

CALIFORNIA ASSOCIATION FOR BILINGUAL EDUCATION

CABE★2017

CABE 2017: Connecting Communities through Our Languages, Cultures, and Stories

CONFERENCE PROGRAM



March 29-April 1, 2017 • Anaheim, California

**Marriott & Hilton Hotels
700 W. Convention Way / 777 W. Convention Way
Anaheim, CA 92802**

www.gocabe.org

REMEMBER TO STAY CONNECTED WITH CABE



CABE 2017 STORE

CABE 2017 ITEMS Unit Price

Adult T-Shirt Artwork	\$ 14.00
Fleece Sweatshirt.....	\$ 25.00
Adult Sweatshirt	\$ 25.00
Aluminum Water Bottle.....	\$ 7.00
CABE Ceramic Mug	\$ 6.00
CABE Chargers	\$ 13.00
CABE Mousepad	\$ 6.00
CABE Lanyard.....	\$ 10.00
CABE Notebook	\$ 6.00
CABE Pen	\$ 2.00
CABE Touch Glove	\$ 5.00
CABE Umbrella	\$ 10.00
Cell Phone Holders	\$ 6.00
Classroom Pencil Bundle (pack of 30 pencils)	\$ 7.00
Cool Gear Plastic Twist Bottle.....	\$ 6.00
Flash Drive	\$ 10.00
H2GO Bottle	\$ 7.00
Kid Sweatshirt	\$ 15.00
Kid T-Shirt	\$ 14.00
Lunch Sack	\$ 7.00
Paws & Claws Lunch Bags.....	\$ 8.00
Paws & Claws String Bags.....	\$ 8.00
CABE Note Card	\$ 2.00
CABE Note Cards Bundle of (3).....	\$ 5.00
CABE Poster	\$ 6.00
CABE Tumbler.....	\$ 7.00
Tablet Case.....	\$ 12.00

CABE 2017 Combos Unit Price

CABE Adult Sweatshirt + Adult T-Shirt (COMBO 1).....	\$35.00
Kid T-Shirt + Kid Sweatshirt (COMBO 2)	\$25.00
Kid T-Shirt + Paws & Claws Lunch Bag or String Bag	\$20.00
Notebook + Pen + Umbrella (COMBO 4)	\$15.00
Lunch Sack + Cell Phone Holder (COMBO 5)	\$10.00

MEMBERSHIP

Administrator.....	\$90.00
Teacher	\$60.00
Para Educator.....	\$35.00
Parent/ Community	\$20.00
Student	\$30.00
Retired Teacher/ Administrator	\$40.00

MEMBER PUBLICATIONS

	Member	Non-Member
NO ESTÁS SOLO: RECETAS PARA OBTENER ÉXITO, DE PADRES PARA PADRES, By Lettie Ramírez and Parent Authors	\$13.00	\$15.00
When I Dream/Cuando Sueno: By Francisca Sánchez	\$20.00	\$25.00
Big Ideas for Expanding Minds: By Jim Cummins and Margaret Early	\$40.00	\$40.00
Negotiating Identities: By Jim Cummins	\$10.00	\$12.00
Building on Strength: Edited by Ana Celia Zentella (Language and Literacy in Latino Families and Communities)	\$7.00	\$10.00
ROV: Paper Series, Bilingual Education Critical Pedagogy & Praxis: By Jean Frederickson	\$2.00	\$3.00
Becoming María: By Sonia Manzan	\$15.00	\$15.00
Schooling English Learners: By Francisca Sánchez	\$3.00	\$4.00
The Living Work of Teacher, Ideology and Practice: Edited by K. Cadiero-Kaplan, A. Ochoa, N. Kuhlma, E. Olivos, J. Rodríguez	\$10.00	\$15.00
Redesigning English-Medium Classrooms: By David Dolson & Lauri Burnham-Massey	\$12.00	\$15.00
Pedagogies of Questioning: By Magaly Lavadenz	\$12.00	\$15.00
Multicultural Education in Practice: Transforming One Community at a Time: By Editors, Lettie Ramírez and Olivia Gallardo	\$20.00	\$25.00
Latino Civil Rights In Education: By Anaida Colon-Muniz and Magaly Lavadenz	\$45.00	\$45.00



Prices subject to change

CABE★2017

WELCOME★



***CABE 2017: Connecting Communities
through Our Languages, Cultures, and Stories***

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Dear CABE 2017 Attendees:

¡Bienvenidos, 欢迎光临, مرحبا and Welcome to CABE 2017!

This year we are gathering in Southern California where we interact with daily examples of the multiple languages and cultures of our students, families and communities. What a perfect setting to celebrate our CABE 2017 Conference with the theme "Connecting Communities Through our Languages, Cultures and Stories!"

This year at CABE 2017 we will be honoring and weaving together our stories as a CABE familia. There is so much to share, both at the personal and the professional levels! We will share the stories of our victory of Proposition 58! We will share our experiences with the changes in our nation and state and how they have impacted our students. We will share our powerful classroom instructional practices. We will share stories of the challenges we face in our educational system and gather strength and innovative ideas from each other as we continue moving forward. We will share CABE's history of over 42 years recognizing those who have been part of our wonderful vision for over four decades.

What stories will you create and share at CABE 2017? Stories about powerful professional development? Stories about the success of our schools, educators, and partners? Stories that inspire and motivate us as we return to our students next week? Stories told and shared in multiple languages? Stories through music, art and dance? Stories that compel us to continue working towards equity in our schools? Together, our stories will shape our beautiful, unique and vast CABE familia.

The CABE story is one of a strong 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 organizational story – our strategic plan, the CABE Compass to move forward, focus, overcome challenges, and create new pathways for English Learner student success.

Join me, the CABE Board of Directors, our amazing CABE team, and the over 5000 participants at CABE 2017 in Connecting Communities Through our Languages, Cultures and Stories!

Again, welcome to the 42rd CABE Conference in Anaheim, California.

Karling Aguilera-Fort
CABE President



Dear CABE Familia:

On behalf of our CABE Team, welcome to CABE 2017—our 42nd annual conference! What 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 2017 has so much to offer, and we are so glad you are here with us!

The theme for CABE 2017 is Connecting Communities through Our Languages, Cultures, and Stories. Where better than the richly diverse city of Anaheim to celebrate this vision? Located in an ever-changing Orange County, the top ten languages spoken in Anaheim include: Spanish, Vietnamese, Tagalog, Arabic, Hmong, Japanese, Portuguese, Urdu, other Indic languages, and Chinese. Imagine the beautifully diverse stories that are heard in the homes, schools, and communities in this area! Anaheim is truly a community extremely rich in the cultural and linguistic diversity of our students, families and the educators who serve them.

We have much to celebrate at this year's CABE conference with the recent passage of Proposition 58, the LEARN Initiative, in November 2016. Over 73% of California's electorate voted YES to offering more multilingual options in schools, so that students become fully bilingual and biliterate! We have a clear mandate from the citizens of California to greatly increase our multilingual learning options in California! Where better than the CABE conference to deepen our learning and access to a wide range of research, strategies and resources to support us in making the dream of Prop 58 a reality?

We also come together at CABE 2017 at a time of much change and uncertainty in our nation. CABE, more than ever, is committed to its vision of Biliteracy, Educational Equity and 21st Century Success for All. That vision includes providing a safe and secure place to come together to LEARN, SHARE OUR STORIES, CELEBRATE OUR DIVERSITIES, and BE MOTIVATED to stand together to support the vastly diverse student and community populations we serve in our schools daily.

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

- **Become a CABE member** and join an amazing network of educators;
- **Stop by the CABE booth in the Exhibit Hall** to learn about our vast offerings and resources for parents and educators;
- **Connect to CABE through Facebook and Twitter**—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 to how you can make your voice** heard through Legislative Action—what happens in Sacramento and Washington DC impacts you in the classroom and in your community.
- **Stay connected**—with each other and with CABE—we are a powerful and supportive familia!

On behalf of Team CABE, welcome to CABE 2017! I look forward to spending this week with you!

Jan Gustafson-Corea
CABE CEO

WEDNESDAY, MARCH 29

REGISTRATION

- 7:30 am – 4:30 pm • 6:00 pm – 8:00 pm / Conference Registration / Marriott Ballroom Foyer
- 7:30 am – 4:30 pm • 6:00 pm – 8:00 pm / Tote Bag Pick-Up / Marriott Ballroom Foyer
- 9:30 am – 10:00 am / New Attendees Orientation / Marriott Platinum 4

EXHIBITS & CAREER FAIR

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

GENERAL SESSIONS

- 4:30 pm – 6:00 pm / Opening General Session / Marriott Platinum Ballroom
- Keynote Address: Francisco Guajardo

PARENT CENTER

- 11:00 am – 4:00 pm / Parent Center Opening / Hilton Huntington Ballroom

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 / Marriott Ballroom Foyer
- 9:30 am – 3:00 pm / University Visits / Marriott Ballroom Foyer
- 10:30 am – 3:30 pm / Joint Delegate Assembly
- 11:00 am – 4:00 pm / Dual Language Standards for Teacher Preparation (Pre-Registration required) / CAFE Suite
- 7:00 pm – 11:00 pm / Studio 58! CAFE Membership Reception and Dance / Marriott Grand Ballroom E/F

FEATURED SPEAKERS

- Featured Institute 12:00 pm - 4:00 pm / CAFE/CAL Dual Language Institute
- Featured Institute 1:00 pm - 4:00 pm / California Mini Corps Institute
- Featured Institute 1:00 pm – 4:00 pm / Ivannia Soto-Hinman
- 1:00 pm – 2:15 pm / Eugene García
- 2:45 pm – 4:00 pm / Güeroloco / Jill Kerper Mora / Laurie Olsen

THURSDAY, MARCH 30

REGISTRATION

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

EXHIBITS & CAREER FAIR

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

GENERAL SESSIONS

- 8:30 am – 10:00 am / General Session / Marriott Platinum Ballroom
- Keynote Address: Eric Liu

PARENT CENTER

- 7:30 am – 4:30 pm / Parent Center Open / Hilton Huntington Ballroom

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 / Marriott Platinum Ballroom
- 4:30 pm – 6:00 pm / CAFE Jam Session / Marriott Platinum 1
- 4:30 pm – 6:00 pm / CABTE Meeting / Marriott Grand Ballroom A
- 4:30 pm – 6:30 pm / CAFE Film Fest – “Bless Me Última” Sheraton Plaza Ballroom
- 7:00 pm – 9:00 pm / CAFE President's Reception *BY INVITATION ONLY* / CAFE Suite

FEATURED SPEAKERS

- 10:30 am – 11:45 am / Luis Cruz / Jana Echevarria / Kathy Escamilla / Noma LeMoine / José Luis Orozco
- 1:30 am – 2:45 pm / Elfrieda (Freddy) Hiebert / Donna Knoell / Ling-Chi Wang
- Featured Institute 1:30 am – 4:30 pm / Sarah Anderberg / Virginia Collier & Wayne Thomas / Silvia Dorta-Duque de Reyes / Kate Kinsella
- 3:15 pm – 4:30 pm / Bárbara Flores & Esteban Díaz

FRIDAY, MARCH 31

REGISTRATION

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

EXHIBITS & CAREER FAIR

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

GENERAL SESSIONS

- 8:30 am – 10:00 am / General Session / Marriott Platinum Ballroom
Keynote Address: Gloria Ladson-Billings

PARENT CENTER

- 7:30 am – 4:30 pm / Parent Center Open / Hilton Huntington Ballroom

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 / Marriott Grand Ballroom F
- 10:30 am – 4:30 pm / International Spanish Academy (ISA) Sheraton Room
- 12:30 pm – 1:30 pm / CABE Poetry Slam / Marriott Grand Ballroom
- 4:45 pm – 6:30 pm / CABE Film Fest – "El Jeremías" / Marriott Grand Ballroom E/F
- 7:00 pm – 9:00 pm / Seal of Excellence Awards Banquet / Marriott Platinum Ballroom
- 9:00 pm – 12:00 am / Seal of Excellence Dance / Marriott Platinum Ballroom

FEATURED SPEAKERS

- 10:30 am – 11:45 am / Joe Cepeda / Silvia Dorta-Duque de Reyes / Kathryn Lindholm-Leary
- Featured Institute 10:30 am – 4:30 pm / Kate Kinsella
- Featured Institute 1:30 pm – 4:30 pm / Tonya Ward Singer
- 1:30 pm – 2:45 pm / Alma Flor Ada & F. Isabel Campoy / Diane August / Lan Bercu / Myriam Met
- 3:15 pm – 4:30 pm /123 Andrés / Nicoline Ambe

SATURDAY, APRIL 1

REGISTRATION

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

EXHIBITS & CAREER FAIR

- 8:00 am – 1:00 pm / CABE Store / Marriott Ballroom Foyer

PARENT CENTER

- 7:30 am – 9:00 am / Parent Center Open / Hilton Huntington Ballroom

WORKSHOP SESSIONS

- 9:00 am – 12:00 pm / Half-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 / Marriott Platinum 1
- 12:00 pm - 12:30 pm / Closing CABE Sing Along /Marriott Grand Ballroom E
- 12:00 pm - 12:45 pm / Apple Watch Raffle Drawing / CABE Store

FEATURED SPEAKERS

- Featured Institute 8:00 am – 12:00 pm / Anaida Colón-Muñiz – Méndez v Westminster
- Featured Institute 9:00 am – 12:00 pm / Kris Nicholls – ELPAC Institute
- 9:00 am – 10:15 am/ Nicoline Ambe / Suni Paz
- 10:45 am – 12:00 pm / Alma Flor Ada & F. Isabel Campoy / Enid Lee

General Policy

Welcome to CABE 2017! 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 2017 "Tap-N-Go" stands.

Registration Area—Anaheim Marriott, Marquis Ballroom Foyer

- **If you are Pre-registered** for the conference, please pick up your badge and the designated tote bag area at the indicated kiosks in the Ballroom Foyer of the Anaheim Marriott.
- Due to reaching capacity for registration, there will be no on-site registration offered at CABE 2017.
- 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 29, 2017, in the Anaheim Marriott, Grand Ballroom E & F. 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 2017 Conference Registration Badges

- All Pre-Registered Attendees will pick up their badges from the Registration Kiosks in the Ballroom Foyer of the Anaheim Marriott.
- 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 2017 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 2017. For university credit requirements and registration information, please go to the University Credit booth in the Anaheim Marriott Ballroom 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 that university credit.

Parent Orientation/ Support

Conferences can be a perplexing experience for first timers. The Rosalía Salinas Parent Resource Center is located in Anaheim Hilton Huntington Ballroom 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 29, 2017. Participants must be pre-registered and check-in at the Anaheim Marriott Foyer across from Platinum 2 Room by 7:30 a.m. After checking in, buses will depart from the driveway of the Ballroom Entrance of the Anaheim Marriott Hotel 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 29, 2017 at 9:00 a.m. Participants must pre-register and check in at the Ballroom Foyer across from Platinum 2 Room by 9:00 a.m. After checking in, buses will depart from the driveway of the Ballroom Entrance of the Anaheim Marriott Hotel 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 Anaheim Marriott Golden Key III. The Lost and Found will only be open during regular conference hours. If you have lost an item, you may also check with the Anaheim Marriott Front Desk and Security Office.

Exhibits/Career Fair

Exhibitors representing all areas of Bilingual/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 Anaheim Marriott Marquis Ballroom and will be open during the following hours:

Wednesday, March 29, 2017

12:00 pm - 4:00 pm

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

Thursday, March 30, 2017

9:00 am - 5:30 pm

Friday, March 31, 2017

9:00 am - 5:30 pm

CABE extends our deepest thanks to our 2017 Conference Sponsors and Partners. Thank you for your commitment to Biliteracy and English Learner programs and for supporting the CABE vision: Biliteracy, Educational Equity, and 21st Century Success for All!

DIAMOND

The
SOBRATO
Family Foundation

SEAL
Sobrato Early Academic Language

PLATINUM

Genius
Plaza 
Igniting the genius in every child

ARG
Audio Resource Group
Improving Communication Through Sound Technology

Velázquez Press

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**Benchmark
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Indispensable Tools for Today's Professionals

 **NATIONAL
GEOGRAPHIC
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Learning**

 **SANTILLANA USA**
Language Education Experts

CAL **CENTER
FOR APPLIED
LINGUISTICS**

**LATINO
PRINT
NETWORK**
The Newspapers, Magazines, & Websites We Work With
Are Used Weekly By 57% of Latino Households in the USA


LEARN4LIFE
CHANGE YOUR STORY

SILVER



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Language Magazine

myON

Okapi Educational Publishing, Inc.

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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—(DLnM)

Instituto de Mexicanos en el Exterior (IME)

Loyola Marymount University—Center for Equity for English Learners

National Association for Bilingual Education (NABE)

National Urban Alliance (NUA)

ADDITIONAL SPONSORS

ACSA - Association of California School Administrators

CALSA - California Association for Latino School Administrators

Derivi Castellanos Architects (DCA)

Edivate

Wonder Media Story Maker



CITY OF ANAHEIM
MAYOR TOM TAIT

February 9, 2017

On behalf of our city, it is my pleasure to welcome The California Association for Bilingual Education to Anaheim. Thank you for selecting Anaheim for the 2017 Annual CABA Conference.

We are world famous as the home of the Disneyland Resort, including Walt Disney's original Disneyland Park, as well as Angels Baseball, the Anaheim Ducks and the Anaheim Convention Center, the largest on the West Coast.

While you are here, I encourage you to also visit our downtown, diverse neighborhoods, craft breweries and arts institutions. In downtown Anaheim, you'll find unique restaurants, shops and a historic craft brewery, all with a cool, urban vibe. It may not be what you necessarily think of as Anaheim.

Each year, our hotels, restaurants, shops and residents welcome nearly 25 million visitors to our city. Here in Anaheim, we are a City of Kindness, and the visitor industry has embraced that.

What does it mean to be a City of Kindness? It's simple, really. It's all about putting the needs of others first with acts of kindness, no matter how small. I trust many of you will experience kindness in the hospitality you'll see while in Anaheim.

And know that your visit to Anaheim has an impact. You help us do what we do, by providing revenue for public safety, libraries, community centers and other services for Anaheim residents, businesses and visitors.

The entire City of Anaheim thanks and welcomes you.

Sincerely,

Tom Tait
Mayor

Estella M. Acosta

1945 – 2016



Sadly, Estella M. Acosta passed away on April 19, 2016, following a valiant battle with cancer. Estella, who was a close friend and advocate for CABE, was born in Fullerton, CA, the eldest of twelve children. She was raised in Pomona and graduated from Pomona Catholic High School. She attained her BA from the University of LaVerne and her MA from CSU Long Beach. Estella was a life-long educator with a passion for bilingual education and the California Association for Bilingual Education (CABE). She began her teaching career as a second grade bilingual teacher in the Upland School District. In 1984, she joined the Montebello Unified School District as a bilingual resource teacher. In 2010, after nearly 35 years in education, Estella retired from the Orange County Department of Education where she held the position of Director of English Language Arts.

Estella was preceded in death by her husband of 27 years, Chuck Acosta, a founding member of CABE. Estella was an ardent supporter of CABE serving the organization in a variety of ways for several decades. She was always a willing participant of the annual CABE Conference Planning Committee and her presence will be greatly missed.



Karling Aguilera-Fort
President



Elodia Ortega-Lampkin
President Elect



Annie Rodríguez
Vice President



Barbara Flores
Director of Community
Affairs



Karen Cadiero-Kaplan
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



Annie Bichloan Duong
Region I Representative



Esabel Cervantes
Region II Representative



Olivia Yahya
Region III
Representative



Norma Sandoval
Region IV
Representative



Ana Donovan
Region V
Representative



Mary Hernández
Legal Counsel



Jan Gustafson Corea
Chief Executive Officer



Delma Chwilinski
Director of Programs
& Events



Joshua Jauregui
Systems/Membership
Relations 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
Co-Coordinator,
Registration



Enrique González
Strategic Partnerships
Consultant



Antoinette Hernández
Parent Specialist
Project 2INSPIRE



Andrea González
PDS Assistant



Claudia Lockwood
Multilingual Excellence
Consultant



Stanley Lucero
Membership
Consultant



Yolanda Lucero
Parent Specialist
Project 2INSPIRE



Aida Madison
Executive Assistant



Imelda Martin
Parent Specialist
Project 2INSPIRE



Ruth Navarrete
General Office &
Exhibitor Support



Laurie Nesrala
Education Consultant



Gricelda Pérez
Project 2INSPIRE
Plaza Comunitaria



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



Karmina Ramírez
PDS Administrative,
Marketing Assistant



Vanessa Ruíz
Conference Specialist



Elizabeth Samaniego
Co-Coordinator,
Registration



Karen Umeres
Administrative Assistant
Project 2INSPIRE



David Valencia
Multimedia Technician



María Valencia
Parent Specialist
Project 2INSPIRE



Marcia Vargas
Education Consultant



Martha Zaragoza-Díaz
Legislative Lobbyist

Part Time Team Members: Daniela Hernández,
María Manriquez, Martha Montufar, Elizabeth Orozco,
Barbara Rabelo, Alexandria Ramos, Brenda Romero,
Isabel Torres, Elidia Valencia



CABE 2017 Artist

Rafael López

CABE is honored to recognize Rafael López as the CABE 2017 Artist.

The CABE 2017 artwork, from Rafael's illustration in Pat Mora's book, *Book Fiesta*, represents the power and beauty of stories from a wide variety of linguistically and culturally diverse communities providing powerful imagery for the CABE 2017 theme: "Connecting Communities through Our Languages, Cultures, and Stories."



Rafael is an award-winning illustrator of several well-known books often showcased at CABE conferences: *Our California*, *Yum!*, *Mmmm Que Rico*, *Book Fiesta*, *The Cazuela that the Farm Maiden Stirred*, *Tito Puente*, *Mambo King*, *the Drum Dream Girl*, and *Maybe Something Beautiful*.

Rafael shares, "I was born in Mexico City and my architect parents were obsessed with books. At an early age I connected to stories and drawing. As a child, I rode over an hour by metro to get to the library and liked to spend the whole day there. Books took me to many faraway places and I was fascinated by images from different cultures. At the age of eleven, I had the chance to live for a short time in England, where I learned to use a printing press and made my first book. I studied at Art Center College of Design and after graduation, traveled around Europe and Africa, filling up sketchbooks and mailing letters home to Mexico. I want children to see themselves on the pages of books I illustrate and hope the pictures and words will inspire them to reach their full potential."

Learn more about Rafael López at: <http://www.rafaellopez-books.com/>



California Association for Bilingual Education

Statewide Regions

For Membership information:

BOOTH: 207

Info@bilingualeducation.org

Region I

(07) Sacramento (SALSA)
(08) META [Patterson]
(13) San Joaquin
(23) San Francisco, SFABE
(76) Yolo Woodland

Region II

(02) Tri KABE [Bakersfield]
(25) MCDL (Madera)
(41) Fresno/Madera
(66) Pajaro Valley
(95) Eastern Sierra [Bishop]

(48) Ventura County
(58) Antelope Valley High Desert [Lancaster]

Region V

Region III

(03) Pepperdine University
(28) CABE Mandarin (West LA)
(40) Whittier
(62) Long Beach
(73) North Orange County

Region IV

(06) Riverside
(36) Coachella Valley
(65) San Diego South County
(91) Palm Springs PSABE

Affiliates

(100) California Association for Bilingual Teacher Educators (CABTE)

Dear CABE 2017 Conference Participants:

As CABE 2017 Conference Honorary Chairs and Co-sponsors, we are pleased to represent several school districts, county offices of education and other education organizations, and welcome you to the California Association for Bilingual Education 2017 Conference, **Connecting Communities through our Languages, Cultures and Stories.**

This year, CABE 2017 will focus on connecting communities through our languages, cultures and stories. With the passing of Proposition 58, CABE 2017 will serve to support us in having the tools to rise to the challenge of ensuring academic success for all students.

California Superintendent of Public Instruction Torlakson fully supports Proposition 58, which will help students LEARN English AND expand opportunities for students to LEARN a second language and become multilingual. It will help them LEARN to compete in a global economy and restore local control, and give parents a bigger voice. We couldn't agree more! 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 connect multiple worlds.

Our partnership with CABE will help to support the central vision of biliteracy, educational equity and 21st century success for all students. Together we will implement priorities, initiatives, and services targeted for teachers, administrators, parents, and others designed to dramatically increase California's capacity to create culturally diverse and competent learning environments of high intellectual performance for all English Learners and other languages and prepare graduates to live their lives to their full potential.

At CABE 2017, we hope that you will meet colleagues who share similar passions, that you learn more strategies and tools to assist you in your daily work activities, and that you will leave energized!

Thank you for joining us.

Respectfully,

CABE 2017 Honorary Chairs

Sarah Anderberg
CCSESA
Director



Theodore 'Ted' Alejandre
San Bernardino County
Superintendent of Schools



Debra Duardo
Los Angeles County
Office of Education



Michelle King
Los Angeles USD
Superintendent



Peggy Lynch
Saddleback Valley
USD



Gabriela Mafi
Garden Grove USD



Raúl Maldonado
Palmdale SD



Dale Marsden
San Bernardino
City USD



Michael Matsuda
Anaheim Union HSD



Al Mijares
Orange County
Dept. of Education



Soon Cyndi Paik
Westminster SD



Christopher Steinhauser
Long Beach USD



Linda Wagner
Anaheim Elementary
SD

Dear CABE 2017 Conference Participants:

As CABE 2017 Co-Chairs, we welcome you to Orange County and Southern California for the 42nd Annual CABE Conference, **Connecting Communities Through our Languages, Cultures and Stories**. Our identities are crafted by the stories we tell, the cultures we embrace, and the languages with which we carry out our ideas--collectively creating communities primed to embrace multiliteracy and diversity as the cornerstones within our society. This year's theme brings forward an opportunity to embrace and share the many stories that each person we encounter holds, thereby enriching our perspectives, deepening our knowledge, and widening our impact.

CABE's vision of biliteracy, educational equity, and 21st century success for all will be reflected in the myriad of opportunities presented at this year's CABE 2017 conference. Speakers, workshops, sessions and networks aligned to current state standards, the ELA/ELD framework, parent engagement and leadership, current research and practices aligned to immersion programs, and best instructional strategies that promote an asset-based mindset will be available. The conference will continue to explore current shifts in California's educational system and will address the impact of these changes on our emergent bilingual populations. Indeed, the CABE conference sustains in being 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 that support them.

As participants representing schools, districts, county offices of education, families, and students, we have the opportunity to connect to develop inclusive communities that will address the needs of our language learners, preparing them to thrive in our 21st century global community, creating and developing their own stories that will leave a legacy.

Thank you for joining CABE in **Connecting Communities Through our Languages, Cultures and Stories**. It is our desire that, together, we will ignite passion and action to provide our students with access to a renewed story of educational and life success, one in which all our students will receive an equitable quality education, 21st century preparedness, and will thrive in multilingual learning in school and beyond.

Have a wonderful experience at CABE 2017!

CABE 2017 Honorary Co-Chairs



Rosa Armstrong
Palmdale SD
CABE Board Member



Ana Applegate
San Bernardino City
USD



Beth Borkowski
Saddleback Valley USD



Renae Bryant
Westminster SD



Nicole Chávez
Orange County Dept.
of Education



Jennifer Gateley
San Bernardino County
Superintendent of Schools



Luisa Rogers
Garden Grove USD



Francisca Sánchez
CCSESA



Pamela Seki
Long Beach USD



Kate Sohn
Los Angeles USD



Cynthia Vásquez Petitt
Anaheim Union HSD



Maria Villegas
Anaheim Elementary SD

Not pictured: Ruth Baskett, Los Angeles County Office of Education



Administrative Leadership Symposium

Jennifer Gateley
San Bernardino County Superintendent
of Schools

Audio/Visual Technology

Jon Applegate
San Bernardino County USD

Joel Salcedo
San Bernardino County USD

Author/Literature and Book Signing

Linda Miranda
San Bernardino County Superintendent
of Schools

College Campus Visits

Gabriel Magaña
Garden Grove Unified School District

Luisa Rogers
Garden Grove Unified School District

Conference Information Booth

Mary Benton
Saddleback Valley Unified School District

Beth Borkowski
Saddleback Valley Unified School District

Decorations/Meal Functions

Claudia Mejuto
Palmdale School District

Evaluations

Renae Bryant
Westminster School District

Lisa TerKeurst
Westminster School District

Exhibits & Career Fair Information Booth

Ruth Baskett
Los Angeles County Office of Education

Mirna Miranda-Welsh
Los Angeles County Office of Education

High School Community Service

Paul Chylinski
Anaheim Union High School District

Ryan Ruelas
Anaheim Union High School District

Parent Center

Araceli Chávez
Anaheim Union High School District

Liberato Figueroa
Anaheim Union High School District

Magaly Rodríguez
Anaheim Elementary School District

Protocol

Sandra McCoy
Palmdale School District

Lisa Massey
CABE, Retired

Publicity

Renae Bryant
Westminster School District

Registration/Tote Bags

Martha Ensminger
Long Beach Unified School District

School Site Visits

Martha Ensminger
Long Beach Unified School District

Tracey Gaglio
Orange County Dept of Education

Student Artwork

Anne Kim
Los Angeles Unified School District

Kate Sohn
Los Angeles Unified School District

Student Entertainment

Stacy Harris
Garden Grove Unified School District

Steve Venz
Orange County Dept of Education

Student Writing Contest

Marlene Batista
Oxnard School District

Translation/Interpretation

Natalia Abarca
Orange County Dept of Education

Patricia Juárez
Sacramento City Unified School District

Paulina Morales-Cano
Anaheim Union High School District

Two-Day Institutes

Judith Iguina
Los Angeles Unified School District

University Credit

Jazmin Maya
Loyola Marymount University

Volunteer

Yesenia Navarro
Anaheim Elementary School District

Yamile Cortés Canon
Anaheim Elementary School District

Workshop Presiders

Ana Applegate
San Bernardino County USD



CONSEJERÍA DE EDUCACIÓN
EN EEUU Y CANADÁ

CONSEJERÍA DE EDUCACIÓN
EN WASHINGTON, DC

Dear Conference Participants:

From the Education Office of the Embassy of Spain, we would like to express our gratitude to CABE for hosting on March 31st, 2017, the 9th ISA (International Spanish Academies Social Network) Seminar and facilitating the organization of this event. The Education Office is proud to be part of the CABE 2017 Conference. CABE will be the melting pot for the ISA Institute in this current CABE edition; without its support it would be impossible to celebrate this Seminar. Especially, we would like to thank to the CABE Board and each person who cooperates with our program for their essential collaboration.

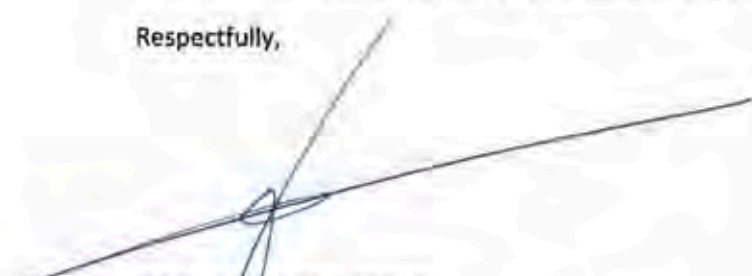
Our Education Office's mission is to promote the learning of the Spanish language and culture in the USA, as a way to encourage citizens to go beyond their local connections and reach and grow in a global world. In order to do that, we develop different programs aimed at supporting and helping the whole education community.

At present, we have Summer Courses for U.S.A educators and administrators at Spanish Universities, North American language and culture assistants in Spain and Spanish language and culture assistants in the U.S.A. and Canada, the *Colegio del año* contest and the ISA program. We also provide didactic material and professional development in our (Spanish Resource Centers), along the whole country. As you already know we are also celebrating with you the 30th anniversary of the Spanish visiting teacher program.

The ISA school network comprises 106 Spanish Immersion K-12 schools in 24 states in the USA. During the Seminar, we will focus on the characteristics, transformation and growth of the network, as well as the challenges we face and the prospect for its future development. The Seminar is open to all participants, and we would like to welcome you to the presentations, round tables and panels that we have prepared for all attendants.

I would like to thank you again for your support and confidence.

Respectfully,



María José Fabre González
Consejera de Educación en Estados Unidos y Canadá
Counselor of Education for USA and Canada
Embajada de España/ Embassy of Spain



Estimados amigos de CABE:

En nombre del Instituto de los Mexicanos en el Exterior (IME), me complace darles la bienvenida a la Conferencia Anual CABE 2017, en Anaheim, California.

En el IME nos sentimos muy orgullosos al aliarnos con CABE y participar en la Conferencia 2017, donde contaremos con la presencia de un importante grupo de instituciones públicas y privadas 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 (<http://www.gob.mx/ime>) de la Secretaría de Relaciones Exteriores de México (<http://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 diseña una estrategia de atención focalizada para la población de habla hispana en California. Es una gran oportunidad para compartir con los asistentes las acciones que ha puesto en marcha el Gobierno de México para facilitar el acceso a las escuelas y la revalidación de los estudios realizados en el extranjero para niños y jóvenes mexicanos que regresen a México.

Es relevante para el IME 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 CABE 2017, con materiales y oportunidades de colaboración para ampliar las opciones de desarrollo educativo bilingüe de las comunidades mexicanas, hispanas y de las familias norteamericanas.

Consideramos que CABE 2017 es una excelente 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

A handwritten signature in black ink, which appears to be "D. Velazco".

Mtro. David Velazco Samperio
Director Ejecutivo del IME



MARZO 2017

Estimados compañeros de CABE

Nos da mucho gusto ser parte de este trabajo tan importante que hacen como asociación en pro de la Educación Bilingüe.

El Estado de Baja California, cuenta con una población multicultural en donde el mosaico cultural que tenemos y en el que nos desarrollamos empuja a nuestros Estudiantes, Maestros, Directores y todo el Sistema Educativo debe de estar preparado para poder dar respuesta a lo que esto genera, somos una frontera compartida en la cual nuestras escuelas de educación básica forman a los estudiantes que algún día estarán estudiando en sus aulas de Estados Unidos ya que damos educación a más de 50 mil estudiantes que son nacidos en el extranjero pero inician su vida académica en Baja California y que también recibimos a nuestros connacionales que inician su vida académica en EUA y la concluyen en nuestras aulas. Razón por la cual nuestra colaboración es tan importante ya que estamos preparando a estudiantes que se desarrollan en dos naciones distintas con retos muy importantes para el desarrollo de una nueva generación binacional y que deberá ser bilingüe!

Hemos avanzado mucho en estos dos años de trabajo por medio del programa binacional de educación migrante hemos formado el primer grupo de docentes binacionales certificados por GLAD que nos ha permitido beneficiar a más de 4,500 estudiantes en el estado de Baja California. Y este año esperamos continuar con el segundo grupo de docentes binacionales.

Felicidades CABE por esta conferencia nacional, Vamos por más!

