

Audience Level: New to Field/Experienced

Proyecta 100,000 aims to foster partnerships between U.S. and Mexican Higher Education Institutions for increasing student and academic mobility, language proficiency, and internships for a workforce development with 21st century skills.

•Keys to Finding Balance Between Work, Life and Parenting a Successful Child

1:30 PM - 2:45 PM

Room: Tower 3-Union Square 22



Nicoline Ambe, Nicoline Ambe International

Grade Level: All

Language: English

Strand: Parent and Community Engagement

Audience Level: New to Field/Experienced

For many mothers and fathers, it feels like there are a million things to do daily. Navigating each day can be a challenge. In this push and pull of life, it is easy to neglect the very people who make life worth living – children. This presentation offers parents detailed information that they can implement at home to find balance between their work, life and parenting, so that they can spend more valuable time with their children. In this presentation, parents will learn: 1. Why it's imperative to prioritize and make time for their children; 2. How to have open communication about family values and priorities, and reinforce them through consistent connection throughout the day; 3. Creative ideas on how to make family time count, while focusing on their child's needs and giving them full attention; 4. How to use rewards effectively to motivate their children; 5. How to use appropriate assignments and accountability tools to encourage productivity in their children; 6. To create harmony in their personal life by doing simple things that rejuvenate them; and 7. To take charge of their day and eliminate distractions and time wasters.

WORKSHOPS / SESSION 8 1:30 PM - 2:45 PM

•Engaging ELs in the Meaning of HFWs Using Illustrated Cards

1:30 PM - 2:45 PM

Room: Tower 3-Union Square 11

Beverly González, Bilingual Education Tools
Adriana Ojeda, Bilingual Education Tools

Grade Level: K-2

Language: English

Strand: Commercial

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 needed 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.

•Addressing Science and Mathematics Concerns in Secondary Classrooms

1:30 PM - 2:45 PM

Room: Tower 3-Lombard

Ron Rohac, Rohac Ed Solutions

Grade Level: 6-12

Language: English

Strand: Curriculum & Instruction

Audience Level: New to Field/Experienced

The purpose of this presentation is to illustrate how teachers can use their content to provide meaningful “comprehensible” input to students to promote success in mathematics and science and develop English language skills. The workshop will provide ideas for critical thinking, templates for applications, vocabulary

building, problem- solving skills, reading and writing strategies. Particular attention will be paid to delivering lessons and addressing the CCSS, NGSS and ELD standards. Teachers will work through examples of how to “Differentiate” instruction to meet the needs of ALL students.

•Dual Language Centers and Project Based Research Lessons in Social Studies in Spanish or English for the Dual Language Classroom.

1:30 PM - 2:45 PM

Room: Tower 3-Golden Gate 6

Scott Owings, Rourke Educational Media

Grade Level: Preschool-2

Language: English

Strand: Commercial

Audience Level: Experienced

This workshop will share Centers for the Dual Language classroom with a transition to Project Based Research Lessons in Social Studies in Spanish or English for the Dual Language Classroom. See how lesson plans can follow the Dual Language model to achieve higher order thinking skills in the language of instruction. Center plans will include whole group, pairs, independent, dual language centers, journal activities, parent connection and technology either Spanish or English in the area of Social Studies. Enrichment vocabulary strong technology games with ELA, SFL components are added to help achieve the project based research areas of instruction for early language learners.



FEATURED SPEAKERS 3:15 PM - 4:30 PM



Joe Cepeda
Academia Cultural

3:15 PM - 4:30 PM

Room: BR-Continental Ballroom 3

•The ART in Language ARTs: An Integrated Literacy Approach

What are some strategies and techniques to analyze the elements of story grammar, craft and structure, and integration in art and Language Arts? During this workshop participants compare the similarities of the elements of art in the teaching of literature by analyzing stories and illustrations to identify plot, perspective, suspense, metaphor, juxtaposition, mood, theme and opinion. This workshop integrates science, mathematics, drawing and language arts.



Tonya Ward Singer
Tonya Ward Singer Consulting

3:15 PM - 4:30 PM

Room: BR-Continental Ballroom 8

•Opening Doors to Equity with Peer Observation Inquiry

Observation is one of the most powerful teaching skills especially in linguistically diverse classrooms. Learn how to lead observation inquiry (OI) a dynamic protocol for site-based, continuous professional learning that invigorates teachers while raising expectations and ownership for EL achievement. Lead observation inquiry to refine pedagogy, innovate and realize new possibilities for ELs. In this interactive session, gain tools to: (1) build trust and buy-in for peer observation; (2) focus observations on the student data that drive deep reflection; (3) build a culture of shared ownership; and (4) fuel continuous inquiry about impact. Through video analysis and simulations, hone your observation superpowers and learn a non-evaluative, trust-building protocol you can take back to your school to lead teams in observation inquiry for equity.

Handouts include ready-to-use resources from Tonya Ward Singer's bestselling Corwin book, *Opening Doors to Equity: A Practical Guide to Observation-Based Professional Learning*. Book signing will follow session.

Book signing immediately following session.

CABE 2016 - 4th Annual

Poetry Slam



With slammaster Ramona Webb!

Friday, March 25, 2016

12:30 pm -1:30 pm

Plaza Area in the Exhibit Hall, Grand Ballroom

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

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 7 years. She has a bachelor's degree in Theater and is a conservatory trained Performance Artist. Mona is currently completing a M.Ed. degree at Lesley University. Ramona is the host, organizer, coach, and Slammaster of San Francisco's The City Poetry Slam. Ramona has competed on the National Poetry Slam circuit for 15 years.

Raise your multilingual voice in word, lyric and rhyme!



WORKSHOPS / SESSION 9 3:15 PM - 4:30 PM

•Using Bilingual English-Chinese Children's Books in Literacy Instruction

3:15 PM - 4:30 PM

Room: Tower 3-Union Square 8

Shelley Xu, CSU Long Beach

Grade Level: K-5

Language: English

Strand: Asian & Pacific American Education/Indigenous Languages

Audience Level: New to Field/Experienced

The presenter will 1) introduce popular children's books written in English and their translated Chinese version; 2) engage workshop participants in exploring the similarities and differences between the English and Chinese versions; 3) present instructional strategies for using both versions in literacy instruction (e.g., written language conventions, vocabulary, comprehension); and 4) invite participants to design some activities of using both versions in literacy instruction (even though attendees have limited knowledge about Chinese).

•The American Civil War Origins of El Cinco de Mayo

3:15 PM - 4:30 PM

Room: BR-Yosemite B

David Hayes-Bautista, CESLAC, David Geffen School of Medicine, UCLA

Grade Level: All

Language: English

Strand: Multicultural/Diversity Education

Audience Level: New to Field/Experienced

The annual commemoration of the Cinco de Mayo was created by Latinos living in California during the early days of the American Civil War, as a public statement that Latinos supported Lincoln's goals of the abolition of slavery, racial equality in civil rights and government "of the people, by the people and for the people." Latinos voted for Lincoln, and joined the United States Army, Cavalry and Navy in the fight to end slavery and white supremacy. Napoleon II, Emperor of the French, invaded Mexico in

his quest to eliminate a constitutional government led by a democratically elected president, Benito Juarez, and install a monarch, Maximilian of Austria, who would be friendly to the rebelling slave states. But the French army was stopped in its tracks at the Battle of Puebla, fought on May 5, 1862, and they were not able to reach Mexico City to create an ally of the slave states during the early years of the Civil War. When news arrived in California of the French defeat, Latinos in California celebrated the victory with spontaneous celebrations, then institutionalized the celebration every Cinco de Mayo of every year, and the Cinco de Mayo became a symbol to Latinos of their goals of preserving freedom, racial equality and democracy in both the United States and Mexico.

•Sharing Students, Sharing Responsibility, Sharing Strengths: Adapting High School Instruction to Better serve Els

3:15 PM - 4:30 PM

Room: Tower 3-Union Square 15/16

Marguerite Lukes, Internationals Network for Public Schools

Leslie Plettner, Internationals Network for Public Schools

Joana Feit, Thurgood Marshall High School

Anne Ryan, Thurgood Marshall HS

Helen Lee, Thurgood Marshall HS

Jessie Oppenheim, Thurgood Marshall HS

Grade Level: 9-12

Language: English

Strand: Curriculum & Instruction

Audience Level: New to Field/Experienced

In this interactive workshop, teachers from SFUSD's Thurgood Marshall High School will present examples and best practices from their work with Internationals Network for Public Schools to redesign structures and instruction to integrate language development into all classes for newcomer ELs. In addition to enhancing opportunities for students to use English, teachers extended strategies to leverage students' home languages to deepen opportunities for content area learning. Student stories, samples of student work, outcomes and lessons learned will be presented.

WORKSHOPS / SESSION 9 3:15 PM - 4:30 PM

•Step Up to Writing for English Learners

3:15 PM - 4:30 PM

Room: Tower 3-Golden Gate 8

Zandra Galván, Gonzales USD

Grade Level: K-8

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-8 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.

•On Your Marks...Get Set...Go! Create a Highly Cognitive Environment Through Reading and Writing

3:15 PM - 4:30 PM

Room: Tower 3-Union Square 1

Omar Andrade, Corona-Norco USD

Grade Level: All

Language: English

Strand: Curriculum & Instruction

Audience Level: New to Field/Experienced

Common Core and English Language Development state standards ask for a new approach to teaching that requires out of the box thinking. Through reading and writing, educators in the workshop will understand how to bring it all together by using research based

approaches like SIOP. The goal to provide high quality instruction for all students can be achieved by creating lessons that use content in daily reading and writing lessons. Motivation, engagement, and creativity are just a few tools that I utilize to reach each student and help them achieve their academic goals. Let's create a portfolio of ideas to take back to our classroom and use.

•Empower Parents/Enpoderar a los padres

3:15 PM - 4:30 PM

Room: Tower 3-Golden Gate 6



Valentina Hernández, San Diego USD

Hermelinda Figueroa, San Diego USD

Adela Rothe Saldana, San Diego USD

Grade Level: All

Language: English, Spanish

Strand: Parent and Community Engagement

Audience Level: Experienced

It is important that parents get involved in their children's school and be advocates for children. Get involved in ELAC, DELAC, SSC, Governance and PTA/PTO. Go to school Board Meetings and voice your concerns about education. Give your opinions and suggestions. Remember you are your child's first teacher and you know when something is not right. Try to get other parents involved. / Es importante que los padres se involucren en la escuela de sus hijos/as y que aboguen por los estudiantes. Involucrense en ELAC, DELAC, SSC, Governance y PTA/PTO. Vayan a la junta de la Mesa Directiva del Distrito y hablen de sus preocupaciones sobre la educación. Den sus opiniones y sugerencias. Recuerden que son ustedes los primeros maestros de sus hijos y saben cuando algo no está bien. Traten de involucrar a más padres.



WORKSHOPS / SESSION 9 3:15 PM - 4:30 PM

•Arrange Your Schedule and Environment to Optimize Student Language Development

3:15 PM - 4:30 PM

Room: Tower 3-Union Square 11

Tami Colón, Pasitos School

Carmina Allvarado Valdivia, Pasitos School

Grade Level: Preschool-2

Language: English

Strand: Early Childhood Education

Audience Level: New to Field/Experienced

This is a hands-on workshop designed to provide participants with ideas, strategies, and activities that can be implemented in the classroom next week. We will explore how to create fluidity in your schedule and environment to help children be ready to learn and optimize oral language development. We will go through actual schedules, classroom arrangements, and music and movement activities that will help your PK-1st grade children retain and produce Spanish.

•North American English (NAE) Dialects: Tools for Learning and Teaching

3:15 PM - 4:30 PM

Room: Tower 3-Union Square 3

Matthew Dame, University of Southern California

Grade Level: All

Language: English

Strand: Standard English Learners

Audience Level: New to Field

This presentation addresses the importance of incorporating other dialects of English, such as African American Vernacular English (AAVE), in a Language Arts classroom. By raising student consciousness about these dialects, teachers will be creating a more multicultural and linguistic environment that supports the many student identities in their classrooms.

•Using Technology to Change the Game in Language and Literacy Acquisition

4:45 PM - 6:00 PM

Room: BR-Franciscan B

Jennifer Boyle, Benchmark Education Company

Grade Level: K-8

Language: English

Strand: Commercial

Audience Level: New to Field/Experienced

How can we change the game in language and literacy acquisition for all our diverse students? Find out how the TPACK framework and SAMR model can inform our instruction and lead to highly effective, intentional teaching with digital resources. This session emphasizes metacognition and text-dependent reading strategies, taken to another level, as students apply strategies in both print and digital formats, and in texts across the content areas. Example lessons showcase best practices in gradual release and teaching for transfer. In this hands-on session, educators explore supportive digital environments that motivate students, foster engagement and promote language and literacy acquisition, including close reading of complex text. By “teaching above the line”, we create authentic language and literacy experiences, while addressing 21st Century skills.

WORKSHOPS / SESSION 9 3:15 PM - 4:30 PM

•Best Practices in Communicating/Interpreting with Spanish and Indigenous Speakers

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



Carolina Serna, CSU Monterey Bay
Judy Cortés, CSU Monterey Bay

Grade Level: Preschool-12
Language: English
Strand: Parent and Community Engagement
Audience Level: Experienced

The interactive session will address ways to support parents and in particular non-English speaking parents as they participate in their children's education. Specific attention will focus on parents who are native speakers of Indigenous languages from Southern Mexico (including Triqui and Mixteco). The presenters will share specific strategies for teachers and paraprofessionals to promote effective communication with parents.

•Planificación, implementación y éxito de un concurso de deletreo en español a nivel de preparatoria con la participación de estudiantes avanzados

3:15 PM - 4:30 PM
Room: Tower 3-Union Square 6

María Josie Ervin, Fontana USD
Martha Moubarek, Hacienda La Puente USD

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

Con el propósito de impulsar y mantener el buen uso de la ortografía del español a nivel de Preparatoria, este taller presentará y demostrará los inicios de un concurso de deletreo al nivel local o distrital, y entre condados vecinos. Los estudiantes del curso de nivel avanzado (AP) Spanish Language and Culture fueron los concursantes en esta competencia sobresaliente que despertó el interés de los demás alumnos, padres de familia, maestros, medios publicitarios, diarios

locales y otros distritos escolares. El objetivo de esta actividad académica se logró gracias a la colaboración de maestros de diferentes preparatorias y al apoyo de profesores de una universidad local. El resultado fue un renovado ímpetu por aprender a deletrear palabras complejas clasificadas por niveles de Principiante a Erudito. La presentación dará una visión global desde el comienzo hasta la emocionante y exitosa vuelta final en la cual se seleccionó a estudiantes que ganaron los premios del primero, segundo y del tercer lugar.

•Effects of Spanish English Dual Language Immersion on Student Achievement

3:15 PM - 4:30 PM
Room: Tower 3-Union Square 10

Natalie Tran, CSU Fullerton
Sam Behesta, CSU Fullerton
Armando Martínez-Cruz, CSU Fullerton
Jacqueline Contreras, CSU Fullerton

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

In this session, we present quantitative findings on the effects of English Spanish dual language immersion on student achievement in science and mathematics in grades 3, 4, and 5. We discuss empirical evidence documenting the impact of dual language immersion, reveal analytical techniques utilizing comparative analysis, and illustrate the benefits and common misconceptions associated with dual language immersion. Lastly, we provide implications for serving disadvantaged students to be success in STEM education.

WORKSHOPS / SESSION 9 3:15 PM - 4:30 PM

•Eliminate Arguments, Multiple Warnings, and Repeated Requests – Forever!

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

Priscilla Diep, Los Angeles USD

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

In this presentation, you will learn research-based classroom management strategies that can be used immediately and will result in significantly more student engagement. These strategies will eliminate 90% of problem behavior, build strong student-teacher relationships, and increase academic performance. A very powerful format will also be provided for you to follow to develop your own lesson plans for rules and procedures that will help your students learn the skills they will need to be successful in your classroom.

•Building a Professional Learning Community Around Writing Development Within a Dual Language Program Elementary School

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

Gloria González, University of Southern California

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

In this session, we describe the process of analyzing student writing samples at two dual language elementary schools. We share the process for creating a common vocabulary around looking at student work in both English and Spanish. We use a holistic bilingual lens that honors the language of the whole child and is based on current holistic bilingualism research. Implications for biliteracy development and instruction will be discussed.

•The Researcher's Notebook

3:15 PM - 4:30 PM
Room: Tower 3-Union Square 22

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 with powerful research. This interactive session will provide participants with lessons aligned with new California State Standards, new English Language Development Standards, and Next Generation Science Standards. Students engage in inquiry, read informational text, and make meaning through collaborative conversations and differentiated levels of support. Information is synthesized into a series of writing pieces across all text types. Materials provided can easily be implemented and adapted in grades K-6. Fantastic EL scaffolds!

•Developing Biliteracy: Data-driven Literacy Interventions

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

Briana Ronan, Cal Poly San Luis Obispo
Julee Bauer, Cal Poly San Luis Obispo

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

This presentation features data-driven literacy interventions that support biliteracy (English and Spanish) development of K-8th English Learners. Through examination of in-depth case studies, presenters discuss how they collect data to diagnose literacy behaviors and in turn use scientifically-based strategies to support reading comprehension and writing skills in 1:1 interventions.

WORKSHOPS / SESSION 9 3:15 PM - 4:30 PM

•La motivación en relación al éxito académico de sus hijos

3:15 PM - 4:30 PM
Room: Tower 3-Plaza A



María Cuadra, DataWORKS Educational Research
Mario Cuadra, DataWORKS Educational Research
Alfredo Guzman, DataWORKS Educational Research

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

Para que nuestros hijos logren el éxito académico, es menester que los padres de familia se involucren en su desarrollo educativo utilizando la motivación como el medio más apropiado para proveer impulso y apoyo durante su vida académica. La motivación está basada en tres aspectos específicos del comportamiento humano: Estímulo, Dirección y Persistencia, que aunados con los principios, interacción dinámica, normas que promueven integridad y conceptos de auto-motivación, sería posible asegurar la obtención de una interacción efectiva. Durante ésta sesión, los participantes aprenderán la definición de los tres factores del comportamiento y la función específica que desarrollan en la motivación.

•Dance - The Universal Language

3:15 PM - 4:30 PM
Room: Tower 3-Van Ness

Karyss González, San Francisco USD

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

The purpose of this workshop will be to empower teachers with different ways of integrating the art of Dance into their other daily subjects. We will look at classroom examples, plus participate in a "hands-on"

dance lesson. Dance and movement can speak volumes, especially for language learners. My hope is that all attending will take with them the tools needed to feel more confident in integrating Arts into their core subjects.

•Improve EL Literacy Up To Four Grade Levels In One Year

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

Sergio García, Artesia High School

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

This presentation will focus on how I was able to assist my struggling EL students at Artesia High School to improve their reading and literacy abilities up to four grade levels in only one year. I will talk about the program that helped me achieve my success (applicable to grades 3-Adult, at home or in a classroom). I will also detail my implementation technique that led me to achieve enormous results. Lastly, I will open up the lecture to Q&A.

•How Can Educational Leaders and Parents Support Immigrant Students in Successfully Attaining a Post-Secondary Degree?

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

Laura Rodríguez, Baldwin Park USD

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

Immigrant youth are the fastest growing population in the United States. In a global society, the upward

WORKSHOPS / SESSION 9 3:15 PM - 4:30 PM

mobility and well-being of immigrant students is dependent upon schooling and a post-secondary degree. This workshop will identify influences that contribute to the successful attainment of a post-secondary degree by immigrant students. Parents will learn how they can support their children's college endeavors as well as how to advocate for their children's right to a post-secondary education.

•School Leadership Toolbox: Creating a Culture of Multilingualism

3:15 PM - 4:30 PM

Room: Tower 3-Union Square 5

Barbara Kennedy, Center for Applied Linguistics

Grade Level: All

Language: English

Strand: Leadership

Audience Level: New to Field/Experienced

Providing effective school leadership in multilingual settings comes with its own unique set of challenges and rewards. Participants will engage in meaningful discussion surrounding hot-button issues in bilingual program leadership at the school level and explore research-validated tools designed specifically to guide and support leaders in effective bilingual program implementation. Topics of focus include leveraging family and community support, and promoting collaboration and shared ownership among school staff. Participants will explore practical tools and flexible strategies, and will collaborate with colleagues to draft an action plan for immediate use in their own school contexts.

•T'APP to Learn: Apps for Fun Language Learning

3:15 PM - 4:30 PM

Room: Tower 3-Union Square 12

Grace McField, CSU San Marcos

Grade Level: All

Language: English

Strand: Technology and Digital Learning

Audience Level: New to Field/Experienced

Motivation is key to learning language, and what better way to motivate students than through apps that put fun at the center of language development? This interactive session will introduce you to an array of apps for learning English, Korean and Spanish. It will also provide a set of guidelines for reviewing apps and give you an opportunity to practice reviewing some yourself! You'll leave confident in selecting great apps to provide individualized, differentiated platforms for noticeable student growth in any language!

•Speak Up with the Common Core!

3:15 PM - 4:30 PM

Room: BR-Yosemite A

Maya Goodall, Lingual Learning

Grade Level: K-8

Language: English

Strand: Commercial

Audience Level: New to Field/Experienced

Looking for ways to meet the Common Core Standards for Listening and Speaking in your ELD/Dual Language classroom? 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 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!

WORKSHOPS / SESSION 9 3:15 PM - 4:30 PM

•Teaching Cognate Recognition Strategies Through Picture Book Vocabulary

3:15 PM - 4:30 PM

Room: Tower 3-Union Square 13

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

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

Picture books are a rich source of English-Spanish cognate words. In this presentation, we focus on classroom-proven methods for teaching cognate recognition strategies to primary school Latino English learners and children enrolled in dual language programs. We introduce activities centered around vocabulary that build upon morphological rules for transforming Spanish cognates into English ones, and vice-versa. We present cognate morphology lessons that teach Latin and Greek root words, prefixes and suffixes, as well as lessons on spelling rules for transforming cognates from one language to another.

•Free and Cheap Tech Boosts for Rigorous Academic Language Learning

3:15 PM - 4:30 PM

Room: BR-Franciscan D

Vivian Matsuyama, Cupertino Union SD
Katelin McClure, Cupertino Union SD

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

Technology can be a valuable tool to empower language learners. It can provide access to rigorous grade-level curriculum and increase students' opportunities to use academic language. Through the use of easy-to-access tech tools, we can develop self-directed learners who can collaborate and build on each others' strengths.

Our session will focus on tools that increase classroom equity and promote collaborative participation (rather than having devices "babysit" your students). We will show real student work samples, engage with several tech tools, and show you how you could start trying them out tomorrow. All are welcome, from hesitant newbies to tech warriors! Please bring your preferred tech device.

•English Learner Family Advocacy for the Local Control Accountability Plan

3:15 PM - 4:30 PM

Room: Tower 3-Golden Gate 4



Lucía Barrow, San Francisco USD
Selina Tso, San Francisco USD

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

This presentation will share strategies used by the SFUSD District English Learner Advisory Committee to gather and relay the recommendations of parents of English Learners to inform the Local Control Accountability Plan.

•La implementación de los estándares estatales comunes en los programas bilingües y de inmersión dual bilingües

3:15 PM - 4:30 PM

Room: Tower 3-Union Square 14

Cristina Urbano, San Francisco USD
Julio Moreno, San Francisco USD

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

Este taller les mostrará como el Departamento de Programas Multilingües está apoyando las escuelas del



WORKSHOPS / SESSION 9 3:15 PM - 4:30 PM

Distrito Escolar Unificado de San Francisco (SFUSD) en la implementación de los Estándares Estatales Comunes, promoviendo la competencia multicultural a través del aprendizaje bilingüe y de la perspectiva del acceso y de la equidad.

•Student Discipline and Student Placement Equity Issues: Legal and Legislative Advocacy Updates

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

Mary Hernández, Garcia Hernandez Sawhney, LLP
Cynthia Rice, California Rural Legal Assistance, Inc.
Deborah Escobedo, Garcia Hernandez Sawhney, LLP
Franchesca Verdin, California Rural Legal Assistance, Inc

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

Over the past five years, there have been changes in the Education Code that directly impact students of color, English Learner students and low income student groups. This panel will discuss these changes and the issues that are most impacting these vulnerable student groups. Some of the issues to be addressed will include: 1) changes in laws governing student discipline aimed at reducing suspensions and expulsions; 2) unlawful placements in alternative schools; and 3) reentry issues impacting juvenile justice youth.

•How to Use LCFF & LCAPs to Advance English Learner Equity

3:15 PM - 4:30 PM
Room: BR-Continental Ballroom 9

Verónica Flores Malagón, The Education Trust–West
Natalie Wheatfall, The Education Trust–West

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

Do you want to learn about how LCFF and LCAPs can promote the academic success of English learners? The Education Trust-West will share LCFF and LCAP background, promising LCFF family engagement practices from various districts, and discuss recommendations for how you can advocate for EL equity.

•Certificación binacional de aptitudes para mexicanos en el exterior

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

Alfredo Rello, Colegio Nacional de Educación Profesional Técnica (CONALEP)
Enrique Alonso, Colegio Nacional de Educación Profesional Técnica (CONALEP)

Grade Level: College/University, Adult,
Language: Spanish
Strand: Professional Development/Teacher Preparation
Audience Level: New to Field/Experienced

La certificación de aptitudes se lleva a cabo mediante el proceso de evaluación que permite determinar si una persona cuenta con los elementos suficientes de habilidad, conocimiento y experiencia, para el desarrollo de actividades laborales específicas, en base a las necesidades requeridas por el sector productivo de la región.

WORKSHOPS / SESSION 9 3:15 PM - 4:30 PM

•Thinking Maps: Path to EL Engagement, Proficiency and Academic Success

3:15 PM - 4:30 PM

Room: Tower 3-Union Square 4

Hortencia Piña, Thinking Maps, Inc.

Grade Level: All

Language: English

Strand: Commercial

Audience Level: New to Field/Experienced

Thinking Maps serve as a common visual language used in building a communication and comprehension bridge between languages. In the journey of learning a new language, Thinking Maps serve as visuals that, not only help make lessons comprehensible but offer students a way to express their learning. They have proven effective for helping students, including EL's, reach greater academic success and language proficiency. Educators will experience and understand how Thinking Maps will improve core instruction while dramatically increasing student engagement. Teachers finally have the tools for teaching content, language and critical thinking skills. Develop tomorrow's learners by transforming today's instruction.

•Innovation in Higher Education: Educational Offer in UnADM

3:15 PM - 4:30 PM

Room: BR-Franciscan C



Miguel Angel Infante, Universidad Abierta y a Distancia de Mexico (UnADM)

Grade Level: All

Language: English

Strand: Parent and Community Engagement

Audience Level: New to Field/Experienced

The Universidad Abierta y a Distancia de México is a decentralized body of the Secretaría de Educación Pública and it provides higher education's services.

Through telematics it replies to 4 critical lines of development for the knowledge society •Equal opportunities •Sustainability •Universal education •Internationalization Our Educational Offer for Mexicans abroad is: •Tourism Management •Community Development •Business Administration •International Marketing •Land Management •Political and Social Projects •Public Security •Software development •Environmental Technology Presentation Techniques •Lectures Participants will receive from this session: •Information about our educational offer for Mexicans abroad

•Ed100 — Developing Informed Parent Communities to Improve Our Multi-lingual Schools

3:15 PM - 4:30 PM

Room: Tower 3-Golden Gate 3



**Carol Kocivar, Ed100, a Program of the Full Circle Fund
Jeff Camp, Ed 100**

Grade Level: All

Language: English

Strand: Parent and Community Engagement

Audience Level: New to Field/Experienced

Ed100 is a free online course in English and Spanish designed to help teachers, administrators and especially parent leaders improve our schools. You want to improve your school system? It starts with understanding it. With new funding mechanisms, new standards, new teacher training, and new state testing, knowing how the system works can be pretty confusing. Our goal is your goal: Develop informed parent leaders who are prepared to support our children and improve our schools. Participants are encouraged to bring their computers/smartphones for this workshop.



WORKSHOPS / SESSION 10 4:45 PM - 6:00 PM

•El perfil cultural de un educador proficiente en programas de la educación migratoria: Cómo trabajar con familias migrantes y cómo aprender de sus experiencias

4:45 PM - 6:00 PM
Room: Tower 3-Powell

Reyes Quezada, University of San Diego
Fernando Rodríguez-Valls, CSU Fullerton

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

Esta presentación se enfoca en cómo 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. Resultados: La audiencia tendrá la oportunidad de evaluar en que lugar están ellos - las escuelas dónde trabajan o a dónde van sus hijos. Van a evaluar los distritos escolares, las oficinas del condado y las oficinas del programa de educación migrante en lo que se refiere al perfil cultural de un educador proficiente y los cinco principios que definen este nivel de conocimiento. La audiencia establecerá como se puede planificar e implementar un entorno de eficacia cultural para estudiantes migrantes y sus familias. La audiencia compartirá los retos y sus logros así como otros recursos que definen el perfil cultural de un educador proficiente y como este nivel de conocimiento se convierte en una herramienta indispensable para los administradores de las escuelas y los líderes de la comunidad.

•Using Leveled Texts to Differentiate Spanish Literacy Instruction: Santillana USA's Descubre el español Anthologies, K-5

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

CANCELLED

Barbara Jones, Santillana USA

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

Authentic Spanish instructional materials that include leveled texts can assist dual language and bilingual teachers in delivering differentiated reading instruction in a variety of instructional settings. Presenter will demonstrate how leveled Spanish anthologies can provide content-rich opportunities to acquire appropriate linguistic, cultural and literacy skills in a comfortable and natural environment.