ATENTAMENTE

**MTRO. LEOPOLDO GUERRERO DÍAZ
SUBSECRETARIO DE EDUCACIÓN BÁSICA
COORDINADOR GENERAL DE EDUCACIÓN BÁSICA**



¡MÉXICO PRESENTE EN CABE 2017 EN APOYO A LA EDUCACIÓN BILINGÜE Y NUESTRA COMUNIDAD!

Instituto de Mexicanos en el Exterior (IME)
Consulado de México en Santa Ana
Dirección General de Relaciones Internacionales (SEP)
Dirección General de Protección a Mexicanos en el Exterior (DGPME)
Comisión Nacional de Libros de Texto Gratuitos (CONALITEG)
Instituto Nacional para la Educación de Los Adultos (INEA)
Sistema Educativo Estatal de Baja California (SEE)
Universidad Abierta y a Distancia de México (UnADM)
Universidad Nacional Autónoma de México (UNAM)
Tecnológico de Monterrey (ITESM)
Banco del Ahorro Nacional y Servicios Financieros S.N.C. (BANSEFI)
Citibanamex

Te invitamos a:

- visitar nuestros puestos en la sala de exhibiciones # 427 & 429
- 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

La oferta educativa de México para los mexicanos en el exterior.

Date: Wednesday, March 29, 2017
Time: 1:00 PM - 2:15 PM
Room: Hilton - Catalina 5

Educación media superior y superior a distancia para mexicanos en el exterior

Date: Wednesday, March 29, 2017
Time: 2:45 PM - 4:00 PM
Room: Hilton - Oceanside

La experiencia de México con el modelo educativo indígena bilingüe (MEVyT-MIB).

Date: Thursday, March 30, 2017
Time: 1:30 PM - 2:45 PM
Room: Hilton - Redondo

Llegando a una escuela de otro país

Date: Friday, March 31, 2017
Time: 10:30 AM - 11:45 AM
Room: Marriott - Grand Ballroom H

Mexican Textbooks for Bilingual Education

Date: Friday, March 31, 2017
Time: 10:30 AM - 11:45 AM
Room: Hilton - San Clemente

La educación financiera como herramienta para lograr la inclusión social

Date: Friday, March 31, 2017
Time: 10:30 AM - 11:45 AM
Room: Hilton - Palos Verdes B

Políticas de protección para mexicanos en el exterior

Date: Friday, March 31, 2017
Time: 1:30 PM - 2:45 PM
Room: Marriott - Grand Ballroom D

Medidas que facilitan acceso a las escuelas y revalidación de estudios

Date: Friday, March 31, 2017
Time: 3:15 PM - 4:30 PM
Room: Marriott - Grand Ballroom D

CABE★2017

HIGHLIGHTS



***CABE 2017: Connecting Communities
through Our Languages, Cultures, and Stories***

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

**El Sol Santa Ana Science and Arts Charter Academy
Charter School**

<http://www.elsolacademy.net/>

**Price Elementary School
Anaheim Elementary School District**
<https://anaheimelementary.org/price/>

**Cecil B. Demille Elementary School
Westminster School District**
<http://demille.wsdk8.us/>

**Fletcher Elementary
Orange Unified School District**
<http://www.orangeusd.k12.ca.us/schools/elementary/fletcher/index.asp>

**Sycamore Junior High
Anaheim Union High School District**
<http://sycamore.auhsd.us/>

**Anaheim High School
Anaheim Union High School District**
<http://anaheimhs.org/>

**Brookhurst Junior High
Anaheim Union High School District**
<http://brookhurst.org/>

**Savana High School
Anaheim Union High School District**
<http://savanna.auhsd.us/>



CALLING ALL CABE CHAPTER LEADERS!

CABE Joint Delegate Assembly 2017

Join us at the CABE 2017 Joint Delegate Assembly (JDA) to gather with other bilingual leaders and advocates across the state.

JDA offers you the opportunity to connect directly with CABE Board Members, to learn more about our exciting strategic plan, the CABE Compass, and to work collaboratively to strengthen our chapter and membership involvement and impact on our schools, districts, and communities.

Come celebrate the passage of Proposition 58 and strategize how to grow more bilingual/multilingual programs in your area!

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

¡ÚNETE A CABE! Together we can make a difference!

CABE JDA
Wednesday, March 29, 2017
10:30 am 3:30 pm
Room: Anaheim Marriott Platinum 1



CABE 2017 - Using our DIGITAL VOICE to meet the needs of English Learners!

CABE 2017 continues to expand and grow in the use of digital technology to enhance your conference experience and to support you in learning new skills to use in your schools and at home!

Make sure to check out these technology highlights throughout the conference:

- **BYOD—Bring Your Own Device**

CABE 2017 will offer complimentary internet hot zones and charging stations in the CABE 2017 Exhibit Hall in the Marriott, Marquis Ballroom.

- **Internet Hot Zones**

Free internet service is available in the CABE 2017 Exhibit Hall in the Marriott, Marquis Ballroom and hot spot areas. Internet access is also available in the lobbies of the Anaheim Marriott, Anaheim Hilton and the Sheraton Grand Hotels. **NETWORK: CABE PASSWORD: cabe2017**

- **Charging Stations**

Battery running low? No problem!

Two solutions:

- 1) Stop by the CABE Store and pick up a CABE Booster Charger for just \$10.
- 2) Visit the CABE 2017 Exhibit Hall where you will find charging stations to plug into while you are viewing the wonderful exhibits our sponsors and exhibitors have provided!

- **The CABE APP**

Search the App Store for “CABE App” Download the CABE App on your iPhone, Android, tablet or other device! You will get quick access to the Conference Program, workshop sessions, presenters, special events and other CABE information as well!

- **CABE 2017 QR Code**

Download a QR Reader App to your smart phone or tablet to access the CABE 2017 program and updated information! IF you don't have a QR code on your device, you can download a free one in seconds! Here are a few suggested QR Code Apps you can download for free:

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



CABE 2017 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! Our conference hashtag **#CABE2017**



Instagram: Post your CABE 2017 photos on Instagram!
#californiaassociationforbilingualeducation

CABE ONLINE:

Email: info@bilingualeducation.org

CABE Corner Blog: cabecorner.com

CABE Resource Center: resources.gocabe.org

CABE Website: www.gocabe.org

- **Student Tech Team Volunteers:**

Need some on-the-spot Tech Tutoring to access these great tools at CABE 2017 and beyond? Just stop any of our CABE 2017 Student Team members and they will show you how in just minutes! High School Students from Anaheim Union HSD are serving as our CABE 2017 Student Team. You can spot them easily with their CABE Student Team t-shirts!

CABE sends a SHOUT OUT to the following Tech Partners who are making technology come ALIVE at CABE 2017!

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

**Visiten el CENTRO DE PADRES DE FAMILIA “ROSALÍA SALINAS”
Ubicado en el Hotel Hilton salón Huntington Ballroom Nivel 4**



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. - 9:00 a.m.

El propósito del Centro Para Padres de familia es ofrecer a los padres de familia 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 de familia 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
Hilton Hotel Huntington Ballroom Level 4**



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. - 9:00 a.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 29 de marzo, 2017/ Wednesday, March 29, 2017

11:30 am - 12:30 pm	Bienvenida-Orientación/Welcome-Orientation Antoinette Hernández and María Villa-Márquez CABE Project 2INSPIRE
1:00 pm - 2:15 pm	Familias: Compañeras de las intervenciones y apoyos para un comportamiento positivo Marissa Lazo-Necco, San Bernardino County Superintendent of Schools
2:45 pm - 4:00 pm	La conexión con sus hijos para criar adultos exitosos y felices. Isabel Lara, Mt. Diablo USD
4:30 pm - 6:00 pm	Sesión general/General Session / Marriott Platinum Ballroom Francisco Guajardo, University of Texas, Rio Grande Valley

jueves 30 de marzo, 2017/ Thursday, March 30, 2017

8:00 am - 8:25 am	Bienvenida-Orientación/Welcome-Orientation / Parent of the Year and Nominees Honored Marissa Lazo-Necco, CABE Board Director of Parent Relations
8:30 am - 10:00 am	Sesión general / General Session / Marriott Platinum Ballroom / Eric Liu, Citizen University
10:30 am - 11:45 am	La actualización de las reformas del DACA y DAPA. Laura Díaz, Alma Frutos, Imelda Gutiérrez, CABE Project 2INSPIRE Norma Aguilar, Consulado de México en Santa Ana, CA
1:30 pm - 4:30 pm	"Sí se puede" - Los beneficios de involucrarse en la educación de sus hijos María S. Quezada, María Villa-Márquez, Antoinette Hernández, Laura Díaz, CABE Project 2INSPIRE

viernes 31 de marzo, 2017/ Friday, March 31, 2017

8:00 am - 8:25 am	Bienvenida-Orientación / Welcome-Orientation / María S. Quezada, Project 2INSPIRE i3 Grant
8:30 am - 10:00 am	Sesión general/General Session / Marriott Platinum Ballroom Gloria Ladson-Billings, University of Wisconsin, Madison
10:30 am - 11:45 am	Todo sobre inmigración: Conozca sus derechos y opciones migratorias / Daniel Sharp, Carecen
1:30 pm - 2:45 pm	Cultivando el gusto por la lectura en todos los niños / Matthew Gollub, Matthew Gollub Communications, Inc.
3:15 pm - 4:30pm	La disciplina con la dignidad siete días a la semana / Jorge Dueñas, Marysville Joint Unified SD

sábado 1 de abril, 2017/ Saturday, April 1, 2017

8:00 am - 8:25 am	Clausura/Closing of Parent center Antoinette Hernández and María Villa-Márquez, CABE / Project 2INSPIRE
9:00 am	Centro de Padres Cerrado/ Parent Center Closed

¡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



TWO-WAY/DUAL LANGUAGE IMMERSION AT CUBE 2017

CUBE 2017 offers a wide variety of institutes, featured speakers, workshops and targeted resources to support dual language programs throughout the conference! Please see the table on the following page for a summary of our exciting offerings!



CUBE’s vision of biliteracy, educational equity, and 21st century success for all students is at the core of our support for dual language and biliteracy programs. In September, 2016, the CUBE Board of Directors reemphasized support for this vision and approved changes that are reflective of the growing importance two-way/dual immersion programs, which we believe are the centerpiece of bilingual education in California’s future.

Due to that decision, the CUBE Board is pleased to announce that all CUBE work regarding two-way/dual immersion be integrated into the full organization. Dual language immersion programs in California have grown tremendously over the last 20 years, as have CUBE’s core programs, professional development work and conference activities. The Board concluded that the time has come to merge all two-way/dual immersion activities into the core of CUBE’s work; thereby eliminating the need for a specific affiliate.

The CUBE Board thanks all members involved in the Two-Way CUBE Affiliate, past and present, for their visionary leadership, passion and work on behalf of strong biliteracy education development. As part of the strategic plan, the focus on dual language and two-way/dual immersion programs will be embraced and will grow as a continuing major focus of the organization under the direction of the CUBE Board of Directors.



info@bilingualeducation.org

The following Two-Way/Dual Language Immersion sessions and workshops provide you with a wealth of offerings to choose from.

TIME	ROOM	TITLE
Wednesday, March 29, 2017		
1:00 PM - 2:15 PM	Anaheim Marriott - Grand Ballroom D	Start-Ups: Lessons Learned from 1st year Dual Immersion programs
1:00 PM - 2:15 PM	Anaheim Marriott - Los Angeles	Building District-University Partnerships to Advance Dual Language Immersion Programs
2:45 PM - 4:00 PM	Anaheim Hilton - Redondo	Canciones y juegos tradicionales en español para niños
2:45 PM - 4:00 PM	Anaheim Marriott - Grand Ballroom D	Dual Language Programs On the Rise: What, Why, and How Many?
Thursday, March 30, 2017		
10:30 AM - 11:45 AM	Anaheim Marriott - Orange County IV	Cultural Proficiency Importance in Creating Communities of Inclusion in Dual Language Programs
10:30 AM - 11:45 AM	Anaheim Marriott - Los Angeles	Implementing Peer-Peer Interaction Activities in Dual Language Classrooms: Promising Practices
10:30 AM - 11:45 AM	Anaheim Marriott - Grand Ballroom C	Establishing, Building, and Strengthening Multiple Pathways to Biliteracy at the Secondary Level
10:30 AM - 11:45 AM	Anaheim Marriott - Grand Ballroom F	Literacy Squared: A New Generation Biliteracy Program
10:30 AM - 11:45 AM	Anaheim Hilton - Manhattan	Proposición 58: La Iniciativa LEARN
1:30 PM - 4:30 PM	Anaheim Marriott - Grand Ballroom F	Well-implemented Dual Language Education: From Remediation to Enrichment
1:30 PM - 2:45 PM	Sheraton Park Hotel - Park D	Transforming Biliteracy Instruction in an Immersion Program Using the Workshop Model
1:30 PM - 2:45 PM	Anaheim Hilton - Redondo	La experiencia de México con el modelo educativo indígena bilingüe (MEVyT-MIB).
3:15 PM - 4:30 PM	Sheraton Park Hotel - Garden B	Creating the Framework for A Growing Biliteracy Curriculum
3:15 PM - 4:30 PM	Anaheim Hilton - Catalina 2	Programa de Profesores Visitantes españoles: Una experiencia de intercambio lingüístico y cultural de éxito
3:15 PM - 4:30 PM	Anaheim Marriott - Elite II	Attaining the Promise: Mapping the Trajectory toward the Promise of Biliteracy and Academic Excellence
4:45 PM - 6:00 PM	Anaheim Marriott - Grand Ballroom D	Hablar tecnología? 講技術? Nói công nghệ?: Technology strategies for Dual Immersion classrooms
4:45 PM - 6:00 PM	Anaheim Marriott - Desert Springs	Bringing Middle School Spanish Social Studies to Life with "Cuadernos Interactivos" Interactive Journals
Friday, March 31, 2017		
10:30 AM - 11:45 AM	Anaheim Marriott - Platinum 7	OCDE Project GLAD® en español
10:30 AM - 11:45 AM	Anaheim Marriott - Grand Ballroom H	Llegando a una escuela de otro país.
10:30 AM - 11:45 AM	Anaheim Marriott - Platinum 2	Framework for Biliteracy: Teaching for Cross-Linguistic Transfer
10:30 AM - 11:45 AM	Anaheim Marriott - Orange County III	Brain Research and EL Strategies
10:30 AM - 11:45 AM	Anaheim Marriott - Suite 304	Ciencias: Una demostración y discusión sobre una unidad de circuitos eléctricos.
10:30 AM - 11:45 AM	Anaheim Marriott - Elite III	An Overview of Two-way/Dual Immersion Programs: The Basics
1:30 PM - 2:45 PM	Anaheim Marriott - Grand Ballroom G	Spanish-English Biliteracy Transfer (SEBT) - The Power of Biliteracy
1:30 PM - 2:45 PM	Anaheim Marriott - Suite 315	Project-Based Learning in Secondary Spanish Dual Immersion
1:30 PM - 2:45 PM	Anaheim Marriott - Los Angeles	Biliteracy into Middle School: Bridging Dual Language and AP
1:30 PM - 2:45 PM	Anaheim Marriott - Platinum 3	La expresión oral de los estudiantes en el programa dual español
3:15 PM - 4:30 PM	Anaheim Marriott - Suite 315	Writing an Integrated Bilingual Shape Poem
3:15 PM - 4:30 PM	Anaheim Marriott - Newport Beach	Cognitive Guided Instruction (Math) in a Spanish Dual Immersion Program
3:15 PM - 4:30 PM	Anaheim Marriott - Orange County IV	First Year of Dual Language Immersion Implementation: Lessons Learned
Saturday, April 1, 2017		
9:00 AM - 10:15 AM	Anaheim Marriott - Orange County IV	Music, Movement and Songs to Enhance Bilingualism
10:45 AM - 12:00 PM	Anaheim Marriott - Orange County III	Desde el estudiante "batallando" hasta el estudiante "exitoso" - El uso de las novelas gráficas bilingües en programas de doble inmersión
10:45 AM - 12:00 PM	Anaheim Marriott - Orange County IV	Dual Language Immersion: Steps to Successful Implementation

Sesiones en español para educadores y padres de familia

Fecha	Horario	Salón	Título de presentación	Presentador
3/29	1:00 PM-2:15 PM	Hilton - Catalina 5	La oferta educativa de México para los mexicanos en el exterior	David Velazco
3/29	1:00 PM-4:00 PM	Marriott - Suite 304	Mejoramos el aprendizaje del español: Grados TK, K, 1, 2	Jorge Cuevas Antillón
3/29	1:00 PM-2:15 PM	Hilton - Manhattan	Los "Millenniums": Cómo entender, comunicarse y apoyar a esta generación	Bárbara Rabelo
3/29	1:00 PM-2:15 PM	Marriott - Grand Ballroom H	Canciones y cuentos para aprender a leer sobre tu mundo	Lada Kraty
3/29	1:00 PM-2:15 PM	Hilton - Huntington Ballroom	Familias: Compañeras de las Intervenciones y Apoyos Para Un Comportamiento Positivo	Marissa Lazo-Necco
3/29	1:00 PM-2:15 PM	Hilton - Palos Verdes A	Reforzando el aprendizaje de una manera divertida	Ana Machuca
3/29	1:00 PM-2:15 PM	Marriott - Grand Ballroom A	Las evaluaciones de lectoescritura en español: gratis	María Capdevila-Gutiérrez
3/29	2:45 PM-4:00 PM	Hilton - Redondo	Canciones y juegos tradicionales en español para niños	Stanley Lucero
3/29	2:45 PM-4:00 PM	Hilton - Oceanside	Educación media superior y superior a distancia para mexicanos en el exterior	Guadalupe Vadillo
3/29	2:45 PM-4:00 PM	Hilton - Catalina 7	Música y movimiento, técnicas fundamentales para la educación temprana	Paula Rivera
3/29	2:45 PM-4:00 PM	Hilton - Palos Verdes B	Padres involucrados, hijos exitosos	María Teresa Herrera
3/29	2:45 PM-4:00 PM	Hilton - Huntington Ballroom	La conexión con sus hijos para criar adultos exitosos y felices	Isabel Lara
3/29	2:45 PM-4:00 PM	Hilton - Palos Verdes A	Familias Unidas	Ninfa Zuno
3/30	10:30 AM-11:45 AM	Hilton - Manhattan	Proposición 58: La iniciativa LEARN	Norma Sandoval
3/30	10:30 AM-11:45 AM	Hilton - Catalina 3	Las evaluaciones de lectoescritura en español: gratis	Deborah Costa-Hernández
3/30	10:30 AM-11:45 AM	Marriott - Platinum 8	Fomente la adquisición del lenguaje oral y el vocabulario con las bellas artes	Rebecca Carranza
3/30	10:30 AM-11:45 AM	Hilton - Catalina 7	Niños indigo - niños cristal - un mundo de esperanza	María Cortés
3/30	10:30 AM-11:45 AM	Hilton - Huntington Ballroom	La actualización de las reformas del DACA y DAPA	Laura Díaz
3/30	10:30 AM-11:45 AM	Hilton - San Clemente	¿Cómo puede su hijo asistir a la universidad?	Omar Guillén
3/30	10:30 AM-11:45 AM	Hilton - Redondo	Mentores transformacionales: Guiando a los padres de liderazgo sobre la educación superior	Kenia Hernández-Cueto
3/30	10:30 AM-11:45 AM	Hilton - Palos Verdes A	Los padres: socios claves en la educación de sus hijos	María Teresa Herrera
3/30	1:30 PM-4:30 PM	Sheraton - Palm W	Mejoramos el aprendizaje del español: Grados 3, 4, 5, 6	Sally Fox
3/30	1:30 PM-4:30 PM	Hilton - Catalina 3	Los estándares comunes, el multiculturalismo y la tecnología	Patricia Ramos-Méndez
3/30	1:30 PM-4:30 PM	Hilton - San Clemente	Plaza Comunitaria e información para la revalidación de títulos profesionales	Gricelda Pérez
3/30	1:30 PM-4:30 PM	Hilton - Huntington Ballroom	Sí, se puede - los beneficios de involucrarse en la educación de sus hijos	María Quezada
3/30	1:30 PM-2:45 PM	Hilton - Redondo	La experiencia de México con el modelo educativo indígena bilingüe (MEVyT-MIB)	Mauricio López Velázquez
3/30	1:30 PM-2:45 PM	Hilton - Catalina 7	Unidades integrales: el camino hacia el siglo XXI	Claudia Aldrete
3/30	1:30 PM-2:45 PM	Marriott - Grand Ballroom B	El perfil cultural proficiente: Cómo trabajar y aprender con estudiantes y familias migrantes	Reyes Quezada
3/30	1:30 PM-2:45 PM	Hilton - Palos Verdes B	Juntos podemos: Desarrollando mentalidades de crecimiento para crear culturas universitarias en casa	Jaime Carias
3/30	1:30 PM-2:45 PM	Hilton - Manhattan	Padres brillantes	Horacio Cortés

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

Fecha	Horario	Salón	Título de presentación	Presentador
3/30	3:15 PM-4:30 PM	Hilton - Catalina 2	Programa de profesores visitantes españoles: Una experiencia de intercambio lingüístico y cultural de éxito	Teresa Pedraz
3/30	3:15 PM-4:30 PM	Hilton - Manhattan	Resumen de cursos para graduarse de la escuela preparatoria y para prepararse para la universidad para estudiantes indocumentados	Sylvia Juárez-Magaña
3/30	3:15 PM-4:30 PM	Hilton - Catalina 7	Cómo la tolerancia multicultural fortalece la participación familiar	Natalia Dueñas
3/30	3:15 PM-4:30 PM	Hilton - Redondo	La educación bilingüe, un tesoro al alcance de los manos	Ricardo Pajuelo
3/30	3:15 PM-4:30 PM	Hilton - Palos Verdes B	La comunicación efectiva y el liderazgo en los comités escolares: DELAC, SSC, ELAC, LCAP	Tania Maguiña
3/31	10:30 AM-11:45 AM	Hilton - Palos Verdes B	La educación financiera como herramienta para lograr la inclusión social	Teresa Montes Aguilar
3/31	10:30 AM-11:45 AM	Marriott - Platinum 7	OCDE Project GLAD® en español	Diana Hernández
3/31	10:30 AM-11:45 AM	Marriott - Grand Ballroom H	Llegando a una escuela de otro país	Yara Amparo López
3/31	10:30 AM-11:45 AM	Marriott - Suite 304	Ciencias: Una demostración y discusión sobre una unidad de circuitos eléctricos	Melissa Navarro
3/31	10:30 AM-11:45 AM	Hilton - Catalina 2	Una orientación para la enseñanza de la ortografía	Francisco Pérez Duque
3/31	10:30 AM-11:45 AM	Marriott - Orange County 2	De niño inmigrante a escritor: Una historia de éxito	René Colato Laínez
3/31	10:30 AM-11:45 AM	Hilton - Huntington Ballroom	Todo sobre inmigración: Conozca sus derechos y opciones migratorias	Daniel Sharp
3/31	10:30 AM-11:45 AM	Hilton - Palos Verdes A	Fortaleciendo la participación de padres a través de PICS	Samia Shoman
3/31	1:30 PM-4:30 PM	Hilton - San Clemente	La examinación de la estructura de las oraciones y los contextos bilingües. La doble inmersión de la lengua	Ana Hernández
3/31	1:30 PM-4:30 PM	Hilton - Laguna A	¡La educación fortalece nuestra identidad y nuestras habilidades para vivir!	Patricia Ramos-Méndez
3/31	1:30 PM-2:45 PM	Marriott - Grand Ballroom D	Políticas de protección para mexicanos en el exterior	Jacob Prado
3/31	1:30 PM-2:45 PM	Marriott - Platinum 3	La expresión oral de los estudiantes en el programa dual español	Judith Iguina
3/31	1:30 PM-2:45 PM	Hilton - Manhattan	Preparación para la ayuda financiera - empezando con el FAFSA hasta la revisión de la oferta del apoyo financiero	Sylvia Juárez-Magaña
3/31	1:30 PM-2:45 PM	Hilton - Redondo	Asistir la universidad: ¿Una verdadera posibilidad para los padres?	Viviana Alexandrowicz
3/31	1:30 PM-2:45 PM	Hilton - Laguna B	Nuestros padres cruzaron fronteras y nuevas barreras para nuestro enriquecimiento	Yolanda De Loera
3/31	1:30 PM-2:45 PM	Hilton - Palos Verdes A	El éxito empieza en el hogar	Claudia Gaitán
3/31	1:30 PM-2:45 PM	Hilton - Huntington Ballroom	Cultivando el gusto por la lectura en todos los niños	Matthew Gollub
3/31	3:15 PM-4:30 PM	Hilton - Laguna B	¡Qué divertido! Aprendiendo en la familia	Magdalena Ruz González
3/31	3:15 PM-4:30 PM	Marriott - Grand Ballroom D	Medidas que facilitan acceso a las escuelas y revalidación de estudios	Enrique González
3/31	3:15 PM-4:30 PM	Hilton - Catalina 4	Apoyar a sus hijos/hijas ser creativos en casa y escuela	Dennis Doyle
3/31	3:15 PM-4:30 PM	Hilton - Huntington Ballroom	La disciplina con la dignidad siete días a la semana	Jorge Dueñas
3/31	3:15 PM-4:30 PM	Hilton - Palos Verdes A	Los padres y los maestros construyendo bases académicas sólidas en estudiantes exitosos	Marta Olmedo
4/1	9:00 AM-10:15 AM	Marriott - Grand Ballroom D	Programas de doble inmersión	Estella Patel
4/1	10:45 AM-12:00 PM	Marriott - Orange County 3	Desde el estudiante "batallando" hasta el estudiante "exitoso" - El uso de las novelas gráficas bilingües en programas de doble inmersión	Rhianna Casesa

CABE 2017 EXHIBIT HALL - Anaheim Marriott Marquis Ballroom

Hours:

Wednesday, March 29, 2017, 12:00 pm - 4:00 pm and 6:00 pm - 7:30 pm

Thursday, March 30, 2017, 9:00 am - 5:30 pm

Friday, March 31, 2017, 9:00 am - 5:30 pm

Special Dedicated 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 2017 Exhibit Hall to take advantage of the following:

- 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.
- Apple Watch Daily Raffle drawings will take place on Thursday and Friday at 1:30 pm (at 12:30 pm on Saturday at CABE Store). Tickets may be purchased at the CABE Store or from Board Members and Planning Committee members.
- The CABE 2017 Vendor Raffles will take place on Thursday and Friday at 5:00 pm in the Exhibit Hall.

Special Events in the CABE 2017 Exhibit Hall

- Author's Corner (In the Plaza Area)—take time to meet our authors and get your book signed on Wednesday, Thursday and Friday. Author times are listed in program and exhibit hall
- CABE Poetry Slam in the Exhibit Hall Plaza Area - Friday, 12:30 pm-1:30 pm
- Daily drawings



Author's Corner

Exhibit Hall -
Anaheim Marriott Marquis Ballroom

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

1:00 pm – 1:30 pm	Author Yelyna DeLeon <i>Yely's First Day</i>
1:45 pm – 2:00 pm	"Sharing Our Histories" Author Randy Ertel <i>My Hope in Times of Darkness; The Life of an Activist; and In the Struggle</i> Author Tom Prezelski <i>California Lancers</i> Author Natalie Torres <i>Financially Savvy in 20 Minutes</i>
3:15 pm – 3:45 pm	Author Icy Smith <i>Mystery of the Giant Masks of Sanxingdui; Mei Ling in China City; and Half Spoon of Rice</i>
6:00 pm – 7:00 pm	Keynote Speaker and Author, Francisco Guajardo <i>Reframing School Community Partnerships</i>

Thursday, March 30, 2017

10:30 am – 11:00 am	"Award Winning Latino Chapter Book Authors" Author Esther Jones <i>La Señora with the Blue Lipstick</i> Author Evelyn Gonzalez <i>The 16 Rule</i> Author Maritere Rodríguez Bellas <i>Arroz con Pollo and Apple Pie; Raising Bicultural Children</i>
11:15 am – 11:45 am	Author Patricia López <i>Planeta Zombilandia; Planet Zombieland; and Planète Zombieland</i>
12:45 pm – 1:15 pm	Author Alonso Nuñez <i>¿Cómo se piden las cosas?; Ene-O,NO; ABC: un invento extraordinario; ¿Cómo se escriben las cosas?</i>
1:30 pm – 2:00 pm	Author Barbara Place <i>Discussions4Learning and VocabulArte</i>
2:15 pm – 2:45 pm	Author Yanitzia Canetti <i>¿Un muro seguro-uro-uro?</i>
3:00 pm – 3:30 pm	CABE Board Member and Author, Lettie Ramírez <i>No Estás Solo: Recetas para obtener éxito; and You are not Alone, Recipes for Success</i>

Friday, March 31, 2017

10:30 am – 11:00 am	Featured Speakers and Authors Virginia Collier and Wayne Thomas <i>Educating English Learners for a Transformed World; Dual Language Education for a Transformed World; Creating Dual Language Schools for a Transformed World</i>
11:15 am – 11:45 am	"Award Winning Latino Picture Book Authors" (all Bilingual books) Author Gladys Elizabeth Barbieri <i>Rubber Shoes; Pink Fire Trucks; Monster Slayer</i> Author Esther Jones <i>La Señora with the Blue Lipstick</i>
2:00 pm – 2:30 pm	Author Crystal Smith <i>Daddy, My Favorite Guy; I am Hapa</i>
2:45 pm – 3:15 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>
3:30 pm – 4:00 pm	Author Michael Smith <i>It Starts with a Raindrop; Relativity; Thomas the T.Rex</i>

CABE 2017 Daily Drawings

Don't miss our daily opportunity to win!

- *Apple Watch*
- *Caribbean Vacation or a*
- ***FREE CABE 2018 Conference Registration!***

Daily drawings will be held inside the Exhibit Hall in the Marquis Ballroom:

Thursday and Friday at 1:30 pm

Saturday at 12:00 pm 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!





CABE 2017 NIGHT AT THE EXHIBITS

Get a head start on viewing the
Exhibit Hall on the first night of CABE 2017

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

For a Special Night at the Exhibits

Wednesday, March 29, 2017

6:00 PM-7:30 PM

Anaheim Marriott Marquis 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

Studio 58 for the CABE Membership Reception

Anaheim Marriott Grand Ballroom E & F - 7:00 PM-11:00 PM

Join us as we get off to a fabulous and fun start at CABE 2017!



***Love to sing with others?
Ready to take your talents out of the shower and into public?
Here is your chance!***

**Thursday, March 30, 2017
4:30 pm - 6:00 pm
Anaheim Marriott Platinum 1**

Share your musical talents and fun with your fellow CABE conference attendees in our 5th Annual Official CABE Jam Session!

CABE Jams will be led by CABE artists Stanley Lucero, Yolanda Lucero, 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, we invite you to bring it along and join in! All are welcome!

CABE 2017 - 5th ANNUAL

POETRY SLAM



With SLAMMaster RAMONA WEBB!

Friday, March 31, 2017

12:30 pm - 1:30 pm

**Plaza Area in the Exhibit Hall, Marquis Ballroom,
Anaheim Marriott**

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

Each participant will have 2 minutes to share their work, their talents, and their voice!
Come and participate or be inspired by the words of others!

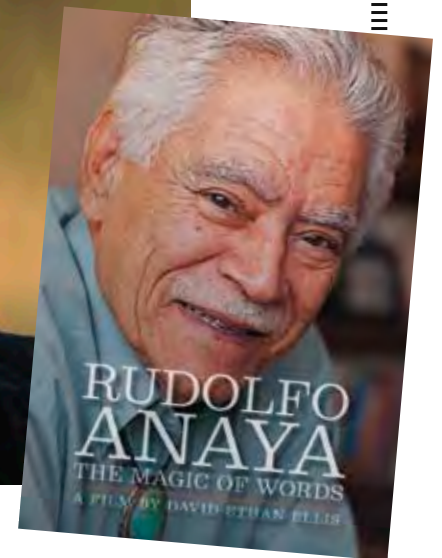
HOSTED BY: Ramona Webb, Spoken Word Poet

SPECIAL APPEARANCE BY: Donovan Livingston

Ramona Webb is the Artistic Director of Lyrical Minded415 and Project ABLE, which is an art-based learning for equity curriculum implemented in Title I Neglected school sites. Mona moved to the Bay Area from Baton Rouge Louisiana where she was co-founder and president of The Baton Rouge Poetry Alliance for 7yrs. She has a 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 Slam Master 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!

2017 FILM FESTIVAL



THURSDAY, MARCH 30 • 4:30 pm - 6:30 pm • SHERATON PLAZA BALLROOM



BLESS ME, ÚLTIMA

"There are so many dreams to be fulfilled, but Última says a man's destiny must unfold itself like a flower, with only the sun and the earth and water making it blossom, and no one else meddling in it."

BLESS ME, ÚLTIMA is based upon the controversial novel by Rudolfo Anaya. It is a turbulent coming of age story about Antonio Márez, a young boy growing up in New Mexico during World War II. When a mysterious curandera, Última, comes to live with his family, she teaches him about the power of the spiritual world. As their relationship grows, Antonio begins to question the strict Catholic doctrine he has been taught by his parents. Through a series of mysterious and, at times, terrifying events Antonio must grapple with questions about his own destiny, the relationship between good vs. evil and, ultimately, how to reconcile Última's powers with those of the God of his church.

2017 FILM FESTIVAL



EL JEREMÍAS

A genius in the family

Director: Anwar Safa

Writer: Ana Sofía Clerici

The story of a misfit and extremely bright little boy, after he finds out he's a genius, he struggles to succeed despite the ignorance and poverty of his family. And being only an 8-year-old boy, he has to anticipate the most difficult decision of his life: What does he want to be when he grows up? Set in Sonora Mexico, the film tells the story of Jeremías an eight year old who finds out he is a gifted child and initiates a journey of self discovery.

FRIDAY, MARCH 31 • 4:45 pm - 6:30 pm
MARRIOTT GRAND BALLROOM E/F

CABE 2017 STUDENT ENTERTAINMENT SCHEDULE

Date	Time	Group	Type of Performance	School/Director
Wednesday 3/29/17 Opening General Session	4:00 pm - 4:25 pm	Harmonic Fusion	Choral Music	Kennedy High School/ Sarah Anderson
Thursday 3/30/17 General Session	8:15 am - 8:45 am	Mariachi Olímpico	Mariachi Music	Roosevelt High School/ Irineo Yanez
Thursday 3/30/17 Student Stage	11:30 am - 12:30 pm	Cahuenga KDLP Performance Chorus	Korean children's songs	Cahuenga Elementary/ Hea Ja Lee and Wonnie Pak
Thursday 3/30/17 Awards Luncheon	11:30 am - 12:00 pm	Palmdale School District Honor String Orchestra	Orchestra Music	Palmdale School District/ Angela Clayton, Marc Macisso, and Brian Hodge
Thursday 3/30/17 Student Stage	12:45 pm - 1:30 pm	McFadden Handbell Ensemble	Handbell Ringing	McFadden Intermediate/ Greg Ellis
Friday 3/31/17 General Session	8:00 am - 8:25 am	Mariachi de Rancho Alamitos	Mariachi Music	Rancho Alamitos/Alma Vieyra and Austin Pauline
Friday 3/31/17 Student Stage	11:30 am - 12:30 pm	Las Palmas Percussionists	Percussion Music	Las Palmas Elementary/ Laurel Jiron and Jolene Smith
Friday 3/31/17 Student Stage	12:45 pm - 1:30 pm	Los Jaguares de Jefferson	Dance Performance	Jefferson Elementary/ Maria Castano and Fernando Duran
Friday 3/31/17 Seal of Excellence	6:00 pm - 7:00 pm	Santa Ana High School Jazz Band	Jazz Music	Santa Ana High School/ Victor de los Santos



ART AT CABE 2017

Student Art Exhibit in the Lobby

CABE thanks the following districts for sharing the creative artwork of their students:



**Anaheim Elementary
School District**

**Garden Grove
Unified School District**

**Los Angeles
Unified School District**



CALIFORNIA MINI-CORPS

50th

Anniversary Celebration



It is with great pride that we celebrate the 50th Anniversary of the California Mini-Corps Program (CMC) at the 2017 CABE Conference. Since its inception in 1967, the CMC has positively impacted the education of hundreds of thousands of migrant children and contributed to California's bilingual teacher workforce.

Today, CMC alumni hold positions as district superintendents, college presidents, school principals, central office administrators and university professors. Hundreds, if not thousands, teach in our public schools throughout the Golden State. In the last thirty years, the CMC has received numerous recognitions, including three resolutions for outstanding performance by the members of the California State Legislature and most recently, a special recognition by the White House.

Join us in celebrating 50 years of success!

INSTITUTE

Reconnect with CMC alumni; take a retrospective walk through CMC history; hear from notable CMC alumni.

Wednesday, March 29
1:00 PM – 4:00 PM

DISPLAY

Enjoy memorabilia from earlier years.

Wednesday, March 29 –
Friday, March 31

CALIFORNIA MINI-CORPS WORKSHOP STRAND

Showcase of CMC Best Practices for Teacher Training and Professional Development

- Mentoring Latinas for Educational Leadership
- The California Mini-Corps Story
- Re-instilling Empathy and Social Justice Into Teaching
- Motivating Students to Read with Puppets!
- Cognitive Coaching to Improve Instruction
- Building Leadership Skills through Outdoor Education and Wilderness Programs

BOOTH

Stop by the CMC booth in the Exhibit Hall to purchase a commemorative item of this special anniversary celebration!

Wednesday, March 29 –
Friday, March 31

RECEPTION

Thursday, March 30
6:30 PM – 8:30 PM



Special thanks to the California Department of Education, Migrant Education Office for their collaboration and funding support. To our friends and advocates, CABE and CALSA, thank you for helping us celebrate 50 years of rich history at one of California's most distinguished educational conferences.

Administrative Leadership Symposium

Friday, March 31, 2017 • 10:30 am-2:30 pm • Grand Ballroom F

Asking the Right Questions...Creating Equity Based School Communities under the Current State and National Educational Context

OPEN TO SCHOOL AND DISTRICT ADMINISTRATORS AND BOARD MEMBERS.

Participants who have pre-registered have priority seating. Other conference attendees who are district and site administrators and leaders are welcome to attend. All participants must register. Lunch is provided.

OUTCOMES

- Create a space for like-minded leaders to convene and communicate around issues of equity and cultural relevancy for English Learners and other students
- Address issues of equity and access through meaningful development of your LCAP and use of the Dashboard equity indicators,
- Identify approaches for educators to positively impact the diverse needs of students through culturally relevant teaching under the current political and social climate
- Provide guidelines on Prop 58 and the new opportunities available to develop multilingual programs.
- Generate enthusiasm and excitement about deeply engaging our communities in envisioning high-level success for our students and schools.

DESCRIPTION

The CABE 2017 Administrator Leadership Symposium will provide district and site leaders with inspiring tools, resources and motivation for entire school districts to achieve 21st century multilingual excellence and equity for English Learners.

This year's symposium will feature two powerful and insightful educational leaders and researchers, Dr. Gloria Ladson-Billings and Dr. Laurie Olsen, on how to integrate issues of equity, cultural relevance and linguistic access through our educational system to increase and engage students in their academic success. Resources, tools and approaches on how to address these issues as they drive the development of the Local Control and Accountability Plan (LCAP) with the new state-provided Dashboard will be explicitly shared. Key information will also be shared on Prop 58 and how to grow and develop multilingual programs.

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 students.

SPEAKERS & FACILITATORS



SPEAKERS

Gloria Ladson-Billings, University of Wisconsin
Laurie Olsen, SEAL, Sobrato Family Foundation

FACILITATORS

- Ted Alejandre, Superintendent, San Bernardino County Superintendent of Schools
- Michael Matsuda, Superintendent, Anaheim Union HSD
- Karling Aguilera-Fort, CABE Board President and Assistant Superintendent, San Francisco USD
- Jan Gustafson-Corea, CABE Chief Executive Officer

Facilitated and organized by San Bernardino County Superintendent of Schools and the CABE Board of Directors

CO-SPONSORED BY



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STORYMAKER



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 2017-19:

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



Any CABE member who is interested in one of these positions and meets the criteria has the opportunity to submit a nomination application.

- ★ **REMEMBER:** You must be a member in good standing as of February 28, 2016, to be nominated to run for a board member position. In order to vote in the election, you must be a member of good standing on April 1, 2017.
- ★ Applications for the above open positions will be sent via email to all voting members by **March 21, 2017. The nomination application deadline is April 12, 2017.**
- ★ The nomination application includes the candidate's statement (max. 175 words) in English and another language in which candidate is bilingual, biography, a list of community service, leadership and advocacy activities, three (3) reference letters and 5x7 photo; and meet the established criteria for positions on the Board of Directors.
- ★ All voting members with emails on file as of April 1, 2017 will be eligible to cast a vote electronically.
- ★ An email invitation to execute your electronic election ballot for the 2017 election will include a hyperlink to your personalized election ballot using a user passcode.
- ★ 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.
- ★ The email notification will be sent by VoteNet, CABE's independent election agent. Please be sure to look for the election ballot notification email in **May 1-11, 2017.**

This information will also be posted on the CABE website at www.gocabe.org. Questions? Come to the Membership Booth #207 in the Exhibit Hall at CABE 2017 and attend the Saturday Membership meeting on April 1, 2017 10:45 am-12:00 pm at the Marriott, Grand Ballroom E for more information!

CABE MEMBERS ARE INVITED TO PARTICIPATE IN THE ANNUAL MEMBERSHIP MEETING 2017!

Saturday, April 1, 2017 at 10:45 am-12:00 pm in the Marriott Grand Ballroom E



*Karling Aguilera-Fort
CABE President*



*Annie Rodríguez
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. This year, CABE members will be reviewing and voting on changes to the CABE Bylaws, as well as hearing about upcoming elections for open board positions

CABE President Karling Aguilera-Fort, Vice President Annie Rodríguez, and 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, April 1, 2017

Time: 10:45 am-12:00 pm

Place: Marriott Grand Ballroom E

**All participants who are members will receive
a FREE CABE T-shirt!**

ADVOCACY & ENGAGEMENT STRAND**OUR VOICES MAKE A DIFFERENCE!**

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

Wednesday, 3/29/2017**English Learner Student Voice/Leadership for Equity and Accountability**

10:30 AM - 4:30 PM Room: Marriott - Orange County 4
Frances Ufodu, Palmdale SD

Students Leading Students: Creating Change in Anaheim

1:00 PM - 2:15 PM Room: Hilton - Catalina 4
Alfonso Rodríguez, Anaheim Union High SD

Thursday, 3/30/2017**La actualización de las reformas del DACA y DAPA**

10:30 AM - 11:45 AM Room: Hilton - Huntington Ballroom
Laura Díaz, Project 2 Inspire, CABE

Multilingual Opportunities...the LEARN Initiative (Prop 58)!

10:30 AM - 11:45 AM Room: Marriott - Grand Ballroom E
Martha Zaragoza Díaz, Zaragoza Díaz & Associates

Proposición 58: La Iniciativa LEARN

10:30 AM - 11:45 AM Room: Hilton - Manhattan
Norma Sandoval, CABE Board Region IV Representative

Be a Part of Improving Our State for English Learners

1:30 PM - 2:45 PM Room: Marriott - Platinum 4
Shelly Spiegel-Coleman, Californians Together

Using Title III Funds to Enrich the Educational Experience for English Learners

3:15 PM - 4:30 PM Room: Marriott - La Jolla
Amanda Gonzales, Palm Springs USD

Connecting Research to Advocacy for English Learners

3:15 PM - 4:30 PM Room: Marriott - Grand Ballroom D
Michelle Soto-Peña, Claremont Graduate University

California State Plan to Ensure Equitable Access to Excellent Educators

3:15 PM - 4:30 PM Room: Marriott - Rancho Las Palmas
Constantino Silva, California Department of Education

Prop 58 passed. Now what?

3:15 PM - 4:30 PM Room: Marriott - Platinum 3
Cheryl Ortega, United Teachers Los Angeles

Leveraging the Every Student Succeeds Act (ESSA) for English Learners

4:45 PM - 6:00 PM Room: Marriott - Grand Ballroom C
Jessica Rodríguez, NCLR

Friday, 3/31/2017**Todo sobre inmigración: Conozca sus derechos y opciones migratorias**

10:30 AM - 11:45 AM Room: Hilton - Huntington Ballroom
Daniel Sharp, CARECEN

Immigration issues facing California students and their families

1:30 PM - 2:45 PM Room: Marriott - Desert Springs
Daniel Sharp, CARECEN

Community Education for Social Change: Critical Pedagogy Alongside Students, Parents, and Teachers

1:30 PM - 4:30 PM Room: Hilton - Catalina 3
Miguel Zavala, Chapman University

Políticas de protección para mexicanos en el exterior

1:30 PM - 2:45 PM Room: Marriott - Grand Ballroom D
Jacob Prado, Dirección General de Protección a Mexicanos en el Exterior

Saturday, 4/1/2017**The Commission on Language Learning: An Advocacy Tool**

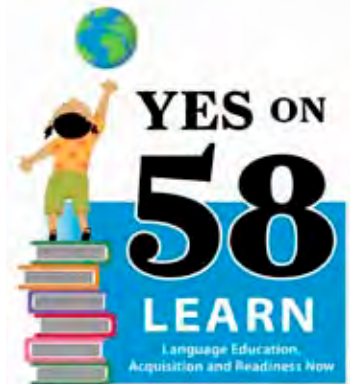
9:00 AM - 10:15 AM Room: Marriott - Orange County 3
Bill Rivers, Joint National Committee for Languages

Educators, Families & Community Stakeholders Building Local Power

9:00 AM - 10:15 AM Room: Marriott - Platinum 4
Norma Sandoval, CABE Board Region IV Representative

PROPOSITION 58 - WE WON!

- In the November 2016 elections, the voters of California overwhelmingly voted in support of Proposition 58—the LEARN Initiative!
- **Over 73.5% of the voters in California voted YES on Prop 58!** We definitely have a state mandate to grow and expand multilingual programs in our schools across the state!



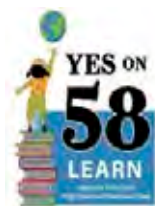
CELEBRATE OUR VICTORY OF PROP 58 AT CABE 2017 BY....

- ✓ Joining us at **“STUDIO 58”** for our CABE Membership Dance and Celebration on Wednesday, March 29, from 7:00-11:00 PM.
- ✓ Attending Prop 58 workshop update sessions throughout the conference
- ✓ Wearing your **LEARN A LANGUAGE—BECOME MULTILINGUAL!** Button throughout the conference and afterwards!
- ✓ Being present at the Friday General Session to welcome and thank Senator Ricardo Lara, the sponsor of Prop 58, as he receives a special CABE Board Award for his leadership!
- ✓ Attending sessions on dual language immersion and other biliteracy programs!
- ✓ Speaking up and advocating for increase language programs in your district!

SO, NOW THAT PROP 59 PASSED, WHAT’S NEXT?

- With the passage of Proposition 58, California school districts and sites will have more opportunities to consider as they implement **multilingual/biliteracy programs**.
- Prop 58 provides a choice for parents and the opportunity for students to access language programs to be better prepared and more competitive in a global workplace.
- Starting in July of 2017, if there are parents of 20 students in one grade level or 30 students school-wide who request **a multilingual/biliteracy program**, it will trigger the exploration and implementation, to the extent possible, of a biliteracy program at the site.
- The California State Board of Education will approve guidelines and regulations concerning Prop 58 in July, 2017.
- Keep in mind, quality **multilingual/biliteracy programs** are created with careful planning, resources, and at least one year of preparation. Don’t rush!

NEED HELP? CONTACT CABE! INFO@BILINGUALEDUCATION.ORG



PROP 58 HAS PASSED! NOW WHAT?

KEY ASPECTS OF PROP 58:

- With the passage of Proposition 58, California school districts and sites will have more opportunities to consider in implementing a **multilingual/biliteracy program**.
- Starting in July of 2017, if there are parents of 20 students in one grade level or 30 students school-wide who request a **multilingual/biliteracy program**, it will trigger the exploration and implementation, to the extent possible, of a biliteracy program at the site.
- The California State Board of Education will approve guidelines and regulations concerning Prop 58.
- Keep in mind, quality **multilingual/biliteracy programs** are created with careful planning, resources, and at least one year of preparation. Don't rush!

WHAT ARE SOME BILITERACY PROGRAM MODELS WE SHOULD CONSIDER? CABE and Californians Together recommend these different models to explore to see which is the best fit for your school community—PreK-12:

- Dual Language Immersion (90:10 or 50:50 model)
- One-Way Immersion Programs
- Heritage Language Programs
- Developmental Language Programs
- Foreign Language Experiential (FLEX) and Foreign Language in Elementary School (FLES) Programs

More information on these models can be found at <http://www.resources.gocabe.org/index.php/home/programs/>

OUR TOP 17 RECOMMENDATIONS! Here are our top 17 recommendations from Californians Together and CABE on how to get your multilingual/biliteracy program planning and implementation started:

GET SUPPORT AND GUIDANCE:

- 1) **Contact CABE's Professional Development Services for assistance in planning and implementing your PreK-12th grade biliteracy program!** cabepds@bilingualeducation.org or (626) 814-4441 ext. 212

LAY THE FOUNDATION:

- 2) **Commit to at least one year to plan for your biliteracy program**
 - a. There are many policy implications that take time to consider and process
- 3) **Assemble a Biliteracy Program Leadership Team**
 - a. Select representatives from district, site, and community stakeholder groups
- 4) **Seek support from the Board of Education and partnerships with civic and educational organizations**
 - a. A great resource: https://www.californiantogether.org/wp-content/uploads/2015/01/The-Campaign-for-Biliteracy-2014_03_21-single-pages-3.pdf
- 5) **Identify the type of biliteracy program you would like or that has been requested by the parents**
 - a. Descriptions are available at <http://www.resources.gocabe.org/index.php/home/programs/>
- 6) **Review the research on the program you've selected for PreK through 12th grade**
 - a. https://rpnorton.files.wordpress.com/2014/01/el-pathway-flyer_all-els_jan-21_english.pdf
 - b. http://www.lindholm-leary.com/resources/review_research.pdf

- 7) **Engage PreK-12th grade teachers, parents, and the public in the LCAP process to ensure inclusion, implementation, and funding for the biliteracy program from early childhood to high school graduation**
- <https://www.californianstogether.org/does-your-local-control-accountability-plan-deliver-on-the-promise-of-improved-or-increased-services-for-english-learners/>

SEEK OUT MODELS AND RESOURCES - You don't have to start from scratch! There are many schools and districts that have implemented biliteracy programs that can serve as models and research based evidence to support your work.

- 8) **Visit successful programs that are aligned with the program you are considering**
- Contact CABE Professional Development Services for a list of districts and schools with strong, effective biliteracy programs: cabepds@bilingualeducation.org or (626) 814-4441 ext. 212
- 9) **Seek out customized consulting support and program-specific professional development for all staff**
- Plan for building the capacity of teachers in the biliteracy program for at least 5 to 6 years
 - Contact CABE's Professional Development Services: cabepds@bilingualeducation.org
- 10) **Attend institutes and conferences to learn more about biliteracy programs**
- CABE 2017 <http://www.cabe2017.gocabe.org/>
 - Californians Together <https://www.californianstogether.org/>
 - Dual Language Education New Mexico <http://www.dlenm.org/>
 - CABE PDS Teacher Institutes <http://www.gocabe.org/index.php/educators/professional-development/>
 - Center for Equity for English Learners—CEEL, at LMU <http://soe.lmu.edu/centers/ceel/>
 - Sobrato Early Academic Language Model <http://www.sobrato.com/>
 - Center for Applied Linguistics <http://www.cal.org>
 - ATDLE <https://atdle.org/conference/>

DEVELOP SCHOOL-PARENT-TEACHER-STUDENT PARTICIPATION - Key factors in developing quality biliteracy programs

- 11) **Recruit highly qualified biliterate and bicultural certificated and classified staff (PreK-12) and administrators**
- Information on bilingual authorization for teachers from the Commission on Teacher Credentialing: <http://www.ctc.ca.gov/credentials/leaflets/cl628b.pdf>
- 12) **Recruit students from both linguistic groups through a focused public relations campaign**
- Know your community and where to connect with parents of students for your program
- 13) **Request a long-term parent commitment to the biliteracy program, and be prepared as a district to make a similar commitment to sustain the program**
- At least 5 to 6 years, but even better, 13 plus years (PreK through 12th grade)
- 14) **Create a multicultural, multilingual, and collaborative school environment at the program site(s) from PreK through 12th grade.**
- Value the culture(s)/language(s) in your program; teachers collaborate with English-only colleagues

OTHER KEY ELEMENTS

- 15) **Have high expectations for all; use standards-aligned curriculum in English and the target language**
- Academic achievement and language acquisition to biliteracy; Seal of Biliteracy and Pathways Awards
- 16) **Document the success of all students in the program in both languages to ensure academic achievement and language development is on target**
- Important to have data to show student progress to all stakeholders
- 17) **Engage parents and offer educational and leadership opportunities for all**
- Multiple options for engagement--parent leadership, language classes in English and target language, etc.

CONTACT US FOR MORE SUPPORT!

CABE WELCOMES State Education Partners to CABE 2017

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

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

*Verónica Aguila, Traci Albee, Aileen Allison-Zarea, Kristin Brown, Sandra Covarrubias,
Kristen Cruz Allen, Elena Fajardo, Angie Ford, Gustavo González, Stephanie Gregson,
Alejandro Hernández, Erin Koepke, Gaye Lauritzen, Luis Ríos, Constantino Silva,
María Trejo, Marcia Trott, Kristin Wright*

Wednesday, March 29

Supporting Dual Language Learners; how to best
utilize California's resources

Wednesday, March 29, 2017

1:00 PM - 2:15 PM

Anaheim Marriott - Desert Springs

Using the New California History-Social Science and
Science Frameworks to Support English Learners

Wednesday, March 29, 2017

2:45 PM - 4:00 PM

Anaheim Marriott - Grand Ballroom B

Thursday, March 30

The Development of the California English Learner
Roadmap

Thursday, March 30, 2017

10:30 AM - 11:45 AM

Anaheim Marriott - Platinum 1

The Quality Professional Learning Standards

Thursday, March 30, 2017

1:30 PM - 2:45 PM

Anaheim Marriott - Grand Ballroom E

Aligning Systems of Support and Supporting
English Learners with Disabilities

Thursday, March 30, 2017

1:30 PM - 4:30 PM

Sheraton Park Hotel - Park A

Integrating Global Competency as a 21st Century
Skill

Thursday, March 30, 2017

3:15 PM - 4:30 PM

Anaheim Marriott - Platinum 7

California State Plan to Ensure Equitable Access to
Excellent Educators

Thursday, March 30, 2017

3:15 PM - 4:30 PM

Anaheim Marriott - Rancho Las Palmas

Friday, March 31

Using ELA/ELD Framework Resources to Support
Effective English Learner Instruction

Friday, March 31, 2017

1:30 PM - 2:45 PM

Anaheim Marriott - Grand Ballroom B

Designated/Integrated ELD and Assessments for
English and Spanish Learners

Friday, March 31, 2017

1:30 PM - 4:30 PM

Anaheim Hilton - Catalina 5

California Preschool Programs and Resources to
Support Young Dual Language Learning

Friday, March 31, 2017

1:30 PM - 4:30 PM

Anaheim Hilton - Catalina 2

California Association for Bilingual Education (CABE)



The Center for Equity
for English Learners

LMU Extension

UNIVERSITY CREDIT AVAILABLE for CABE 2017 Conference Attendees



March 29, 2017 – April 1, 2017
Anaheim, California

WHAT CREDIT IS AVAILABLE?

- Earn upper division, professional development *continuing education units* at CABE 2017.
- 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: EDUX9608.01 82051 - <http://tinyurl.com/CABE-Course-2-Units>
Three Unit Course: EDUX9609.01 82052 - <http://tinyurl.com/CABE-Course-3-Units>
- 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-Course-2-Units	OPTION II – 3 UNITS Register at http://tinyurl.com/CABE-Course-3-Units
Cost	\$260	\$390
Course Title	CABE 2017 Course 200: Connecting Communities Through our Languages, Cultures and Stories	CABE 2017 Course 300: Connecting Communities Through our Languages, Cultures and Stories
Required Hours	12 hours on-site* <u>plus</u> 8 hours independent work	15 hours on-site* <u>plus</u> 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 28, 2017	April 28, 2017
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, and workshops. Featured films may not be counted as part of the total number of hours.

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West Fargo, ND 58078

**Do you have an effective practice for English Learner and /or
Biliteracy Students to share?**

Submit a proposal to present at CABE 2018!

Apply to present at

CABE 2018

43RD ANNUAL CONFERENCE

Sacramento Convention Center
Sacramento, California

**MARCH 28 - MARCH 31
2018**

General Guidelines for Presenter
Proposal Application Form

**DEADLINE:
FRIDAY,
JULY 14, 2017**



SUBMIT YOUR APPLICATION ONLINE:

<http://fs3.formsite.com/cabeforms/CABE2018index.html>



California Association for Bilingual Education

Biliteracy, Educational Equity, and 21st Century Success for All

CABE IS THE PREMIER ORGANIZATION PROMOTING AND SUPPORTING ENGLISH LEARNERS AND BILITERACY PROGRAMS

**Professional Development
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NOVEMBER 1- 4, 2017

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La Cosecha will bring together over 2,500 educators, parents, researchers, and dual language supporters from across the country and around the world. Come share your experience and knowledge as we celebrate the best of our multilingual and multicultural communities!

2017 FEATURED SPEAKERS INCLUDE

Pauline Gibbons
University of New South
Wales, Sidney



Tony Baez
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Andres123
Author & Recording Artist



Angela Valenzuela
University of Texas Austin

Jennie DeGroat
Northern Arizona University



Kim Potowski
University of Illinois

Virginia Collier &
Wayne Thomas
Professors Emeriti
George Mason University



Michael Guerrero
University of Texas
Rio Grande Valley

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La Cosecha is hosted by Dual Language Education of New Mexico
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ANNOUNCING

Woodcock-Muñoz Language Survey III

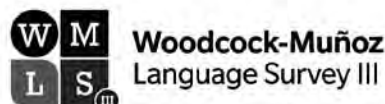
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How would you rate your experience at CABE 2017?

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 2017 online survey on the overall conference evaluation in selected workshops.

Please take a few minutes to give us your feedback on CABE 2017 by filling out the CABE 2017 Conference Evaluation at:

<https://www.surveymonkey.com/r/7H9GCGV>

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 ***CABE2017.sched.org*** and find your workshop or institute. Click on the "Feedback Survey" button and give us your feedback!

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to "provide family & community engagement that enhance ELD Program"

An innovative approach to engage EL Families!

Traditional Family Literacy Program

Views cultural diversity and rich languages as **deficit** for family engagement

Often becomes home tutor service for students

Focuses on teaching English literacy

Velázquez Family Engagement Program

✓ Implements cultural diversity and rich languages as an **asset** for family engagement

✓ **Empowers** parents to do homework with their kids

✓ **Engages** families in various topics to help students succeed



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CABE★2017

WEDNESDAY



*CABE 2017: Connecting Communities
through Our Languages, Cultures, and Stories*

HIGHLIGHTS

Opening Day Activities

7:30 am - 4:30 pm / Conference Registration and Tote Bag Pick Up / Marriott Ballroom Foyer
7:30 am - 2:00 pm / School Site Visits / Marriott Ballroom Foyer (across from Platinum 2)
9:30 am - 3:00 pm / University Site Visits / Marriott Ballroom Foyer (across from Platinum 2)
10:30 am - 3:30 pm / JDA—Joint Delegate Assembly / Marriott Platinum 1
11 am- 4:00 pm / Parent Center Opening / Hilton Huntington Ballroom

Exhibit Hall Activities – Marriott Marquis Ballroom

12:00 pm - 4:00 pm / Exhibit Hall Mariachi 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 / Marriott and Hilton 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

12:00 pm - 4:00 pm / CABE/CAL Dual Language Pre-Institute (Pre-Registration Required)
1:00 pm - 4:00 pm / Ivannia Soto-Hinman
1:00 pm - 4:00 pm / California Mini-Corps Institute

Featured Speakers

1:00 pm - 2:15 pm / Eugene García
2:45 pm - 4:00pm / GüeroLoco / Jill Kerper Mora / Laurie Olsen

Opening General Session

4:30 pm - 6:00 pm
Special Greeting: Tom Torlakson
Keynote Address: Francisco Guajardo / Marriott Platinum Ballroom

Special Events

7:00 pm - 11:00 pm / Studio 58! CABE Membership Reception and Dance
Marriott Grand Ballroom E/F
Featuring: L.A. Cuban Coalition

PLAN YOUR DAY

MORNING 7:30 am - 12:00pm

AFTERNOON 12:00 pm - 6:00 pm

EVENING 6:00 pm - 11:00 pm

WEDNESDAY

TWO-DAY INSTITUTES DAY 1

PRE-REGISTRATION AND ADDITIONAL FEE REQUIRED

•Project GLAD®: Guided Language Acquisition Design, Grades K-12

9:30 AM - 4:30 PM
Marriott
Room: Orange County 1/2

Nicole Chávez, Orange County DOE
Diana Hernández, OCDE Project GLAD®

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

The 2-Day Research & Theory Institute highlights current research regarding effective educational practices for language learners. During this institute participants will build understanding of how the OCDE Project GLAD® promotes positive classroom culture and celebrates each student's individual assets. This institute applies research to practice by explicitly showing how ELD is embedded within the model, while gaining awareness of how to apply 21st century skills for all students.

•Kagan Structures for Active Engagement and Language Development

10:30 AM - 4:30 PM
Hilton
Room: Laguna A/B

Thomas Searl, Kagan Professional Development

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

Are you ready to experience ACTIVE PARTICIPATION while attending a CABE institute? Do you want to learn HOW to engage all of your kinder thru adult learners with your content while also helping them to develop necessary language and social skills? If so, this dynamic 2-day institute is for you! Come learn simple, yet easy to implement KAGAN structures for engagement in your classroom! You won't want to miss it!

•An Overview of Two-Way Bilingual/Dual Immersion Programs

10:30 AM - 4:30 PM
Hilton
Room: Catalina 2

Jody Wiencek, Two-Way Dual Language Specialist Consultant

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

This 2-day institute provides information and resources from research to classroom instruction for new Two-Way Dual Language programs. Using the Guiding Principles for Dual Language Education, along with tools and features of successful research-based programs, your team will leave with the knowledge of what is needed to begin and sustain a rigorous, high quality TWDL program. Please join us for two days of learning and planning for your new program's success!

•Moving from Knowing to Implementing: Integrated ELD Across the Content

10:30 AM - 4:30 PM
Hilton
Room: Capistrano A/B

Elizabeth Jiménez, GEMAS Consulting

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

This intensive, hands-on institute is designed for participants who bring foundational knowledge of Integrated ELD and who want to move to expertly designing, developing and delivering robust Integrated ELD lessons across the content areas. Participants work with a structured, integrated ELD lesson organizer to 1) develop content and language objectives and differentiated, leveled sentence frames; 2) target ELD skills to integrate into the content instruction; 3) to integrate academic and figurative vocabulary; 4) to skillfully utilize cognates; and 5) to implement leveled, engaging strategies for checking understanding.

TWO-DAY INSTITUTES DAY 1

PRE-REGISTRATION AND ADDITIONAL FEE REQUIRED

•Interactive Notebooking in Secondary Mathematics: Integrating ELD to Support Student Success

10:30 AM - 4:30 PM

Hilton

Room: Catalina 1

Hannah DeLacy, Val Verde USD

Grade Level: 6-12

Language: English

Strand: Curriculum & Instruction

Audience Level: New to Field/Experienced

Participants will learn how to implement interactive notebooks in a secondary mathematics classroom to integrate ELD and intentionally scaffold and support all students' success, especially for English Learners. Presenter will model mathematics lessons using interactive notebooks, Foldables®, and manipulatives to demonstrate the power of interactive notebooking. Sample student interactive notebooks will be shared. Interactive notebooking has a significant, positive effect on student language development and engagement and integrates well with K-12 classroom management systems.



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

•English Learner Student Voice/Leadership for Equity and Accountability

10:30 AM - 4:30 PM

Marriott

Room: Orange County 4

Frances Ufodu, Palmdale SD

Ryan Smith, The Education Trust-West

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

Accountability for the Local Control Funding Formula (LCFF) calls for student engagement, including English Learners, in the development of the Local Control Accountability Plan (LCAP). This academy will describe opportunities for English Learners and other under-represented students in middle and high schools to develop their voice and leadership in ways that respect and affirm their multiple identities and allow them to participate effectively in decision-making around issues where they are key stakeholders. Participants will leave with student-friendly support materials.

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CABE offers an amazing setting for all of us to learn about new programs and books that might be of interest to students. We're proud to announce two new programs that we feel you'll want to know about and use. 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. To get our weekly **Latino Reads Podcast** with author interview and more, go to iTunes and sign up for the free downloads.

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TONY PLANA



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JULIAN NAVA



REYNA GRANDE



LUIS RODRIGUEZ

FEATURED HALF-DAY INSTITUTES



Kris Nicholls
CABE Professional Development Services
José Medina
Center for Applied Linguistics



Ivannia Soto-Hinman
Whittier College

**•The Dual Language Classroom Walk-Through:
What Instructional Practices Should Be Evident?**

12:00 PM - 4:00 PM
Marriott
Room: Orange County 3

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

This three-hour Pre-Conference Institute (PCI) will provide a helpful lens through which school leaders and administrators can conduct dual language classroom walk-throughs and gather information about effectiveness of dual language instruction. By participating in the PCI interactive activities, campus and district leaders will be better equipped to provide support to the dual language teachers they are charged to guide and inspire. A tool will be shared that will also assist in collecting data to inform professional development decisions, delineate needed resources, and provide a common language when providing specific feedback to dual language educators regarding their implementation of quality multilingual instruction.

Pre-Registration is Required.

**•Going Deeper with Academic Discourse:
The Power of Conversational Skills**

1:00 PM - 4:00 PM
Marriott
Room: Platinum 3

Grade Level: All
Language: English
Strand: Curriculum & Instruction

In this session, participants will be provided with an overview of the research base on academic discourse with ELs and SELs. They will then learn the key conversational skills that will deepen their EL and SEL students' academic discourse, including: 1) setting up conversational discourse; 2) clarifying/negotiating ideas; 3) linking conversational skills to the ELD Standards Collaborative Mode and ELPAC; and 4) planning for conversational discourse.

Book signing immediately following session.

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

•Mejoramos el aprendizaje del español: Grados TK, K, 1, 2

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

Jorge Cuevas Antillón, San Diego COE
Sally Fox, San Diego COE

Grade Level: K-2
Language: Spanish
Strand: Biliteracy/Dual Immersion
Audience Level: New to Field/Experienced

Como maestros en programas bilingües, queremos maximizar el tiempo disponible para planear y enseñar el aprendizaje del idioma, la alfabetización y las asignaturas a la vez. Repasaremos el mejor uso de los libros y los recursos de calidad para desarrollar lecciones organizadas. Utilizaremos los estándares, el apoyo lingüístico y académico, que son estructurados para el éxito de los alumnos. Mediante las estrategias efectivas, los videos, las muestras y la interacción de participantes, gozaremos de la enseñanza y del aprendizaje. Cada participante recibirá un libro gratuito para su salón de clase.

•Teaching Academic Vocabulary in the Elementary Classroom

1:00 PM - 4:00 PM
Marriott
Room: Grand Ballroom E

Jennifer Finney-Ellison
Kate Kinsella and Associates/Jennifer Finney-Ellison Educational Consulting

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

Explicit teaching of vocabulary is a critical cornerstone of effective ELD instruction. Lack of knowledge in academic vocabulary, combined with underdeveloped verbal agility, inevitably yields underwhelming achievement results for students. Examine strategies and evidence-based routines that integrate reading, writing, listening, and speaking in an academic register. Experience lessons that identify high-utility vocabulary to promote accurate oral fluency and communicative competence to meet the language demands of the CCSS.

•Culture, Context, and Diversity: Effective Professional Development for English Learners

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

José Lalas, University of Redlands
Kitty Fortner, CSU Dominguez Hills
Tayari Kuanda, University of Redlands
Nirmla Flores, University of Redlands
Angela Macias, CSU Dominguez Hills
Joana Lalas, Colton USD

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

For professional development to be successful, teaching and learning must go beyond the acquisition of basic skills and concepts through rote memorization and must engage students in critical thinking, analysis, synthesis and evaluation of data, and personal and societal decision-making. It is imperative to think about student engagement as a requisite to any school reforms and innovations. An effective professional development must consider the roles of students' cultures, classroom contexts, and engagement.

•California Mini-Corps Celebrates its 50th Anniversary

1:00 PM - 4:00 PM
Marriott
Room: Grand Ballroom F

Ernesto Ruiz, California Mini-Corps Alumni Foundation
Edgar Lampkin, Williams USD
Lilly Lomeli, California Mini-Corps
Janie Flores, Migrant Education - Bakersfield City SD

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

This Institute brings together alumni, friends and advocates to celebrate the 50th anniversary of the California Mini-Corps Program (CMC). The Institute provides a forum for alumni and friends to reconnect and network through engaging, Outdoor Education initiatives. The Institute will feature a CMC historical journey by an alumni panel and special presentations by the Estudiantina Primavera and a CMC Puppeteer Troupe.

FEATURED SPEAKER



Eugene García
Arizona State University

• **How the Science of Development and Learning Supports Dual Language Programming**

1:00 PM - 2:15 PM

Marriott

Room: Elite 2

New empirical evidence for large numbers of research studies support the efforts to build dual language programs for English Learners and all students, particularly in the early education.