FuelEducation and Middlebury Interactive Languages are proud to co-sponsor CABE 2016!

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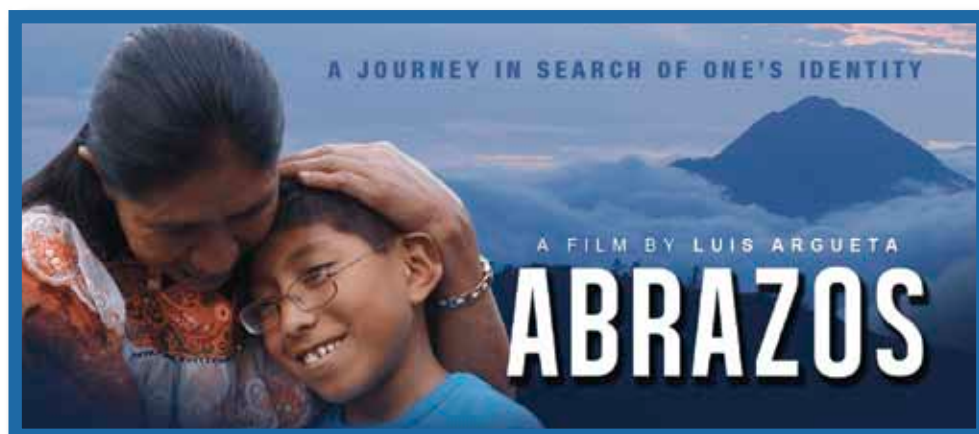
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INTERACTIVE LANGUAGES

FRIDAY

2016 FILM FESTIVAL



ABRAZOS

ABRAZOS tells the transformational journey of a group of U.S. citizen children, sons and daughters of undocumented immigrants, who travel from Minnesota to Guatemala to meet their grandparents – and in some instances their siblings – for the first time.

There are 4.5 million other U.S. citizen children who, like them, have at least one undocumented parent and are part of mixed-status families, ABRAZOS is the story of 14 of them. Even though they are entitled to the same rights and freedoms as all Americans, many of these children are growing up with the constant fear of separation from their parents. In addition, never having met their grandparents, they don't have a clear sense of who they are or their heritage. ABRAZOS is a film that reflects the hopes, dreams and fears, of these transnational-families who are able to embrace each other, share stories, strengthen traditions and begin to reconstruct their cultural identity.

Director & producer, Luis Argueta, will introduce his film and be present for a Q&A session after the screening.



**SPECIAL GUEST:
DIRECTOR LUIS ARGUETA**

LOCATION: IMPERIAL A

**FRIDAY, MARCH 25, 2016
4:45 PM-6:00 PM**

FRIDAY



Seal of Excellence Banquet

Banquet

7:00 pm - 9:00 pm • Continental Ballroom B

Entertainment

José Luis Orozco and 123 Andrés

Welcome

Hosts

Raul Maldonado, CABE Board of Directors
Director of Financial Affairs

Jan Gustafson Corea, CABE CEO

Special Welcome

Francisca Sánchez, Immediate Past President,
CABE Board of Directors

Student Essay Contest Winners

Seal of Excellence Schools

District Multiple Pathways to Biliteracy Award
Californians Together

Closing Comments

Dance

"August"

Student Essay Contest Winners

K-2nd Grade Award

Sofia Grace Ward
2nd Grade, Thomas Edison Elementary School
Glendale USD
Teacher: Karen Montes

3rd-5th Grade Award

Antonio Campbell Rodríguez
4th Grade, Adelante Spanish Immersion School
Redwood City USD
Teacher: Elanor Dougherty

6th-8th Grade Award

Emily Cardwell
6th-8th West Marin School
Shoreline USD
Teacher: Vanessa Staples

9th-12th Award

Alana Resendez
Sierra Vista High School
Baldwin Park USD
Teacher: Charlene Fried

Seal of Excellence Schools

Anacapa Middle School
Ventura USD

Burbank Elementary School
Hayward USD

Las Animas Elementary School
Gilroy USD

Meadow Homes Elementary School
Mt. Diablo USD

Walnut Elementary School
Baldwin Park USD

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SEAL OF EXCELLENCE DANCE*

9:00 pm - 12:00 am / Continental Ballroom

*Ticketed Event - \$25 at the Door



AUGUST

The Central Valley Bad Boys

AUGUST has been entertaining people in the South San Joaquin Valley since 1974. The band will be celebrating our 40th anniversary this year and is still going strong. Quite a musical accomplishment! Our mixture of Old School, Latin Rock, traditional Spanish, and Top 40 music has been our signature to success. When AUGUST is playing, everyone is definitely dancing!

AUGUST has been rocking venues large and small. Experience in large venues has included opening up for such artists as The Gap Band, Frankie Valli, The Four Seasons, El Chicano and Malo, to just name a few. Our recent gigs have included Paul Rodriguez Comedy Show After Party 2013, Cancer Awareness Golf Tournament, along with many private parties, wedding dances, community fundraisers, etc.

CABE 2016



Bridging Multiple Worlds for Local & Global Success



HIGHLIGHTS

Workshops, Institutes, Activities

9:00 am - 12:00 pm / Workshop Sessions

Special Half Day Institutes

8:00 am - 12:00 pm / Warren Dale - Creating Ethnographic Videos / Visit to Chinatown Street Market

9:00 am - 12:00 pm / 2-Way CABE Dual Immersion Program Showcase / Grace McField / Diana Velez

Featured Speakers


10:45 am - 12:00 pm / 123 Andrés / Alma Flor Ada / F. Isabel Compoy / Suni Paz

Special Events

10:45 pm - 12:00 pm / CABE Membership Meeting / Imperial B

12:00 pm / Final Conference iPad Drawing / CABE Store / Yosemite Foyer

12:00 pm - 12:30 pm / Closing CABE Sing Along / Imperial B



CLOSING CABE SING-A-LONG

12:00 pm - 12:30 pm / Imperial B

JOIN US!

**LEAVE CABE 2016
WITH A SONG IN YOUR HEART!**



PLAN YOUR DAY

MORNING 9:00 am - 12:30pm

What did I learn at CABE 2016 that I will put in practice next week?

HALF DAY INSTITUTES 9:00 AM - 12:00 PM

FEATURED INSTITUTE

•Creating Ethnographic Videos: A Powerful Door to Cultural Understanding

NOTE SPECIAL TIME

8:00 AM - 12:00 PM

Room: BR-Franciscan D

Warren Dale, CABE



Grade Level: All

Language:

Strand: Curriculum & Instruction

Audience Level: New to Field/Experienced

We will begin our four hour BYOD adventure with an early morning walking visit to the colorful Chinatown street market where you will use your cellphone or tablet to capture the engulfing sights and sounds. After returning to the hotel you will learn how to edit your pictures into a video telling the story of the visit. Next you will learn how to share your ethnographic masterpiece with the world. You will leave knowing how to integrate videos into your classroom language and cultural curriculum as an authentic "Proof-of Learning". Please have a video editing app like iMovie, KineMaster Pro or VivaVideo loaded on your device.

•Engineering Understanding: Applying Science Concepts and Building Academic Language

9:00 AM - 12:00 PM

Room: Tower 3-Golden Gate 8

Diana Velez, UC Berkeley

Claudio Vargas, Oakland USD

Grade Level: K-8

Language: English

Strand: English Language Development (ELD)

Audience Level: New to Field/Experienced

Come problem-solve and design with us as we explore lessons and strategies that provide authentic engineering challenges that further science content learning for all students.

•The La Clase Mágica Nephualtitzin Ethnomathematics Club: Setting up an Ethnomathematics Afterschool Informal Learning Club

9:00 AM - 12:00 PM

Room: BR-Continental Ballroom 2

Margarita Machado-Casas, University of Texas at San Antonio

Lorena Claeys, University of Texas at San Antonio

Belinda Flores, University of Texas at San Antonio

Everardo Lara González, Independent Consultant

Grade Level: Preschool-8

Language: English

Strand: Curriculum & Instruction

Audience Level: New to Field/Experienced

Using the epistemology of the sacred sciences, which encompasses notions of spirituality, transcendence, harmonic balance and synchronization, and evolution, The La Clase Mágica: Nephualtitzin Ethnomathematics (Nepo) Club is a collaborative project currently under the umbrella of the La Clase Mágica. This club is designed to support bilingual and generalist teachers and their students using culturally efficacious strategies and materials. The La Clase Mágica Nephualtitzin Club is an after school informal learning club designed to improve student capacity and confidence in mathematics. Club participants develop the ability to think and apply reasoning skills, improve concentration, focus and memory, through association. The club combines both the use of the ancient Nephualtitzin and modern tools to engage students. Using interactive hands-on activities and media, participants will learn how to use the Nephualtitzin and what they need to know in order to start a club at their school sites.



HALF DAY INSTITUTES 9:00 AM - 12:00 PM

•Acceso a los textos complejos: cómo apoyar a la comprensión de textos informativos en español

9:00 AM - 12:00 PM

Room: BR-Continental Ballroom 1

Francisco Pérez Duque, San Diego USD
Danielle Garegnani, WestEd

Grade Level: K-8

Language: Spanish

Strand: Biliteracy/Dual Immersion

Audience Level: New to Field/Experienced

En este instituto 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.

•Dual Language Immersion Program Showcase, Sponsored by 2-Way CABE

9:00 AM - 12:00 PM

Room: Tower 3-Plaza B

Peggy Morrison, 2-Way CABE
Estella Patel, Banning USD



Two-Way/Dual Immersion Education

Grade Level: K-8

Language: English

Strand: Biliteracy/Dual Immersion

Audience Level: New to Field/Experienced

Visit 2-Way CABE's Dual Language Immersion Program showcase! Two-Way Immersion schools will display information about their programs, their students and teachers, their successes and challenges. You will have an opportunity to speak to staff and parent representatives of each school and engage in informal conversation and questions and answers about these two-way programs. This is a drop-in showcase in a "poster session" format. There is no need to attend for the full 3 hours.

•Get Ready for the SB1174 Vote! A New Language Education Policy for California

9:00 AM - 12:00 PM

Room: Tower 3-Golden Gate 6

Grace McField, CSU San Marcos

Grade Level: All

Language: English

Strand: Advocacy & Engagement

Audience Level: New to Field/Experienced

What are the three key factors that led to the passage of Proposition 227 (1997-8) that instituted English-only instruction for all intents and purposes in California? How can individuals, parents, educators, and community members and organizations come together to spread the word about A) common community goals, B) the consistent research on bilingual education, and C) the need to support a multilingual education policy that is fit for California, the world's eighth largest economy? Come join this community forum that will focus on advocating for Senate Bill 1174, which will update the badly outdated Proposition 227. Engage in strategically planning to support SB1174, which will allow local control for schools to offer multilingual programs. Support spreading awareness about California's opportunity to vote to help schools teach language skills to address the academic, economic, health, military/national security and social needs of our golden state and beyond!



FEATURED SPEAKERS 10:45 AM - 12:00 PM



123 Andrés
Academia Cultural

Alma Flor Ada, Author
F. Isabel Campoy, Author
Suni Paz, Suni Paz

10:45 AM - 12:00 PM
Room: Tower 3-Plaza A

10:45 AM - 12:00 PM
Room: BR-Yosemite B

•“Está linda la mar” cómo enseñar y disfrutar la poesía en la clase

Desde la teoría a la práctica. La poesía como instrumento de aprendizaje, afianzamiento de la identidad, ampliación del vocabulario y disfrute en la clase.

•Music to Inspire Dual Language Acquisition

Singing has long been a way for learning language and is an excellent tool for enhancing language arts lessons. Dual language songs help children acquire new vocabulary in multiple languages, promote self-esteem and provide opportunities for teaching a variety of subjects. The interactive presentation demonstrates how educators can incorporate music and original songs to teach geography, improve listening and cognitive skills, and introduce a variety of musical genres and styles.



WORKSHOPS / SESSION 11 9:00 AM - 10:15 AM

•Neuropedagogy: Teaching the Way the Brain Learns Best

9:00 AM - 10:15 AM
Room: BR-Imperial A

Victor Tellez, Compton USD

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

We have all used neuropedagogy, or brain friendly teaching, in one way or another. Sometimes we have not been aware of it. Other times, without being aware of it, we have taught in direct opposition to how the brain learns best. In this presentation we will address what research says about learning. We will look at such areas as attention, literacy development, and memory. We will also look at a much neglected aspect of neuropedagogy-- the role of exercise in learning.

•La disciplina con dignidad los siete días de la semana

9:00 AM - 10:15 AM
Room: Tower 3-Golden Gate 3



Jorge Dueñas, Marysville Joint Unified SD

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

La disciplina prepara a los niños, adolescentes y adultos a hacer buenas decisiones en sus futuros. También la disciplina aumenta su autoestima y los enseña a ser responsables por sus acciones, convirtiéndose en personas productivas de nuestras comunidades. Vengan a compartir como mejorar la comunicación con nuestros hijos. Compartiremos ideas de como desarrollar un sistema de disciplina consistente, firme y con mucha dignidad. Ustedes recibirán un folleto con ideas y sugerencias que podrían comenzar a usar inmediatamente. También se compartirá la manera de comunicarse con el presentador por correo electrónico.

•HERENCIA Y LEGADO: Parent Empowerment for Biliteracy

9:00 AM - 10:15 AM
Room: Tower 3-Golden Gate 2

Alma Castro, CSU Long Beach

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

In this workshop, results of a dissertation study I conducted in partnership with CSULB, narrates the experiences of EL high school students and staff highlighting untapped linguistic resources of EL students. Perceptions about the impact of a voluntary assets-based policy, the Los Angeles Unified School District (LAUSD) Seal of Biliteracy Awards Program are uncovered. The principal focus of this study was to explore Latino students' pursuit of language recognition and the perceived academic impact associated with receiving this award. Altogether, the LAUSD and State Seal of Biliteracy legitimize non-dominant languages, granting linguistic cultural capital, power, and dismantling language imperialism. This initiative further encourages students to study multiple languages in preparation to face the demands of a global landscape. The focus of this workshop is to empower parents by validating a native tongue for crafting promising academic pathways for ELs that are falling off the education pipeline. Despite the myriad of academic challenges Latino students face, they possess defined strengths. Overwhelmingly, research amplifies the benefits of capitalizing on a native language as a resource towards acquiring proficiency in a second language.



WORKSHOPS / SESSION 11 9:00 AM - 10:45 AM

•Tide Pools to Treetops: Adaptable Interdisciplinary Units That Your Students Will Love!

9:00 AM - 10:15 AM

Room: BR-Franciscan B

Josefa Bustos, Hanford Elementary SD

Grade Level: K-5

Language: English

Strand: Curriculum & Instruction

Audience Level: Experienced

In this session we will see how the Next Generation Science Standards (NGSS) can guide our themes throughout the year. This workshop will include a close look at adaptable primary units of study that were built around NGSS including all disciplines. We will look at how the reading and writing standards help students understand science content and how science helps students succeed in Language Arts and Math standards. The presentation will include the use of notebooks and vocabulary development through content. Finally we will take a look at how engineering standards, art, singing and dancing make it both hands on and engaging(fun).

•Sane su pasado para criar hijos exitosos y felices

9:00 AM - 10:15 AM

Room: Tower 3-Golden Gate 1



Isabel Lara, Mt. Diablo USD

Grade Level: All

Language: Spanish

Strand: Parent and Community Engagement

Audience Level: New to Field/Experienced

Como padres de familia, si no hemos resuelto los problemas de nuestra niñez, la forma en que criamos a nuestros hijos será afectada y puede dañar la relación con ellos. Todos los padres queremos que nuestros hijos sean exitosos y felices, pero a veces nuestras acciones los afectan negativamente. En este taller, los guiaré a través de sus recuerdos y sus propias experiencias de la infancia- lo bueno y lo malo. Juntos analizaremos como

esas experiencias han afectado la dinámica y la relación con sus propios hijos. Hablaremos de los cambios en nuestras vidas. Luego, aprenderemos maneras de resolver diferentes conductas negativas. También les guiaré como desarrollar mejores métodos para comunicar sus valores reales tales como la honestidad, la compasión, la bondad, y la responsabilidad entre otros. ¡Nuestros hijos triunfarán en la escuela y en la vida como resultado de nuestro cambio!

•Teaching Symbolic Chinese Characters to Preschool Children in Fun Ways 輕輕鬆鬆學中文

9:00 AM - 10:15 AM

Room: BR-Continental Ballroom 3

Amy Li, Wu Yee Children's Services Lok Yuen Center
 Lisa Lim, Wu Yee Children's Services Lok Yuen Center
 Jenny Xie, Wu Yee Children's Services Lok Yuen Center
 Lisa Li, Wu Yee Children's Services Lok Yuen Center

Grade Level: Preschool

Language: English, Chinese

Strand: Early Childhood Education

Audience Level: New to Field/Experienced

Conference participants will learn to use Total Physical Response Techniques that enhance preschool children's pronunciation of Chinese characters, develop their understanding of the characters' roots and structure, and, most importantly in Chinese, help them learn to recognize these characters in context. The presenters will lecture briefly, then physically demonstrate their classroom use of multiple techniques, incorporating Tai Chi, singing, dancing and games to support a holistic language learning approach. Participants will be invited to participate. 參加者將學習如何使用全身運動技術去提升學前兒童對中國文字的發音, 幫助他們了解中文字體的結構。演講者會結合太極, 唱歌跳舞, 遊戲, 合全面的語言學習方法

WORKSHOPS / SESSION 11 9:00 AM - 10:45 AM

•Conceptualizing Support in Academic Leadership Through Critical Pedagogy: A Redefining Model

9:00 AM - 10:15 AM

Room: BR-Yosemite B

Kenia Cueto, Chapman University
Tim Bolin, Chapman University

Grade Level: All

Language: English

Strand: Leadership

Audience Level: New to Field/Experienced

The presentation will be a participatory workshop that will allow the audience to share their expertise, concerns, and ideas with one another. We will include examples of “what works” and “what doesn’t” in relation to CP leaderships models. Through this cooperative collaboration (CP model), new support strategies for students, parents, and co-workers will be highlighted. Support from leadership (administrative, professorial, academic) comes in many forms however, little thought is given to how it is being dispersed.”Leaders who do not act dialogically, but insist on imposing their decisions, do not organize the people- they manipulate them. They do not liberate, nor are they liberated: they oppress.” Paulo Freire, Pedagogy of the Oppressed.

•Jellies Don’t Judge: Planning, Practicing, and Presenting About Nature Using Technology

9:00 AM - 10:15 AM

Room: BR-Continental Ballroom 9

George Feldman, Monterey Bay Aquarium

Grade Level: Preschool-5

Language: English

Strand: Technology and Digital Learning

Audience Level: New to Field/Experienced

Join educators from the Monterey Bay Aquarium to explore how you can use Little Bird Tales to help your English Learners feel confident and excited to share their ideas. Using a unit on Jellies, we’ll share tips

on creating safe opportunities for students to speak academic English. If you have access to the internet, you can implement these curriculum ideas for free! There will be door prizes from the Monterey Bay Aquarium!

•The Earlier the Better: Bilingual Education for Infants and Toddlers

9:00 AM - 10:15 AM

Room: BR-Continental Ballroom 8

Kerrie Perata, Felton Institute
Courtney Ludlow, Felton Institute
Araseli Alvarez, Felton Institute

Grade Level: Preschool

Language: English

Strand: Early Childhood Education

Audience Level: New to Field/Experienced

Have you ever wondered how to implement a high-quality bilingual program for infants and toddlers? Come experience real examples from an innovative and inclusive toddler program. Our classroom combines best practices in early care and education with approaches to support the young dual language learner. Through documentation we will display how teachers can use care routines, open-ended play “invitations”, and early literacy interests as strategies for dual language learning.

WORKSHOPS / SESSION 11 9:00 AM - 10:45 AM

•Autobiography, Biography, Family Histories: Developing Writing Skills Using Authentic Topics

9:00 AM - 10:15 AM

Room: BR-Yosemite A

Michele Fortes, UC Davis

Grade Level: All

Language: English

Strand: English Language Development (ELD)

Audience Level: New to Field/Experienced

Motivate students to write! Learn about your students! Build a respectful classroom community that brings family knowledge into the curriculum. This hands-on workshop will share and model several activities that support students as they write about themselves and their families. The activities engage children and families in the writing process and address Common Core Writing and Language Standards and ELD Standards at the same time. Several types of autobiographical and biographical writing will be shared including "Where I am From" poems, student written biographies of their parents, ABC poems, and "history of my name" narratives. Many examples of student work will be shared and connections to Common Core Standards will be highlighted.

•OCDE Project GLAD® en español

9:00 AM - 10:15 AM

Room: BR-Franciscan C

Diana Hernández, Orange County DOE

Nicole Chávez, Orange County DOE

Grade Level: All

Language: Spanish

Strand: Biliteracy/Dual Immersion

Audience Level: New to Field/Experienced

OCDE Project GLAD® por sus siglas en ingles (Diseño de Adquisición del Lenguaje Guiado) es un modelo de desarrollo profesional dedicado a construir lenguaje académico y literatura. Esta sesión le proveerá de un resumen del modelo así como también de estrategias de

instrucción académica que apoyan considerablemente el desarrollo del lenguaje y la literatura dentro del ambiente de inmersión. Exploraremos aplicaciones en salones de clases de inmersión en ambos idiomas (español y en ingles).

•Vocabulary Development Through Chants, Poems and Songs in a Two-Way Immersion Program

9:00 AM - 10:15 AM

Room: Tower 3-Golden Gate 4

Susan Dunlap, Redwood City SD

Narda García, Redwood City SD

Lilia Zepeda, Redwood City SD

Grade Level: K-2

Language: English

Strand: Biliteracy/Dual Immersion

Audience Level: New to Field/Experienced

The presenters will demonstrate how to use chants, poems and songs to make new vocabulary accessible while developing and practicing language skills. Through the use of teacher created poems and chants, using familiar melodies, you can introduce tier two theme related vocabulary to your students in a fun and easy way. Participants will create a group chant or song to take back to their schools.

•Four Years and a Million Dollars: Making College Dreams Come True

9:00 AM - 10:15 AM

Room: Tower 3-Golden Gate 5

David McField, Mira Costa College

Grace McField, CSU San Marcos

Grade Level: All

Language: English

Strand: College and Career Readiness

Audience Level: New to Field/Experienced

Did you know that a college graduate earns one million dollars more over a lifetime than a high school graduate? This workshop will engage parents in a

WORKSHOPS / SESSION 11 9:00 AM - 10:45 AM

conversation about key ways to support their children in the K-16 path of success, and provide planning tips for children at all levels of education. Topics to be discussed include, 1) the relationship between education and potential income; 2) questions parents can ask teachers about programs; 3) new opportunities available under the federal Dream Act, for high school dropouts or undocumented status students; 4) programs available at junior colleges (even without a high school diploma!); 5) scholarships that exist for future bilingual teachers.

•Supporting Transgender Students: Ensuring a Safe and Positive Learning Environment

9:00 AM - 10:15 AM
Room: BR-Yosemite C

Lisa Cisneros, California Rural Legal Assistance
Mary Hernández, García, Hernandez, Sawhney & Bermudez, LLC
Judy Chiasson, Los Angeles USD

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

California and federal law protect transgender students' rights to participate in sports and activities, and use facilities consistent with their gender identity. LAUSD implemented such a policy over a decade ago. The Department of Education has prosecuted districts under Title IX for anti-transgender discrimination. At the same time, there are more resources to help schools foster an inclusive environment. This presentation will provide legal information and tips from school administrators and legal advocates on supporting student success.

•Two Languages on My Tongue, Twice the Pleasure and Twice the Fun: Spanglish in the Classroom

9:00 AM - 10:15 AM
Room: BR-Continental Ballroom 7

Amy Costales, University of Oregon

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

Amy Costales, Spanish Heritage Language Advisor at the University of Oregon, 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.

•Rime Magic: The Decoding Solution

9:00 AM - 10:15 AM
Room: BR-Franciscan A

Sharon Zinke, West Contra Costa USD
Angela Barra, Mount Diablo USD

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

Our transitioning and dual immersion 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 12 10:45 AM - 12:00 PM

•Spanish Biliterate Teachers Training and Credentialing: Keys to Excellence

10:45 AM - 12:00 PM

Room: BR-Continental Ballroom 9

Rosario Outes, Spain Ministry of Education

Grade Level: 6-12, College/University, Adult Education

Language: Spanish

Strand: Biliteracy/Dual Immersion

Audience Level: New to Field/Experienced

Exploraremos un estudio basado en la producción escrita de alumnos de las escuelas secundarias (high school y middle school) de programas de inmersión dual en California a lo largo de los últimos años. Habrá descripciones y explicaciones de algunos errores frecuentes de gramática y vocabulario. Compartiremos ideas para mejorar la enseñanza de escritura en español.

•“No ‘sabo’ All of It.” How Strong is Their Spanish?

10:45 AM - 12:00 PM

Room: BR-Continental Ballroom 3

Esther Berndt, Redwood City SD

Grade Level: K-12

Language: English, Spanish

Strand: Assessment & Accountability

Audience Level: Experienced

Why are some of my students still struggling to read in Spanish even though they are receiving bilingual instruction? Could it be that their Spanish is not as strong as I assume? Why not assess Spanish oral language as we do English? Come hear how a formative assessment of Spanish oral language can help guide individualized or small group instruction for your struggling readers, enabling them to make accelerated progress in reading.

•Rich Math Tasks as Language Catalysts

10:45 AM - 12:00 PM

Room: BR-Continental Ballroom 4

Glenn Kenyon, San Francisco USD

Noam Szoke, San Francisco USD

Grade Level: K-5

Language: English

Strand: English Language Development (ELD)

Audience Level: New to Field/Experienced

We have an obligation to our EL students to provide meaningful access to grade-level math content via appropriate instruction. Complex texts and intellectually challenging activities are integral to the new CCSS-M. Participants will learn how rich math problems can be presented, worked on, and shared in heterogeneous classrooms in ways that support high cognitive demand as well as promote meaningful interactions between all students, including English Language learners. These strategies are a key component of SFUSD's focus on discourse in the implementation of the CCSS-M.

•Learning Language while Special Needs: Toddlers in Dual Language Immersion

10:45 AM - 12:00 PM

Room: BR-Franciscan B

Jessica Miguel, CSU Fresno

Grade Level: Preschool-K

Language: English

Strand: Special Needs Education (e.g. Gate/Special Ed)

Audience Level: New to Field/Experienced

Using current and ongoing research this presentation will describe and discuss a Dual Language Immersion program that enrolls three to five year old Special Education students in California's Central Valley. Instances of language learning among the students will be viewed through the frameworks of Translanguaging and the Third Space in order to provide teachers with real life classroom examples and to promote a positive discourse of these frameworks within early and special education.

WORKSHOPS / SESSION 12 10:45 AM - 12:00 PM

•Rethinking Bilingual Education - With a Social Justice Perspective

10:45 AM - 12:00 PM
Room: Tower 3-Golden Gate 3

Pilar Mejia, SFABE & Rethinking Bilingual Education
Peggy Morrison, 2-Way CABE

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

We want to share and get your feedback about a new bilingual education book Rethinking Schools will publish soon. We define bilingual ed as occurring in instructional settings where teaching and learning take place in two languages with the objective of developing long-term biliteracy. This book will share articles that describe K-12 bilingual classroom teaching and curriculum—those that are social justice oriented, story-rich, replicable and critical-teaching from a social justice perspective. This is about teachers sharing with teachers and is focused on students' voices!

•Experiencing the Shift in Teaching and Learning - A Series of Modeled Lessons

10:45 AM - 12:00 PM
Room: Tower 3-Golden Gate 2

Lorena Vega, Hughson USD
Annie Duong, San Joaquin COE

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

Participants will experience first hand the activities/strategies that are being implemented in the K-3 classrooms to exemplify the changes in teaching and learning in the Common Core era. Video clips, students' work will be shared along with detailed discussions on the implementation to meet the needs of all students, especially English learners.

•Familias unidas a través de la lectura y el aprendizaje

10:45 AM - 12:00 PM
Room: Tower 3-Golden Gate 1

Ninfa Zuno, Redwood SD
Secundino Zuno, Familias Unidas a Tráves de la Lectura y el Aprendizaje

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

Administradores, maestros y padres cada uno somos un factor esencial para el éxito académico del estudiante. Los padres latinos han expresado el deseo de apoyar a sus hijos, pero no saben como hacerlo. Familias Unidas promueve el progreso de nuestra comunidad enseñando a los padres como apoyar y guiar a sus hijos. Padres e hijos juntos en familia aprenden estrategias de lectura, las matemáticas, la tecnología y las herramientas necesarias para lograr la meta de que sus hijos se gradúen de la universidad. ¡Más de 500 familias latinas han participado! Familias Unidas recibió los siguientes premios: J. Russell Kent Exemplary Program Award presentado por San Mateo County School Boards Association en el 2010; y el San Mateo County Reading Association Award en el 2013.