WEDNESDAY

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



Author's Corner

Exhibit Hall -
Marriott Marquis Ballroom

Wednesday, March 29, 2017

1:00 pm – 1:30 pm

Author Yelina DeLeon / *Yely's First Day*

1:45 pm – 2:00 pm “Sharing Our Histories”

Author Randy Ertel / *My Hope in Times of Darkness; The Life of an Activist; and In the Struggle*

Author Tom Prezelski / *Californio Lancers*

Author Natalie Torres / *Financially Savvy in 20 Minutes*

3:15 pm – 3:45 pm

Author Icy Smith / *Mystery of the Giant Masks of Sanxingdui; Mei Ling in China City; and Half Spoon of Rice*

6:00 pm – 7:00 pm Keynote Speaker and Author,

Francisco Guajardo / *Reframing School Community Partnerships*

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**Attend Our Workshop:
“El Éxito Empieza en el Hogar:**

Friday, March 31 / 1:30 p.m. - 2:40 p.m.
Hilton-Palos Verdes "A"

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

•Bringing Joy Back into Education

1:00 PM - 2:15 PM

Marriott

Room: Elite 3

Danny Brassell, CalStateTEACH

Grade Level: All

Language: English

Strand: Advocacy & Engagement

Audience Level: New to Field/Experienced

Teachers are “kid-people.” They do not teach for the pay or daily accolades from society; they teach because they care about kids. The standardized testing craze has terrified students and led many great teachers to leave the profession. Come join Danny as he reminds teachers of their importance in the every day development of children. He’ll remind you how to laugh, sing, dance and play, in order to bring the joy back into your classroom.

•Start-Ups: Lessons Learned from 1st year Dual Immersion Programs

1:00 PM - 2:15 PM

Marriott

Room: Grand Ballroom D

John Albert, Orange USD

Cyndi Paik, Westminster SD

Yolanda McComb, Fullerton Elementary SD

Cesar Loya, Garden Grove USD

Grade Level: K-5

Language: English

Strand: Biliteracy/Dual Immersion

Audience Level: New to Field/Experienced

Join us for this lively panel discussion on lessons learned from first year dual immersion programs. Susan Guilfoyle, the Bilingual Authorization Coordinator from UCI, will be moderating the discussion of district and site educational leaders. Topics including program model design, building community buy in, staffing and hiring, student recruitment, curriculum, and technology integration will be discussed. Implications for the implementation of Proposition 58 will be addressed in this session.

•The Envelope, Please... Literacy Projects that POP!

1:00 PM - 2:15 PM

Marriott

Room: La Jolla

Debi Krampen, Independent Consultant

Grade Level: 3-8

Language: English

Strand: Curriculum & Instruction

Audience Level: New to Field/Experienced

In this session, participants learn how to transform the simplest of classroom materials into creative, brain-friendly, interactive, three-dimensional graphic organizers that become the format for independent and/or collaborative literacy projects.

•OCDE Project GLAD® Strategies and the Power of Poetry

1:00 PM - 2:15 PM

Marriott

Room: Grand Ballroom C

Susan Dunkin, OCDE Project GLAD®

Danette Brown, La Habra City SD

Grade Level: K-8

Language: English

Strand: Curriculum & Instruction

Audience Level: New to Field/Experienced

This workshop will highlight the importance of using the OCDE Project GLAD® strategies: Poetry Frame and Found Poetry. Participants will understand the power of using poetry to stretch and inspire student’s imaginations and igniting the love of poetry writing. OCDE Project GLAD® strategies will be shared in the content areas connecting to CCSS. The poetry strategies support students’ academic language and support reading and writing skills. Participants will have the opportunity to interactively engage with the strategies.

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

•How to Help Your Child Acquire Self-management Skills

1:00 PM - 2:15 PM

Hilton

Room: Palos Verdes B

**María Reifler, Montebello USD***Grade Level: All**Language: English**Strand: Parent & 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 successful 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.

•Words, Words, Words: A Guide to Academic Word Lists

1:00 PM - 2:15 PM

Marriott

Room: Grand Ballroom G

Lauren Greenberg, Consortium on Reaching Excellence in Education**Linda Diamond, Consortium on Reaching Excellence in Education***Grade Level: All**Language: English**Strand: Commercial - English Language Development**Audience Level: New to Field/Experienced*

This session will look at a variety of developmental and academic word lists that help teachers choose target words. Why waste valuable class time teaching a word that students will encounter only rarely? Instead, use the tools from this session to find words they will encounter repeatedly in a wide variety of academic contexts.

•Equitable Identification of Gifted EL and Former EL Students

1:00 PM - 2:15 PM

Marriott

Room: Elite 1

Chad Ransom, Teton County SD**Christi Roberts, Teton County SD***Grade Level: All**Language: English**Strand: Special Needs Education**Audience Level: New to Field/Experienced*

Does your district struggle with underrepresentation of minority students, especially ELs, in your gifted and talented program? This session outlines the work of one district to create an identification process that is more equitable for second language students and describes how other districts can engage in similar work to create a process that works for them. Participants will leave with examples of procedural overviews, observation checklists, and other materials used in the identification process.

•Developing Key Learning Skills for College and Career Readiness

1:00 PM - 2:15 PM

Marriott

Room: Rancho Las Palmas

Greg Roberts, Saddleback Valley USD*Grade Level: 6-12**Language: English**Strand: College & Career Readiness**Audience Level: New to Field/Experienced*

This session addresses the need to build capacity in LTELs to take ownership of their learning and prepare them for post-secondary pathways. A collection of open source lessons, activities and resources will be shared that focus on strengthening students' writing and speaking skills as well as self-awareness, motivation, perseverance, and self-efficacy. The presented materials can be adapted to work in conjunction with an existing ELA curriculum, EL/LTEL support class or RTI program.

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

•Understanding Mental Health in the Lives of English Learners

1:00 PM - 2:15 PM

Marriott

Room: Platinum 7

Raquel Gonzáles, CSU Sacramento

Grade Level: All

Language: English

Strand: Professional Development/Teacher Preparation

Audience Level: New to Field/Experienced

The ideal setting for the promotion, early identification and intervention strategies on mental health is the school classroom. Reports indicate that English Learners are displaying various symptoms of depression, anxiety, and disruptive behaviors impacting their academic success. This presentation will describe mental health, identify factors that impact English Learners in school, provide school-based mental health strategies teachers can implement to support the social, emotional and academic growth of English Learners.

•“The Stories of Hope”- Collaborative E-publishing in a Language Classroom

1:00 PM - 2:15 PM

Marriott

Room: Grand Ballroom B

Bayard Nielsen, Notre Dame San Jose

Grade Level: 6-12, College/University

Language: English

Strand: Technology and Digital Learning

Audience Level: New to Field/Experienced

Use free tools to establish a structured collaborative space where students write individually or with a group, correct each other, and can view all students' work. Give immediate formative feedback to any student with organized sharing permissions for all documents. Finally, create a professional, 100% student-written and -edited e-publication with numerous leadership opportunities. Learn all steps and tools needed to start tomorrow. A sample Spanish e-publication will be shared.

•Escalera: Building a Reading Foundation for Newcomer and SIFE Students

1:00 PM - 2:15 PM

Marriott

Room: Grand Ballroom K

Elise Lasko, Estrellita

Grade Level: 3-12, Adult

Language: English

Strand: Commercial - Biliteracy/Dual Immersion

Audience Level: New to Field/Experienced

Escalera curriculum is based on Estrellita's decoding methodology, primarily designed for recent arrivals and children designated as SIFE (Students with Interrupted Formal Education). The Escalera curriculum will serve to reinforce decoding skills, build fluency and basic comprehension to jumpstart into reading! Participants will learn strategies to teach students that know how to decode but lack fluency. They will also learn tips to reinforce decoding skills and build fluency and basic reading comprehension.

•Students Leading Students: Creating Change in Anaheim

1:00 PM - 2:15 PM

Hilton

Room: Catalina 4

Alfonso Rodríguez, Anaheim Union High SD
Ryan Ruelas, Anaheim Union High SD

Grade Level: 6-12

Language: English

Strand: Advocacy & Engagement

Audience Level: New to Field/Experienced

This project focuses on a mentorship/civically engaged program that consists of students from four high schools in AUHSD (Anaheim, Katella, Savanna, and Loara) as well as their feeder junior high schools (Sycamore, South, Brookhurst, and Ball). Students from the Anaheim Elementary School District are the individuals who receive mentoring, homework help, and other types of assistance from the students in AUHSD. Students from AUHSD will be the major driving force of this project.

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

**•WRITE Institute: Systemic Literacy Implementation
(Teachers, Coaches and Administrators)**

1:00 PM - 2:15 PM
Marriott
Room: Platinum 4

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

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

The Writing Reform and Innovation for Teaching Excellence (WRITE) Institute offers a one-hour presentation to better understand what systemic disciplinary literacy implementation looks like. 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.

•Supporting Dual Language Learners: How to Best Utilize California's Resources

1:00 PM - 2:15 PM
Marriott
Room: Desert Springs

Luis Ríos, California Department of Education
Faith Polk, WestEd
Heidi Mendenhall, WestEd
Janeth Gonzales, WestEd

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

This presentation will review extensive research and the resources created for preschool dual language learners. Participants will engage in group discussions about resources in other programs utilized for supporting teachers and administrators understanding of dual language learners. Presenters will share videos that illustrate best practices in the classroom and at the program level for dual language learners.

•Building District-University Partnerships to Advance Dual Language Immersion Programs

1:00 PM - 2:15 PM
Marriott
Room: Los Angeles

Natalie Tran, CSU Fullerton
Renae Bryant, Westminster SD
Hillary Nguyen, CSU Fullerton
Danthu Pham, CSU Fullerton

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

In this session, we present the process for establishing a district-university partnership to provide support for a dual language immersion program for less commonly taught languages. We discuss the process used to create the partnership that resulted in the development of instructional resources, professional development, and research activities to improve program design and implementation. Participants will gain insights on cultivating effective partnerships between school districts and universities to better support dual language immersion programs. Implications for the implementation of Proposition 58 will be addressed in this session.

•Leveling the Playing Field: Keeping up with the Joneses

1:00 PM - 2:15 PM
Hilton
Room: Redondo

Marie Rivas, Baldwin Park USD

Grade Level: All
Language: English
Strand: Parent & Community Engagement
Audience Level: New to Field

This workshop is designed to teach parents and staff strategies used in private tutoring to give students an edge. Participants will learn about ways to increase student comprehension, improve test taking abilities, and access free services that will provide similar advantages to those used in more affluent communities.



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

•Now You're Talking! Deepening Academic Discussions Through Fine Art

1:00 PM - 2:15 PM
Marriott
Room: Platinum 9

Barbara Genovese-Fraracci, Hacienda La Puente USD

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

This session will demonstrate research-proven strategies for developing academic oral vocabulary in English and Spanish. A lesson will be modeled which demonstrates how to deepen conversation while holding students accountable through engaging discussions about fine art images. Participants will receive handouts of "talk moves" in Spanish and in English that they can apply across the curriculum. They will also receive sample lessons in Spanish and English to try out in their own classrooms.

•Fostering Academic Interactions Among Elementary English Learners: LAUSD - One District's Journey

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

Isabel Aguirre, Los Angeles USD
Maricela Sánchez, Los Angeles USD
Susan O'Hara, UC Davis
Robert Pritchard, EPF for Training

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

Learn how a large urban school district in California successfully implemented a systematic, district-wide approach to engaging English learners in collaborative conversations with diverse partners on grade level topics and texts. Examine, experience and develop instructional materials and strategies used to support teachers' enactment of these research-based practices.

•Spoken Word for Healing, Growth, and Transformation

1:00 PM - 2:15 PM
Hilton
Room: Catalina 7

Joanna Liu, Anaheim Union High SD

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

This presentation will explore spoken word poetry in the classroom as a means for self-reflection, self-healing, and self-expression. Attendees will hear student poets perform their poetry and share their processes of writing and speaking through spoken word. Attendees will engage in writing and sharing exercises, and collectively reflect on the potential for transformation within their own learning communities. Special attention will be placed on how students can continually be empowered to share and speak their stories and truths.

•Using Constructive Conversations to Build Meaningful Interactions for English Learners

1:00 PM - 2:15 PM
Marriott
Room: San Diego

Christopher Mason, Los Angeles USD
Norma Monroy, Los Angeles USD
Carla Gutierrez, Los Angeles USD

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

Participants will engage in Constructive Conversations and learn about strategies and resources to support extended interactions through co-creation of language in Designated ELD. Participants will explore and practice the use of lesson resources aligned to the CA ELD Standards. These lesson resources will provide hands-on use of language development strategies. Participants will reflect on how these strategies can be applied throughout the day to support English Learners with the rigors of the CA Standards in tandem.

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

•Los “Millenniums”: Cómo entender, comunicarse y apoyar a esta generación

1:00 PM - 2:15 PM
Hilton
Room: Manhattan

Bárbara Rabelo, CABE Whittier Chapter
Janie Nuanes, Whittier City SD

Grade Level: All
Language: Spanish
Strand: College & Career Readiness
Audience Level: New to Field/Experienced

Este taller interactivo se centra en establecer cuáles son los retos de esta nueva generación conocida como “los milenios”. ¿A qué se denomina generación X, Y, Z, y otras? Vamos a investigar cómo la tecnología y las redes sociales afectan el comportamiento social de los milenios y veremos las diferencias entre lo virtual y la realidad. Por último, los padres, los maestros, los coordinadores de la comunidad, los para-educadores, los administradores y los miembros de la mesa directiva de los distritos escolares hablarán acerca del papel de la familia como un representante de cambio y un apoyo a los milenios.

•Las evaluaciones de lectoescritura en español: gratis

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

María Capdevila-Gutiérrez, Glendale USD
Jordi Solsona, Glendale USD

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

Este cursillo mostrará el uso de las evaluaciones del California Reading and Literature Project, disponibles gratis por internet, para usar en cualquier salón donde se enseña la lectoescritura en español. Todos los participantes tendrán acceso a todos los recursos, para estudiantes desde el kinder hasta el sexto grado. Aprenderán como administrar algunas evaluaciones y como analizar los resultados de las destrezas fundamentales y de la comprensión.

•La oferta educativa de México para los mexicanos en el exterior

1:00 PM - 2:15 PM
Hilton
Room: Catalina 5

David Velazco, Instituto de los Mexicanos en el Exterior
Luisa Medina Mora, Instituto de los Mexicanos en el Exterior

Grade Level: Adult, College/University
Language: Spanish
Strand: Advocacy & Engagement
Audience Level: New to Field/Experienced

El IME ha trabajado desde su creación en identificar las necesidades y buscar las instituciones que ofrezcan programas que permitan avanzar en el nivel educativo de los mexicanos. Nuestros programas incluyen desde el IME Becas que ofrece becas a instituciones y organizaciones educativas para apoyar a los mexicanos más necesitados. El IME apoya programas de la educación básica para adultos, la educación media y superior a distancia.

•Smartphone App Drives EL Growth and Parent Engagement

1:00 PM - 2:15 PM
Marriott
Room: Platinum 8

Drew Robinson, Learning Upgrade
Vinod Lobo, Learning Upgrade

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

The new Learning Upgrade app gives teachers a resource to engage English learners and their parents. Students complete an ELD standards-based curriculum both at school and on smartphones at home. The lessons filled with songs, video, and games motivate students to make breakthroughs. Parents play an active role helping students move to proficiency. Come find out how to enroll your students!

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

•Canciones y cuentos para aprender a leer sobre tu mundo

1:00 PM - 2:15 PM

Marriott

Room: Grand Ballroom H

Lada Kratky, National Geographic/Cengage Learning

Grade Level: Preschool-2

Language: Spanish

Strand: Commercial

Audience Level: New to Field/Experienced

En esta presentación se verán canciones que no solo entretienen a los niños pero que también los animan a participar en las actividades del salón. Se demostrará la enseñanza de destrezas fundamentales que permiten a los niños acceder textos descifrables. Y se verán libros de gran interés para los niños por medio de los cuales podrán practicar las destrezas aprendidas, podrán discutir, y comparar para luego poder escribir sobre ellos.

•Familias: Compañeras de las intervenciones y apoyos para un comportamiento positivo

1:00 PM - 2:15 PM

Hilton

Room: Huntington Ballroom



Marissa Lazo-Necco, San Bernardino County Superintendent of Schools

Grade Level: All

Language: Spanish

Strand: Parent & Community Engagement

Audience Level: New to Field/Experienced

Este taller cubrirá los componentes necesarios en el salón de clase al implementar Intervenciones y Apoyos Para Un Comportamiento Positivo, conocido por su siglas en Inglés como PBIS. Estos componentes son importantes de también establecerlos en el hogar para así, al trabajar juntos familias y escuelas, más niños y jóvenes se beneficiarán en el área académica y en la vida.



WEDNESDAY

Teaching English Learners Takes Specialized Skills

We Help Teachers Learn, Practice and Master Those Skills

Visit CORE at booth #215

Join CORE for these sessions

Gain new knowledge and instructional practices

■ Words, Words, Words: A Guide to Academic Word Lists

Lauren Greenberg, CORE

Wed, 1:00pm | Anaheim Marriott – Grand Ballroom G

■ Systemic Functional Linguistics: Implications for Academic Literacy and Text Study

Linda Diamond, CEO, CORE and author of *The Teaching Reading Sourcebook*

Wed, 2:45pm | Anaheim Marriott – Grand Ballroom H

■ Math Activities that Maximize Reasoning with Minimal Language Demands

Dean Ballard, Director of Mathematics, CORE

Thurs, 1:30pm | Anaheim Hilton – Oceanside

■ Word Intelligence: Research-Proven Academic Vocabulary Curriculum for English Learners in Grades 6-10

Linda Diamond, CEO, CORE and author of *The Teaching Reading Sourcebook*

Fri, 10:30am | Anaheim Marriott – Grand Ballroom K

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Consortium on Reaching Excellence in Education®

FEATURED SPEAKERS

**GüeroLoco**

Bilingual Nation USA

•Translanguaging Techniques Using Music, Motivation, and Multi-Media

2:45 PM - 4:00 PM

Marriott

Room: Grand Ballroom G

Join GüeroLoco aka Mr. GL as he takes you on his unique language learning journey and demonstrates ways to inspire your students to learn using music and motivation in the multilingual classroom. After failing Spanish in high school, and then learning the language in the US Marines, GL is now an award-winning bilingual hip hop artist focused on motivating students to learn languages and to take pride in themselves, their communities, and their education. From ABC hip hop songs to using reggaeton to conjugate verbs, and his own positive bilingual songs, GüeroLoco shows how music and motivation can transform your classroom. In addition, GL will address the importance of advocacy & unity in these changing times and how we, as educators, can proactively make a difference in the lives of our students and their families. BilingualNationUSA.com

**Laurie Olsen**

SEAL (Sobrato Early Academic Language Program) Model

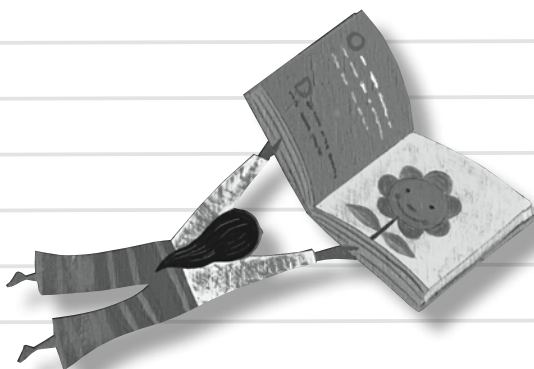
•The California English Learner Roadmap: A vision and vehicle for our State – come learn and add your voice!

2:45 PM - 4:00 PM

Marriott

Room: Elite 1

The California Department of Education has created a process to develop “The California English Learner Roadmap”, a policy and guidance vehicle to articulate a direction for our state’s English Learners and to provide guidance for LEAs to establish articulated and effective programs and practices to ensure that all English Learners can meet language and academic goals as well as ensuring opportunity from the very beginning of their school careers. The EL Roadmap will provide recommendations and guidance for the field, along with identification of current research and best practices. In this session, one of the Co-Chairs of the EL Roadmap will describe the goals, processes and products of the effort, provide a progress report of the work to date, and seek your input! Come learn what’s happening, and be heard about what you’d like to see in a state Roadmap for English Learner education.



FEATURED SPEAKER



Jill Kerper Mora

San Diego State University

•Making the Most of Spanish Language Arts under Common Core

2:45 PM - 4:00 PM

Marriott

Room: Elite 3

This workshop empowers teachers to implement effective Spanish language arts instruction for developing biliterate learners' language and literacy based on the Common Core en Español Standards. We examine Spanish word study and targeted linguistics-based learning activities that move students along a continuum of metalinguistic knowledge development to achieve foundational literacy and enhance their academic Spanish. Dr. Mora will provide an overview of her book, *Spanish Language Pedagogy for Biliteracy Programs*, and MoraModules Book Companion Website. Participants take away tools for addressing controversies surrounding Spanish literacy methods through a focus on Spanish language-specific concepts and skills. *Book signing immediately following session.*

Thank you!

Your dedication to English Learners makes our work possible. We are proud to partner with educators like you to help over 100,000 ELs in California achieve their highest aspirations.

Ellevation's suite of tools help educators:

- Address LTEL challenges
- Automate RFEP and Progress Monitoring
- Boost reclassification rates

Stop by our booth to learn more about how Ellevation can support your EL program and for details on our reception!

ELLEVATION

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

•**Systemic Functional Linguistics: Implications for Academic Literacy and Text Study**

2:45 PM - 4:00 PM
Marriott
Room: Grand Ballroom H

Linda Diamond, Consortium on Reaching Excellence in Education

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

Teachers need tools to help English learners develop academic literacy. Systemic Functional Linguistics (SFL) is the key to unlock the way language works. SFL differs from traditional grammar by focusing on the linguistic choices used to construct meaning in written and spoken language, rather than on rules. This workshop outlines the key concepts of SFL and provides practical classroom applications to enable English Learners to make sense of complex text as they develop academic language.

•**Música y movimiento, técnicas fundamentales para la educación temprana**

2:45 PM - 4:00 PM
Hilton
Room: Catalina 7

Paula Rivera, Atención Atención

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

Por medio de las canciones ayudamos a los padres y a los maestros en fortalecer el español a los niños hispanohablantes. Se utilizarán la música, las canciones y el movimiento para acercar pedagógicamente. Son técnicas poderosas para el desarrollo de las habilidades motoras, cognitivas y sociales. Los niños, al cantar y bailar, asimilan la enseñanza y realizan una conexión instantánea entre sus realidades de la vida y los valores que se promueven por medio de la canción. También, se pueden usar las canciones con el fin de enseñar español a los niños angloparlantes.

•**Theater and Language Development in a Chinese Dual Language PreK Program**

2:45 PM - 4:00 PM
Marriott
Room: Los Angeles

Penelope Ho, San Francisco USD
Kitty Lok, San Francisco USD
Mary Lin, San Francisco USD

Grade Level: Preschool
Language: English
Strand: Asian & Pacific American Education/Indigenous Languages
Audience Level: New to Field/Experienced

As language teachers, we know learning takes place when the environment is fun, safe and low-risk. Preschoolers learn through both free and intentional/structured play. This presentation tells the journey about how our Chinese Immersion Preschool teachers use theater to intentionally teach and support our Dual Language Learners literacy development in both Chinese and English at all language levels, while supporting their creativity and social-emotional development.

•**Canciones y juegos tradicionales en español para niños**

2:45 PM - 4:00 PM
Hilton
Room: Redondo

Stanley Lucero, CABE
Yolanda Lucero, CABE

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

En esta sesión disfrutarán de la música y los juegos tradicionales para incorporar en su salón de clase y hogar. Stanley comenzó su colección de música para niños en 1967. Estas son las canciones y los juegos transmitidas por las generaciones de amigos y vecinos de Nuevo México y California. Representan nuestra herencia cultural de música. Yolanda les mostrará movimientos del cuerpo y las manos para acompañar las canciones. Vean: www.lucero.net

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

•Learn how MVUSD Reached 67% Reclassification Rate in Two Years!

2:45 PM - 4:00 PM

Hilton

Room: Catalina 4

Lilia Villa, Moreno Valley USD

Martinrex Kedziora, Moreno Valley USD

Jesús Holguín, Moreno Valley USD

Martha Cepeda-Medina, Moreno Valley USD

Grade Level: 6-12

Language: English

Strand: Research & Evaluation

Audience Level: New to Field/Experienced

English Learner Families For College (FFC) is an academic program developed to address an urgent problem...English Learners were not reclassifying by the end of middle school, thus blocking their access to A-G curriculum and limiting their college and career prospects. Highly effective English 3D teacher training profoundly impacted CELDT reclassification. In just two years, cohort students went from 19% to 67% reclassification. FFC is a highly replicable, cost-effective program that other districts can implement effectively.

•Scaffolding For Student Success – Unlocking The Potential of Your English Learners

2:45 PM - 4:00 PM

Marriott

Room: Platinum 7

Stephanie Rosson-Niess, Escondido Union SD

Katy Maskiewicz, Escondido Union SD

Dana Dent, Escondido Union SD

Alyson McKay, Escondido Union SD

Grade Level: K-5

Language: English

Strand: Professional Development/Teacher Preparation

Audience Level: New to Field/Experienced

In this interactive presentation, teachers will be invited to explore scaffolding as a temporary support that is future-oriented and eventually leads to student autonomy. According to the CA ELA/ELD Framework, English Learners are the most successful when they receive instruction that is highly challenging, while given a high level of support. Teachers will learn several engaging strategies to scaffold content across

the curriculum and explore strategic removal of the scaffolds to build learner independence.

•Supporting Asian American Adolescents: Prevention and Intervention of Depression

2:45 PM - 4:00 PM

Marriott

Room: Elite 2

Kim Dieu, Chapman University

Grade Level: 6-12

Language: English

Strand: Asian & Pacific American Education/Indigenous Languages

Audience Level: New to Field/Experienced

This presentation will discuss depression among Asian American adolescents. The session consists of reviewing cultural factors that affect Asian American youths' display of depressive symptoms and will provide evidence-based strategies for prevention and intervention. Participants will gain a better understanding of cultural issues experienced by Asian American adolescents and will be better equipped to serve the mental health needs of this population.

•Familias Unidas

2:45 PM - 4:00 PM

Hilton

Room: Palos Verdes A

Ninfa Zuno, Redwood SD

Secundino Zuno, Familias Unidas a Traves de la Lectura y el Aprendizaje

Grade Level: All

Language: Spanish

Strand: Parent & Community Engagement

Audience Level: New to Field/Experienced

Aprenda como implementar un programa efectivo de participación de familias. La constante en la vida escolar del estudiante es la familia. El programa Familias Unidas ayuda a construir una comunidad de aprendizaje enfocándose en toda la familia. Enseñándoles las estrategias de la lectura, las matemáticas y el uso de la tecnología, ellos van a ayudarles a ser competentes en los estándares estatales para lograr que sus hijos tengan una carrera universitaria.



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

•Padres involucrados, hijos exitosos

2:45 PM - 4:00 PM

Hilton

Room: Palos Verdes B



María Teresa Herrera, Kern High SD

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

Esta presentación motivará a los padres a involucrarse y participar en la educación de sus hijos. Esta información ayudará a los padres a navegar el sistema educativo. Los participantes comprenderán que ni el idioma, ni la diferencia de culturas, ni el dinero son barreras para que sus hijos obtengan un título universitario. Es crítico que los padres sepan sus derechos, sus responsabilidades y sus papeles como guías principales en la educación y un futuro multicultural exitoso para sus hijos.

•César Chávez Book Club: A Tool for Promoting Student Leadership

2:45 PM - 4:00 PM

Marriott

Room: Desert Springs

Carmen E. Quintana, South Bay Community Services
Natalia Jones, South Bay Community Services*Grade Level: 3-8**Language: English**Strand: Multicultural/Diversity Education**Audience Level: Experienced*

Attendees will learn how to establish a successful, culturally responsive, engaging and effective club for literacy appreciation. The club helps improve literacy, confidence, and community stewardship while engaging family members in the literacy acquisition process. In its fourth year, Castle Park Elementary School's book club, as part of the Chávez Service Clubs and South Bay Community Services, is a model for establishing a successful book club in a Spanish-speaking, low-literacy community.

•Accelerate Academic Language in English & Spanish through Integrated Lessons

2:45 PM - 4:00 PM

Hilton

Room: Catalina 3

Cheryl Hayward, Educational Consultant

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

This session will show how to introduce high-level words that will make a noticeable difference in your students' academic vocabulary and language across the curriculum. The presenter will demonstrate how to use fine art images and photos as springboards to discussions about topics in STEM and social studies while also reinforcing rigorous language arts standards. Each participant will leave with sample lessons in English & Spanish, prompts for academically productive talk and access to art images and photos.

•Re-instilling Empathy and Social Justice Into Teaching Through Culturally Proficiency

2:45 PM - 4:00 PM

Marriott

Room: Grand Ballroom A

Reyes Quezada, University of San Diego
Cristina Alfaro, San Diego State University
Gerardo Díaz, Mini-Corps*Grade Level: All**Language: English**Strand: Professional Development/Teacher Preparation**Audience Level: New to Field/Experienced*

This presentation focuses on how we can help schools and educators become culturally proficient. The newly released book authored by Mini-Corps alumni and entitled Teaching and Supporting Migrant Children in our Schools: A Culturally Proficient Approach will be introduced as a way to re-instill empathy and social justice into teaching. We will evaluate the level of cultural proficiency where schools, school districts, county offices of education, and migrant programs function as socially just entities.

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

•Using the New California History-Social Science and Science Frameworks to Support English Learners

2:45 PM - 4:00 PM

Marriott

Room: Grand Ballroom B

Stephanie Gregson, California Department of Education
Kristen Cruz Allen, California Department of Education

Grade Level: K-12

Language: English

Strand: English Language Development

Audience Level: New to Field/Experienced

The new California English Language Arts/English Language Development, Science and History-Social Science Frameworks feature a variety of tools and resources that illustrate innovative practices to support English learners. This session will explore these resources to support classroom practice and professional learning.

•Dual Language Programs On the Rise: What, Why, and How Many?

2:45 PM - 4:00 PM

Marriott

Room: Grand Ballroom D

Barbara Kennedy, Center for Applied Linguistics
Beatriz Arias, Center for Applied Linguistics

Grade Level: All

Language: English

Strand: Biliteracy/Dual Immersion

Audience Level: New to Field/Experienced

Many talk of explosive growth in dual language programming today. A discernible lag exists, however, in implementation of policies and systems to track program growth, monitor program quality, and support successful implementation. Presenters will share efforts to inventory dual language program growth via the update of a national directory, summarize recent developments in the field, and outline current trends in state policy. Participants will leave with a comprehensive overview of the dual language landscape today. Implications for the implementation of Proposition 58 will be addressed in this session.

•A Fresh Look at Tried and True Student Engagement Strategies

2:45 PM - 4:00 PM

Marriott

Room: Grand Ballroom C

Erin Johnson, Carlsbad
Maya Goodall, University of Massachusetts, Boston

Grade Level: Preschool-12

Language: English

Strand: Curriculum & Instruction

Audience Level: New to Field/Experienced

Looking for ways to utilize student engagement strategies to maximize participation among your EL students? Do you want your ELD or Dual Immersion students to start talking more and participating in class discussions, but aren't sure how to extend what you're already doing? This session will provide a new spin on commonly used student engagement strategies. Learn easy, yet engaging ideas to get your students to speak and collaborate more with their classmates.

•La conexión con sus hijos para criar adultos exitosos y felices

2:45 PM - 4:00 PM

Hilton

Room: Huntington Ballroom

Isabel Lara, Mt. Diablo USD

Grade Level: All

Language: Spanish

Strand: Parent & Community Engagement

Audience Level: New to Field/Experienced

Estamos en una época en la que cada vez más padres están perdiendo tiempo de conexión con sus hijos debido a las influencias externas, incluyendo el uso de la tecnología y las redes sociales. Desde el principio, si los padres forman una relación especial con sus hijos basada en el amor, el respeto y la honestidad habrá una conexión mayor. Esta relación aumentará la posibilidad de obtener mejores relaciones familiares y de mejorar el rendimiento académico tanto como un futuro éxito para sus hijos.



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

•Developing Ideas with Specificity and Logic

2:45 PM - 4:00 PM

Marriott

Room: La Jolla

Karen Russikoff, Cal Poly Pomona University*Grade Level: 6-12, Adult, College/University**Language: English**Strand: Curriculum & Instruction**Audience Level: New to Field/Experienced*

To fill writing and reading with meaning, students must have strategies for developing their ideas with specificity and logic, just as they gain other cognitive and linguistic functions. The presenter will demonstrate the use of FRIEDs and Natural Questions, two simple and proven strategies to help students scaffold their developing lexical and syntactical growth to increasingly more thoughtful literacy practices. Examples and classroom applications will be presented, with time for practice and questions.

•Diversity Dance: Leadership, Culture, Difference, and Ability in Education

2:45 PM - 4:00 PM

Marriott

Room: Platinum 4

Lisa Boskovich, Chapman University**Einat Bindov, Chapman University****Kevin Stockbridge, Chapman University****Veronica Bloomfield, Lynwood USD***Grade Level: All**Language: English**Strand: Multicultural/Diversity Education**Audience Level: New to Field/Experienced*

Diversity is considered a valuable resource in education. Ideally, multicultural education celebrates and values difference to enrich the learning environment. Integrating diversity often includes a dance of very different cultures and languages, as well as gender differences, LGBTQ, and (dis)ability while also navigating school leadership and community expectations. Through a series of activities, this workshop explores the complicated dance teachers, para-educators, students, and parents negotiate through multicultural, immigrant, (dis)ability, LGBTQ, and other differences.

•Building Capacity Among Parents Presented by Lamont School District Parent Center

2:45 PM - 4:00 PM

Hilton

Room: Manhattan

**Anna Vargas, Lamont Elementary SD***Grade Level: Adult**Language: English, Spanish**Strand: Parent & Community Engagement**Audience Level: New to Field/Experienced*

For the past 10 years the Lamont School District Parent Center has been providing learning opportunities to parents so that they can, in turn, help their students at home with homework or school projects. This presentation will provide parents insights on types of active parent involvement programs offered through our district and how they can advocate for such programs. Participants will be able to hear from other parents the success their parent engagement has provided for their students.

•Teaching Foundational Literacy Skills to LTELs

2:45 PM - 4:00 PM

Marriott

Room: Grand Ballroom K

Verónica Arévalo, Los Angeles USD**Lindsay Young, Los Angeles USD****Ivette Muñoz, Los Angeles USD****Bernie Carrasco, Los Angeles USD***Grade Level: 6-12**Language: English**Strand: English Language Development**Audience Level: New to Field/Experienced*

This session will focus on addressing Part III of the CA ELD Standards: Foundational Skills for English Learners at the secondary level. Participants will be engaged in creative and age-appropriate ways to teaching foundational skills to LTELs (Long-Term English Learners) who struggle with foundational literacy skills in our secondary schools. We will share LAUSD's approach to addressing both language and literacy within Designated ELD.

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

•English and Spanish Academic Vocabulary based on Fine Art Discussions

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

Barbara Place, Davis Curriculum and Research Institute

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

This session demonstrates how K–12 teachers 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. Teachers will gain strategies on how to support academic multilingualism. Practical handouts are provided, including sample lessons with accompanying fine art images and concrete academic talk strategies in English and Spanish.