WORKSHOPS / SESSION 12 10:45 AM - 12:00 PM

•Teaching and Supporting Migrant Children in Our Schools: A Culturally Proficient Approach

10:45 AM - 12:00 PM
Room: BR-Yosemite C

Reyes Quezada, University of San Diego
Fernando Rodríguez-Valls, CSU Fullerton

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

This session will 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 migrant students and non-migrant students. Outcomes: •Participants will have an opportunity to assess where they, their school, school districts, county offices and migrant education offices are by identifying key components of the five principles of cultural proficiency. •Participants will identify how they can plan and implement a cultural proficient environment for migrant students and their families. •Participants will share challenges and success stories will be made available as well as other resources that support cultural proficiency as a tool for school and community leaders.

•South Asian Be GLAD Awareness-Punjabi, Urdu, Hindi

10:45 AM - 12:00 PM
Room: Tower 3-Golden Gate 4

Naurin Khan, Be GLAD® LLC
Tasneem Arain, Be GLAD LLC
Amina Khan, Be GLAD LLC

Grade Level: All
Language: English, Punjabi, Urdu, Hindi,
Strand: Asian & Pacific American Education/Indigenous Languages
Audience Level: New to Field/Experienced

This is a specialized Be GLAD® Awareness/overview presentation that exemplifies how GLAD® strategies are used to support Punjabi, Urdu and Hindi speaking populations. Participants will experience some GLAD strategies through active participation in these languages. Participants will be taken on a journey with actual samples of the GLAD strategies conducted in various languages. The Guided Language Acquisition Design (GLAD®) is a model of professional development with proven replicability in hundreds of school sites across the nation. Through Be GLAD® training, teachers are provided with research, theory, and practical, effective strategies that promote academic language, literacy, academic achievement, and cross-cultural skills.

REMINDER:

Saturday Special Events

10:45 pm - 12:00 pm / CABE Membership Meeting / Imperial B
12:00 pm / Final Conference iPad Drawing / CABE Store / Yosemite Foyer
12:00 pm - 12:30 pm / Closing CABE Sing Along / Imperial B



WORKSHOPS / SESSION 12 10:45 AM - 12:00 PM

•Teaching Writing to Language Learners: Strategies for Success

10:45 AM - 12:00 PM
Room: Tower 3-Golden Gate 5

Erick Herrmann, Academic Language Learning Institute, Inc.

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

Participants will explore the challenges of teaching writing to English learners at a variety of proficiency levels. A framework for integrating writing throughout the subject areas in a manageable and sustainable way will be presented. Specific, practical strategies will be introduced that participants will be able to implement immediately in their classrooms, including ways to increase the amount of writing to engage English learners.

•Primary Coders: Unplugged Activities to Teach Coding Foundations to English Learners

10:45 AM - 12:00 PM
Room: BR-Yosemite A

Leticia Batista, Oxnard SD

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

I will share unplugged activities that help support EL students' understanding of coding foundations. Through hands-on activities such as play, story telling, music, calendar time, drawing, nursery rhymes, and patterns you will see how these foundations can be applied to also meet ELD foundations in kindergarten. Additional support in Second Language Acquisition and greater relevance with unplugged lessons has been supported by simultaneously teaching coding foundations with ELD lessons.

•Ni Hot Tamales nor Criminales: Our Stories in Nuestras Propias Voces

10:45 AM - 12:00 PM
Room: BR-Continental Ballroom 7

Amy Costales, University of Oregon

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

Presenter will present digital story-telling projects of University of Oregon Spanish Heritage Language Students that document their family and personal history. The students all grew up in Spanish-speaking families/communities and participated in a course that combines U.S Latino History and U.S. Latino Literature with an introduction to ethnic studies and socio-linguistics. The course allows students to recuperate and/or further develop Spanish-language skills while supporting a positive sense of identity in all its facets. A positive sense of identity relates to more positive achievement, academic motivation and engagement. In the digital storytelling projects students respond to the course material they find most compelling. Topics include immigration, status in the U.S., questioning of the meaning of success, sexual orientation, family and personal triumphs, personal talents, social barriers, reception of Spanglish, gender identity, etc. The students become participatory members in the production of the representation of Latinos, their topics being themselves.

WORKSHOPS / SESSION 12 10:45 AM - 12:00 PM

•Attaining the Promise: Mapping the Trajectory Toward the Promise of Biliteracy and Academic Excellence, TK-12

10:45 AM - 12:00 PM
Room: BR-Franciscan C

Kris Nicholls, CABE Professional Development Services

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

Research Dual Language Immersion (DLI) programs shows that students in DLI programs outperform their peers in measures of academic achievement and in their levels of biliteracy by the time they complete elementary school and continue on this trajectory through the remainder of their school career. Often, administrators, teachers, parents, and community members ask, "How can we be sure that our DLI program is on the right path to provide our students the same outcomes as we see in the research?" It is not uncommon for DLI programs to be dismantled after only 4 or 5 years due to uncertainty that the program can deliver these positive outcomes. This presentation explores some of the challenges in and benefits of considering a system to map the trajectory of established programs whose students do attain the promise of high levels of academic achievement and biliteracy. This is important in the current context with the exponential growth of DLI programs, as it has the potential to inform the development of new and refinement of experienced programs so that administrators, teachers, parents, and community members can be assured that the students will also have the opportunity to reach the promise of high levels of academic achievement and biliteracy.



California Association for Bilingual Education

CABE Members are invited to participate in the Annual Membership Meeting 2016!

Saturday, March 26, 10:45 am-12:00 pm in the Imperial B Room.



Karling Aguilera-Fort
CABE President



Ramón Zavala
CABE Vice President

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 Karling Aguilera-Fort, and Vice President Ramón Zavala, along with other board members, will share the progress of 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 26, 2016

Time: 10:45 am-12:00 pm

Place: Imperial B

All participants will receive a FREE CABE T-shirt!

SATURDAY

CLOSING CABE SING-A-LONG

What better way to bring our CABE 2016 conference to a close than with a CABE community sing-a-long?

12:00 PM - 12:30 PM Room: Imperial B

Join musicians José Luis Orozco, Stanley and Yolanda Lucero, Suny Paz, Alma Flor Ada, F. Isabel Campoy, and others as we enjoy the gift of music and voice to share our “canciones favoritas.”

**JOIN US!
LEAVE CABE 2016
WITH A SONG IN YOUR HEART!**

CABE 2016



Bridging Multiple Worlds for Local & Global Success

Awards



*Image from City by the Bay ©1998 by Tricia Brown and the Junior League of San Francisco and illustrated by Elisa Kleven.
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**CABE 2016 Corazón Board Award****Charlene Fried**

Teacher
Baldwin Park USD

The CABE Board of Directors is proud to award the Corazón Award to Charlene Fried. The Board has been moved and motivated by her tireless work and support for her students over many years. They have been deeply touched and impressed to see the love and compassion she provides her students as she works tirelessly and advocates for them. Over the years, many of her students have won the CABE student writing contest, and have gone on to successful university experiences and careers. Charlene Fried has had such a powerful, passionate impact on the lives of English Learners as well as her colleagues and partners both in her district and throughout the state.

A San Francisco native, Charlene landed her first teaching job in Baldwin Park Unified School District, and still teaches there today. A graduate of San Francisco State University, she began teaching at Sierra Vista High School. As many students began to cross the border from Mexico and settle in Baldwin Park, she set up the first bilingual program at the school. She went on to obtain her MS in Bilingual Cross-Cultural Education and her Bilingual Cross-Cultural Specialist Credential from Pepperdine University. In addition to teaching in Baldwin Park, Charlene teaches in the credential programs at both CSU Los Angeles and Loyola Marymount University. She continues to study and train others; her dream is to provide all students with the opportunity to become bilingual and biliterate and have access to university and career opportunities.

Charlene has received numerous awards during her career including CABE Teacher of the Year (1997) and NABE Teacher of the Year (1998). She was also honored as the Los Angeles County Teacher of the Year. She has presented keynote and featured presentations at conferences including CABE, NABE, CEEEA, CATESOL and others. In addition to her awards, she is most proud that her students have won numerous awards from organizations including CABE, NABE, LACOE, LULAC, Hispanic National Scholarship, Questbridge Scholars, and others. She attributes her own success to her students and feels both thankful and grateful to have been blessed with so many wonderful students over the years she has taught.

CABE has been an important part of Charlene's professional life. She states, "During those years of Proposition 227, when we fought so fervently for the rights of our students to study in their home languages, it was my relationship with CABE that gave me the strength and courage to continue the fight."



CABE 2016 Community Voice Board Award

Jane Kim

Supervisor
City of San Francisco

The CABE Board of Directors is proud to present the Community Voice Award to Jane Kim. Her advocacy and support of the richly diverse cultural and linguistic community in San Francisco has been truly noteworthy. In her past role as Trustee for the San Francisco Unified School District, and now in her role on the San Francisco Board of Supervisors, she stands out as a passionate and powerful voice who advocates for students, families, schools, businesses, and all members of the San Francisco community. Her leadership has made a difference in many ways—advocating for equitable educational and linguistic programs in San Francisco USD schools, standing up for the right of fair, affordable and safe housing for educators and all community members, understanding and representing the wide range of needs in her district, being inclusive of youth voice in government issues, and working tirelessly to move city government to make a positive difference in the lives of her community.

Jane Kim is a current San Francisco Supervisor and candidate for State Senate, District 11. Jane is a proven progressive leader who has fought to expand access to affordable housing, protect renters, close the income gap and improve public schools. Jane understands that the major challenges we face are not just local issues – they are statewide and even national issues and require support at the broadest levels. She is running for Senate to ensure we have a representative in Sacramento who will work to address those challenges – housing the homeless, creating more affordable housing, family-sustaining jobs, relieving transit gridlock and strengthening public education.

Jane Kim was elected in 2010 to represent District 6 on the Board of Supervisors, which includes South of Market, Mission Bay, the Tenderloin, Civic Center, Treasure Island and Yerba Buena Island. She is the first Korean-American elected official in San Francisco and the first Asian-American candidate to win a non-historically Asian district in the city. She also continues to advocate for our children and youth—serving as Chair of the City and School District Committee. Passionate about public education, Jane Kim is leading the way to ensure that San Francisco is increasing resources and money for its schools while supporting partnerships with the San Francisco Unified School District. Jane believes that we have a responsibility to invest in the education and success of our youth. California currently ranks 49th in per pupil spending, with only Mississippi trailing behind.

In 2006, Jane Kim was the top vote-getter elected citywide to the San Francisco USD Board of Education. Later, her colleagues would unanimously vote her to serve as the President of that body. While on the school board, Jane worked to close the achievement and opportunity gap, redesign the student assignment process to give some preference for families who want to enroll their children in neighborhood schools, and promoted policies that decreased suspension and expulsion rates.



CABE 2016 Legacy Board Award

Lily Wong Fillmore

Researcher, Professor Emerita
UC Berkeley

The CABE Board of Directors is proud to present the Legacy award to Lily Wong Fillmore in honor of her many years of ongoing research and support for English Learners and language minority students. Lily has had such a powerful, passionate presence in the field as seen by both her theoretical and practical approach to providing the most effective instructional support to build educators' knowledge and confidence to serve and address the needs of our students. Her work has made tremendous strides in affecting outcomes for our students in California as well as throughout the nation as she has addressed the needs of English Learners as well as students of varying dialects and language origins. Her research and scholarly work has impacted thousands of educators and will continue to do so in years to come.

Lily Wong Fillmore is Professor Emerita from the Graduate School of Education, UC Berkeley. Much of her research has focused on issues related to the education of language minority students in American schools. Her professional specializations are second language learning and teaching, the education of language minority students, and the socialization of children for learning across cultures. Over the past thirty years, she has conducted studies of second language learners in school settings. Her most recent study is of the language resources of Alaskan Native children in several Yup'ik villages along the Yukon River. She is currently engaged in studies of the academic language demands of high stakes tests such as California's High School Exit Examination and the SAT-9, and considerations of what kind of instructional support is needed by English learners and speakers of English dialects (e.g., African-American English, Alaskan Village English, Chicano English, etc.) to deal successfully with such tests and other uses of academic language. Another area of work that has engaged Fillmore in the past decade is the revitalization of indigenous languages in the Southwest. She has been working with leaders in several pueblos in New Mexico in support of language programs for the teaching of heritage languages to the children in those communities.

**Charles "Chuck" Acosta Award****José De Jesus Robles Guzmán**

Region 1

José Robles Guzmán is pursuing a Bilingual teaching credential at CSU, Stanislaus. As a young immigrant student from México who spoke no English, José had difficulty in adjusting to a new culture and environment. His parents worked long hours in the fields making it difficult to help him with his homework or answer any school questions he might have had. Fortunately for José, he had some bilingual teachers that went the extra mile in order to ensure that he learned English and did well academically. These teachers often stayed after school to help him with his homework and always encouraged him. They gave him the support and confidence he needed in order to believe that he could learn English and do well.

It was bilingual teachers like these that inspired him as a young child and helped him see just how much of a difference bilingual educators could make in the lives of children. These teachers inspired him to pursue a teaching career and seek a BCLAD teaching credential in hopes that he will, in turn, inspire his future students. While learning English is essential, José feels that it is more powerful to be able to speak two languages. José believes that bilingual education programs coupled with caring and passionate bilingual teachers will allow students to become biliterate and help prepare them to be the new leaders of tomorrow in a continually diverse society.

*CABE congratulates José Robles Guzmán
On his accomplishments and on receiving the
Charles "Chuck" Acosta Teachership Award!*

**CARLOS PINICHET AWARD****Gabriela Gómez**

Region 1

Gabriela Gómez is pursuing a Multiple Subject Teaching Credential at the University of California, Irvine. She is completing her student teaching assignment in a first grade Spanish dual immersion class. Gabriela comes from a family of Mexican immigrants. In her home, Spanish is the only language spoken. She was taught from a very young age that her native language was very important and that she had to hold on to it like a precious gift. However, when she started school, her native language was not acknowledged and she was expected to speak only English. She credits her parents for stressing the importance of Spanish to her being able to keep her Spanish.

Gabriela wants to be a bilingual teacher to preserve and celebrate the language diversity that others bring to this country. She believes that being bilingual is a very important skill and one that everyone will need in the future. Gabriela wants to be part of the bridge that helps future adults communicate and connect with each other through the gift of language. She thanks her parents for the gift of the Spanish language and that she will be able to pass on that gift of language to others.

***CABE congratulates Gabriela Gómez
On his accomplishments and on receiving the
Carlos Pinichet Teachership Award!***



Alma Flor Ada AWARD

Caren Liset Pantoja Pérez

Region 1

Caren Pantoja Pérez is pursuing a bilingual teaching credential at CSU, Stanislaus. Caren grew up in an agricultural community where her parents worked from sunrise to sunset harvesting vegetables in the Salinas Valley. The fields became her second home. When she was just five years old, she would get picked up from school and taken to the nearby green peas fields where her parents worked. Unable to afford a babysitter and with her older siblings still at school, she loved playing in the dirt by herself. She also loved helping her parents pick peas. Her father would take off his hat and give it to her as her container to put the peas. It wasn't until much later in life that she realized what her father sacrificed by going hatless in the hot sun. Today, Caren still returns to the fields in the summers to work with her parents to pay for her tuition and other expenses.

As an English learner, Caren struggled her entire childhood with the language and culture. As a future bilingual teacher, Caren wants to support her students in both their first and second languages. She believes that a student's native tongue should be appreciated, enhanced, enriched and celebrated. This is the reason that bilingual education is so important for those communities. Caren hopes to return to her community in Greenfield, CA to teach. She shares that Greenfield has a large population of families from Oaxaca, México who speak a language other than Spanish or English. She wants to support these children in becoming trilingual!

***CABE congratulates Caren Liset Pantoja Pérez
On her accomplishments and on receiving the
Alma Flor Ada Teachership Award!***

**F. Isabel Campoy AWARD****Diana E. Rico Zamora**

Region 4

Diana Rico Zamora is a teacher candidate in the Bilingual Authorization Program at CSU, San Marcos and is also in the Dual Language Cohort in the Multiple Subject Credential program. She is also completing an additional certification to teach Spanish in Secondary Education. In 2014, Diana completed her BA in Education with a designation of "Magna Cum Laude" signifying an academic degree awarded with great honor.

Diana came to the United States from México at age 12. Adapting to a new culture and language created difficult challenges in her educational journey. Despite her best efforts in her ELD classes in 7th grade, she found herself struggling. It was this difficult pursuit to learn English that instilled in her the determination to become a bilingual teacher in order to help future students. As a bilingual teacher, she wants to inspire students to value and respect all cultures and languages. She wants to create an equitable and socially just environment where students feel confident and proud of their identities and are valued for being bilingual.

Diana believes that bilingual programs are critical settings for student success. She believes that bilingual education promotes and emphasizes multiculturalism and, as a result, motivates students to excel academically. Her life experiences have taught her that being bilingual is a valuable quality. As a future teacher, she plans to convey this knowledge and passion to her students.

***CABE congratulates Diana Rico Zamora
On her accomplishments and on receiving the
F. Isabel Campoy Teachership Award!***



CABE Biliteracy AWARD

Laura Mendoza

Region 5

Laura Mendoza is pursuing a Bilingual Teaching Credential at CSU, Channel Islands. She is currently finishing her student teaching in a second and third grade bilingual combination classroom. Laura thinks, dreams, and speaks in two languages. She has two cultures that come with two beautiful languages: Spanish and English. As a child, translating for her parents meant transforming into different personas: a teacher, doctor, police officer, lawyer, etc. Laura grew up in the low-income housing projects where Spanish was the primary language. Being bilingual, she was always able to help her community to bridge the two languages. She believes that being bilingual is a way to connect people from different cultures.

Her passion to become a bilingual teacher began when her kindergarten teacher asked, "What do you want to be when you grow up?" Her answer never changed – "a teacher." Laura's goals as a bilingual teacher are to motivate, guide, and give all here students the necessary resources they need to achieve their educational goals. As her father always told her, "Él que hable dos idiomas vale por dos/He who speaks two languages is worth two."

*CABE congratulates Laura Mendoza
On her accomplishments and on receiving the
CABE Biliteracy Teachership Award!*

SEAL OF EXCELLENCE SCHOOL

**Anacapa Middle School**

Ventura Unified School District

Barbara Boggio, Principal

Barbara.Boggio@venturausd.org

CABE is proud to award the CABE 2016 Seal of Excellence Award to Anacapa Middle School. Ventura Unified School District's outstanding two-way immersion (TWI) program is one of less than 40 K-12 programs in the country and Anacapa Middle School is proud to be the 6th through 8th grade component of this high quality, rigorous, and innovative dual language program. Three elementary schools feed into this TWI program and from Anacapa, many TWI students continue in the program at Ventura High School. The TWI program of approximately 154 students of 850 functions as a strand within the larger school. English Learners not in the TWI program are enrolled in the Structured English Immersion (SEI) strand which provides high quality instruction in English for all students. The goals of the Anacapa TWI program are to: 1. Support students' primary language; 2. Provide outstanding, structured academic instruction in English Language Development to help students attain proficiency in English and content areas; 3. Foster cultural awareness and cultural proficiency; and 4. Ensure that students acquire technological, academic, and social skills and knowledge necessary to be successful in the 21st century. TWI students at Anacapa receive 50% of their core subjects in Spanish and 50% in English. Anacapa's award winning curriculum has been created by TWI teachers aligned with CCSS, NGSS, California State Standards and ELD Standards. These interdisciplinary, scaffolded and differentiated project-based units integrate art, technology, peace education, and other content areas. Within the Spanish instructional block students are offered enrichment experiences that include robotics, technology, engineering, dance, music, visual art, and environmental science. English Language Arts teachers are well trained in English Language Development (ELD) standards and are aware of the linguistic needs of our English Learners. The teachers of both languages collaborate closely and are extremely intentional in targeting and "double dipping" standards.

Anacapa's TWI teachers are active participants in and leaders of professional development. Among these teachers, there is a CABE Two-Way Teacher of the Year, a CUE new teacher nominee, a Fulbright scholar, and a CABE Teacher-ship Recipient. Three have presented at national conferences and four have presented at a variety of local conferences. They are all lifelong learners who are willing to share their knowledge as they continue to grow and learn as educators.

Data results confirm the success of this program. Anacapa's API showed consistent growth for students overall. Dr. Kathryn Lindholm-Leary reviewed Anacapa's data, and concluded that students in TWI did as well or better than students who were not in the TWI program. Newcomers who are Emerging in English have the possibility of a schedule in which ALL of their teachers speak Spanish and are therefore able to communicate both with the students and their parents. Anacapa strives to ensure that ALL parents know that they are truly valued, and this is especially true of parents of English Learners. The TWI program actively promotes and supports cultural experiences and parent nights that highlight diversity and offer a wide variety of opportunities throughout the year for the parents of English Learners to take leadership positions.

Visit the CABE 2016 Seal of Excellence Schools booth #203 in the Exhibit Hall to learn more about Anacapa Middle School

SEAL OF EXCELLENCE SCHOOL



Burbank Elementary School

Hayward Unified School District

Irma Torres-Fitzsimons, Principal

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CABE is proud to award the CABE 2016 Seal of Excellence Award to Burbank Elementary School. Burbank Elementary School is in Hayward, California, one of a group of cities that line the eastern shore of San Francisco Bay. Historically a community of immigrants, Hayward (approximate pop. 151,000) is one of the most diverse cities in California. A 2009 state grant (Quality Education Improvement Act) and a 2010 School Improvement Grant supported their journey to excellence, but they attribute their success to the collective dedication of teachers, administrators, staff, students and parents taking on and sustaining deep and meaningful school change. Burbank remains the highest performing school in Hayward Unified School District and was the English Learner (EL) School Site of the Year in 2012 in Alameda County. A Burbank teacher was named the 2012 district teacher of the year.

At Burbank, a commitment to the core values of educating the whole child and dual language instruction (DLI) guides the implementation of the California core curricular standards. A clear team structure, including vertical and horizontal teaming with grade level team leaders/facilitators and support from coaches and administrators, exemplifies how they maintain adult capacity for change. Administrators share leadership with coaches, teachers, parents and staff. The administrators and coaches model key strategies, provide useful feedback to teachers, and empower teachers in grade levels to have conversations about practice. Their strong and shared commitment is anchored in a community of adults who work together for the common good. Burbank's Teacher Lab Site Program began in 2014 when Hayward Unified School District implemented its Lab Site Teacher program. As part of the implementation of the District's Core Curriculum Instructional Framework (CCIF) which mapped the District's implementation of the Common Core standards, and to meet the goals to: 1) Recruit and retain highly effective skilled professionals; and 2. Ensure all students master the Common Core State Standards, the District solicited applications from teachers to be Lab Site Teachers who would 1) attend professional development on the CCIF Lesson Design, 2) work with a District coach during the school year, 3) participate in monthly after school network meetings, and 4) open their classrooms to be demonstration classrooms for other teachers in their school to see lessons based on Common Core Standards. The District provided substitute teachers for teacher observations, district professional development on CCIF, and a stipend for each Lab Site teacher. With these foundational resources, each school was free to design their own Lab Site Program. The Burbank Teacher Lab Site consists of four teachers who conduct demonstration lessons, facilitate observations, and participate in debriefing sessions. Through surveys, teachers confirmed the quality and practical usefulness of this model of professional development.

At Burbank, assessment drives instruction. Using a portfolio of assessments has been a key catalyst for their rapid growth. Burbank was the highest scoring school among elementary schools in the District, with 48% of students meeting or exceeding standards in English Language Arts. Burbank was recently identified by Innovate Public Schools as "a 2014-15 Top Performing Bay Area School for Low-income Latino Students in English". They received this distinction because their school "achieved better results on the 2014-2015 state tests for [typically] underserved students than the state's overall average for all students".

Burbank has cultivated relationships with parents through an active Parent Center, which occupies a central hub of the school and is managed by support staff and PTA volunteers. Most parent meetings, opportunities for learning, and celebrations take place in the Parent Center. Through the Parent Center, Burbank recruits volunteers and parent leaders, and fosters understanding between and among stakeholders. In terms of shared leadership with parents for school outcomes, Burbank has three main decision making bodies: School Site Council, English Learner Advisory Committee (ELAC), and Site Based Decision-making team. Within these three teams, parents voice their opinions and vote on such topics as budget, staffing, student learning opportunities, facilities, and parent involvement.

Visit the CABE 2016 Seal of Excellence Schools booth #203 in the Exhibit Hall to learn more about Burbank Elementary School

SEAL OF EXCELLENCE SCHOOL

**Las Animas Elementary School**

Gilroy Unified School District

Silvia Reyes, Principal

Silvia.Reyes@gilroyunified.org

CABE is proud to award the CABE 2016 Seal of Excellence Award to Las Animas Elementary School. Las Animas, located in Gilroy, California, serves 727 students in grades K-5. This rural, agricultural area is known as the "Garlic Capital of the World" due to the annual Garlic Festival. Las Animas serves a student population that is 68% Hispanic, 19% White, 4% Asian, 3% Filipino, and 7% other ethnicities. 43% of the students are English Learners (EL) or reclassified English Learners (RFEP), 5% are special needs students and 39% are socioeconomically disadvantaged. To meet the needs of this diverse population, Las Animas offers different types of programs: a successful K-5 Spanish/English 50:50 Dual Immersion (DI) program; a strong K-5 Structured English Immersion (SEI) program; and a special education program serving K-5 students on the autism spectrum. With support from administration, teachers, and parents, the Dual Immersion program has expanded into the middle and high school levels creating a successful district K-12 DI strand.

District adopted benchmark data are used for formative assessment that drives professional development. These same data are used for evaluation of student outcomes. On the 2014-2015 STAR reading benchmark assessments, ELs in DI outperformed other Las Animas ELs. The ELs in DI also outperformed the non-DI English only students. In addition to formative data, summative data are used as a cornerstone for evaluating the program's student outcomes. These measures include CAASPP in English Language Arts and Math, CELDT, and Aprenda 3 in Spanish reading. These data are discussed school wide and at each grade level and contribute to the establishment of improvement plans through the Professional Learning Community process. Results on the 2015 CAASPP showed that a higher percentage of Las Animas students met/exceeded proficiency expectations in both Language Arts and Math than the district, county and state percentages. This applied to all subgroups as well. In addition, all DI program students became bilingual and biliterate in Spanish and English.

Las Animas' Dual Immersion Program is a 50:50 model. DI students are admitted into the program based on parent request and space availability. In order to maintain a balance of languages, students are selected by lottery. Teachers team teach with one teacher serving as the Spanish model and the other serving as the English model. Each student has two teachers and moves from one classroom (e.g., Spanish classroom) to the other (e.g., English classroom) to receive content area instruction in the language of the model teacher. The level of teacher collaboration is extremely high as teachers take students through the grade level curriculum according to their Common Core-aligned units of study. Teachers take care to build on transferable skills and explicitly teach non-transferable skills as students progress through the grades.

Las Animas supports high levels of parent/community engagement by providing multiple ways for parents to be involved. Collaborative decision-making through School Site Council, English Learner Advisory Council, and other activities are offered. Parents are involved in instructional support activities through volunteering, family nights, and leadership training. Many of their parents do not speak English, but they volunteer and are extremely involved!

Visit the CABE 2016 Seal of Excellence Schools booth #203 in the Exhibit Hall to learn more about Las Animas Elementary School

SEAL OF EXCELLENCE SCHOOL



Meadow Homes Elementary School

Mt. Diablo Unified School District

Sandra Willbanks, Principal

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CABE is proud to award the CABE 2016 Seal of Excellence Award to Meadow Homes Elementary School. Meadow Homes Elementary is the largest elementary school in the Mt. Diablo Unified School District with 881 students, approximately 700 of which are English Learners (EL). The school is located in the densely populated "Monument Corridor" community in the city of Concord, and is home to a large number of foreign-born immigrants (about 60% of the total population). Spanish is the home language of approximately 80% of the students, though the school serves students from a total of twenty-three different home language backgrounds. Over 90% of the student population qualifies for free or reduced lunch. Despite challenges facing the community at large, Meadow Homes is a thriving, resource-rich, culturally vibrant, community safe-haven.

Meadow Homes is one of ten Turnaround Arts schools in California. An initiative of the President's Committee on the Arts and Humanities (PCAH), Turnaround Arts is a public-private partnership that uses the arts to help narrow the achievement gap, increase student engagement and enhance the culture and climate in schools. Through arts centered school reform, Meadow Homes Elementary seeks to boost academic achievement and increase student motivation. Students at Meadow Homes receive visual and performing arts instruction at specific, designated times as well as integrated into their classroom curriculum. They also have opportunities to work with teaching artists and local arts organizations, and have been adopted by celebrity artists including singer Marc Anthony and mezzosoprano Carla Dirlikov.

The bilingual program at Meadow Homes follows a Developmental Bilingual Program using a 50:50 model with transference lessons from TK through second grade. Currently, third through fifth grade classes follow the district's Primary Language Literacy (PLL) program in which students' home language is used to support student learning. Each year another grade takes on the 50:50 model used in the lower grades. Next year, third grade will move to the 50:50 model, 4th grade will follow the year after that, and so on.

One of the goals at Meadow Homes is to make sure that the English Learners become proficient in English before they leave for middle school. Significant progress has been made toward this goal. In 2013-2014, Meadow Homes reclassified 85 students. In 2014-2015 that number increased to 133 Reclassified students. These numbers bolster the belief that Meadow Homes is providing students with rigorous ELD instruction and significant language supports.