•Simultaneous Biliteracy: Making Meaning of DIBELS and IDEL Data Side-by-Side

2:45 PM - 4:00 PM
Marriott
Room: San Diego

Bárbara Ávilez, Los Angeles USD
Mercedes Pineda, Los Angeles USD

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

This session will review and analyze the DIBELS and IDEL data simultaneously for emerging bilingual students in the Spanish Dual Language, Spanish Maintenance Bilingual Education and the Transitional Bilingual Education Programs. It is intended to support teachers, coaches, and administrators to identify and target areas of need, monitor reading development and plan for reading instruction and intervention.

•Learn Language and Content with Concept Maps, Games, and More

2:45 PM - 4:00 PM
Marriott
Room: Platinum 8

Beverly Fine, BrainPOP

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

English Learners need rich, motivating resources to engage in content while developing language and literacy skills. Finding those resources is yet another challenge teachers face. With the topic of ecosystems, the presenter will demonstrate online tools and learning strategies to incorporate academic language into content teaching. Participants will engage in activities, including using animated movies, games, and concept maps, and will receive copies of the printable resources from the workshop.

•Unlocking Learning: Science as a Lever for English Learner Equity

2:45 PM - 4:00 PM
Marriott
Room: Platinum 9

Sarah Feldman, The Education Trust-West
Ryan Smith, The Education Trust-West
Verónica Flores Malagon, The Education Trust–West

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

Research shows that weaving together science and language development can increase students' academic performance in reading, writing, and science simultaneously. Join The Education Trust-West to learn about innovative approaches to English language and science integration and how these practices are resulting in high achievement for English learners. We will also present district level and state policy recommendations.

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

- Educación media superior y superior a distancia para mexicanos en el exterior

2:45 PM - 4:00 PM

Hilton

Room: Oceanside

Guadalupe Vadillo, Universidad Nacional Autónoma de México
 Susana Sosa Silva, Universidad Abierta y a Distancia de México
 Laura Ruiz, Tecnológico de Monterrey (ITESM)

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

El panel versará sobre la oferta de educación media y superior a distancia de las instituciones públicas y privadas en México. Destaca la modalidad no escolarizada, mediante el uso de las tecnologías de la información y la comunicación, respaldados en redes de conocimiento, tecnológicas y administrativas, cuyas características serán la flexibilidad, la calidad y la pertinencia.

Benchmark Education Company Dual Language and Bilingual Resources

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English Language Development

¡Gracias por su apoyo!

Come to the Benchmark Education booth 407 to see our array of Core and Supplemental resources!

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- Early Literacy
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- Newcomers



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 for CABE
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WEDNESDAY GENERAL SESSION

4:30 pm – 6:00 pm • Marriott Platinum Ballroom

Entertainment

Harmonic Fusion, Kennedy High School, Anaheim Union HSD

Welcome

Jan Gustafson Corea, CABE CEO

Host

Karling Aguilera-Fort, CABE Board President

CABE 2017 Honorary Chairs

Al Mijares, Superintendent
Orange County Department of Education

Ted Alejandre, Superintendent
San Bernardino County Superintendent of Schools

Linda Wagner, Superintendent
Anaheim Elementary School District

CABE 2017 Memorial

Estella Acosta
Presented by Olivia Yahya, CABE Board Region III Representative

Special Greeting

Tom Torlakson
California State Superintendent of Public Instruction

Kenji Treanor, Sobrato Family Foundation

CABE Leadership Board Award

California Mini Corps
Presented by Elodia Ortega-Lampkin, CABE Board President-Elect

CABE Visionary Leadership Award

Libia Gil
Presented by Jan Gustafson-Corea, CABE CEO

Keynote Speaker

Francisco Guarjado
University of Texas Rio Grande Valley

Closing & Announcements

CABE Thanks Our Diamond Level Sponsor:

The
SOBRATO
Family Foundation

KEYNOTE ADDRESS

**FRANCISCO GUAJARDO**

University of Texas Rio Grande Valley

From Taming a Wild Tongue to Building a Bilingual, Bicultural University

This presentation tells the story of a university along the Texas-Mexico border that is transforming itself into a bilingual, bicultural, and biliterate institution. The historical forces of the region shaped higher education into an important agent for change throughout the 20th Century, but it was not change that was altogether friendly to the cultural and historical realities of local residents. The new push to become bilingual, bicultural, and biliterate signals a new day in higher education in this part of the world.

Francisco Guajardo is the founding director of the B3 Institute at the University of Texas Rio Grande Valley and Professor of Organization and School Leadership. His research focuses on school and community leadership, Latino epistemologies, and community building practices. He is co-author/ editor of three books, *Ecologies of Engaged Scholarship* (2017), *Reframing School Community Partnerships* (2016), and *Weaving Stronger Communities* (2010). Guajardo was born and raised along the Texas-Mexico borderlands, was a high school teacher and administrator, and now works to reshape higher education to be more responsive to the realities of local communities.

Meet the author! Francisco will be signing his book, *Reframing School Community Partnerships* (2016), in the Author's Corner of the Exhibit Hall immediately following his presentation. Purchase your copy and get it signed.

MEMBERSHIP RECEPTION & DANCE



CELEBRATE THE PASSAGE OF PROP 58!

Wednesday, March 29, 2017

7:00 pm-11:00 pm • Marriott Grand Ballroom E/F

Complimentary Admission for CABE Members ONLY

Non-member fee: \$25

DON'T MISS THE RAFFLE!

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

Hosted by the CABE Board Members

SPONSORED BY:





CABE 2017 NIGHT AT THE EXHIBITS

Get a head start on viewing the
Exhibit Hall on the first night of CABE 2017

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

For a Special Night at the Exhibits

Wednesday, March 29, 2017

6:00 PM-7:30 PM

Anaheim Marriott Marquis 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

Studio 58 for the CABE Membership Reception

Anaheim Marriott Grand Ballroom E & F - 7:00 PM-11:00 PM

Join us as we get off to a fabulous and fun start at CABE 2017!

CABE★2017

★ THURSDAY



***CABE 2017: Connecting Communities
through Our Languages, Cultures, and Stories***

HIGHLIGHTS

General Session

8:30 am - 10:00 am / General Session / Keynote Address: Eric Liu / Marriott Platinum Ballroom

Exhibit Hall Events—Marriott Marquis Ballroom

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

10:30 am - 4:00 pm / Author's Corner

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

1:30 pm / Apple Watch Daily Raffle Drawing

5:00 pm / Daily Exhibit Hall Drawings

Workshops, Institutes, and Activities

7:30 am - 4:30 pm / Parent Resource Center / Hilton Huntington Ballroom

10:30 am - 4:30 pm / Two-Day Institutes - Day 2 / Marriott and Hilton Hotels

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 / Luis Cruz / Jana Echevarría / Kathy Escamilla / Noma LeMoine / José Luis Orozco

1:30 pm - 2:45 pm / Elfrieda (Freddy) Hiebert / Donna Knoell / Ling-Chi Wang

1:30 pm - 4:30 pm / Sarah Anderberg / Virginia Collier/Wayne Thomas /

Silvia Dorta-Duque de Reyes /Kate Kinsella

3:15 pm - 4:30 pm / Bárbara Flores/Esteban Díaz

Special Events

11:30 am - 2:00 pm / Student Entertainment / Marriott Ballroom Foyer

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

4:30 pm - 6:00 pm / CABE Jam Session – Bring your instruments and voices! / Marriott Platinum 1

4:30 pm - 6:30 pm / CABE Film Festival / “Bless Me Última” / Sheraton Plaza Ballroom

Thursday Evening

Open to enjoy Anaheim and the surrounding Area, Receptions, and Free Time

PLAN YOUR DAY

MORNING 7:30 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

Marriott Platinum Ballroom

Entertainment

Mariachi Olímpico, Roosevelt High School, Los Angeles USD

Welcome

Host

Elodia Ortega-Lampkin, CABE President-Elect

CABE 2017 Honorary Chairs

Sarah Anderberg

California County Superintendents Educational Services Association (CCSESA)

Cyndi Paik

Assistant Superintendent, Westminster SD

CABE In Action!

CABE Board Awards

CABE Social Justice/Community Award

María S. Quezada

Presented by Karling Aguilera-Fort, CABE Board President

CABE Courage to Act Award

Plaintiff Families of the Méndez (et al.) v Westminster Case, 1947

Estrada, Guzmán, Méndez, Palomino, Ramírez

Presented by Mary Hernández, Garcia, Hernández, and Sawhney, LLP

Keynote Speaker

Eric Liu

Author / Educator and CEO of Citizen University

Closing and Announcements

CABE Thanks Our Platinum Sponsor:



KEYNOTE ADDRESS

**ERIC LIU**

Author / Educator and CEO of Citizen University

Who Is Us: The Future of American Identity

Our country has never been more diverse or more polarized, and the question of what it means to be American—and how we create a sustainable story of “us”—is front and center in our politics and culture. In this rich and provocative talk Eric Liu examines the birthing of a new America and argues that today’s fights over racial justice and social inclusion are fights to ensure that this country lives up to the full promise of its creed, and why now, more than ever, we need to ask: Who is us? Who gets to define modern America?

Eric Liu is an author, educator, and civic entrepreneur. He is the founder and CEO of Citizen University, which promotes and teaches the art of powerful citizenship through a portfolio of national programs (citizenuniversity.us), and the executive director of the Aspen Institute Citizenship and American Identity Program. His books include the national bestsellers *The Gardens of Democracy*, and *The True Patriot*, co-authored with Nick Hanauer. Eric’s most recent book is *You’re More Powerful Than You Think: A Citizen’s Guide to Making Change Happen* (March 2017). His first book, *The Accidental Asian: Notes of a Native Speaker*, was a New York Times Notable Book featured in the PBS documentary “Matters of Race.”

Eric served as a White House speechwriter for President Bill Clinton and later as the President’s deputy domestic policy adviser. After the White House, he was an executive at the digital media company RealNetworks. In 2002 he was named one of the World Economic Forum’s Global Leaders of Tomorrow, and in 2010 he was awarded the Bill Grace Leadership Legacy Award by the Center for Ethical Leadership.

Eric lives in Seattle, where he teaches civic leadership at the University of Washington and hosts Citizen University TV, an award-winning television program about civic power. In addition to speaking regularly at venues across the country, Eric also serves on numerous nonprofit and civic boards. He is the co-founder of the Washington Alliance for Gun Responsibility. A board member of the Corporation for National and Community Service, he is a graduate of Yale College and Harvard Law School. A regular columnist for CNN.com and a correspondent for TheAtlantic.com, Eric can be found on Twitter @ericpliu.

Eric will be signing his book, *You’re More Powerful Than You Think: A Citizen’s Guide to Making Change Happen*, immediately following his presentation.

TWO-DAY INSTITUTES DAY 2

PRE-REGISTRATION AND ADDITIONAL FEE REQUIRED

●Project GLAD®: Guided Language Acquisition Design, Grades K-12

10:30 AM - 5:30 PM
Marriott
Room: Orange County 1/2

Nicole Chávez, Orange County DOE
Diana Hernández, OCDE Project GLAD®

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

The 2-Day Research & Theory Workshop highlights current research regarding effective educational practices for language learners. During this workshop participants will build understanding of how the OCDE Project GLAD® promotes positive classroom culture and celebrates each student's individual assets. This workshop applies research to practice by explicitly showing how ELD is embedded within the model, while gaining awareness of how to apply 21st century skills for all students.

●Kagan Structures for Active Engagement and Language Development

10:30 AM - 4:30 PM
Hilton
Room: Laguna A/B

Thomas Searl, Kagan Professional Development

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

Are you ready to experience ACTIVE PARTICIPATION while attending a CABE institute? Do you want to learn HOW to engage all of your kinder thru adult learners with your content while also helping them to develop necessary language and social skills? If so, this dynamic 2-day institute is for you! Come learn simple, yet easy to implement KAGAN structures for engagement in your classroom! You won't want to miss it!

●An Overview of Two-Way Bilingual/Dual Immersion Programs

10:30 AM - 4:30 PM
Hilton
Room: Catalina 2

Jody Wiencek, Two-Way Dual Language Specialist Consultant

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

This 2-day institute provides information and resources from research to classroom instruction for new Two-Way Dual Language programs. Using the Guiding Principles for Dual Language Education, along with tools and features of successful research-based programs, your team will leave with the knowledge of what is needed to begin and sustain a rigorous, high quality TWDL program. Please join us for two days of learning and planning for your new program's success!

●Moving from Knowing to Implementing: Integrated ELD Across the Content

10:30 AM - 4:30 PM
Hilton
Room: Capistrano A/B

Elizabeth Jiménez, GEMAS Consulting

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

This intensive, hands-on institute is designed for participants who bring foundational knowledge of Integrated ELD and who want to move to expertly designing, developing and delivering robust Integrated ELD lessons across the content areas. Participants work with a structured, integrated ELD lesson organizer to 1) develop content and language objectives and differentiated, leveled sentence frames; 2) target ELD skills to integrate into the content instruction; 3) to integrate academic and figurative vocabulary; 4) to skillfully utilize cognates; and 5) to implement leveled, engaging strategies for checking understanding.

TWO-DAY INSTITUTES DAY 2

PRE-REGISTRATION AND ADDITIONAL FEE REQUIRED

•Interactive Notebooking in Secondary Mathematics: Integrating ELD to Support Student Success

10:30 AM - 4:30 PM

Hilton

Room: Catalina 1

Hannah DeLacy, Val Verde USD

Grade Level: 6-12

Language: English

Strand: Curriculum & Instruction

Audience Level: New to Field/Experienced

Participants will learn how to implement interactive notebooks in a secondary mathematics classroom to integrate ELD and intentionally scaffold and support all students' success, especially for English Learners. Presenter will model mathematics lessons using interactive notebooks, Foldables®, and manipulatives to demonstrate the power of interactive notebooking. Sample student interactive notebooks will be shared. Interactive notebooking has a significant, positive effect on student language development and engagement and integrates well with K-12 classroom management systems.

THURSDAY

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



Author's Corner

Exhibit Hall -
Marriott Marquis Ballroom

Thursday, March 30, 2017

10:30 pm – 11:00 pm: “Award Winning Latino Chapter Book Authors”

Author Esther Jones / *La Señora with the Blue Lipstick*

Author Evelyn González / *The 16 Rule*

Author Maritere Rodríguez Bellas / *Arroz con Pollo and Apple Pie; Raising Bicultural Children*

11:15 pm – 11:45 pm: Author Patricia López / *Planeta Zombilandia; Planet Zombieland; and Planète Zombieland*

12:45 pm - 1:15 pm: Author Alonso Nuñez / *¿Cómo se piden las cosas?; Ene-O,NO; ABC: un invento extraordinario; ¿Cómo se escriben las cosas?*

2:15 pm – 2:45 pm: Author Yanitzia Canetti / *¿Un muro seguro-uro-uro?*

3:00 pm – 3:30 pm: CABE Board Member and Author, Lettie Ramírez

No Estás Solo: Recetas para obtener éxito; and You are not Alone, Recipes for Success

FEATURED SPEAKERS 10:30 AM - 11:45 AM



Jana Echevarría
CSU Long Beach

•Excellent Instruction for Those Who Need It Most

10:30 AM - 11:45 AM

Marriott

Room: Platinum 4

The purpose of this session is to present the importance of excellent instruction as part of focusing on the whole child to enhance educational success. Attention will be given to addressing the social, emotional, and cognitive needs of English Learners, and we will discuss the elements for creating optimal learning conditions, so that all our students can thrive in school and beyond.

Book signing immediately following session.



José Luis Orozco
Arcoiris Records

•Music and Movement to Enhance Learning

10:30 AM - 11:45 AM

Sheraton

Room: Plaza Ballroom

José-Luis Orozco's interactive workshops are designed to empower educators to use songs, rhymes, rhythms and games in classroom environments, thus improving children's understanding of healthy food choices. The activities are in alignment with existing curriculum methodology through the use of a project-based learning approach.



Luis Cruz
Independent Author, Speaker and
Consultant

•The Vital Role of Leadership in Accelerating Learning for EL students

10:30 AM - 11:45 AM

Marriott

Room: Elite 1

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



FEATURED SPEAKERS 10:30 AM - 11:45 AM



Noma LeMoine
LeMoine & Associates Educational
Consulting Consortium



Kathy Escamilla
University of Colorado, Boulder

•Linguistically Responsive Instruction: Transforming Perceptions, Pedagogy and Practice for Educating SELs

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

This seminar is designed to support educators in developing new paradigms for educating underperforming students for whom Standard English is not native. Participants will become knowledgeable about issues of language variation and learning in Standard English Learner (SEL) populations, including African American and Mexican American SELs, and will have an opportunity to build knowledge & understanding of culturally and linguistically responsive pedagogy, as a powerful tool for advancing learning in underperforming SEL populations.

Book signing immediately following session.

•Literacy Squared: A New Generation Biliteracy Program

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

This presentation will present and discuss the Literacy Squared Biliteracy Program in detail. The presentation will discuss: 1) Components of Literacy Squared; 2) The comprehensive biliteracy framework; 3) Unique instructional features of the program (oracy, metalinguistic development and connecting language environments; and 4) Assessment strategies that value developing biliteracy. The session will be interactive and time will be allocated for questions and answers.

Book signing immediately following session.



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

•Flipping the Script: Listening to and Empowering Parents

10:30 AM - 4:30 PM

Sheraton

Room: Park C



Shane Safir, Safir and Associates
Carmelita Reyes, Oakland USD

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

Does your school struggle to meaningfully engage a diverse cross-section of parents? Do parents express feeling marginalized at times? If so, this workshop is designed for you. Through an interactive agenda, facilitators Shane Safir and Jamila Dugan will support you to 1) consider the role of listening in parent engagement; 2) unpack common challenges around parent engagement; 3) engage in a role-play activity to practice listening and building relationships with parents; and 4) design a parent empowerment plan.



Partners in Dual Language Education



*Check out the latest resources
 on Dual Language Education
 from CAL and Santillana*

The Center for Applied Linguistics (CAL) and Santillana USA are partnering on a wide range of activities designed to promote dual language education across the U.S.

Dual Language Fundamentals Workshop: Featuring the Guiding Principles for Dual Language Education

Join CAL and Santillana to learn the fundamentals of dual language education from experts in the field and explore the research base and key components of dual language programming and instruction through the lens of the widely-used *Guiding Principles for Dual Language Education*.

Participants receive a **Certificate of Completion from CAL and Santillana** that can be used for continuing education credits.

We hold regional workshops around the country and can also deliver these workshops onsite at your location.

Vist our website for the Spring 2017 calendar of regional workshops.

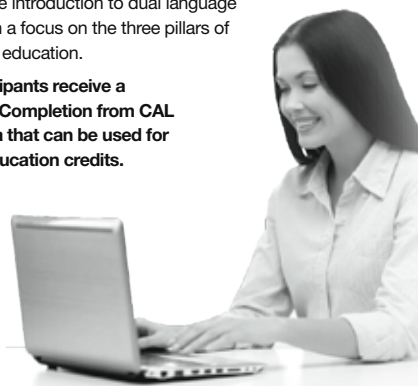


NEW SELF-PACED ONLINE COURSE

Understanding Dual Language Education: Key Principles and Best Practices

Our informative self-paced online course provides a comprehensive introduction to dual language education with a focus on the three pillars of dual language education.

Course participants receive a **Certificate of Completion from CAL and Santillana** that can be used for continuing education credits.



Proud
Sponsors

CAL and Santillana USA are proud sponsors of CABE 2017.

Visit www.cal.org/cal-susa to learn more or visit Santillana booth #323.

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

•Let's Hold a Speech Contest! Motivating Students to Develop Academic Speaking Skills

10:30 AM - 11:45 AM

Marriott

Room: Grand Ballroom G

Welton Kwong, Fremont Union High SD

Chelsea Anderson, St. Helens HS

Sean Bui, Fremont Union High SD

Josh Miller, Fremont Union High SD

Grade Level: 6-12

Language: English

Strand: English Language Development

Audience Level: New to Field/Experienced

Each year, English Learners in the Fremont Union HSD spend months gearing up for the award-winning EL Speech Contest. In the process, Designated ELD teachers motivate and prepare students to develop academic speaking skills while addressing key CCSS and ELD Standards. In this session, participants will become familiar with guiding principles that make the FUHSD EL Speech Contest a meaningful and successful event. They will also leave with ready-to-use lesson plans that focus on speaking.

•“SLIPPING IN SLANG” Know It or Risk Embarrassment and Isolation

10:30 AM - 11:45 PM

Sheraton

Room: Park D

David Burke, Slangman Publishing

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

Language: English

Strand: Commercial - Curriculum & Instruction

Audience Level: New to Field/Experienced

“Slangman” David Burke (Author of dozens of language books on American slang & idioms and International TV personality from Voice of America and PBS) will give an informative & hilarious presentation on the importance of knowing slang & idioms – those pesky and confusing terms which have permeated our lives from entertainment, air traffic-control, the workplace, and even the TOEFL!

•The Power of Peer Revising for English Learners

10:30 AM - 11:45 AM

Sheraton

Room: Garden B

Laura Fisher, Norwalk-La Mirada USD

Thomas Casey, Norwalk-La Mirada USD

Grade Level: K-8

Language: English

Strand: Curriculum & Instruction

Audience Level: New to Field/Experienced

How can I help my English learners revise their writing? This hands-on workshop will give you ideas for a structured, collaborative peer-to-peer revising process in your classroom. I will be introducing an interactive 4-step “Peer Review Protocol” that can be easily adapted to meet the needs of your students. This process will help you access Parts 1 & 2 of the CA ELD Standards.

•¿Cómo puede su hijo asistir a la universidad?

10:30 AM - 11:45 AM

Hilton

Room: San Clemente

Omar Guillén, Orange County DOE

Grade Level: Preschool-12, Adult

Language: Spanish

Strand: Parent & Community Engagement

Audience Level: New to Field

Esta sesión se centrará en la importancia de la educación universitaria y derrumbará las barreras y los mitos acerca de la residencia y el financiamiento de los estudios universitarios. También, proporcionará información de los requisitos académicos y las oportunidades financieras para sus hijos.



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

• **Designing a Transformative English Learner Master Plan through Community Engagement**

10:30 AM - 11:45 AM

Marriott

Room: Elite 3

Francisca Sánchez, Provocative Practice
Ramón Zavala, Morgan Hill USD

Grade Level: All

Language: English

Strand: Advocacy & Engagement

Audience Level: New to Field/Experienced

How can you engage your community and stakeholders in the design of a transformative English Learner Master Plan that provides a strategic roadmap to dramatically improving services for English Learners? Morgan Hill USD recently did just that and is now in its first year of implementation. Learn how to design a much more powerful and robust plan. We'll share a "how-to" manual that provides a step-by-step process for any district to transform its approach to English Learner education.

• **Family Digital Storytelling: A Culturally Relevant Approach to Familial Outreach**

10:30 AM - 11:45 AM

Marriott

Room: Grand Ballroom H

Jen Stacy, CSU Dominguez Hills
Jodi Aguilar, CSU Dominguez Hills

Grade Level: Preschool-5, Adult

Language: English

Strand: Technology and Digital Learning

Audience Level: New to Field/Experienced

This session presents a unique approach to engaging diverse families in multi-literacy learning in their home language(s) through the use of mobile technology and culturally relevant pedagogy. Participants will learn about a digital family storytelling program in East Los Angeles in which Spanish-speaking families utilize smart devices to capture digital artifacts and create oral stories using free apps. Participants will engage in digital storytelling during the session and will receive information about implementing this approach.

• **ELD in the Primary Classroom**

10:30 AM - 11:45 AM

Hilton

Room: Catalina 4

Alesha Moreno-Ramírez, Tulare COE

Grade Level: K-12

Language: English

Strand: English Language Development

Audience Level: New to Field/Experienced

How is ELD different than a typical language experience classroom? Attention to the ELD standards, of course! Through the implementation of engaging strategies that target specific language goals and functions, along with tools such as anchor charts, we can support our youngest learners' development of academic English. This session will offer ideas for interactive, standards-aligned language learning experiences to support English learners in the earliest grades.

• **Taking Common Core Writing Text Types to Paragraphs and Beyond**

10:30 AM - 11:45 AM

Marriott

Room: Elite 2

Carolyn Hood, Learning Headquarters

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!

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

•Learn With Me/Aprende Conmigo: A Two-Generation Parenting Class

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

Helena Sabala, South Bay Community Services
Ruth Bucio, South Bay Community Services/Chula Vista Promise Neighborhood
Veronica Partida, South Bay Community Services/Chula Vista Promise Neighborhood

Grade Level: Preschool
Language: English
Strand: Early Childhood Education
Audience Level: Experienced

This presentation on the Chula Vista Promise Neighborhood two-generation program, Learn with Me, will highlight the positive outcomes in early childhood development. Namely, gains in literacy, language, motor skills, and social/emotional learning were observed and measured by integrating side-by-side learning with children and their caregivers. After presenting on the program, resources, and self-assessment tools, supportive resources will be provided to audience members and an open-forum for discussions will be facilitated.

•Literacy for All: An Introduction to Comprehensive Literacy

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

Nicole Bosworth, Scholastic Education

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

This introductory session will provide literacy leaders with the strategies and tools required to develop, implement, and support a high-quality, comprehensive literacy plan. Comprehensive literacy allows educators to meet the needs of rigorous standards while providing engaging student-centered instruction. Rooted in the "8 Principles of Comprehensive Literacy," participants will learn research-based strategies about foundational literacy, instructional best practices, and professional learning pathways. All participants will be provided with tools for actionable success.

•Funds of Knowledge/Cognitive Linguistic Control: Empowering Students' Written Expression

10:30 AM - 11:45 AM
Marriott
Room: Newport Beach

María Davis-Perkins, Claremont Graduate University

Grade Level: 9-12
Language: English
Strand: Research & Evaluation
Audience Level: New to Field/Experienced

This presentation will discuss results and techniques of a small 'n' study run in Barstow, California. EL students were taught a new form of 'funds of knowledge,' i.e., how to rope certain cognitive-linguistic functions to produce coherent essays. Students increased their participation in other classes, and self-reported an increase in confidence for writing tasks. If time permits, there will be a demonstration of the most effective techniques.

•Educators Supporting Migrant Students/Families: A Cultural Proficiency Approach

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

Reyes Quezada, University of San Diego
Fernando Rodríguez-Valls, CSU Fullerton
Randall Lindsey, CSU Los Angeles

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

This presentation focuses on how we can help schools and educators become culturally proficient. The newly released book by the presenting authors, entitled Teaching and Supporting Migrant Children in our Schools: A Culturally Proficient Approach, will be introduced. The book's aim is to evaluate the level of cultural proficiency where schools, school districts, county offices of education, and migrant programs function. Participants will learn the tools of cultural proficiency and its five essential elements.

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

•Building Foundational Literacy Skills Through Integrated Content Instruction

10:30 AM - 11:45 AM

Sheraton

Room: Garden C

Kathe Gonsalves, San Joaquin COE

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

The English Language Arts/English Language Development Framework emphasizes an integrated and interdisciplinary approach to teaching language arts and other content areas. In this workshop, you will explore the reading foundational skills, consider implications for English Learners, and learn instructional best practices for integrated literacy instruction. You will see classroom examples to support literacy learning.

•Together We Can: Developing Growth Mindsets in Parents to Create College-Going Cultures

10:30 AM - 11:45 AM

Hilton

Room: Palos Verdes B

Jaime Carias, College Success Services

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

How can educators help parents develop a growth mindset to create college-going cultures at home? Participants will learn practical strategies on how to instill growth mindsets. Mr. Carias brings over a decade of experience training educators and parents across the country on evidence-based skills aimed at assisting students in their educational journey. Participants will learn strategies to create a better collaboration effort between K-12 staff and parents, and develop skills to instill motivation in parents and their children.



•The World in the Classroom: Honoring Children's Identities and Experiences

10:30 AM - 11:45 AM

Marriott

Room: Grand Ballroom K

Jennifer Analla,

SEAL (Sobrato Early Academic Language) Model

Laurie Olsen,

SEAL (Sobrato Early Academic Language Program) Model

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

Education must be relevant to students and children must see themselves, their experiences and their cultures reflected in the classroom, while being exposed authentically to lives that are different from their own. This workshop provides a framework for inviting the identities and experiences of children and their families into the classroom and curriculum. Participants will learn specific strategies and will receive tools, templates, and a bibliography of children's literature to promote and honor diversity.

•La actualización de las reformas del DACA y DAPA

10:30 AM - 11:45 AM

Hilton

Room: Huntington Ballroom

Laura Díaz, Project 2 Inspire, CABE

Norma Aguilar, Consulado de México en Santa Ana, CA

Alma Frutos, Santa Ana USD

Imelda Gutiérrez, Santa Ana USD

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

Project 2Inspire y el Consulado de México le invitan a que asista y se informe en éste taller sobre las actualizaciones que se están llevando a cabo en estos temas tan importantes para las familias inmigrantes que son: "Acción Diferida para los Llegados en la Infancia (DACA)" y la nueva proposición, "Acción Diferida para Padres de Ciudadanos Estadounidenses y Residentes Permanentes Legales (DAPA)", y así pueda asesorar a su familia y comunidad.

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

•Niños indigo - niños cristal - un mundo de esperanza

10:30 AM - 11:45 AM

Hilton

Room: Catalina 7



María Cortés, Leci, Inc. USA
Horacio Cortés, Leci Inc USA

Grade Level: All

Language: Spanish

Strand: Parent & Community Engagement

Audience Level: New to Field/Experienced

En este mundo de infinitas posibilidades ¿Seguiremos transitando por los mismos senderos? ¿Recorreremos siempre los caminos seguros y conocidos? Seamos los iniciadores, seamos los guardianes de los NIÑOS DE HOY, seamos los referentes espirituales que ellos necesitan, que nosotros mismos necesitamos ser. Iniciemos el camino hacia un nuevo aprendizaje. “Somos lo que hacemos repetidamente. La exelencia, por lo tanto, no es un acto, sino un hábito.” Aristóteles

•Mentores transformacionales: Guiando a los padres de liderazgo sobre la educación superior

10:30 AM - 11:45 AM

Hilton

Room: Redondo



Kenia Hernández-Cueto, Chapman University
Anaida Colón-Muñiz, Chapman University

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

Language: Spanish

Strand: Parent & Community Engagement

Audience Level: New to Field/Experienced

Los administradores escolares confían en el liderazgo de los padres voluntarios y para-educadores para orientar y guiar a los niños y sus padres en las escuelas. Sin embargo, poca atención ha sido dada sobre los beneficios académicos de los líderes que hacen este tipo de trabajo. ¿Cuáles son los beneficios de aquellos que conectan las familias y las comunidades a nuestras escuelas? Cuando estos líderes adquieren la experiencia de la academia, se vuelven más preparados para guiar y orientar a los estudiantes y a las familias a quienes sirven sobre educación futura. El taller estará abierto para compartir historias, ideas y herramientas sobre cómo transformarse los padres voluntarios y los para-educadores en líderes.

•Language Teachers...To The Core

10:30 AM - 11:45 AM

Marriott

Room: Grand Ballroom A

Maya Goodall, University of Massachusetts, Boston

Grade Level: Preschool-12

Language: English

Strand: English Language Development

Audience Level: New to Field/Experienced

This session will give teachers a lesson design that develops academic discourse and ensures student use of collaborative conversation. Teachers will identify the content they want the students to master. Next, teachers will identify the language structure necessary for students to demonstrate understanding. Teachers learn how to relay target language structures in micro-scaffolded language interludes to students. Finally, teachers will learn how to guide students in academic conversations that lead into written expression.

•The Power of Instructional Verbs

10:30 AM - 11:45 AM

Marriott

Room: La Jolla

Karen Russikoff, Cal Poly Pomona University

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

Language: English

Strand: English Language Development

Audience Level: New to Field/Experienced

Our students require vocabulary assistance for academic writing, but an overlooked technique is the power of instructional verbs. Clear understanding of compare, trace, explain, analyze or describe, directly focuses student work and creates pathways for student success on tests and writing assignments. The presenter will offer a set of 32 instructional verbs with clarifying definitions and examples, and offer practical classroom applications for creating assignments that accurately and appropriately raise student cognition via Bloom's Taxonomy.

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

•Cultural Proficiency Importance in Creating Communities of Inclusion in Dual Language Programs

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

José Medina, Center for Applied Linguistics

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

Often in dual language programs, the third pillar of education, cross-cultural competence, is forgotten or not targeted for fear of engaging in honest conversations about privilege and bias. Via strategies that are interactive, reflective, and action-driven, the purpose of this presentation is to strengthen participants' ability to integrate the Guiding Principles for Dual Language with the Cultural Proficiency Principles and Continuum, as a means to increase dual language educator advocacy that will result in establishing Communities of Inclusion.

•A Model of EL Professional Learning through ELD Summer School

10:30 AM - 11:45 AM
Hilton
Room: Catalina 5

Rita Pope, Oakland USD
Karin Linn-Nieves, San Joaquin COE

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

Learn how to create a model ELD summer school program which effectively combines teaching with professional learning, in order to build capacity around language instruction for English Learners. Teachers use the Teaching & Learning Cycle to practice new strategies in a highly supportive environment as they collaboratively deepen their understanding of ELD Standards Part II—How English Works. Specific guidance on how to replicate this model in rural or urban settings will be provided.

•Fomente la adquisición del lenguaje oral y el vocabulario con las bellas artes

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

Rebecca Carranza, Educational Consultant

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

Desarrolle vocabulario académico de alto nivel y lenguaje oral usando imágenes artísticas y fotos. Apoye temas interdisciplinarios y STEAM para hispanohablantes y estudiantes de la lengua española de todos niveles.

•Implementing Peer-Peer Interaction Activities in Dual Language Classrooms: Promising Practices

10:30 AM - 11:45 AM
Marriott
Room: Los Angeles

Barbara Kennedy, Center for Applied Linguistics

Grade Level: 3-5
Language: English
Strand: Biliteracy/Dual Immersion
Audience Level: New to Field/Experienced

English learner participation in authentic and engaging peer-peer interaction activities on a regular basis is associated in the research with gains in language proficiency. The presenter will identify key features of effective peer-peer interaction tasks and share preliminary results of a pilot study in which dual language teachers in 4th/5th grade classrooms implemented interaction activities and were rated using a research-aligned observation instrument. Participants will leave with a clear vision of promising practices in implementing peer-peer interaction activities.

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

•Servathon - Engaging All Students in Community Service

10:30 AM - 11:45 AM

Marriott

Room: Rancho Las Palmas

Paul Chylinski, Anaheim Union High SD

Michael Matsuda, Anaheim Union High SD

Grade Level: 6-12

Language: English

Strand: Advocacy & Engagement

Audience Level: New to Field/Experienced

The AUHSD Servathon is an event promoting students' sense of connection and civic responsibility to their home cities, non-profit groups, and local organizations. Students and educators develop their own cause to adopt and then go into the community and engage in giving back. It can be done to raise funds for their individual schools, or just as a stepping stone to a global mission for their club or organization.