In addition to rigorous academics, Meadow Homes also delivers school-home-community participation and collaboration. Meadow Homes invites the community and parents to participate in many events including: • Weekly Pláticas Meetings • On-site Parent Meetings by the District Community Liaison • On-site Parenting Classes through STAND! • On-site Adult Literacy Classes • Art & Literacy Backpack Project 10 • Art Nights (i.e. Día De Los Muertos Altar Event, crafts, movies, International Flag Project) • Mural Project • School Musical • Turnaround Artist Luncheons with Carla Dirlikov, mezzosoprano; • Spring Carnival • School Site Council • PTA Officer Meetings • ELAC Steering Committee Meetings and ELAC/PTA General Meetings.

Meadow Homes owes its significant success with English Language Development to a number of different factors, including hands-on learning; structured ELD and bilingual programs; a newcomer program; EL targeted curricula; rich professional development; extensive parent involvement; significant social-emotional support; and rigorous standards-based instruction. Meadow Homes provides a quality instructional program that embraces bilingualism as an advantage. Administrators, teachers, parents, and community members are unified and integrate all the school resources that make bilingualism a reality on their campus.

Visit the CABE 2016 Seal of Excellence Schools booth #203 in the Exhibit Hall to learn more about Meadow Homes Elementary School

SEAL OF EXCELLENCE SCHOOL

**Walnut Elementary School**

Baldwin Park Unified School District

Christine Heinrichs, Principal

crheinrichs307@bpsd.net

CABE is proud to award the CABE 2016 Seal of Excellence Award to Walnut Elementary School. Walnut Elementary School is one of thirteen elementary schools in the Baldwin Park Unified School District and is also one of five elementary schools in the district to offer the Dual Language Immersion (DL) Program. Dual Language students may continue their journey of bilingualism and biliteracy study into the middle school and high school in this proactive district. Walnut Elementary offers a variety of academic programs to meet the diverse needs of their school community. One third of Walnut School students are enrolled in the 90:10 Dual Language Program. Of the two-thirds enrollment receiving English instruction, 35% are English Learners (EL) receiving instruction through Structured English Immersion. In addition, Walnut offers a Gifted and Talented (GATE) program in third through fifth grades of which 43% are DL students. Special Education services comprise 12% of the school population and 10% of them are also enrolled in the DL program.

The Walnut DL program goals are three-fold: (1) to offer a high quality bilingual program; (2) expose students to a culturally diverse learning environment; and (3) for all students to be grade level proficient or above in English and Spanish upon completion of fifth grade. DL classrooms have purposeful enrollment of 50% EL students and 50% English only (EO) students. Teachers deliver monolingual content based instruction in the target language according to the 90:10 model. Student data confirms the success of the DL program. In the Spring of 2015, Walnut scored as one of the top four schools in the district on the Smarter Balanced Assessment (SBAC) and above the State of California percent of students who met or exceeded standards in third grade Math, fourth and fifth grade English Language Arts. When the data was disaggregated, the Walnut DL students scored equal or higher than students who had received English only instruction. Reclassification rates have also risen. Over the past six years, close to 100% of the EL students who have received DL instruction for more than five years have been reclassified as English proficient according to CELDT data. Spanish achievement is monitored through local assessments and the Accelerated Reader (AR) STAR program in Spanish. Teachers give weekly Spanish reading fluency, comprehension, and writing assessments to drive instruction and analyze student growth.

Professional development has been a hallmark of the Walnut program. All teachers have been trained in Thinking Maps; Guided Language Acquisition Design (GLAD); the four C's - communication, collaboration, critical thinking, and creativity; Depth of Knowledge and Bloom's Taxonomy levels. In addition, classroom management techniques are used school-wide. Cultural awareness is a highlight of the Walnut program culminating with events that celebrate the students' cultural learning.

Parents are involved at Walnut through committees including School Site Council and English Language Advisory Committee. In addition, parent workshops are held weekly on topics including: Helping your child with homework, reading and math skills, internet safety, and understanding state testing.

Interviews with Parents, Students and Teachers all used the same word to describe how the program works at Walnut – FAMILY!

Visit the CABE 2016 Seal of Excellence Schools booth #203 in the Exhibit Hall to learn more about Walnut Elementary School

CABE 2016 ADMINISTRATOR OF THE YEAR



María Gutiérrez-García

Principal, Finley Elementary School
Westminster School District

María Gutiérrez-García has spent the last 34 years advocating for English Learners and their families. Currently she is principal of Finley Elementary School in the Westminster School District where she has worked tirelessly for the last nine years to implement the Guided Language Acquisition Design model school-wide. In close collaboration with the Orange County Department of Education, Finley has hosted multiple Tier I and Tier II week long training sessions for certification. In 2013, María Gutiérrez-García was awarded the Orange County Department of Education English Learner Success Award in recognition of the continued increased academic achievement for English Learners.

Prior to joining the Westminster School District, Gutiérrez-García worked in various positions in the Santa Ana Unified School District including Principal at Wallace R. Davis Elementary School. While at Davis Elementary the school was awarded the CABE SEAL of Excellence Award. During her distinguished career, she has received many other awards including middle school teacher of the year and elementary Bilingual teacher of the year.

María Gutiérrez-García has held a variety of positions including District Curriculum Specialist for English Language Development and Spanish Language Arts Curriculum Specialist for Santa Ana USD. While completing a Master's Degree in Spanish from the University of Southern California, she was an Assistant Lecturer in the Department of Spanish and Portuguese and led a study abroad session in Madrid, Spain. She completed her undergraduate course work at the University of California, Irvine.

In recommending Gutiérrez-García, Nicole Chávez from the Orange County Department of Education shares, "María's sophisticated grasp of vision, cultural proficiency, and the endless impacts of being biliterate, has dramatically shifted the perspectives of her staff and parents. Educators view and value multiple languages as an asset, families feel empowered to be involved in their children's academic careers, and language is seen as a vehicle for identity, culture and understanding..." "I can say with the utmost confidence that María is one of the strongest advocates for students and biliteracy that I have had the chance to interact."

***CABE is proud to award
María Gutiérrez-García the CABE 2016 Administrator of the Year!***

CABE 2016 TEACHER OF THE YEAR

**Cynthia Alicia Meza**

Leonard R. Flynn School
San Francisco Unified School District

Cynthia Alicia Meza is an experienced bilingual multicultural social justice educator who excels at inspiring young minds to become empathetic critical thinkers that see themselves as responsible worldly citizens, stewards of mother earth, and agents of social change. Amongst peers she excels at consensus building, strategic decisionmaking, relationship and community building, and takes pride in inspiring other educators to become more culturally competent and socially conscious in serving diverse communities.

Cynthia is a Spanish bilingual/immersion teacher at Leonard R. Flynn School in San Francisco's historically Latino Mission District. For 12 years she has worked diligently with a diverse population of Flynn students and families to create a classroom environment that promotes pride and inclusivity of all learners. She provides an environment in which multi-language learners can engage in academic discourse across content areas and languages. As a social justice educator she has worked to create a culture of learning that inspires inquiry, exploration, engineering, scientific thinking and discourse, and integrates exploration and discussion of world and local issues relevant to students.

Hoping to inspire more science teaching in the district, especially for schools serving communities of color, Cynthia has led science professional development with an emphasis on integrating ELD strategies. She has mentored new teachers in the ELLISA Project (English, Language and Literacy Integration into Subject Areas), through San Francisco State's Department of Education. As the current president of San Francisco's LATA (Latin American Teacher's Association), Cynthia is working with SFABE (San Francisco Association for Bilingual Education) to increase sponsorship of LATA's College Scholarship fund.

She is a proud mother of four beautiful children working closely with her community organizer husband and compañero, Oscar Grande, to create a healthy, loving, nurturing environment where each child thrives and develops consciously, academically, socially and emotionally.

In recommending Cynthia Meza, Ricky Mendoza, Principal of Flynn, states, *"Students are offered many opportunities to critically and respectfully engage in academic conversations in both languages and within all content areas. Classroom projects integrate bilingualism and are connected to the greater community. She builds lasting relationships with parents...is also active in the Latino community."* *"I believe there will be few candidates more qualified for this honor than Ms. Meza."*

**CABE is proud to award
Cynthia Alicia Meza the CABE 2016 Teacher of the Year!**

CABE 2016 PARENT OF THE YEAR

**María Guadalupe Ocegueda**

Tamarisk Elementary School
Palmdale School District

María Guadalupe (Lupita) Ocegueda is the embodiment of parent involvement. She holds a bachelor's degree in computer science and has been teaching weekly computer classes for parents throughout the Palmdale School District for the past few years. In addition, she teaches ESL classes and currently is co-teaching a Spanish class for second graders at Tamarisk. She is a leader in the Parenting Partners program which empowers parents to become involved not just in their children's schools, but in the community as a whole. Lupita has served as the Tamarisk ELAC President in the past and this year is the Tamarisk ELAC DELAC representative. In addition, she serves as a parent member of the Tamarisk School Site Council and Vice President of Membership for PTA. She is also the Vice President of the Palmdale School District DELAC. She volunteers at extra-curricular events such as Fall Festival, Holiday Performance, movie nights, Red Ribbon Week, etc. to ensure they are a success for the students and parents.

María Yerania Vargo, Tamarisk Elementary Teacher, shares, *"Mrs. Ocegueda is the embodiment of parent involvement. I admire her and have honestly learned the meaning of giving back with asking for nothing in return. She is the heart of Tamarisk. We could not be any more proud of her. I take pride in calling Mrs. Ocegueda my friend."*

According to Tamarisk Principal, Martin Herrera, *"She is dependable, trustworthy, and has an enviable work ethic."*
"It is an honor and privilege to witness her extraordinary qualities at work."

CABE is proud to award

María Guadalupe Ocegueda the CABE 2016 Parent of the Year!

CABE 2016 PARA EDUCATOR OF THE YEAR



Jessica Albornoz

Golden Poppy Elementary School
Palmdale School District

Jessica Albornoz is the Parent/Community Liaison at Golden Poppy Elementary School, a challenging but very rewarding position. Jessica considers it a privilege and a joy to be of service to the Golden Poppy community.

Jessica believes that bilingual education is imperative in a diverse community. She states that it is through the channels of education that one is able to reach out to various members of the school community. There are no boundaries. There are no limits as to what can be done together to make an impact at our school and in our community. The cliché, "Knowledge is Power" sums up her personal beliefs. She believes that a unified, collaborative, and helpful group of teachers and parents can and will make a difference if their motives are sincere. Her motto is "Learn as much as you can, teach as much as you can." Jessica has had the pleasure of working with English Learners for five years. Most of her life she grew up translating for family members and friends. During her high school years she scored a perfect score on her Spanish SATs. This confirmed for her that her bilingual skills would serve her well throughout her life. She considers having a proficient knowledge of two languages a bonus and an asset that she is able to use wherever she goes.

Always involved, Jessica was a former ELAC President for Joshua Hills School. During her term at Joshua Hills she was an advocate for dual language programs. She also served as a PTA President for Joshua Hills. She is currently PTA Historian for Golden Poppy school. She believes that the highest form of service is to help, lead, and to empower others to pursue their goals. She realizes that the power of her words can make a huge impact on the people who cross her path at home, at work, and at school.

As a member of CABE Chapter 58, Jessica has attended various mini-CABE Conferences. She also attended the Ontario Regional Conference in 2013. She has benefited greatly from attending the workshops and always returned to school with tools and resources that she was able to share with Golden Poppy parents.

In recommending Jessica, Sandra Salas-Rodríguez, Learning Support Teacher at Golden Poppy School, states, "She supports parents by providing ESL classes and leads ELAC meetings. She serves as a translator to help support parent-teacher relationships and bridges the communication gap between school and community. She is the bridge between parents, students and staff." "She makes Golden Poppy a wonderful place to be for students, staff and parents."

***CABE is proud to award
Jessica Albornoz the CABE 2016 Para Educator of the Year!***



GRADE K - 2 WRITING CONTEST WINNER

Sofía Grace Ward

2nd Grade, Dual Language

Thomas Edison Elementary, Glendale, CA

Teacher: Karen Montes

Why it's important for my family and for me to be bilingual, now and in the future?

My name is Sofia Grace Ward. My dad is from the USA and speaks English. My mom is from Spain and speaks Spanish. For me it is important to be bilingual because I can communicate with both families. If you are bilingual you can travel to a country and speak the language of that country and meet the people.

I have many friends in Spain and here in the USA. I know and collect jokes in both languages. I enjoy laughter and making my friends laugh. Since I am bilingual, I also enjoy reading, singing and dancing in English or in Spanish. I go to a school where I have many friends from Colombia, Argentina, Mexico, Cuba, Uruguay, Peru and El Salvador where they also speak in Spanish. These countries have some national dishes that I have never tasted, like "pupusas" from El Salvador that according to my friends are yummy!

When I become an adult I am going to visit those countries and taste their national foods, I'll learn their songs, dances and culture. My cousins know a lot about other countries but Pablo only speaks Spanish and Kaitlin only speaks English. If one day they decide to travel they couldn't communicate with the people. They might need my services as a translator! I am also learning Chinese because I would like to travel to China; I love the Chow Fun and the Dragon Dance.

Lastly, it is important for me to be bilingual now and for my future so that I have the opportunity to find interesting jobs such as teaching Spanish to students like me, or maybe a job as Santa Claus' elf because as such you'll need to understand what children from all over the world want for Christmas. Maybe one day, just because I am bilingual and I have an open mind, I might become the president of my country; in this way there would be no more wars.

For all of these reasons it is really important for my family and for me to be bilingual now and in the future.

¿Por qué el ser bilingüe es bueno para mi y mi familia hoy y en futuro?

Yo me llamo Sofía Grace Ward. Mi papá es de Estado Unidos y habla inglés. Mi mamá es de España y habla español. Para mí es importante ser bilingüe porque puedo hablar con la familia de mi papá y la familia de mi mamá. Si eres bilingüe puedes viajar a otros países y hablar ese idioma, y si hablas ese idioma puedes conocer a más amigos hablando como ellos hablan.

Yo tengo muchos amigos en España y en los Estados Unidos. Por eso sé muchos chistes en inglés y en español. A mí me gusta mucho reírme y por eso me gusta saber todos los chistes que pueda. También como soy bilingüe puedo disfrutar de leer más libros y cantar y bailar más canciones en español y en inglés. Yo voy a una escuela donde tengo amigos de otros países donde se habla español como Colombia, Argentina, México, Cuba, Uruguay, Perú y El Salvador y ellos comen unas comidas que yo no conozco, como pupusas de El Salvador y yo las quiero probar porque me dicen que están muy ricas.

Cuando sea mayor yo quiero viajar a estos países y probar toda la comida y también quiero cantar las canciones de estos países y aprender sus bailes. Mis primos también saben de muchos países pero no hablan el idioma de esos países, como mi primo Pablo que solo habla español y mi prima Kaitlin que solo habla inglés. Entonces ellos no se pueden comunicar y un día yo voy a tener que ser su traductora. Yo también estoy aprendiendo Chino, porque quiero poder comunicarme con las personas que viven en China y me gusta mucho el Chow Fun y la Danza del Dragón.