•WRITE Institute: Informative Writing for Disciplinary Language and Literacy, Grades K-12

10:30 AM - 11:45 AM

Hilton

Room: Catalina 6

Julie Goldman, San Diego COE

Kristen Blake, San Diego COE

Grade Level: K-12

Language: English

Strand: English Language Development

Audience Level: New to Field/Experienced

The Writing Reform and Innovation for Teaching Excellence (WRITE) Institute offers one hour of professional learning around content-area writing (ELA/ELD/SLD/HSS/science, math). Participants will understand and discuss research-based instructional practices that improve critical thinking skills, academic language, and disciplinary literacy for all language learners, including long-term English learners, and Spanish learners.

•The Development of the California English Learner Roadmap

10:30 AM - 11:45 AM

Marriott

Room: Platinum 1

Elena Fajardo, California Department of Education

María Trejo, California Department of Education

Verónica Aguila, California Department of Education

Grade Level: K-12

Language: English

Strand: English Language Development

Audience Level: New to Field/Experienced

California Department of Education staff will present information on the development of a state English learner strategic plan called the "California English Learner Roadmap". The English Learner Roadmap is a guide for districts toward establishing clearly articulated and effective programs and practices for English learners.

•Techniques for Supporting Interdisciplinary Literacy Instruction for English Learners

10:30 AM - 11:45 AM

Marriott

Room: Grand Ballroom J

Olga Ahangarzadeh, Diego Hills Charter School

Grade Level: 3-12, Adult, College/University

Language: English

Strand: Curriculum & Instruction

Audience Level: New to Field/Experienced

Examine an interdisciplinary approach to teaching analytical reading and writing using 'learning maps'--a process/method for supporting English learners as they master their literacy skills in context of the Common Core State Standards. Learn how to use learning maps for differentiation, control of rigor, and encouragement of independent learning for ELs. Additionally, investigate how learning maps gradually release the scaffolds educators put into place that lead English learners to independent reading and writing of complex texts.

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

•Civic Education: Youth Participatory Action Research in an Ethnic Studies Class

10:30 AM - 11:45 AM

Marriott

Room: San Diego

José Paolo Magcalas, Anaheim Union High SD**Jeanette Vázquez, Anaheim Elementary SD***Grade Level: 9-12**Language: English**Strand: Curriculum & Instruction**Audience Level: New to Field/Experienced*

This presentation will highlight the transformative possibilities ethnic studies courses can have on high school students in urban school districts. The focus will be on the students' youth participatory action research projects and the results of their participation. Students in the high school ethnic studies class are able to identify social justice issues surrounding their personal lives and that of their community. A brief history on the development of this course will also be presented.

•RULE of 3 RAP Closes the GAP
Academic Vocabulary Development and Literacy

10:30 AM - 11:45 AM

Marriott

Room: Platinum 2

Linda Navarrette, UC Riverside**Sonia Quinn, Moreno Valley USD****Marci Carver, Moreno Valley USD****Dave Parr, Salinas City SD***Grade Level: Preschool-8**Language: English**Strand: English Language Development**Audience Level: New to Field/Experienced*

Explicit academic vocabulary instruction, using the innovative RULE of 3 is critical for EL success. The RULE of 3 is the result of 12 years of research which included two U.S. Office grants. The RULE of 3 has students REHEARSE, ANALYZE and PRODUCE interdisciplinary words. The implementation of ANALYZE phonics, reading and writing resulted in 90% of primary students gaining 2-4 CELDT levels and significant gains on the CASSP. The achievement gap was closed from 12.9 to 1.8.

•Close-Up on Close Reading

10:30 AM - 11:45 AM

Marriott

Room: Platinum 7

Karin Foster, Orange County DOE*Grade Level: 3-12**Language: English**Strand: English Language Development**Audience Level: New to Field/Experienced*

In this workshop, teachers will examine the role of complex text required by the CA State Standards for ELA/Literacy 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.

•Establishing, Building, and Strengthening Multiple Pathways to Biliteracy at the Secondary Level

10:30 AM - 11:45 AM

Marriott

Room: Grand Ballroom C

Gary Brown, Anaheim Union High SD**Manuel Colón, Anaheim Union High SD****Cynthia Vásquez Petitt, Anaheim Union High SD****Anna Corral, Anaheim Union High SD***Grade Level: All**Language: English**Strand: Biliteracy/Dual Immersion**Audience Level: New to Field/Experienced*

Expanding biliteracy and dual language pathways in a secondary district can be a challenging endeavor without the right supports and steps in place. Learn about the journey of a local secondary school district in creating and expanding its language programs with the engagement and support of the school board, the superintendent, the parents and the local community. An emphasis will be on the expansion of dual language pathways and the celebration of students' language learning along the way.

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

•Los padres de familia: socios claves en la educación de sus hijos

10:30 AM - 11:45 AM
Hilton
Room: Palos Verdes A



María Teresa Herrera, Kern High SD

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

¡Los padres de familia son importantes para el éxito académico de sus hijos! En este taller los participantes comprenderán la importancia de involucrarse en las escuelas de sus hijos y de aprender a navegar el sistema educativo de este país. Los nuevos estándares comunes, los programas de los estudiantes que aprenden inglés, los programas bilingües de doble inmersión y las nuevas pruebas estatales serán algunos de los temas que se explicarán de una manera sencilla a los participantes. ¡No falten!

•Mental Health and Social Emotional Learning in the Educational System

10:30 AM - 11:45 AM
Marriott
Room: Desert Springs



Adela Cruz, Anaheim Union High SD

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

This presentation will share children and adolescent social and emotional learning and mental illness. Attendees will walk away with a broader understanding of these issues, including the impact that trauma and mental illness has on learning. The workshop will also share the role school districts play and what they are doing to address these issues as well as how school districts can partner with community and parents as an effort to curtail mental illness in children and youth.

•Practical Tools to Help Students Access Complex Text

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

Deborah Shepherd, McGraw-Hill Education

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

Come see how we can support students with accessing complex texts. We will model instruction and look at different resources that can be used with any curriculum. Many of these supports are found in McGraw-Hill's CA Wonders and CA Maravillas.

•Las evaluaciones de lectoescritura en español: gratis

10:30 AM - 11:45 AM
Hilton
Room: Catalina 3

**Deborah Costa-Hernández,
California Reading and Literature Project
Jorge Cuevas Antillón, San Diego COE**

Grade Level: K-8
Language: Spanish
Strand: Assessment & Accountability
Audience Level: New to Field/Experienced

Este cursillo mostrará el uso de las evaluaciones del California Reading and Literature Project, disponibles gratis por internet, para usar en cualquier salón donde se enseña la lectoescritura en español. Todos los participantes tendrán acceso a todos los recursos, para estudiantes desde el kinder hasta el sexto grado. Aprenderán como administrar algunas evaluaciones y como analizar los resultados de las destrezas fundamentales y de la comprensión.

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

•So Much Fun! Families Learning Together!

10:30 AM - 11:45 AM

Hilton

Room: Oceanside

Magdalena Ruz González, Velásquez Press*Grade Level: Preschool-5**Language: English**Strand: Commercial**Audience Level: New to Field/Experienced*

It is often said “Parents are their children’s first teachers.” But once in school, parents may believe they do not have the skills to support the academic demands required of the classroom. This session will highlight the research on language transferences, and introduce specific literacy strategies that parents can conduct in the home language. The guide, Families Learning Together is not only for parents, but also for district liaisons who can support implementation with examples found in the guide.

•Bilingualism and Biliteracy Through 21st Century STEM+

10:30 AM - 11:45 AM

Sheraton

Room: Garden A

Scott Owings, Rourke Educational Media*Grade Level: 6-8**Language: English**Strand: Commercial - Curriculum & Instruction**Audience Level: Experienced*

The new Rourke STEM+ for the 21st Century Program for Middle School provides resources teachers need to present all subject areas in an integrated manner. The program focuses on 21st century skills by providing teachers the necessary tools to create globally competent students who are ready to meet the demands of our global society.

This program effectively integrates Spanish and/or English language acquisition with quality content area instruction to ensure that students acquire academic language proficiency.

•Multilingual Opportunities...the LEARN Initiative (Prop 58)!

10:30 AM - 11:45 AM

Marriott

Room: Grand Ballroom E

Martha Zaragoza Díaz, Zaragoza Díaz & Associates*Grade Level: All**Language: English**Strand: Advocacy & Engagement**Audience Level: New to Field/Experienced*

Come and get informed! This session will provide an update on the passage of Prop 58 the Learn Initiative that passed overwhelmingly in November. Implications will be shared for starting new bilingual/biliteracy programs. Stay informed and be ready to act!

•Propuesta de ley 58: La iniciativa LEARN

10:30 AM - 11:45 AM

Hilton

Room: Manhattan

**Norma Sandoval, CABE Region IV Representative
Ana Donovan, Palmdale Elementary SD***Grade Level: All**Language: Spanish**Strand: Advocacy & Engagement**Audience Level: New to Field*

En esta presentación se hablará de la Propuesta de ley 58 aprobada en noviembre de 2016. Debatiremos acerca de los beneficios de la Propuesta de ley 58, la importancia de ser multilingüe en la economía del siglo XXI y como esta nueva ley ayudará a nuestros estudiantes a tener éxito en la educación bilingüe.

EDUCATORS AND PARENT OF THE YEAR AWARDS LUNCHEON

12:00 pm – 1:30 pm
Marriott Platinum Ballroom

Entertainment

Palmdale School District Honor String Orchestra

Welcome & Host

Marissa Lazo Necco, CABE Board Director of Parent Relations

Honorary Chair Greeting

Raúl Maldonado, CABE Board Director of Financial Affairs / Superintendent, Palmdale SD

Special Greetings

Spanish Embassy
Mexican Consulate, Santa Ana

CABE Teachership Awards

Alma Flor Ada Award	Maribel Pérez
F. Isabel Campoy Award	Ruth Torres
Carlos Penichet Award	Alfonso Mendoza
Chuck Acosta Award	Joanna Baires Amaya

Presented by:

*Karen Cadiero-Kaplan, CABE Board Director of Legislative Affairs
Marissa Lazo Necco, CABE Board Director of Parent Relations*

CABE Awards

CABE Parent of the Year - Patricia Luna, Chaffey Joint Union HSD

Presented by Marissa Lazo Necco, CABE Board Director of Parent Relations

CABE Para Educator of the Year - Daniela Langlotz-Heinze, Palmdale School District

Presented by Rosa Armstrong, CABE Board Director of Para Professional Affairs

CABE Teacher of the Year - Nancy Alatorre, Palmdale SD

Presented by Ana Donovan, CABE Board Region V Representative

CABE Administrator of the Year - Michael Matsuda, Anaheim Union HSD

Presented by Bárbara Flores, CABE Board Director of Community Affairs

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For awardee information see Program Award pages 225-247

FEATURED SPEAKERS 1:30 PM - 2:45 PM

**Ling-Chi Wang**

Professor Emeritus at
University of California, Berkeley

•**Addressing Issues of Deprivation and Vulnerability in the Age of Globalization: From Bilingual Education to Bilingual Immersion Education.**

1:30 PM - 2:45 PM

Marriott

Room: Elite 3

This presentation begins with a history of the personal involvement in the bilingual education movement since 1968 in San Francisco, California, and across the U.S. This will be followed by an analysis of why Prop. 227, the so-called “English Language in Public Schools,” gained widespread support and won passage in 1998 and the need to develop alternative approaches to bilingual-bicultural education. Finally, why Prop 58, the multilingual education initiative, won in California in 2016 in the midst of unprecedented divisive and racist presidential election.

**Donna Knoell**

Educational Consultant and Author

•**Enabling All Bilingual Students to Succeed in Mathematics: Algebraic Thinking, Problem Solving, and Mathematics Vocabulary**

1:30 PM - 2:45 PM

Marriott

Room: Platinum 3

This session will share strategies and ideas to help EVERY bilingual student develop algebraic thinking, essential mathematics vocabulary, and problem solving proficiency. The presenter will emphasize the importance of providing students with engaging problems that help connect their cultural heritage and everyday life to real-life mathematics problem solving. She will also emphasize important visual literacy skills, so that mathematics concepts are clearer and more accessible to bilingual students. A rich assortment of real-world, culturally relevant problems will be included. The strategies and ideas will help teachers develop competent and confident mathematics students!

**Elfrieda Hiebert**

TextProject

•**Learning Words, Learning How Words Work: The Foundation for Reading Complex Text**

1:30 PM - 2:45 PM

Marriott

Room: Platinum 9

To successfully understand complex texts, students need to be able to generate the meanings of new words, based on their knowledge about how words work in English. Freddy Hiebert will describe several principles about how words work and provide open-access resources to support teachers in implementing each of the principles.

Book signing immediately following session.

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



Silvia Dorta-Duque de Reyes
Benchmark Education

•Cross-Linguistic Transfer: The Spanish-English Connection

1:30 PM - 4:30 PM

Sheraton - Room: Tiffany Terrace

Grade Level: K-2 - Language: English

Strand: Biliteracy/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 biliteracy. Learn how to organize foundational skills and sound-spelling instruction for explicit teaching of skill transference. Transfer routines and strategies that can be adapted and implemented across the various biliteracy program models will be demonstrated.



Kate Kinsella
San Francisco State University,
Center for Teacher Efficacy

•Addressing the Demands of Attentive Listening in Academic Interaction

1:30 PM - 4:30 PM

Sheraton - Room: Plaza Ballroom

Grade Level: 3-12 - Language: English

Strand: English Language Development

Audience Level: New to Field/Experienced

English learners at all proficiency levels benefit from strategy instruction that addresses the physical and linguistic features of attentive listening in academic contexts. In this interactive and practical institute, participants: 1) analyze the pragmatic demands of task-based lesson interactions; 2) explore key language functions; 3) explore strategies to infuse accountable listening tasks throughout lessons; and 4) receive print and digital resources to support effective implementation.

Sarah Anderberg, California County Superintendents
Educational Services Association

Francisca Sánchez, Provocative Practice

Patricia Wayne, CREATE CA

Bryonn Bain, UCLA

•Creativity and the Arts: Strategies for English Learner Success

1:30 PM - 4:30 PM

Marriott - Room: Platinum 2

Grade Level: All - Language: English

Strand: Curriculum & Instruction

Audience Level: New to Field/Experienced

Learn about culturally and linguistically responsive arts/creativity practices that help English Learners find their personal voice and meet core curriculum standards. Engage in hands-on learning through CCSESA's Creativity at the Core modules that feature key principles for culturally and linguistically responsive teaching and learning.



Virginia Collier & Wayne Thomas
George Mason University

Well-implemented Dual Language Education: From Remediation to Enrichment

1:30 PM - 4:30 PM

Marriott - Room: Grand Ballroom F

Grade Level: Preschool-12 - Language: English

Strand: Biliteracy/Dual Immersion

Audience Level: New to Field/Experienced

How can your dual language program achieve those high outcomes seen in the well-known Thomas & Collier research figure often called "The Graph?" We will discuss details of implementation that lead to high satisfaction for students and staff participating in dual language classes, and the research rationale that makes this program superior to transitional bilingual education and other forms of remedial and pullout support for English Learners. Book signing immediately following session.

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

•Equity/Excellence: Fractions on the Number Line for ALL Students

1:30 PM - 4:30 PM

Sheraton

Room: Palm E

Susie Hakansson, TODOS: Mathematics for ALL
*Grade Level: 3-8**Language: English**Strand: Curriculum & Instruction**Audience Level: New to Field/Experienced*

This session will focus on increasing teachers' conceptual understanding of fractions using the number line approach and will include activities and materials that can be adapted for use in the classroom, including best practices for working with English learners. Come and have some fun using 21st Century skills to learn and interact with others about fraction sense!

•Plaza Comunitaria e información para la revalidación de títulos profesionales

1:30 PM - 4:30 PM

Hilton

Room: San Clemente


Gricelda Pérez, CABE
Olga González, Universidad de Guadalajara
Gloria Pescina, CPHYLA
*Grade Level: Adult**Language: Spanish**Strand: Parent & Community Engagement**Audience Level: New to Field/Experienced*

En este instituto usted aprenderá sobre los servicios educativos que brindan las Plazas Comunitarias para jóvenes y adultos así como la vinculación con otras instituciones educativas. Usted aprenderá sobre las oportunidades para los profesionistas latino. Se recibirá información sobre el proceso para revalidar títulos profesionales de otros países en cualquier carrera universitaria. Se dará información sobre las clases que se ofrecen en la red de la Universidad de Guadalajara y finalmente se presentará la ley SB1159 de California que permite al autoempleado utilizar un ITIN.

•Los estándares comunes, el multiculturalismo y la tecnología

1:30 PM - 4:30 PM

Hilton

Room: Catalina 3

Patricia Ramos-Méndez, Colibrí Consultores en Educación S.C.
Rita Méndez-Serrano, Edukka LLC
*Grade Level: All**Language: Spanish**Strand: Multicultural/Diversity Education**Audience Level: New to Field/Experienced*

Este taller es un espacio dedicado para seguir construyendo los estándares comunes que ya sabemos hacer y los que queremos aprender. Con esta información aprendida desarrollaremos y fortaleceremos nuestras habilidades. La tecnología nos ayudará para apoyar a nuestros jóvenes en su aprendizaje.

•Aligning Systems of Support and Supporting English Learners with Disabilities

1:30 PM - 4:30 PM

Sheraton

Room: Park A

Kristin Brown, California Department of Education
Sandra Covarrubias, California Department of Education
Kristin Wright, California Department of Education
Timothy Tipton, San Diego USD
Angela Gaviria, San Diego USD
Elena Fajardo, California Department of Education
*Grade Level: All**Language: English**Strand: Special Needs Education**Audience Level: Experienced*

This panel discussion will provide an update on the various California Department of Education efforts and initiatives in the movement toward one system serving the whole child including English learners with disabilities.

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

•Mejoramos el aprendizaje del español: Grados 3, 4, 5, 6

1:30 PM - 4:30 PM

Sheraton

Room: Palm W

Sally Fox, San Diego COE

Jorge Cuevas Antillón, San Diego COE

Grade Level: 3-8

Language: Spanish

Strand: Biliteracy/Dual Immersion

Audience Level: New to Field/Experienced

Como maestros en programas bilingües, queremos maximizar el tiempo disponible para planear y enseñar el aprendizaje del idioma, la alfabetización y las asignaturas a la vez. Repasaremos el mejor uso de los libros y los recursos de calidad para desarrollar lecciones organizadas. Utilizaremos los estándares, el apoyo lingüístico y académico, que son estructurados para el éxito de los alumnos. Mediante las estrategias efectivas, los videos, las muestras y la interacción de participantes, gozaremos de la enseñanza y del aprendizaje. Cada participante recibirá un libro gratuito para su salón de clase.

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

1:30 PM - 4:30 PM

Hilton

Room: Huntington Ballroom

María Quezada, CABE

María Villa, CABE

Antoinette Hernández, CABE

Grade Level: All

Language: Spanish

Strand: Parent & 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 no saben hacerlo. En esta sesión les presentaremos la importancia de este involucramiento, los distintos modos de involucrarse y la información que necesitan para ser padres activos en la vida escolar de sus hijos.



•Critical Examination of Dual Language Educators: Ideology, Pedagogy, Access, and Equity (IPAE)

1:30 PM - 4:30 PM

Sheraton

Room: Park B

Ana Hernández, CSU San Marcos

Cristina Alfaro, San Diego State University

Grade Level: All

Language: English

Strand: Biliteracy/Dual Immersion

Audience Level: New to Field/Experienced

This institute will examine the research related to the essential qualities of critically conscious dual language educators. Additionally, presenters will engage participants in a critical examination of the four tenets: Ideology, Pedagogy, Access, and Equity to demonstrate how these critical tenets are manifested in dual language classrooms and schools. The goal is to allow educators to go beyond the standards fetish into a deep and reflective analysis of their professional knowledge and expertise in attaining equity for all students. Implications for the implementation of Proposition 58 will be addressed in this session.

•Preparing Highly Qualified Biliterate & Bicultural Teachers for California Schools

1:30 PM - 4:30 PM

Marriott

Room: Grand Ballroom A

Karen Cadiero-Kaplan, San Diego State University

Grade Level: All

Language: English

Strand: Professional Development/Teacher Preparation

Audience Level: New to Field/Experienced

Join Bilingual Teacher Educators, State Policy Leaders, District and County Superintendents in this half-day institute. Participants will dialogue, analyze and evaluate current policies and practices for preparing highly qualified biliterate/bicultural teachers to meet increasing demands for dual language programs. Panelists will set the context for participants to engage in developing action plans to:

a) strengthen best practices; b) promote inclusive leadership; and c) propose recommendations for increasing the number of highly qualified biliterate/bicultural teachers.

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

•Writers Workshop in the Common Core Classroom

1:30 PM - 2:45 PM

Hilton

Room: Catalina 4

James Luna, Riverside USD

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

Students write better when they control their writing. This presentation, focused on upper elementary grades, presents participants with a writing program that balances standards-based instruction with the Writers Workshop model. The five-day plan explains how to arrange time to teach grammar and spelling, district writing assessments, and Writers Workshop sessions. All the components for student writing folders, including domain/genre sheets, writers' logs to keep track of projects, pre-writing organizers, and more will be shared.

•Arts and Literacy in Chinese Dual Language Preschool Program

幼兒雙語班之：藝術與語言

1:30 PM - 2:45 PM

Hilton

Room: Catalina 2

Penelope Ho, San Francisco USD

Kitty Lok, San Francisco USD

*Grade Level: Preschool**Language: Chinese**Strand: Asian & Pacific American**Education/Indigenous Languages**Audience Level: New to Field/Experienced*

This presentation tells the journey of how our Chinese Dual Language teachers have evolved their teaching practices to support our youngest dual language learners in becoming bilingual through the Arts.

•Engaging English Learners in a Socially-Just Learning Classroom

1:30 PM - 2:45 PM

Marriott

Room: Newport Beach

José Lalas, University of Redlands

Michelle Scribner, Colton USD

Nirmla Flores, University of Redlands

Joana Lalas, Colton USD

Rayna Prothro, Etiwanda SD

Ayanna Balogun, Rialto USD

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

This presentation will use the concepts of funds of knowledge, cultural capital, and social capital in creating professional development and teacher preparation plans for language and literacy development. Demonstrations will be performed and discussed regarding how these concepts influence student engagement, second language development, and academic achievement. The practical demonstrations are supported by current research on the impact of socially-just learning environments on academic, social, affective, and cognitive engagement.

•Promoting Continuous Improvement via Reflection on LCAP and Evaluation Rubrics.

1:30 PM - 2:45 PM

Marriott

Room: Elite 1

Martha Álvarez, Association of California School Administrators

Teri Burns, California School Boards Association

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

California's new accountability and continuous improvement system is underway, with the goal of advancing student achievement and promoting equity. Join us for a discussion of promising practices to effectively utilize the new Evaluation Rubrics to inform the Local Control and Accountability Plan annual review and stakeholder engagement process. We will

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

cover lessons learned and potential improvements in sharing information with stakeholders, especially parents, to ensure progress in meeting goals for improved outcomes for English learners.

•Math Activities that Maximize Reasoning with Minimal Language Demands

1:30 PM - 2:45 PM

Hilton

Room: Oceanside

Dean Ballard, Consortium on Reaching Excellence in Education

Grade Level: K-12

Language: English

Strand: Curriculum & Instruction

Audience Level: New to Field/Experienced

Activities that promote mathematical reasoning are essential for developing mathematically proficient students. Building fluency and flexibility with numbers is equally essential. Activities that combine both and that are accessible to all students are rare. I will share several activities, resources, and adaptation strategies that promote both reasoning and fluency, while addressing language challenges. Participants will work through activities during the session, experience productive struggle, and learn techniques to make the mathematics accessible to all students.

•Inquiry into ELD: Teacher-Empowering, Student-Centered Professional Development Arc

1:30 PM - 2:45 PM

Marriott

Room: Grand Ballroom G

Marguerite Sheffer, Oakland USD
Christi Grossman, Oakland USD
Samantha Solomon, Mills Teacher Scholars

Grade Level: All

Language: English

Strand: Professional Development/Teacher Preparation

Audience Level: New to Field/Experienced

Have you struggled to develop your staff to improve their teaching of long-term emergent bilinguals? We will present professional development plans and tools that we used to implement a successful inquiry cycle with our staff, focusing

on improving outcomes for language learners in our humanities classes.

•Key Factors and Pedagogical Strategies for a Successful Transition of TWI students

1:30 PM - 2:45 PM

Sheraton

Room: Garden B

Regula Sellards, Consultant

Grade Level: All

Language: English

Strand: Research & Evaluation

Audience Level: New to Field/Experienced

This presentation shares most current research results to CABE participants with the goal to increase participants' knowledge about which key factors and pedagogical approaches are crucial for a successful transition of Two-Way Immersion EL students to middle and high school in order to better teach and reach biliteracy for all. The presenter shares the result of her research study soliciting experts' opinions on key factors and pedagogical strategies that support the successful transition of TWI students from elementary to middle and high school.

•El perfil cultural proficient: Cómo trabajar y aprender con estudiantes y familias migrantes

1:30 PM - 2:45 PM

Marriott

Room: Grand Ballroom B

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. El objetivo es cerrar la brecha que existe entre estudiantes migrantes en términos de rendimiento académico. Se evaluará en que nivel del perfil cultural están ellos - las escuelas dónde trabajan, las escuelas que asisten sus hijos, los distritos escolares, las oficinas del condado, o las oficinas del programa de educación migrante.

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

•Parent Engagement Strategies Including Father Involvement

1:30 PM - 2:45 PM
Hilton
Room: Palos Verdes A



Joseph Nieto, Riverside USD
Louie Ortega, Riverside USD
Gabriela Alonso, Riverside USD
Susana Zamudio, Riverside USD

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

Share the successes of the Riverside USD Family Resource Center in increasing parent engagement. Also, we will share father involvement initiatives in RUSD, including the Dad's University program.

•Wolves: Writing Across Text Types for TK-2

1:30 PM - 2:45 PM
Marriott
Room: San Diego

Karin de Varennes, San Joaquin COE

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

In this session, the CA CCSS and the CA ELD Standards are used in tandem to accelerate student academic literacy. An integrated unit using both narrative and informational texts on wolves will be shared. This unit extends from the Kindergarten Interactive Read Aloud vignette in the ELA/ELD Framework. It is organized using a teaching-learning cycle which supports building content knowledge, learning about the language of text types, joint construction and independent writing construction.

•Unidades integrales: el camino hacia el siglo XXI

1:30 PM - 2:45 PM
Hilton
Room: Catalina 7

Claudia Aldrete, Chula Vista Elementary SD
Carol Barry, Chula Vista Elementary SD
Claudia Hernández, Chula Vista Elementary SD

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

Esta sesión interactiva examina el proceso para desarrollar una unidad que integra el Common Core en Español con ciencias, tecnología, ingeniería, arte y matemáticas (STEAM). Se inspira en los Estándares de Ciencias de la Nueva Generación (NGSS). Su objetivo es motivar a los participantes a planear sus propias unidades, ya que con ello aumentarán el rigor académico en programas bilingües/doble inmersión. Promoverán la creatividad, el pensamiento crítico, el diálogo y la colaboración entre sus estudiantes.

•Juntos podemos: Desarrollando mentalidades de crecimiento para crear culturas universitarias en casa

1:30 PM - 2:45 PM
Hilton
Room: Palos Verdes B



Jaime Carias, College Success Services

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

¿Cómo pueden los padres desarrollar una mentalidad de crecimiento para crear una cultura universitaria en casa? Los padres aprenderán sobre el valor de inculcar una mentalidad de crecimiento en comparación con una mentalidad fija. El Sr. Carias trae una década de experiencia entrenando a padres por todo el país en competencias basadas en investigaciones para ayudar a sus hijos en su viaje desde K-12 hasta la universidad.

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

•Muslims, Arabs and Our Critical Consciousness: What Every American Educator Should Know

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

Huda Essa, Culture Links, LLC

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

Calling all truth seekers! Join this engaging and meaningful session where you will gain invaluable strategies and continuously reflect on the knowledge gained! This timely session will focus on the continually increasing population of Muslim and Arabs in America. Which displayed beliefs and actions are cultural and which ones are religious? How does this matter affect us all in humanity? These questions and many more will be answered in a presentation that speaks to you!

•Transforming Biliteracy Instruction in an Immersion Program Using the Workshop Model

1:30 PM - 2:45 PM
Sheraton
Room: Park D

Cynthia Suárez, Language Academy of Sacramento
Gemma Jauregui, Language Academy of Sacramento

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

This workshop will explore how a two way immersion school transformed its biliteracy instruction using the workshop model. We will explain how school leadership created a long-term plan for school reform and provided the support needed to implement the changes. Sample curriculum and assessment plans, as well as professional development provided to the staff will be shared. The workshop model will be reviewed in the context of the two-way Spanish immersion setting.

•Engaging in Shared Research Projects: Meaning Making through Informational Text

1:30 PM - 2:45 PM
Marriott
Room: Orange County 4

Laura Hernández, SEAL (Sobrato Early Academic Language) Model
Jennifer Analla, SEAL (Sobrato Early Academic Language) Model

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

The Common Core requires all students to engage with rigorous grade-level text and content in order to effectively make meaning. Participants will learn a series of strategies designed to teach children to read complex text, while collaboratively researching a topic of their choice. Intentional scaffolding allows English Learners, and all students, to learn research skills and prepare presentations and written work. Student samples, video, tools and templates for planning will be shared.

•Unpacking Academic Language in Text: Starting with the End in Mind

1:30 PM - 2:45 PM
Sheraton
Room: Garden C

Leslie Wriston, San Juan USD

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

This workshop will walk participants through academic language considerations as they plan to support EL student learning of content through text. The workshop will model and engage participants in crafting a prompt that aligns with standards, examining and extracting vocabulary, as well as determining more supportive and less supportive sentence structures that help students build a cohesive response.

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

•Multiculturalism and Global Competence in the Classroom

1:30 PM - 2:45 PM

Marriott

Room: Desert Springs

Vanessa Brambila, Chula Vista Elementary SD
Rosalba Ponce, Chula Vista Elementary SD

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

What is multiculturalism and why is it important? In this interactive workshop, teachers and participants will explore culture and how it impacts students' identities. Participants will learn how literature and other resources can be used in the classroom to acknowledge students' cultures and broaden their views of other cultures.

•California Mini-Corps Story-Celebrating 50 years

1:30 PM - 2:45 PM

Marriott - Room: Orange County 3

Raúl Ramírez, California Mini-Corps

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

This presentation will focus on the historical story of California Mini-Corps, celebrating 50 years of serving migrant children and producing successful educators.

•Using Technology to Ignite Bilingual Education

1:30 PM - 2:45 PM

Marriott - Room: Elite 2

Michelle Emirizian, Genius Plaza

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

Technology is everywhere in various forms, and has proven itself a valuable tool in helping students learn. During this session, see how to incorporate technology, cultural understanding, and learning into an academically enticing package.

•Connecting Thematic Spanish Content with Designated ELD in Elementary Classrooms

1:30 PM - 2:45 PM

Marriott

Room: Platinum 8

Heather Skibbins, SEAL - Sobrato Early Academic Language

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

In this interactive workshop, bilingual teachers will explore how to bridge what their students are learning in Spanish into content-based Designated ELD. Through teacher experience, samples of curriculum materials, classroom artifacts and videos we will show how to use language functions and graphic organizers to connect Spanish content instruction with Designated ELD, bringing the vision of the CA Framework to life.

•Padres brillantes

1:30 PM - 2:45 PM

Hilton

Room: Manhattan

Horacio Cortés, Leci Inc USA

Beverly López-Armijo, Educational Consultant

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

¿Estaremos educando correctamente a nuestros hijos? ¿Qué es lo que nos preocupa de los niños y adolescentes de hoy? ¿Qué clase de padres y educadores necesitan nuestros hijos en este Siglo XXI? Ya no podemos conformarnos con ser padres buenos, necesitamos ser "PADRES BRILLANTES" Les invitamos a descubrir, compartir y aplicar herramientas psicológicas que puedan promover la formación de pensadores, educar la emoción, expandir los horizontes de la inteligencia y crear calidad de vida.



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

•Teach Reading and Writing Like a Jazz Musician!

1:30 PM - 2:45 PM

Marriott

Room: Platinum 1

Matthew Gollub, Matthew Gollub Communications, Inc

Grade Level: K-5

Language: English

Strand: English Language Development

Audience Level: New to Field/Experienced

What do reading and language arts teachers have in common with jazz musicians? Both draw heavily on the letter i: improvisation, ingenuity and interpretation—especially when connecting with culturally diverse audiences! Participants will learn rhythmic, interactive ways to introduce blends, English/Spanish cognates, and alphabetized rhymes. They will also bring home creative writing activities for teaching prose, jazz poetry—even haiku! This material supports Common Core standards and is proven to engage students in grades K-5.

•Going Batty with Complex Text & Writing

1:30 PM - 2:45 PM

Hilton

Room: Catalina 5

Karin Linn-Nieves, San Joaquin COE

Grade Level: 3-8

Language: English

Strand: English Language Development

Audience Level: New to Field/Experienced

ELA, ELD, and NGSS standards are used in tandem to accelerate the academic literacy development of students. A unit of study on bats is used to model the Teaching-Learning Cycle focusing on complex text and writing. Lessons designed to build students' content knowledge of the topic, dig deeper into language via the ELD standards, and write across the three text types will be shared along with student work and videoclips from a 5th grade classroom.

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

1:30 PM - 2:45 PM

Hilton

Room: Catalina 6

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 one hour of professional learning and ready-to-use materials to scaffold writing across content areas. Participants will experience interactive, differentiated strategies to improve critical thinking skills, academic language, and informative writing for all language learners.

•Mathematize any Activity to Promote Engagement and Close the Math Experience Gap

1:30 PM - 2:45 PM

Marriott

Room: Grand Ballroom K

Brandon Smith, MIND Research Institute

Maria Cervantes, MIND Research Institute

Grade Level: K-8

Language: English

Strand: Curriculum & Instruction

Audience Level: New to Field/Experienced

We talk about the math achievement gap, but what about the math experience gap? In this session we explore how to mathematize any activity, from playing games to everyday tasks, so that we can give students rich math experiences that prepare them for deep problem solving. These activities show students that math is exciting and can help them make sense of the world. Session participants will take home examples of mathematized activities.

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

•Teachers' Perceptions of Dual Language Immersion Programs

1:30 PM - 2:45 PM

Marriott

Room: Los Angeles

Natalie Tran, CSU Fullerton
 Ricardo Palafox, CSU Fullerton
 Phuong Nguyen, CSU Fullerton
 Fariba Bolourieh, CSU Fullerton

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

This study examined teachers' knowledge and perceptions of a dual language immersion (DLI) program that was implemented at a public-school in Orange County. Quantitative data findings suggest that exposure to the DLI program positively impacted teachers' knowledge of students' language development. The workshop will be presented in discussion format, creating an opportunity for participants to actively engage. Attendees will gain an understanding of teachers' perceptions, challenges and rewards in designing and implementing a DLI program.

•Create Engaging 21st Century Curriculum that Develops the Language Skills of ELs

1:30 PM - 2:45 PM

Marriott

Room: Rancho Las Palmas

Alicia Vázquez, Santa Clara USD

*Grade Level: K-12**Language: English**Strand: Technology and Digital Learning**Audience Level: New to Field/Experienced*

Learn how you can engage EL and migrant students, while closing the ever-growing language, technology, and 21st Century Skills gap. Explore options for the development of a successful curriculum for the school day, extended day or summer programs. A curriculum that uses technology to allow students to build knowledge, develop writing, reading, listening and oral language skills, as they make meaning through project-based learning. Participants will have time and templates to plan their own program.

•Mindfulness in Education: Understanding and Helping Thoughtfully

1:30 PM - 2:45 PM

Marriott

Room: Platinum 7

Kimiya Maghzi, Chapman University
 Uma Alahari, Chapman University

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

Mindfulness provides a strong foundation for the education of students through providing optimal conditions for learning and teaching. Through mindfulness, teachers, para-educators, students, and parents improve communication, relationships, and acceptance of students from multicultural backgrounds. By practicing mindfulness, educators can recognize their own prejudice and bias, the limitations of labels on expectations for students, and the potential damage of labeling, which affect both students with (dis)abilities and students who are bilingual.

•Embracing the Value of Family and Community Partnerships through the LCAP

1:30 PM - 2:45 PM

Marriott

Room: Grand Ballroom C

Manuel Colón, Anaheim Union High SD
 Michael Matsuda, Anaheim Union High SD
 Susan Stocks, Anaheim Union High SD
 Cynthia Vásquez Petitt, Anaheim Union High SD

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

Participants will have an opportunity to learn how the AUHSD, a local urban school district, engages all stakeholders in the development of the LCAP. AUHSD's goal is to ensure all students learn with purpose to graduate college-, career- and life-ready. By providing a variety of professional learning opportunities, we have formed partnerships with parents and community members to collaborate and create LCAP goals that meet identified needs through a process that puts the power in their hands.



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

•Using Squiggle Drawings for Language Development through Storytelling

1:30 PM - 2:45 PM

Marriott

Room: La Jolla

Stacy Sims, Stockton USD
Lisa Roldan, Stockton USD

Grade Level: K-2

Language: English

Strand: Curriculum & Instruction

Audience Level: New to Field/Experienced

In this session we will be sharing a lesson for addressing the standards of listening and speaking (to a partner), asking and answering questions, and describing what is happening in a picture, in preparation for the CELDT test.

•The Quality Professional Learning Standards

1:30 PM - 2:45 PM

Marriott

Room: Grand Ballroom E

Angie Ford, California Department of Education
Marcia Trott, California Department of Education

Grade Level: All

Language: English

Strand: Professional Development/Teacher Preparation

Audience Level: New to Field/Experienced

This presentation will inform participants of a set of professional learning policies and activities that span the career continuum of an educator, which leads to improved educator knowledge, skills, and dispositions and, ultimately, increased student learning results. Attendees will explore the Quality Professional Learning Standards to acquire a better understanding of what effective professional learning is, why it improves instructional practice, and how it is integral to local continuous improvement efforts.

•Be a Part of Improving Our State for English Learners

1:30 PM - 2:45 PM

Marriott

Room: Platinum 4

Shelly Spiegel-Coleman, Californians Together
Xilonin Cruz González, Californians Together
Martha Zaragoza Díaz, Zaragoza Diaz & Associates

Grade Level: All

Language: English

Strand: Advocacy & Engagement

Audience Level: New to Field/Experienced

Be a part of this exciting time to make bilingualism and biliteracy a reality for California's students. Join with Californians Together to hear about the State Seal of Biliteracy in California and across the nation, extending the Seal to the university level, how the Local Control Funding Formula can support biliteracy, the new state accountability system and California Spanish Assessment, recent data on LTELs, and what the recent election and legislation means for EL programs and services. Implications for the implementation of Proposition 58 will be addressed in this session.

•The SEAL Dance: From Courtship to Speed Dating

1:30 PM - 2:45 PM

Marriott

Room: Grand Ballroom J

Venus Cenizal, Milpitas USD
Ann DuBois, Milpitas USD
Kim Nguyen, Milpitas USD

Grade Level: Preschool-5

Language: English

Strand: Early Childhood Education

Audience Level: New to Field/Experienced

Using SEAL's (Sobrato Early Academic Language) high-leverage pedagogical practices, participants will experience the SEAL strategies by exploring global competence as a 21st century imperative. Experience classroom strategies and use them tomorrow in your classrooms, schools, and parent workshops, while learning about global competence.

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

•La experiencia de México con el modelo educativo indígena bilingüe (MEVyT-MIB)

1:30 PM - 2:45 PM

Hilton

Room: Redondo

Mauricio López Velázquez, Instituto Nacional para la Educación de los Adultos (INEA)

Grade Level: Adult

Language: Spanish

Strand: Biliteracy/Dual Immersion

Audience Level: New to Field/Experienced

El taller se enfocará en la vertiente Indígena Bilingüe del Modelo Educativo para la Vida y el Trabajo desarrollado por el Instituto Nacional para la Educación de los Adultos. El modelo se enfocará en alfabetizar primeramente en la lengua materna y posteriormente en el español. Se compartirán experiencias sobre su aplicación en México y la reciente implementación de un modelo académico en los Estados Unidos de la lengua Mixteco Baja.

•Is It a Language Issue or a Skill Issue?

1:30 PM - 2:45 PM

Marriott

Room: Grand Ballroom H

Carol Johnson, Renaissance Learning

Grade Level: K-12

Language: English

Strand: Commercial - Assessment & Accountability

Audience Level: New to Field/Experienced

English Learners in the US must meet the same academic standards as native speakers of English. According to the latest NAEP study (2015), 73% and 79% of California's ELs read below the basic level in 4th and 8th grade (respectively). This research does identify literacy skills that ELs have in Spanish, yet cannot demonstrate in English. Assessing the same skills in both languages is critical to determining whether it is a language issue, skill issue, or both.



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FEATURED SPEAKERS 3:15 PM - 4:30 PM



Bárbara Flores
CSU San Bernardino,
San Bernardino City USD



Esteban Díaz
CSU San Bernardino

**Engaging Students in Critical Literary Analysis Using Biography,
Social Justice Fiction & Fairy Tales From a Vygotskian Theoretical Framework**

3:15 PM - 4:30 PM

Marriott

Room: Elite 1

Literature reflects the cultural ways of every society. Embedded in story are the human experiences of life. An important role of teachers is to engage students in the critical reflection of meaning, values, and life's lessons. Vygotsky saw the teachers' role as sociocultural mediators that not only bridge their cultural past but use story to create new ways of thinking and solutions to everyday challenges and problems. We will share key elements of Vygotsky's theory to organize teaching/learning by using mediated structures to deliberately guide, making literary elements visible, and engage in critical reflection.

THURSDAY

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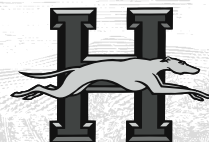
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WORKSHOPS / SESSION 5 3:15 PM - 4:30 PM

•Empowering Voices: Project GLAD® Strategies for Equity

3:15 PM - 4:30 PM

Marriott

Room: Platinum 8

Lara Smith, Reynolds SD

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

An equitable classroom community is one in which every member has a voice. This session will highlight the Project GLAD® strategies and structures that ensure all students are empowered to share their thinking and value the thinking of others. This session is ideal for teachers who have previously attended a full Project GLAD® training, as we will highlight key strategies in the model that enhance your teaching and ensure all students are empowered in your curriculum.

•Foldable Transformations: Transparent and Transportable Academic Vocabulary Strategies for English Language Learners

3:15 PM - 4:30 PM

Marriott

Room: Desert Springs

Debi Krampen, Independent Consultant

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

In this fast-paced, hands-on session, you'll turn evidence-based 3-D interactive visual kinesthetic vocabulary into powerful kinesthetic, biliteracy tools. Literally, you'll put words into linguistically diverse students' hands to help them construct meaning and generate new need-to-know vocabulary via 3-D manipulatives. Create take-home samples using simple paper constructions that address English Learners.

•Cómo la tolerancia multicultural fortalece la participación familiar

3:15 PM - 4:30 PM

Hilton

Room: Catalina 7

Natalia Dueñas, Orange County DOE

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

En esta sesión los participantes podrán: Tomar conciencia de la importancia que tienen las diferencias culturales y lingüísticas para enriquecer y fortalecer las relaciones y las interacciones entre los padres y la comunidad para apoyar y preparar alumnos exitosos para una educación global. Los participantes aprenderán acerca de los modismos en diferentes países latinoamericanos, los cuales enriquecerán su vocabulario y fortalecerán sus interacciones con los padres de familia, los educadores y los administradores en una variedad de los contextos educativos.

•Bringing Designated ELD to Light

3:15 PM - 4:30 PM

Marriott

Room: Grand Ballroom H

Laura González, Tulare COE

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

English Learners have a double challenge: they must learn English and content through the English at the same time. We know that Designated ELD should happen every day, but how? What are the essential features of a Designated ELD lesson? How do we plan and write ELD lessons? This learning opportunity will prepare teachers to meet the needs of their English Learners through designated ELD.

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

•Resumen de cursos para graduarse de la escuela preparatoria y para prepararse para la universidad para estudiantes indocumentados

3:15 PM - 4:30 PM

Hilton

Room: Manhattan

Sylvia Juárez-Magaña, Juárez Consulting, Inc.
Cindy Flores, Juarez Consulting Inc.
Teresa Ramírez-Sordia, UC Berkeley

Grade Level: 9-12

Language: Spanish

Strand: College & Career Readiness

Audience Level: New to Field/Experienced

Un expediente académico será utilizado para cubrir cómo un representante de la universidad revisará los datos de un estudiante indocumentado o DACA-mentado 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.

•Special Education in the World of Dual Immersion

3:15 PM - 4:30 PM

Sheraton

Room: Park D

Neda Farhoumand, Glendale USD

Grade Level: K-5

Language: English

Strand: Special Needs Education

Audience Level: New to Field/Experienced

Dual Language Immersion education is not only appropriate for most students, it may be the only chance that some students will have of acquiring a second language. The key to deciding on a chosen path for individual students rests with the dual immersion program's faculty and administration in consultation with parents. The education and involvement of parents will not only allay fears and reservations, but will also encourage them to become active partners within the classroom and program.

•Creating the Framework for A Growing Biliteracy Curriculum

3:15 PM - 4:30 PM

Sheraton

Room: Garden B

Reka Barton, ACPS
Giselle Gilpin, Alexandria City Public Schools

Grade Level: K-5

Language: English

Strand: Biliteracy/Dual Immersion

Audience Level: Experienced

Presenters will take their audience through the development of a Spanish Language Arts curriculum for Kindergarten - 5th Grade, which was the very first of its kind created in Alexandria. The presenters will share the processes, highlights, and challenges in developing documents ranging from Curriculum at a Glance to the Assessment Plan and Progress Report. This will serve as a catalyst for rich discussions concerning the development of appropriate dual language curricula.

•Make it Stick: Empowering Teachers to Own their Professional Development

3:15 PM - 4:30 PM

Marriott

Room: Elite 3

Tiffany Walker, Riverside COE

Grade Level: 6-12

Language: English

Strand: Professional Development/Teacher Preparation

Audience Level: New to Field/Experienced

All too often, professional development is a 2-4 hour long presentation that is left in the conference room and rarely brought back to daily instructional practice. Participants will learn about the process that Alternative Education at the Riverside County Office of Education uses to empower teachers in owning their professional development to improve literacy across the curriculum. Participants will review examples, planning, and reflection tools used by the RCOE Literacy Cohorts in researching, co-planning, reflecting, and observing with each other.

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

•Attaining the Promise: Mapping the Trajectory toward the Promise of Biliteracy and Academic Excellence

3:15 PM - 4:30 PM

Marriott

Room: Elite 2

Kris Nicholls, CABE Professional Development Services
*Grade Level: All**Language: English**Strand: Biliteracy/Dual Immersion**Audience Level: New to Field/Experienced*

Research on 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. 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 has the potential to inform the development of new programs and the refinement of experienced programs, so that administrators, teachers, parents, and community members can be assured that students will reach the promise of high levels of academic achievement and biliteracy. Implications from the passage of Proposition 58 will be addressed in this session. Implications for the implementation of Proposition 58 will be addressed in this session.

•Creating a Culture of Parent Empowerment and Community Partnerships

3:15 PM - 4:30 PM

Marriott

Room: Los Angeles


Connie Mayhugh, Huntington Beach Union High SD
Jesús Ortega, Huntington Beach Union High SD
Thuy Tran, Huntington Beach Union High SD
Roberto Tapia, Huntington Beach Union High SD
*Grade Level: 6-12**Language: English**Strand: Parent & Community Engagement**Audience Level: New to Field/Experienced*

Create a culture at your school to empower parents to be lifelong learners. We will discuss strategies to implement powerful parent involvement programs and successful community partnerships in a diverse population that will impact student success and college and career readiness. Through the use of video testimonials, small group discussions, and Q & A session, we will share our strategies, our lessons learned, and ideas you can take back to your school.

•Trends & Traps: Social Media & Human Trafficking in Schools

3:15 PM - 4:30 PM

Hilton

Room: Palos Verdes A


Tate Burns, Perris Union High SD
Rebecca Gehlke, Perris Union High SD
*Grade Level: 6-12**Language: English**Strand: Parent & Community Engagement**Audience Level: New to Field/Experienced*

This presentation will equip educational professionals and parents to recognize three main issues affecting students at home and school. These issues are social media pitfalls, including cyber bullying and stalking, sexploitation defined with examples, and teen human trafficking. Participants will receive resources and skills necessary to educate students/parents on social media geo-tracking, predatory grooming practices, and signs of exploitation. Participants leave with resource handouts and links to interactive question and answer forums.



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

•Engaging Undergraduates: Freirean Pedagogy in the Community

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

Tim Bolin, Chapman University

Grade Level: College/University
Language: English
Strand: Multicultural/Diversity Education
Audience Level: New to Field/Experienced

The workshop will focus on the development of “action assignments” in an undergraduate classroom used to develop a more equitable classroom environment. The undergraduate class was based on a Freirean framework that emphasized dialogue and the connection of concepts covered in class to the larger socio-political context. The action assignments encouraged students to engage locally, and then discuss their actions with their peers.

•Rime Magic: The Decoding Solution!

3:15 PM - 4:30 PM
Hilton
Room: Catalina 6

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 students deserve instruction that provides fast results. 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!”. Your students will find motivation and success in just a few targeted lessons.

•Using Title III Funds to Enrich the Educational Experience for English Learners

3:15 PM - 4:30 PM
Marriott
Room: La Jolla

Amanda Gonzales, Palm Springs USD
Wendy Herrera-Lopez, Palm Springs USD
Robin Hinchliffe, Palm Springs USD
Susie Díaz Cueva, Palm Springs USD

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

This session will take participants through the process that Palm Springs Unified School District took during the Summer of 2016 to support English learners via Summer Enrichment and Summer Bridge programs using Title III funds. We will also share the journey a variety of teachers and support staff have taken to use a common structure to support English learners across all grade levels and content areas to meet the expectations of Integrated and Designated ELD.

•Young Interpreters: Developing Appreciation of Bilingualism and Cultural Awareness

3:15 PM - 4:30 PM
Marriott
Room: San Diego

Yadira Milward, Palm Springs USD
Yesenia Vásquez, Palm Springs USD
Lucinda Killebrew, Palm Springs USD
Carlos Flores, Palm Springs USD

Grade Level: 3-12
Language: English
Strand: Multicultural/Diversity Education
Audience Level: New to Field/Experienced

This session will show participants the Young Interpreters program at Nellie N. Coffman Middle School. Young Interpreters is a club that supports English Learners of all levels, including newcomers and reclassified students, by developing translation and interpreting skills that will enhance their cultural awareness. This presentation will show participants how a Young Interpreters Club can create a sense of community and promote positive engagement within the school.

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

•Using ELD Standards to Teach High School English Learners Vocabulary

3:15 PM - 4:30 PM

Marriott

Room: Platinum 4

Annette Daoud, CSU San Marcos
Anne Rene Elsbree, CSU San Marcos
Patricia Stall, CSU San Marcos

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

This presentation outlines how high school teachers across all content area classes can teach vocabulary development to their English Learner students using the California ELD Standards. The presenters will demonstrate a step-by-step process to teach and assess vocabulary development using reading and writing activities aligned to the California ELD Standards to English Learners at various proficiency levels. Participants will be provided with examples and resources they can use to teach vocabulary in their classes.

•Accelerate Academic Language in English & Spanish: Close Read Art!

3:15 PM - 4:30 PM

Hilton

Room: Catalina 5

Cheryl Hayward, Educational Consultant

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

Discover how discussions of fine art can reinforce Common Core State Standards. The presenter will demonstrate strategies that include using complex text (the image) to explore meaning, note important details, cite evidence and make an argument to support an opinion. She will share structures for promoting deeper academic discussions across the curriculum including STEM subjects. Each participant will receive sample lessons in English & Spanish and access to dazzling art images from around the globe & across time.

•Cognitive Coaching to Improve Instruction

3:15 PM - 4:30 PM

Marriott

Room: Orange County 3

Alma Kumar, Butte COE/CA Mini-Corps
Leonor Serna, Butte COE/CA Mini-Corps

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

This presentation will highlight how the California Mini-Corps program utilizes cognitive coaching strategies (planning and reflective conversations) to help CA Mini-Corps tutors self-evaluate and improve instruction delivery to migrant students. Participants in this workshop will engage in effective cognitive coaching strategies.

•Aligning District and School Systems to Support English Learners

3:15 PM - 4:30 PM

Hilton

Room: Oceanside

Viviana García, Partners in School Innovation
Stella Kemp, Franklin-McKinley SD

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

Learn how one northern California school district is aligning its resources and professional learning systems to better support the district's English Learners. Hear from district leaders and support providers who have collaborated to integrate a focus on the needs of English Learners across district departments. See the impact these efforts are having on teachers and students at one elementary school.

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

•Connecting Research to Advocacy for English Learners

3:15 PM - 4:30 PM

Marriott

Room: Grand Ballroom D

Michelle Soto-Peña, Claremont Graduate University
Anaida Colón-Muñiz, Chapman University

Grade Level: All

Language: English

Strand: Advocacy & Engagement

Audience Level:

There are approximately 1.392 million English Learners (ELs) throughout the state of California. Diverse in language and fluency, ELs have specific needs that relate to their contextual and cultural experiences. This workshop presentation will discuss how the English Learner Leadership & Legacy Initiative (ELLLI), a state wide advocacy group, uses research to advocate for English Learners. Participants will have an opportunity to brainstorm ways to advocate for ELs in their respective communities.

•Increasing Parent Engagement Through Joint DELAC and DAC Meetings

3:15 PM - 4:30 PM

Marriott

Room: Newport Beach

Marcos López, Chula Vista Elementary SD

Grade Level: Preschool-8

Language: English

Strand: Parent & Community Engagement

Audience Level: New to Field/Experienced

Through this presentation, we will be providing insight on how CVESD has increased parent engagement with two groups that hold the same goal—the enrichment of our students’ education. We will discuss the purpose of both committees and provide tools, suggestions, and resources so that attendees interested in implementing a similar concept at their district can do so with ease.



•Cooperative Learning: Using Group Processing for Effective Team Learning

3:15 PM - 4:30 PM

Marriott

Room: Grand Ballroom K

Sonya Shariffard, Pepperdine University

Grade Level: All

Language: English

Strand: Curriculum & Instruction

Audience Level: New to Field/Experienced

Group processing enables educators and students to promote a deep understanding of learning and derive ownership of individual strengths. This group interaction will demonstrate how students use cooperative learning in evaluating and integrating their pooled knowledge to create better decision-making habits and explain the academic and interpersonal skills involved. Two aspects of group processing are addressed: 1) how students learn to form successful groups; and 2) how they form academic and social learning objectives.

•Mentoring Latinas for Educational Leadership

3:15 PM - 4:30 PM

Marriott

Room: Platinum 9

Elodia Ortega-Lampkin, Lodi USD

Grade Level: All

Language: English

Strand: Leadership

Audience Level: New to Field/Experienced

This session focuses on mentoring Latinas who are interested in pursuing leadership opportunities. A panel of women leaders, who are former migrant farm-workers and Mini-Corps alumni, will share their unique challenges, struggles, and successes in pursuing leadership positions. The panel discussion will include lessons learned and tips for planning for professional growth.

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

•ED Talks

3:15 PM - 4:30 PM

Sheraton

Room: Garden C

John Bautista, Anaheim Union High SD*Grade Level: 9-12**Language: English**Strand: Technology and Digital Learning**Audience Level: New to Field/Experienced*

ED Talks showcase ELD/bilingual students presenting on a problem they want to solve within their community, college major, or career interest in front of an authentic theater audience. These talks are student-driven using project-based learning as the foundation. Students choose topics that they are personal/passionate about and shoot/edit each presentation in a TED Talk format. This allows ELD/bilingual teachers and students to add project-based learning and public speaking practice to their curriculum.

•Integrating Global Competency as a 21st Century Skill

3:15 PM - 4:30 PM

Marriott

Room: Platinum 7

Aileen Allison-Zarea, California Department of Education**Elena Fajardo, California Department of Education***Grade Level: All**Language: English**Strand: Multicultural/Diversity Education**Audience Level: New to Field/Experienced*

How do we prepare students to be college- and career-ready and thrive in an increasingly connected 21st century global environment? What role does global competence play in this process? Join us to learn more about the California Department of Education's Global Education efforts and consider how to collaborate with colleagues from different content areas using a global education lens.

•La educación bilingüe, un tesoro al alcance de los manos

3:15 PM - 4:30 PM

Hilton

Room: Redondo

Ricardo Pajuelo, CABE Whittier**Lilia Torres-Cooper, Whittier Union High SD***Grade Level: 9-12, College/University**Language: Spanish**Strand: Multicultural/Diversity Education**Audience Level: New to Field/Experienced*

Este taller interactivo invita a los participantes a revisar los últimos informes científicos y legislativos que respaldan la importancia de ser bilingüe para el desarrollo intelectual, emocional, social y competitivo de nuestros hijos en una economía global de mercado para el siglo XXI. Además ofrece alternativas de involucramiento para los padres y los maestros con estudiantes en las escuelas preparatorias, motivándolos y apoyándolos para graduarse y asistir la universidad con el diploma o con el sello de bilingüismo.

•Canciones y juegos tradicionales en español para niños

3:15 PM - 4:30 PM

Marriott

Room: Platinum 1

Stanley Lucero, CABE**Yolanda Lucero, CABE***Grade Level: All**Language: Spanish**Strand: Biliteracy/Dual Immersion**Audience Level: New to Field/Experienced*

En esta sesión disfrutarán de la música y los juegos tradicionales para incorporar en su salón de clase y hogar. Stanley comenzó su colección de música para niños en 1967. Estas son las canciones y los juegos transmitidas por las generaciones de amigos y vecinos de Nuevo México y California. Representan nuestra herencia cultural de música. Yolanda les mostrará movimientos del cuerpo y las manos para acompañar las canciones. Vean: www.lucero.net

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

•La comunicación efectiva y el liderazgo en los comités escolares: DELAC, SSC, ELAC, LCAP

3:15 PM - 4:30 PM

Hilton

Room: Palos Verdes B



Tania Maguiña, CABE Whittier Chapter

Francisco Meza, South Whittier SD

Grade Level: All

Language: Spanish

Strand: Parent & Community Engagement

Audience Level: New to Field/Experienced

Esta sesión interactiva va a desarrollar las habilidades de los líderes alrededor de nosotros. Los padres, los coordinadores de la comunidad, los para-educadores, los maestros, los administradores y los miembros de la mesa directiva podrán comunicarse eficiente y positivamente en los diferentes grupos y comités escolares. Ellos van a conectar la visión de cada distrito escolar en beneficio de los estudiantes que aprenden inglés. También van a elevar los estándares educativos y prepararlos para el siglo XXI. Promoviendo su liderazgo, simularemos una junta escolar con los participantes, motivándolos a comunicarse y a negociar.

•Engineering and Design with The Three Little Pigs

3:15 PM - 4:30 PM

Marriott

Room: Grand Ballroom J

Lilia Sarmiento, CSU Dominguez Hills

Patricia Álvarez, Montebello USD

Christina Cortéz, Montebello USD

Grade Level: Preschool-2

Language: English

Strand: Early Childhood Education

Audience Level: New to Field/Experienced

Come to this hands-on session and learn how to create engineering challenges for young children using the familiar tale of The Three Little Pigs. Science, Technology, Engineering and Math are integrated in this unit to optimize opportunities to foster children's curiosity about how the world around them works. A TK classroom will be showcased and resources in English and Spanish will be shared.

•Spanish TWI transitions from Elementary to Middle School for Students Academically at-Risk

3:15 PM - 4:30 PM

Marriott

Room: Grand Ballroom B

Jordi Solsona, Glendale USD

María Capdevila-Gutierrez, Glendale USD

Grade Level: 6-8

Language: English

Strand: Research & Evaluation

Audience Level: Experienced

Students academically at-risk may face more challenges when transitioning from elementary to middle school. How do they fare in a Spanish TWI program? In this presentation, we utilize Participatory Action Research (PAR) processes, an ongoing research method that encourages educators to question their own practices and context in order to improve them. We will discuss how specific groups of students (learning disabilities, low socioeconomic status, English Learners, and certain language minorities) fare in transitioning to middle school. The PAR study explores perceptions and beliefs of dual immersion teachers, parents, students and scholars. This session will also delve into practices, expectations and strategies to improve those transitions.

•California State Plan to Ensure Equitable Access to Excellent Educators

3:15 PM - 4:30 PM

Marriott

Room: Grand Ballroom E

Constantino Silva, California Department of Education

Erin Koepke, California Department of Education

Judy Ennis, California Comprehensive Center at WestEd

Grade Level: K-12

Language: English

Strand: Advocacy & Engagement

Audience Level: New to Field/Experienced

In this session, participants will be provided with the most current educator equity data and have the opportunity to provide feedback related to the state's equity gaps, root causes for those gaps, and possible strategies for addressing them. This feedback will be used to develop California's 2017 plan update.

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

•From Idea To Book: Mamá The Alien / Mamá la extraterrestre

3:15 PM - 4:30 PM

Hilton

Room: Catalina 4

René Colato Laínez, Los Angeles USD/Author
Laura Lacamara*Grade Level: All**Language: English**Strand: Multicultural/Diversity Education**Audience Level: New to Field/Experienced*

Author, René Colato Laínez, and illustrator, Laura Lacámara, will discuss the process of publication of the bilingual book Mamá The Alien/ Mamá la extrarrestre. René Colato Laínez will share how he got the idea and concept to write the story. Laura Lacámara will describe her illustration process from sketches to final art.

•Prop 58 passed. Now what?

3:15 PM - 4:30 PM

Marriott

Room: Platinum 3

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*

Now that the promise of multilingualism is a reality, thanks to the passage of prop 58, how will schools and school districts begin implementation? What facts about student populations and statewide language groups will help inform the creation of multilingual programs. What does research tell us about the benefits of multilingualism for all students?

•Refinement and Alignment of Designated and Integrated ELD

3:15 PM - 4:30 PM

Sheraton

Room: Garden A

Erick Casallas, Bakersfield City SD
Olivia Amador, Chula Vista Elementary SD*Grade Level: All**Language: English**Strand: English Language Development**Audience Level:*

Join us to learn about how two districts came together and collaborated in order to make the California English Language Development Standards come to life through practices and strategies derived from collaborative conversations, academic vocabulary and sentence fluency. Participants will engage in discussions about a set of practices to implement during designated ELD. Discussions will be based on interactive thinking and planning around language functions and text structures. The partnership with the Chula Vista Elementary School District and Bakersfield City School District has resulted in common practices around picture prompts. Join the presenters in learning about their three-year experience in developing the capacity of teachers to address language skills which will provide access points to the rigor of the Common Core.

•Online ELD and Academic English Assessment

3:15 PM - 4:30 PM

Marriott

Room: Grand Ballroom G

Genevieve Olvera, Data Recognition Corporation

*Grade Level: All**Language: English**Strand: Commercial - Assessment & Accountability**Audience Level: New to Field/Experienced*

Students must be able to use language in a variety of situations for success in school, including language for community, as well as academic content. Participants will view an innovative assessment instrument that measures language proficiency in two areas: school/social language, and academic language. Aligned with three sets of standards (TESOL; California ELD; and CCSS) the assessment results provide teachers a perspective that can be used to focus instruction, provide interventions, and offer ongoing support.

WORKSHOPS / SESSION 6 4:45 PM - 6:00 PM

•Hablar tecnología? 講技術? Nói công nghệ?: Technology strategies for Dual Immersion Classrooms

4:45 PM - 6:00 PM
Marriott
Room: Grand Ballroom D

John Albert, Orange USD
Vivian Llaneras, Orange USD
Dalia Rosales, Orange USD

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

Join us for this interactive session on embedding technology to enhance your Dual Immersion classroom. The audience of teachers and instructional coaches will leave the session inspired and competent in delivering enhanced technology strategies designed to help your students build their academic vocabulary in the target language.

•Rethinking Language and Literacy Pedagogy for Bilingual Latino Students

4:45 PM - 6:00 PM
Marriott
Room: La Jolla

Karla Lomeli, Stanford University

Grade Level: 6-12
Language: English
Strand: Research & Evaluation
Audience Level: New to Field

This session explores the ways that teachers respond to curricular change, as observed in a small charter high school in California. This study is concerned with analyzing the effects of the implementation of one such reading and writing intervention, focusing on teachers' responses to that intervention after a three-year period. The language and literacy intervention had, as its purpose, the development of reading and writing proficiency of a predominantly bilingual Latino student population.

•Programa de profesores visitantes españoles: una experiencia de intercambio lingüístico y cultural de éxito

3:15 PM - 4:30 PM
Marriott
Room: Grand Ballroom E

Teresa Pedraz, Consulate of Spain - Education Office
Jordi Solsona, Glendale USD
María Capdevila-Gutiérrez, Glendale USD
Fernando Rodríguez-Valls, CSU Fullerton

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

Un panel de profesores visitantes de España compartirá sus experiencias en la enseñanza de español o en español en las escuelas de California. El intercambio lingüístico y cultural es un beneficio no solo para los estudiantes y la comunidad educativa que ve un incremento en la mejora de los resultados académicos, sino también para los profesores cuando regresan a España con las nuevas competencias adquiridas en las aulas norteamericanas.

•Working to ensure CA's ECE systems focus on DLLs

4:45 PM - 6:00 PM
Marriott
Room: Newport Beach

Vickie Ramos Harris, The English Learner Leadership and Legacy Initiative
Anya Hurwitz, The English Learner Leadership and Legacy Initiative

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

In California, 57% of children, from birth through age 5, live in a household where English is not the primary language. And although three and four year olds are wired for language, so many of our early childhood classrooms lack the rich and intentional language development that ensure young DLLs reach their potential. This session will explore the intersection of policy and practice within California's early childhood educational systems with a dual language learner lens.

WORKSHOPS / SESSION 6 4:45 PM - 6:00 PM

•Integrated ELD/Math: Protocols to Support English Learners in Math

4:45 PM - 6:00 PM

Marriott

Room: Orange County 3

Michelle Staine, Los Angeles USD
 Lisa Melton Pizutto, Los Angeles USD

Grade Level: K-5

Language: English

Strand: Curriculum & Instruction

Audience Level: New to Field/Experienced

Providing support for your ELs to engage in the math practices is crucial! We will use the CA ELD Standards and protocols for collaborative conversations/student discourse to develop both content knowledge and academic language in math.

•Opening Doors to Language: Idioms and Other Figurative Language Continued

4:45 PM - 6:00 PM

Marriott

Room: Rancho Las Palmas

Alberto Nodal, San Lorenzo USD
 Armando Ceballos, San Lorenzo USD

Grade Level: All

Language: English

Strand: Curriculum & Instruction

Audience Level: New to Field/Experienced

Do you ever find yourself beating around the bush when trying to teach idioms and other figurative language? Do you bite off more than you can chew and end up having to go back to the drawing board to come up with a way to teach this to your English Language Learners? Participants will learn about how two teachers use idioms in their classrooms with their students through Art, Read Alouds and other interactive ways.

•Teaching Language and Vocabulary Using Mentor Text

4:45 PM - 6:00 PM

Marriott

Room: Elite 2

Graciela Chávez, Chula Vista Elementary SD
 Nydia Cerecer, Chula Vista Elementary SD

Grade Level: 3-5

Language: English

Strand: English Language Development

Audience Level: New to Field/Experienced

To be able to build critical readers and writers, we must enrich our vocabulary and language development. The Common Core Language Standards require teachers to understand how language works within the context of students' learning in all content areas. Because of this, teachers need to know how to explicitly teach these standards and strengthen the academic discourse. This workshop will show how to instruct students using mentor text throughout the school day to enhance their language and vocabulary.



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Program Features

- High-level, academic vocabulary to improve comprehension
- Explicit review of previously learned vocabulary
- Authentic, engaging contexts for language development
- Fine art and cross-curricular connections



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WORKSHOPS / SESSION 6 4:45 PM - 6:00 PM

•Bringing Middle School Spanish Social Studies to Life with “Cuadernos Interactivos” Interactive Journals

4:45 PM - 6:00 PM
Marriott
Room: Desert Springs

Raquel López, Gilroy USD

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

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 Spanish social studies.

•Leveraging the Every Student Succeeds Act (ESSA) for English Learners

4:45 PM - 6:00 PM
Marriott
Room: Grand Ballroom C

Jessica Rodríguez, NCLR

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

The Every Student Succeeds Act (ESSA) has important implications for English learners and the schools that serve them. The National Council of La Raza will moderate a panel discussion on equity for English learners in ESSA implementation, featuring local and state advocates sharing first-hand experience and lessons from their engagement around this important opportunity. Participants will leave with practical advice on how to engage with their state and local districts around key issues in ESSA.

•ELD Portfolio: Tool for Progress Monitoring

4:45 PM - 6:00 PM
Marriott
Room: Los Angeles

Víctor Portillo, San Bernardino City USD
Michelle Bracken, San Bernardino City USD

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

San Bernardino City Unified District has developed and implemented the use of an English Language Development Portfolio that provides an ongoing record of student progress that teachers can use to plan Integrated ELD and to group students for Designated ELD. This portfolio includes Parts 1 and 2 of the CA CCSS ELD standards. In addition, we have also created a portfolio that addresses Part 3 of the ELD standards for foundational skills and literacy. There is also a portfolio for SLD. Attendees will each receive copies of both portfolios. Come see how SBCUSD has developed an innovative tool to monitor English Learners.