Por último, es importante para mí ser bilingüe en el futuro porque puedo tener más trabajos muy interesantes, como profesora de niños que quieran saber otro idioma, elfo de Santa Claus porque tienes que entender lo que quieren los niños de todos los países, y tal vez pueda ser hasta presidente de mi país porque como soy bilingüe podré entender a otros países y así que no habrán más guerras.

Por todo esto ser bilingüe es mi bueno para mi familia, para este mundo y para mí, hoy y en el futuro.

GRADE 3 - 5 WRITING CONTEST WINNER**Antonio Campbell-Rodriguez**

4th Grade

Adelante Spanish Immersion School

Maestra: Elanor Dougherty

Antonio's Trip to Nicaragua

Once upon a time, there was a little boy named Antonio. Antonio was born in the U.S. but his family was from Nicaragua. Antonio didn't know how to speak Spanish. One summer, he went to Nicaragua for the first time. When he got off the airplane, he noticed that everyone was talking weird. He didn't understand what they were saying. He thought they were saying, "blacuzafi..." Antonio felt nervous and worried.

Later, he went to his grandma's house and his grandma told him to play with the other kids from the neighborhood, but Antonio didn't understand them. He did not play with them. He felt lonely because he couldn't make any friends.

Next, his great grandma came to visit. Antonio couldn't have a relationship with her because he didn't understand her. He felt very frustrated during the whole vacation.

When he went back to the U.S. he made a goal for himself to learn Spanish, so he joined a Spanish school. He practiced and practiced and finally learned to speak Spanish.

The next year, Antonio went back to Nicaragua. He stepped off the plane and he could understand what people were saying, like -Hola. Buenos días.- The voices no longer sounded weird. They sounded familiar.

When he went to his grandma's house he made new friends. Their names were Carlos, Juan, Pedrito and Dieguito. They played games like Monopoly, War, Uno and other things.

He went to his great-grandma's house and he understood her when she said, -Que guapo que estás!- They were able to have a loving relationship.

During the same trip, his cousin Jared from the U.S. visited him in Nicaragua. Jared didn't speak Spanish. Antonio translated the words that people said so that Jared could understand.

Antonio felt very happy. He learned an important lesson. He learned that it is important to speak more than one language because it helps you make friends, it helps you understand what other people are saying, and it lets you have a relationship with your great-grandma. It also helps you translate for people who don't speak Spanish. Every summer, Antonio goes to Nicaragua and he always has a good time.

El Viaje de Antonio

Había una vez, un niño que se llamaba Antonio. Antonio nació en los Estados Unidos, pero su familia era de Nicaragua. Antonio no sabía hablar español. Un verano, él fue a Nicaragua por primera vez. Cuando llegó al aeropuerto, se fijó que todo mundo estaba hablando de manera rara. El no entendía a nadie. Él pensaba que estaban diciendo, "blacuzafi." Antonio se puso muy preocupado y nervioso.

Más tarde, Antonio fue a la casa de su abuela. Su abuela le dijo que jugará con los otros niños del vecindario. Antonio no los podía entender, entonces no jugó con ellos. Se sentía muy solo porque no tenía amistades.

Después, su bisabuela lo visitó. Antonio no pudo comunicarse con ella. No la entendía. No pudo tener una relación con ella. Durante todo el viaje Antonio pasó muy frustrado.

Cuando regresó a los Estados Unidos Antonio decidió aprender español y se inscribió a una escuela de español. Él practicó y practicó hasta que aprendió español.

El próximo año, Antonio regresó a Nicaragua. Cuando llegó al aeropuerto él escuchó -Hola. Buenos días. Las voces ya no sonaban raras. Sonaban normales.

Cuando fue a la casa de su abuela, él se hizo amigos de los niños. Se llamaban Carlos, Juan, Pedrito y Dieguito. Jugaron juegos como Monopolio, Guerra, Uno, y más.

Fue a la casa de su bisabuela y ella le dijo. -Que guapo que estas!- Tuvieron una relación muy tierna.

Durante el mismo viaje, su primo Jared vino a visitarlo de los Estados Unidos. Jared no sabía español. Antonio era su intérprete.

Antonio estaba muy feliz. Se dio cuenta que es muy importante hablar más de una idioma. Te ayuda hacer amistades, entender a otras personas, tener una relación con tu bisabuela, y traducirles a personas que no entienden. Cada verano Antonio regresa a Nicaragua y se divierte mucho.



GRADE 6 -8 WRITING CONTEST WINNER

Emily Cardwell

7th Grade

West Marin School

Teacher: Vanessa Staples

Why being bilingual and biliterate is important to my family and I, now and in the future

"To have another language is to possess a second soul." I have heard this quote many times and it is constantly pushing me to learn a second language. My first language is English, but over half of my community speaks Spanish as their first language. So in order to socialize with those people it is important for my family and I to be bilingual and biliterate now, and in the future.

It is important for my family to be bilingual and biliterate now because every year I visit my grandparents in Mexico at their retirement home. Truthfully speaking, none of my family is completely bilingual or biliterate, but the important thing is that we are learning, and so far that has helped a lot. Even knowing the smallest amount of Spanish has made it easy to ask for directions, get help, and communicate with a new culture and community.

When I think about where I'm going to be fifteen years from now I see myself just graduating from law school and starting my career as a lawyer. But being a lawyer is going to be a lot of hard work and I believe that having a second language would truly help me on my career path. If I continue learning Spanish I could represent people who speak English and Spanish which would not only make more job opportunities for me, but it would also give me the opportunity to help a larger variety of people.

I am proud to be learning a second language. And I know that being bilingual and biliterate will help me reach my goals and help make my family proud.

Porque ser bilingüe y bi-alfabetizado es importante para mi familia y yo, ahora y en el futuro

"Para tener otra lengua es poseer una segunda alma." Yo he escuchado esta frase muchas veces y está constantemente presionando mi aprender un segundo idioma. Mi primer idioma es el inglés, pero más del cincuenta por ciento de mi comunidad habla español como su primera lengua. Con el fin de socializar con las personas es importante para mi familia y yo a ser bilingües y alfabetizado ahora y en el futuro.

Es importante para mi familia a ser bilingües y alfabetizados ahora porque cada año mi familia visita a mis abuelos en México en su casa de retiro. Sinceramente hablando, ninguno de mi familia es totalmente bilingüe o alfabetizado, pero lo importante es que estamos aprendiendo, y hasta ahora ha ayudado mucho. Aun sabiendo la cantidad más pequeña de español ha hecho fácil pedir direcciones, conseguir ayuda, y comunica con una nueva cultura y comunidad.

Cuando yo pienso en donde voy a estar en quince años, me veo como una graduada de la Facultad del Derecho y comenzar mi carrera como abogada. Pero ser que una abogada va a ser un montón de trabajo duro y creo que tener un segundo idioma realmente me ayudaría en mi camino. Si sigo aprendiendo español podría representar a personas que hablan inglés y español que no sólo tendría más oportunidades de trabajo para mí, pero también me daría la oportunidad de ayudar a una mayor variedad de personas.

Estoy orgulloso de aprender un segundo idioma. Y sé que ser bilingüe y bi-alfabetizado me ayudará a alcanzar mis metas y ayudar a que mi familia tiene orgullo.

GRADE 9 -12 WRITING CONTEST WINNER**Alana Reséndez**

Sierra Vista High School

Baldwin Park USD

Teacher: Charlene Fried

The Languages of the Heart

Why do we have to be quiet now? Why do we have to pretend to be who we are not? Why can't we unite ourselves as humans and open the doors of our hearts to believe that this nation is a strong nation that has many voices? Let us stop judging one another. Let us think with our hearts. Let us use language as a tool to transmit a message of unity. I am Latina, and I am the voice of the immigrant. I am a student, and I am part for the fight for our voices. We are human, and we are trying to make changes in our lives. We don't need a passport or a document to demonstrate who we are; rather, we need our roots, culture, hearts, open minds and languages. We are bilingual, and we must talk from the depths of our hearts to implement our ideas and take action. When I arrived in this country, I began to reflect and remember more than ever what things changed in my life, and caused me to make this grand move. Where would we be if we did not take risks, if we were not valiant, and if we did not construct our own roads?

Language is the tool of both the heart and the mind. I remember when I lived in Mexico. It was late in the day, and my mother and I went on a walk together, she, with her right hand on a cane, and her left hand on my arm. Her sickness was escalating. For her, walking became more and more difficult. She had learned to depend on her cane and me. My mother also had problems with diction, but even when I could not understand her words, I understood her heart. To see my family try to triumph makes me feel proud. For all the inspiration they have given me to take action now, I will be able to give back to them in the future.

I am in a new country now, and I am becoming bilingual. My dream is to walk with my mother again, and just as she used my arm to steady her pace, I hope she will humbly accept my bilingual voice to speak for her. We will walk again towards the small village, and together, we will fight for the return of our voices. I want to be part of a bilingual community. To become bilingual will help me inspire and create hope for all the students who are immigrants. They will not be left alone, and their voices will be heard.

What is so amazing about being human is the capacity to think and share our thoughts without fear. We cannot live with the illusion that this country will change us; rather, we must change the country. We must become bilingual so our voices will be heard. We are fighters, and we can use our two languages as arms.

My mother can no longer talk, and she struggles to even walk. But, I have a voice, and she gave me that voice. Now, I am developing two voices, bilingual voices; these voices will share with others what my mother so generously and humbly gave to me, the language of the heart, and the language of hope.

GRADE 9 -12 WRITING CONTEST WINNER

Alana Reséndez

Sierra Vista High School

Baldwin Park USD

Teacher: Charlene Fried

Los idiomas del corazón

Por qué debemos callar ahora? Por qué tenemos que pretender ser algo que no somos? Por qué no podemos unirnos como humanos y abrir las puertas de nuestros corazones para creer que esta nación, es una fuerte nación que tiene muchas voces. Dejemos de juzgar unos a los otros. Déjenos pensar con nuestros corazones. Déjenos usar el idioma como una herramienta para transmitir un mensaje de unión. Yo soy Latina, y soy la voz del inmigrante. Soy una estudiante, y soy parte de la lucha por nuestras voces. Somos humanos, y estamos tratando de hacer cambios en nuestras vidas. No dependemos de un pasaporte o de ningún documento para demostrar quienes somos. Más bien, lo que necesitamos son nuestras raíces, culturas, corazones, mentes abiertas e idiomas. Somos bilingües, y debemos de hablar desde el fondo de nuestros corazones para implementar nuestras ideas y tomar acción. Cuando llegué a este país, comencé a reflexionar y recordar más que nunca qué cosas cambiaron en mi vida, que me causan hacer este gran movimiento. En dónde estaríamos si no tomamos los riesgos, si no fuéramos valientes, y si no construyamos nuestros propios caminos?

El idioma es la herramienta de ambos, el corazón y la mente. Recuerdo cuando vivía en México. Era tarde en el día, y mi madre y yo íbamos a caminar juntas, ella, con su mano derecha en un bastón, y su mano izquierda en mi brazo. Su enfermedad estaba aumentando. Para ella, caminar se volvió más y más difícil. Había aprendido a depender de su bastón y de mí. Mi madre también tenía problemas con dicción, pero incluso cuando yo no podía entender sus palabras, entendía su corazón. Ver a mi familia tratar de triunfar me hace sentir orgullosa. Por toda la inspiración que me han dado para tomar acción ahora, seré capaz de dar de nuevo a ellos en un futuro.

Ahora estoy en un nuevo país, y me estoy convirtiendo en bilingüe. Mi sueño es caminar con mi madre otra vez, y al igual que ella usó mi brazo para sostener su ritmo, espero que ella acepte humildemente mi voz bilingüe hablar por ella. Caminaremos de nuevo a través del pueblo pequeño y juntos lucharemos por el regreso de nuestras voces. Quiero ser parte de una comunidad bilingüe. Llegar a ser bilingüe me ayudará a inspirar y crear esperanza en todos los estudiantes que son inmigrantes. No estarán solos, y sus voces serán escuchadas.

Lo que es tan sorprendente de los seres humanos, es la capacidad de pensar y compartir nuestros pensamientos con otros sin miedo. No podemos vivir con la ilusión de que este país nos cambiará a nosotros; más bien, nosotros deberíamos cambiar este país. Somos luchadores y podemos usar nuestros dos idiomas como brazos.

2Way-CABE

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Burbank, CA 91505
818-823-0405

www.novelaseducativas.com

Miguel Orozco

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Sweetwater Union High School District

1130 Fifth Avenue
Chula Vista, CA 91911
619-691-5504
Dr. Milena Aubry

Table #3

Bilingual Education Tools

2588 Table Rock Avenue
Chula Vista, CA 91914
619-791-6768
Beverly Gonzalez

Table #4

Morgan Hill Unified School District

15600 Concord Circle
Morgan Hill, CA 95037
408-201-2015
www.mhusd.org
Fawn Myers

Table #5

California State PTA

2327 L. Street
Sacramento, CA 95816
916-440-1985
www.capta.org
Brady Oppenheim

Table #6

Oxnard School District

1051 South A Street
Oxnard, CA 93030
805-385-1501
Dr. Jesus Baca

Table #7

Palmdale School District

39139 N. 10th Street East
Palmdale, CA 93550
661-789-6534
Chad Gray

SOUTH LOUNGE

Table #8

Pittsburg Unified School District

2000 Railroad Avenue
Pittsburg, CA 94565
925-473-2336
Norma Gonzales

Table #9

Argosy University San Francisco Bay Area Campus

1005 Atlantic Avenue
Alameda, CA 94501
510-217-4723
Dr. Dennis Frese

Table #10

Abrams Learning Trends BookSource

Triumph Learning
Stenhouse Publishing
105 Shooting Star Isle
Foster City, CA 94404
650-888-7294
www.cantonresources.com
Anne Bagatelos
Dr. M. Pollard

Table #11

REAL Journey Academies

1425 W. Foothill Blvd. Suite 100
Upland, CA 91786
909-888-8458
Silvia Hernandez

Table #12

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PO Box 937
San Joaquin, CA 93660
559-693-1115
Martin Macias

Table #13

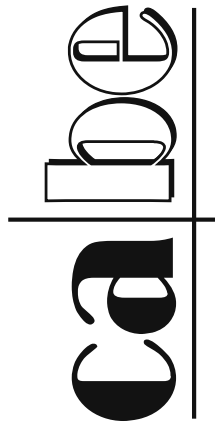
Think Bilingual Project

84 Dorland Street
San Francisco, CA 94110
650-996-7559
Chris Loux

Table #14

Sonoma Valley Unified School District

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Sonoma, CA 95476
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Building on Strength :Edited by Ana Celia Zentella (Language and Literacy in Latino Families and Communities)	\$7.00	\$10.00
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Schooling English Learners: By Francisca Sánchez	\$3.00	\$4.00
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