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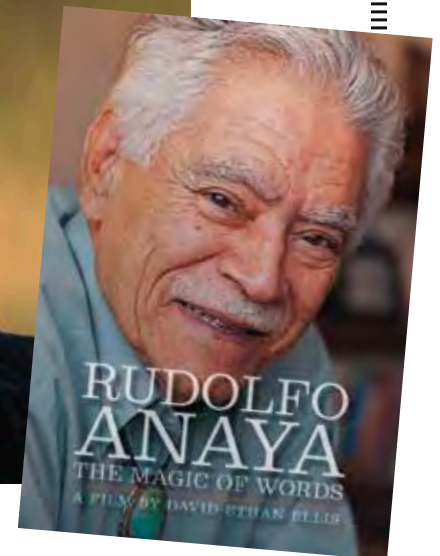
**Thursday, March 30, 2017
4:30 pm - 6:00 pm
Anaheim Marriott Platinum 1**

Share your musical talents and fun with your fellow CABE conference attendees in our 5th Annual Official CABE Jam Session!

CABE Jams will be led by CABE artists Stanley Lucero, Yolanda Lucero, 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, we invite you to bring it along and join in! **All are welcome!**

2017 FILM FESTIVAL



THURSDAY, MARCH 30 • 4:30 pm - 6:30 pm • SHERATON PLAZA BALLROOM



BLESS ME, ÚLTIMA

"There are so many dreams to be fulfilled, but Última says a man's destiny must unfold itself like a flower, with only the sun and the earth and water making it blossom, and no one else meddling in it."

BLESS ME, ÚLTIMA is based upon the controversial novel by Rudolfo Anaya. It is a turbulent coming of age story about Antonio Márez, a young boy growing up in New Mexico during World War II. When a mysterious curandera, Última, comes to live with his family, she teaches him about the power of the spiritual world. As their relationship grows, Antonio begins to question the strict Catholic doctrine he has been taught by his parents. Through a series of mysterious and, at times, terrifying events Antonio must grapple with questions about his own destiny, the relationship between good vs. evil and, ultimately, how to reconcile Última's powers with those of the God of his church.



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BOOTH: 306, 308



CABE★2017



FRIDAY



MARCH

31



***CABE 2017: Connecting Communities
through Our Languages, Cultures, and Stories***

HIGHLIGHTS

General Session

8:30 am - 10:00 am / Keynote Address: Gloria Ladson-Billings / Marriott Platinum Ballroom

Exhibit Hall Events – Marriott Marquis Ballroom

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

10:30 am - 4:00 pm / Author's Corner

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

12:30 pm - 1:30 pm / CABE Poetry Slam / Author's Corner / Plaza Area

1:30 pm / Apple Watch Daily Raffle Drawing

5:00 pm / Daily Exhibit Hall Drawings

5:30 pm / CABE 2017 Exhibit Hall Closes

Workshops, Institutes, Activities

7:30 am - 4:30 pm / Parent Resource Center / Hilton Huntington Ballroom

10:30 am - 2:30 pm / Administrative Leadership Symposium / Featuring Gloria Ladson-Billings and Laurie Olsen / Marriott Grand Ballroom F

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 / Joe Cepeda / Silvia Dorta-Duque de Reyes / Kathryn Lindholm-Leary

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

1:30 pm - 2:45 pm / Alma Flor Ada / F. Isabel Campoy / Diane August / Lan Bercu / Myriam Met

1:30 pm - 4:30 pm / Tanya Ward Singer

3:15 pm - 4:30 pm / 123 Andrés / Nicoline Ambe

Special Events

10:30 am - 4:00 pm / International Spanish Academies (ISA) Directors Meeting / Sheraton Tiffany Terrace Room

11:30 am - 2:00 pm / Student Entertainment / Marriott Ballroom Foyer

4:45 pm - 6:30 pm / CABE Film Festival "El Jeremías" / Marriott Grand Ballroom E/F

7:00 pm - 9:00 pm / Seal of Excellence Award Banquet / Marriott Platinum Ballroom

Keynote Address: Donovan Livingston

Student Essay Contest Winners / Seal of Excellence School Awards

District Bilingual Pathway Award

9:00 pm - 12:00 am / Seal of Excellence Dance / Marriott Platinum Ballroom

Featuring: Suavé The Band

PLAN YOUR DAY

MORNING 7:30 am - 12:00pm

AFTERNOON 12:00 pm - 6:00 pm

EVENING 6:00 pm - 12:00 am

FRIDAY

FRIDAY GENERAL SESSION

8:30 am – 10:00 am
Marriott Platinum Ballroom

Entertainment

Mariachi de Rancho Alamito, Rancho Alamitos High School, Garden Grove USD

Welcome

Host

Annie Rodríguez, CABE Board Vice President

CABE 2016 Honorary Chairs

Gabriela Mafi, Superintendent Garden Grove USD

Debra Duardo, Superintendent, Los Angeles County Office of Education

CABE In Action!

President's Message

Karling Aguilera-Fort, CABE Board President

Spoken Word – Lift Off

Donovan Livingston, Educator, Poet, and Author

CABE Board Awards

Legacy Award – Enid Lee

Presented by Annie Rodriguez, CABE Board Vice President

Courageous Leadership Award – Senator Ricardo Lara

Presented by Karling Aguilera-Fort, CABE Board President & Jan Gustafon-Corea, CABE CEO

Ohtli Award – Senator Ricardo Lara

Presented by Institute of Mexicans in the Exterior (IME)

Keynote Speaker

Gloria Ladson Billings – University of Wisconsin-Madison

Closing and Announcements

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KEYNOTE ADDRESS

**GLORIA LADSON-BILLINGS**

University of Wisconsin-Madison

Is it the Speech or the Speaker: Race and Language in the 21st Century

Gloria Ladson-Billings looks at the complicated way race and language are conflated to de-legitimate students' cultural histories and practices. New iterations of youth culture are demonstrating that young people are breaking racial and linguistic boundaries to create new forms of cultural expression that schools and teachers must learn to develop effective pedagogies.

Gloria Ladson-Billings is the Kellner Family Distinguished Professor in Urban Education in the Department of Curriculum & Instruction and is Faculty Affiliate in the Departments of Educational Policy Studies, Educational Leadership & Policy Analysis and Afro American Studies at the University of Wisconsin-Madison. She is the President-Elect of the National Academy of Education. She was the 2005--2006 president of the American Educational Research Association. Ladson-Billings' research examines the pedagogical practices of teachers who are successful with African American students. She also investigates Critical Race Theory applications to education.

Ladson-Billings is the author of the critically acclaimed books, *The Dreamkeepers: Successful Teachers of African American Children*, *Crossing over to Canaan: The Journey of New Teachers in Diverse Classrooms*, and *Beyond the Big House: African American Educators on Teacher Education*. She is editor of 6 other books and author of more than 100 journal articles and book chapters. She is the former editor of the American Educational Research Journal and a member of several editorial boards. Her work has won numerous scholarly awards, including the 2015 winner of the Social Justice in Education Award given by the American Educational Research Association (AERA). She was named the 2012 winner of the Brock International Prize in education. In 2007 she was awarded the Hilldale Award, the highest faculty honor given to a professor at the University of Wisconsin for outstanding research, teaching, and service.

Ladson-Billings is currently one of the NEA Foundation Fellows charged with providing advice on its "Achievement Gap Initiative." In 2014 she was a panelist on the White House's African American Educational Excellence Initiative's Essence Festival, "Smart Starts at Home" panel. In 2015 she received the Distinguished Lifetime Achievement Award from the Literacy Research Association. In 2016 she received the Lifetime Achievement Award from the Benjamin Banneker Association of the National Council for Teachers of Mathematics. In Fall 2017 she will receive the John Nisbet Award from the British Educational Research Association at the University of Sussex in Brighton, England.

Administrative Leadership Symposium

Friday, March 31, 2017 • 10:30 am-2:30 pm • Grand Ballroom F

Asking the Right Questions...Creating Equity Based School Communities under the Current State and National Educational Context

OPEN TO SCHOOL AND DISTRICT ADMINISTRATORS AND BOARD MEMBERS.

Participants who have pre-registered have priority seating. Other conference attendees who are district and site administrators and leaders are welcome to attend. All participants must register. Lunch is provided.

OUTCOMES

- Create a space for like-minded leaders to convene and communicate around issues of equity and cultural relevancy for English Learners and other students
- Address issues of equity and access through meaningful development of your LCAP and use of the Dashboard equity indicators,
- Identify approaches for educators to positively impact the diverse needs of students through culturally relevant teaching under the current political and social climate
- Provide guidelines on Prop 58 and the new opportunities available to develop multilingual programs.
- Generate enthusiasm and excitement about deeply engaging our communities in envisioning high-level success for our students and schools.

DESCRIPTION

The CABE 2017 Administrator Leadership Symposium will provide district and site leaders with inspiring tools, resources and motivation for entire school districts to achieve 21st century multilingual excellence and equity for English Learners.

This year's symposium will feature two powerful and insightful educational leaders and researchers, Dr. Gloria Ladson-Billings and Dr. Laurie Olsen, on how to integrate issues of equity, cultural relevance and linguistic access through our educational system to increase and engage students in their academic success. Resources, tools and approaches on how to address these issues as they drive the development of the Local Control and Accountability Plan (LCAP) with the new state-provided Dashboard will be explicitly shared. Key information will also be shared on Prop 58 and how to grow and develop multilingual programs.

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 students.

SPEAKERS & FACILITATORS



SPEAKERS

Gloria Ladson-Billings, University of Wisconsin
Laurie Olsen, SEAL, Sobrato Family Foundation



FACILITATORS

- **Ted Alejandre**, Superintendent, San Bernardino County Superintendent of Schools
- **Michael Matsuda**, Superintendent, Anaheim Union HSD
- **Karling Aguilera-Fort**, CABE Board President and Assistant Superintendent, San Francisco USD
- **Jan Gustafson-Corea**, CABE Chief Executive Officer

Facilitated and organized by San Bernardino County Superintendent of Schools and the CABE Board of Directors

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FEATURED FULL-DAY INSTITUTE 10:30 AM - 4:30 PM



Kate Kinsella

San Francisco State University,
Center for Teacher Efficacy

•Providing Productive Feedback to English Learners on Spoken and Written Errors

10:30 AM - 4:30 PM

Sheraton Room: Plaza Ballroom

Grade Level: 3-12

Language: English

Strand: English Language Development

Audience Level: New to Field/Experienced

A critical component of ELD is teacher feedback on the accuracy of students' spoken and written English. In this interactive and practical session, participants: 1) analyze misconceptions and practices that foster "fossilized errors," persistent and stigmatizing errors reflecting a lack of linguistic knowledge; 2) experience respectful, productive strategies for responding to errors during various instructional formats; 3) observe how to foster linguistic awareness and coach students on accurate usage; and 4) review categories of errors, and learn strategies for prioritizing correction, while helping students become more skillful editors.

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FEATURED SPEAKERS 10:30 AM - 11:45 AM



Joe Cepeda
Academia Cultural

The ART in Language ARTs: An Integrated Literacy Approach

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

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 between the elements of art and 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.



Kathryn Lindholm-Leary
CSU San José

Educational Trajectories of EL Students in Dual Language Programs

10:30 AM - 11:45 AM
Marriott
Room: Elite 1

This presentation examines the language proficiency and reading achievement trajectories of 2201 fourth- through eighth-grade EL students who differed by English language proficiency and were enrolled in a dual language program. Results showed that: 1) students achieved average in Spanish reading achievement and at similar levels in English as their English mainstream ELL peers; 2) students in the four English language proficiency groups varied significantly in all outcome measures in English and Spanish (FEP>Advanced>Intermediate>Beginner) by upper, but not K/1 entry, grades; and 3) examining students' trajectories shows the importance of Bilingual, not just English, proficiency at school entry and the impact of Spanish reading on English reading in grades 3 and 5-8.



Silvia Dorta-Duque de Reyes
Benchmark Education

Jill Kerper Mora
San Diego State University

Lucía García
Encinitas SD

**Framework for Biliteracy:
Teaching for Cross-Linguistic Transfer**

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

Instruction in a bilingual or dual language context demands a comprehensive understanding of overarching principles, patterns and paradigms for designing curriculum, planning lessons, selecting strategies and utilizing instructional materials to maximize students' biliteracy potential and cross-cultural competencies. Standards-based lesson planning through text analysis, intentional cross-linguistic instruction and strategies will be demonstrated.

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

Pam Spycher, WestEd
Danielle Garegnani, WestEd

Marianne Justus, WestEd
Liz Jameyson, WestEd

Leading with Learning: Implementing California's ELA/ELD Framework through Comprehensive Professional Learning Model

10:30 AM - 4:30 PM
Sheraton
Room: Park C

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

This interactive institute will help participants better understand and be able to implement, or facilitate implementation of, effective instruction for culturally and linguistically diverse learners through the California ELA/ELD Framework and the California ELD Standards. You'll be introduced to high-leverage pedagogical practices, contextualized in coherent lessons and interdisciplinary units of study, which focus on integrated and Designated ELD, California's comprehensive approach to supporting EL students to develop academic literacy and deep content understandings across the disciplines.

Discussions

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- Fine art and cross-curricular connections

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WORKSHOPS / SESSION 8 10:30 AM - 11:45 AM

•OCDE Project GLAD® en español

10:30 AM - 11:45 AM

Marriott

Room: Platinum 7

Diana Hernández, OCDE Project GLAD®
Omar Guillén, Orange County DOE

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

OCDE Project GLAD® es un programa de desarrollo profesional dedicado a construir el lenguaje académico y literatura. Esta sesión proveerá una visión en conjunto así como las estrategias de instrucción, las mismas que apoyarán ampliamente el desarrollo del lenguaje, transferencia y literatura dentro del ambiente de inmersión. Exploraremos aplicaciones útiles en español e inglés en clases de inmersión.

•Doing Mathematics the Common Core Way:
 Implications for English Learners

10:30 AM - 11:45 AM

Marriott

Room: Newport Beach

Jeffrey Thiel, Chula Vista Elementary SD
Emma Sanchez, Chula Vista Elementary SD

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

In accordance with our new mathematics expectations, our instructional practices need to incorporate higher level thinking, adaptive reasoning, strategic competence, conceptual understanding, problem solving, procedural fluency and productive disposition. This new approach has implications for all students, but is especially challenging for English learners. This session will explore strategies and activities teachers can use to successfully navigate the transition to this new way of doing mathematics.

•Fortaleciendo la participación de padres a través de PICS

10:30 AM - 11:45 AM

Hilton

Room: Palos Verdes A

Samia Shoman, San Mateo Union High SD
Dulce Hatch, San Mateo Union High SD
Nancy Yance Chavez, San Mateo Union High SD
Edwin Martinez, San Mateo Union High SD

*Grade Level: 9-12**Language: Spanish**Strand: Parent & Community Engagement**Audience Level: Experienced*

Los Coordinadores de Participación de Padres (PICS) de tres escuelas preparatorias distintas hablarán acerca de la manera en que usan su papel para educar y fortalecer a los padres de familia. Se convierten los padres en líderes en sus escuelas y promotores para sus estudiantes. A través de los programas de educación, la red de oradores invitados, los grupos de padres latinos, el desarrollo de la conferencia de educación, y el fortalecimiento para familias, PICS están abriendo puertas de oportunidades para las familias en este distrito escolar.

•Llegando a una escuela de otro país.

10:30 AM - 11:45 AM

Marriott

Room: Grand Ballroom H

Yara Amparo López, Sistema Educativo Estatal
Baja California, México
Claudia Tarazon, Sistema Educativo Estatal

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

Esta sesión enfrentará los retos que el estudiante va a enfrentar al llegar a una escuela distinta - el idioma, las relaciones con los maestros, la evaluación, y la organización escolar. Hablaremos sobre cómo lograr pasar esos retos de la forma más agradable posible desde una visión multicultural.



WORKSHOPS / SESSION 8 10:30 AM - 11:45 AM

•Looking for a Few Good Presenters: Presenting 101

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

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.

•Todo sobre inmigración: Conozca sus derechos y opciones migratorias

10:30 AM - 11:45 AM
Hilton
Room: Huntington Ballroom



Daniel Sharp, CARCEAN, Central American Resource Center

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

Información en Español sobre los medios para obtener un estado de residencia legal a través de leyes en existencia; información actualizada sobre la vigencia del programa de acción diferida para jóvenes (DACA por sus siglas en inglés), y las acciones ejecutivas de la administración del Presidente Trump; "Conozca sus derechos" como migrante – que hacer (y no hacer) si tiene algún contacto con un oficial del Servicio de Inmigración y Control de Aduanas (ICE, por sus siglas en inglés).

•The Magic Eraser

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

Sharon Miller, Mesa Public Schools

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

Exhausted, frustrated, and worn out with the trials of managing today's kids and their seemingly constant challenges to your authority or interruptions of your efforts to teach? Take a deep breath! You've found the right presentation! Learn strategies to eliminate repeated warnings, recover seven to nine hours of instruction time per week, and dramatically decrease office referrals! In just one hour, you'll walk away refreshed and renewed with techniques you can use immediately!

•Teacher Leaders Impacting Families toward Excellence

10:30 AM - 11:45 AM
Hilton
Room: Catalina 4



Beth Ann Davis, Coachella Valley USD

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

Teacher leaders endeavor to empower parents to influence education on behalf of their student(s), provide parent networks for sharing challenges and successes, and build relationships between teachers, parents, and students. During this presentation, we will share our experiences, both positive and challenging, for reaching our community, collaborating with parents, and advocating for education excellence. Together, we will collaborate to consider how these workshops can and will improve outreach to the community and our teaching strategies, and impact learning for a lifetime.

WORKSHOPS / SESSION 8 10:30 AM - 11:45 AM

•Super Models! Language Mentors through Diverse Texts

10:30 AM - 11:45 AM

Hilton

Room: Catalina 7

Alesha Moreno-Ramírez, Tulare COE

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

Kids love losing themselves in stories, so what better place to help them find language mentors? Through engaging mentor text, this session will explore diverse, multicultural picture books as a source for language models. Along with direct instruction of language constructs, mentor texts are a terrific way for ELs & Standard English learners to notice how language is used by real-life authors to make meaning, as they prepare to use language for their own authentic purposes.

•Creating a Culturally Responsive Classroom and School Community

10:30 AM - 11:45 AM

Marriott

Room: Grand Ballroom B

Lee Mun Wah, StirFry Seminars & Consulting

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

Often teachers, staff and administrators want to have “culturally responsive” classrooms and schools, but don’t feel they have enough training or cultural knowledge. Through small and large group diversity exercises, discussions, role-plays and personal stories, this seminar explores what is needed to access the cultural richness inherent in the gifts and contributions of our diverse students and staff. Participants develop relationships by sharing/honoring spiritual, emotional and traditional differences.

•Brain Research and EL Strategies

10:30 AM - 11:45 AM

Marriott

Room: Orange County 3

Jaime Leal, Northeast ISD

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

The session will show how brain research could help English Learners in language development and acquisition. In addition, the session will show how the brain works for best teaching practices and maximized learning experiences.

•Comprehension Magic: Strategies that really work!!

10:30 AM - 11:45 AM

Hilton

Room: Catalina 6

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. For many ELs literacy can become a roadblock. Some students become strong decoders, yet have difficulty with comprehension. Learn how to deliver three simple strategies that use retell, vocabulary development, and complex sentence “unpacking” to support comprehension. Implement these strategies with any and all reading materials. Prevent comprehension problems from occurring and intervene with students who have struggled! Significant growth can be expected very quickly. Bonus Strategy----introducing Precision Reading!!

WORKSHOPS / SESSION 8 10:30 AM - 11:45 AM

•Engagement strategies that Elicit Language for Integrated and Designated ELD

10:30 AM - 11:45 AM

Marriott

Room: Grand Ballroom G

Eric Antuna, Palm Springs USD

Amanda Gonzales, Palm Springs USD

Grade Level: K-12

Language: English

Strand: English Language Development

Audience Level: New to Field/Experienced

Attendees can expect to learn engagement strategies that can be applied across content areas and support teachers in eliciting language during Integrated and Designated ELD. These strategies will expand students' academic language by building on the inherent resources of English Learners. The session strategies will highlight how to provide students with the opportunity to learn by collaborating with their peers to read texts, talk about texts, and engage in meaningful interactions with texts.

•Designing a Parent Involvement Program to Increase Parent Engagement

10:30 AM - 11:45 AM

Hilton

Room: Manhattan

Yesenia Navarro, Anaheim Elementary SD

Yamile Cortés-Canon, Anaheim Elementary SD

Grade Level: All

Language: English

Strand: Parent & Community Engagement

Audience Level: New to Field/Experienced

This workshop will give participants ideas on how to create a research-based parent involvement program to help increase parent engagement. Anaheim Elementary School District has created a structured parent program based on Joyce Epstein's Six Types of Parent Involvement: addressing Parenting; Communicating; Volunteering; Learning at Home; Decision Making; and Collaborating with the Community. Implementation of this parent program has dramatically increased parent attendance district-wide for the 24 elementary school sites at AESD.



•Providing Instructional Scaffolds to Support Language Learners

10:30 AM - 11:45 AM

Hilton

Room: Capistrano B

Richard Romero, Orange County DOE

Tracey Gaglio, Orange County DOE

Grade Level: K-2

Language: English

Strand: English Language Development

Audience Level: New to Field/Experienced

In this session, participants will examine how to provide our language learners with meaningful access to grade-level academic content and develop academic English language proficiency via the use of an instructional scaffolding tool produced by the Orange County Department of Education. This wide-ranging tool provides a foundation for creating and developing oral language lesson components to support student production of academic discourse and language across content areas and to foster inclusive, intellectually-rich learning environments.

•Designated and Integrated ELD Made Easy

10:30 AM - 11:45 AM

Marriott

Room: Orange County 4

Elva Mellor, Chula Vista Elementary SD

Rosalba Ponce, Chula Vista Elementary SD

María Ramírez, University of Nevada, Las Vegas

Grade Level: K-5

Language: English

Strand: English Language Development

Audience Level: New to Field/Experienced

Integrated and Designated ELD give both teachers and ELs the keys to successful teaching and learning. After a brief introduction, participants will take part in designated and Integrated ELD lessons in order to develop their own lessons. A fiction read-aloud and nonfiction selection will be used.

WORKSHOPS / SESSION 8 10:30 AM - 11:45 AM

•Developing Parental Academic, Social and Cultural Literacy Through Student Book Clubs

10:30 AM - 11:45 AM

Marriott

Room: Desert Springs



Carmen E. Quintana, South Bay Community Services
Natalia Jones, South Bay Community Services

*Grade Level: 3-8**Language: English**Strand: Parent & Community Engagement**Audience Level: Experienced*

Parents play a crucial role in the achievement of student success. By becoming academically, socially and culturally literate, parents are empowered to support their student's literacy development and academic progress. By using Castle Park Elementary School's Book Club as a case example, this presentation will demonstrate how incorporating a parental component as part of a school book club, engages parents and helps them to better understand their children's academic contexts and achievement.

•Outdoor Education for Migrant Students, Teachers, Parents and Administrators

10:30 AM - 11:45 AM

Marriott

Room: Grand Ballroom C

Mini-Corps Outdoor Education Alumni Team

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

Authentic learning supports teaching Science, Technology, Engineering and Math (STEM) for students and parents. This workshop will describe the personal development and independent living skills acquired by students when introduced to Outdoor Education Programs. Those attending will understand the benefits of an outdoor education program especially English Learners.

•Effective Understanding of Designated and Integrated ELD through Collaboration and Interaction

10:30 AM - 11:45 AM

Marriott

Room: Platinum 1

David Dunstan, Antelope Valley Union High SD
Imelda Trinklein, Antelope Valley Union High SD
Ana Pena, Antelope Valley Union High SD
Leann Washington, Antelope Valley Union SD

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

The purpose of this workshop is to provide fresh perspectives for teachers to understand the California ELD Standards with hands-on activities and collaborative resources to implement Designated and Integrated ELD. Video interviews with Long-Term ELs reveal their challenges to learn academic language and improve their reading comprehension and communication skills. Participants will discuss effective strategies that motivate ELs and Long-Term ELs to develop English proficiency with the Collaborative, Interpretive, and Productive communicative modes.

•Preschool GLAD®: Alive, Aloud, and A lot of Language

10:30 AM - 11:45 AM

Hilton

Room: Catalina 1

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 early childhood 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.

WORKSHOPS / SESSION 8 10:30 AM - 11:45 AM

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

10:30 AM - 11:45 AM
Hilton
Room: Laguna A

Elise Lasko, Estrellita

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

Estrellita is a complementary, phonics-based, accelerated Spanish reading program. Initial Spanish letter sounds are acquired quickly using auditory, visual, and kinesthetic modalities. The presentation will address Estrellita's unique approach to teaching syllables. Presenter will provide an overview of the blending process, assessment, technology, differentiation of instruction, and writing activities. Participants will gain step-by-step awareness on how to teach Spanish reading to students in bilingual and dual language classrooms, PK to 2nd grade.

•Project Based Learning: A strategy for developing English Literacy

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

Reyna García Ramos, Pepperdine University

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

This hands-on workshop helps teachers understand how Project-based Learning (PBL) can help further English literacy for English Learners in any classroom context. The workshop walks participants through the steps on how to get started with PBL in any classroom setting, K-12 and beyond. The workshop demonstrates the joys of PBL with bilingual learners. Participants will create a project outline that incorporates three disciplines; addresses the community context, and meets Common Core State Standards.

•All Voices on Deck: Achieving Success through Academic Conversations

10:30 AM - 11:45 AM
Marriott
Room: Rancho Las Palmas

Isabel Silva, Encinitas Union SD

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

We are committed to guaranteeing the success of our small EL population. Learn how we are improving language development for our ELs through explicit language practice. We will share how we used data to identify students needing extra support, how we implemented support during our Summer Language Academy and throughout the academic year. Finally, we used data to track growth, and will present the progress of this targeted group.

•Using Your Native Language at Home...Is that Good?

10:30 AM - 11:45 AM
Hilton
Room: Catalina 3

Maya Goodall, University of Massachusetts, Boston

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

Want to help your children succeed in school? It's as easy as 1,2,3! First, plan a conversation. Second, ask them questions about any topics that interest them. Third, play a game, read a book or do a fun activity together. Take our list of fun ideas to get conversations going with your children at home. Teachers agree: the more you talk with your children, the easier it is to teach a new language and new concepts.



WORKSHOPS / SESSION 8 10:30 AM - 11:45 AM

•Ciencias: Una demostración y discusión sobre una unidad de circuitos eléctricos

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

Melissa Navarro, San Diego State University/Clairemont Graduate University

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

En este taller, participantes colaborarán en una exploración científica interactiva de primaria. Después serán expuestos a investigaciones académicas que apoyan el modelo de instrucción presentada con el fin de analizar un plan de lecciones. Al terminar, los participantes partirán con un ejemplo de un plan de lecciones basadas en los estándares de ciencias de la próxima generación y comprenderán los requisitos básicos para el desarrollo e implementación de una lección científica para estudiantes en programas de doble idioma.

•What Happens in Vegas...A Diversified Approach to Family Engagement

10:30 AM - 11:45 AM
Hilton
Room: Oceanside

Nancy Alamo, Clark County SD
Debbie Palacios, Clark County SD

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

What happens in Vegas... is in Anaheim! The Clark County School District's (Las Vegas, NV) English Learners and Family and Community Engagement Services (FACES) will present their diversified approach to family engagement in the nation's 5th largest school district. Presenters will share the collective vision and systemic alignment with the Master Plan for EL Student Success and unique effective strategies for addressing the needs of diverse communities.


•Spanish Literacy Intervention that Works

10:30 AM - 11:45 AM
Hilton
Room: Laguna B

Rebecca Carranza, Educational Consultant

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

What are the characteristics of effective Spanish literacy intervention in a dual language or bilingual program? How does literacy and language development in Spanish differ from that in English? Why is cultural relevance of the materials important? What is the importance of authentic text? How does intervention differ from regular classroom literacy instruction? Where does writing fit in? Join us for this discussion. Sample materials from effective intervention and lesson plan formats will be shared.

•Extracting a Data Goldmine for Language Development

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

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

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

The Data Dashboard is a tool to reveal essential milestones for student language development in any target language. This county office developed-model demonstrates the power of visually analyzing student progress. In this session, administrators and teachers will discover critical tools for mining their own local data and improving their students' academic and linguistic outcomes.

WORKSHOPS / SESSION 8 10:30 AM - 11:45 AM

•Teach Us Your Name: Embracing Name and Identity Diversity

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

Huda Essa, Culture Links, LLC

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

This workshop will highlight teaching strategies used to empower children to be confident in exploring and being proud of their many identities. The presenter is a diversity consultant, as well as the author of the children's book, *Teach Us Your Name*. Her book was created to give children the confidence to teach others the correct pronunciation of their names, as well as to show pride in their many identities. You won't want to miss this meaningful and timely session! Book signing immediately following session.

•An Overview of Two-way/Dual Immersion Programs: The Basics

10:30 AM - 11:45 AM
Marriott
Room: Elite 3

Estella Patel, Banning USD
Peggy Morrison, Consultant
Jennifer Martinez, Windsor USD
Francisca Sánchez, Provocative Practice

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

The purpose of this workshop is to provide participants who are interested in developing or are at the initial stages of developing a two-way/dual immersion program. Additionally, participants will create and enhance with experienced practitioners as they provide an overview of two-way/dual immersion programs including definitions, goals, theoretical rationale, and basic components for implementation. Additionally, create and enhance a network of two-way immersion educators, parents, and community members. Implications for the implementation of Proposition 58 will be addressed in this session.

•Empowering Parents through the Reflective Learning Walks Process

10:30 AM - 11:45 AM
Hilton
Room: Capistrano A

Diana Fujimoto, Anaheim Union High SD

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

The presenter will share information on how to build capacity in parents to positively affect schoolwide change through the Reflective Learning Walks (RLW) process. This process takes small groups of parents into classrooms to observe instruction. A teacher trained in the RLW process facilitates a reflective conversation with parents so they gain a deeper understanding of classroom instruction and feel empowered to support their students. Participants will engage in a virtual learning walk.

•Una orientación para la enseñanza de la ortografía

10:30 AM - 11:45 AM
Hilton
Room: Catalina 2

Francisco Pérez Duque, San Diego USD

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

Conoceremos la importancia de una enseñanza correcta de la ortografía. Los participantes podrán aprender a utilizar varias herramientas que ayudarán a una enseñanza efectiva. El taller ayudará a los maestros a crear un programa consistente en la instrucción y el vocabulario, y ellos sabrán qué deben enseñar en cada grado. Van a recibir apoyo con las estrategias de instrucción y las actividades que ayudan a la comprensión, la interiorización y el dominio de la ortografía.



WORKSHOPS / SESSION 8 10:30 AM - 11:45 AM

● **Building Stronger Castles: Understanding Trickle Down Effects of Leadership**

10:30 AM - 11:45 AM

Marriott

Room: Los Angeles

Marni Fisher, Chapman University
Anat Herzog, Chapman University
Kenia Hernández-Cueto, Chapman University
Myla Candelario, Pepperdine University

*Grade Level: K-12**Language: English, Spanish**Strand: Leadership**Audience Level: New to Field/Experienced*

Patterns within the power structure carry hidden effects upon classroom culture. In some cases, strong grassroots teaching can survive poor leadership. Based originally upon a study designed to improve curriculum and teaching within classroom culture, democratic processes, and concepts of social justice, this workshop explores the trickle down effects of leadership on classes, teachers, para-educators, students, and parents already juggling multicultural, immigrant, (dis)ability, LGBTQ, and other differences.

● **Effective Electronics Connection**

10:30 AM - 11:45 AM

Marriott

Room: Grand Ballroom D

Esperanza Martínez, CABE Whittier Chapter
Karina Hartl, Whittier City SD
Aaron De La Torre, Whittier City SD

*Grade Level: All**Language: English, Spanish**Strand: Parent & Community Engagement**Audience Level: New to Field*

Becoming electronically literate is a necessity nowadays. It is imperative to learn the language of the new generations to effectively guide them to success in their own environment. This workshop is designed to give you a basic knowledge of the operation of some gadgets and additional digital tools to help you learn easily and utilize your electronics to reduce your screen time, reduce paper use, and improve or establish a successful effective communication with our kids.

● **Engaging Special Needs ELs through Fine Art Discussions**

10:30 AM - 11:45 AM

Marriott

Room: Elite 2

Sandy Christensen, M.S. Speech/Language Pathologist
Barbara Place, Davis Curriculum and Research Institute

*Grade Level: K-12**Language: English**Strand: Special Needs Education**Audience Level: New to Field/Experienced*

This session demonstrates how K–12 special-needs teachers can develop oral academic vocabulary in English through scaffolded, engaging discussions of fine art images from around the globe and across time. Teachers will gain strategies on how to support academic language through discussions that are based on images, rather than on text. Practical handouts are provided, including sample lessons with accompanying fine art images and concrete academic talk strategies.

● **Inscribing Digital Spaces: Activating the Inner Hero**

10:30 AM - 11:45 AM

Marriott

Room: La Jolla

Lilly C. Lew, UC Santa Barbara
Mario Castaneda, CSU Los Angeles

*Grade Level: 3-5**Language: English**Strand: Technology and Digital Learning**Audience Level: New to Field/Experienced*

This presentation will examine research conducted with elementary school students engaged in an after-school technology program that focuses on using computers to create digital voice. We will share what these students think about learning, creating original multimodal texts, and bridging multiple worlds through the superhero perspective.

WORKSHOPS / SESSION 8 10:30 AM - 11:45 AM

•De niño inmigrante a escritor: Una historia de éxito

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

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, y luego como un inmigrante en un país nuevo, su vida como maestro y su éxito como autor publicado. Él compartirá sus logros, así como sus tres reglas principales: Nunca te des por vencido; estudia mucho; y siempre cree en tí mismo. El autor finalizará, leyendo algunos de sus libros.

•Building Capacity and Empowerment in Latino Parents through Parent Mentoring Programs

10:30 AM - 11:45 AM
Hilton
Room: Redondo

Marlene Batista, Oxnard SD
Daniela Langlotz-Heinze, Palmdale SD

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

Do we sometimes make assumptions or create deficit thinking models about certain types of families? This workshop will look at how schools can create an environment that empowers Latino parents by building on their capacity as leaders in their school community and changing the school culture through mentoring programs like Project 2INPSPIRE. Participants will be given specific recommendations and suggestions with real life examples and are encouraged to come in school teams to begin creating their own plan of action.



•Magical Bag

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

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

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

Participants will learn how to use the Magical Brown Bag and Freeze-Act-Freeze to empower their own students to acquire academic language facility, as well as develop their public speaking voices. The project is contextualized, hands-on, and visual. It will help teachers build community inside the walls of their classrooms, and will serve as a tool to promote biliteracy and inter-cultural exposure and understanding. Participants will be provided with materials, handouts, and prizes to use in their own classrooms.

•Word Intelligence: Research-Proven Academic Vocabulary Curriculum for English Learners in Grades 6-10

10:30 AM - 11:45 AM
Marriott
Room: Grand Ballroom K

Linda Diamond,
Consortium on Reaching Excellence in Education
Lauren Greenberg,
Consortium on Reaching Excellence in Education
Dean Ballard,
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 supplemental vocabulary curriculum for grades 6-10 incorporates strong scaffolding, extensive Spanish primary language support, multiple exposures, and ample opportunities for student conversations. 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 new online components.

WORKSHOPS / SESSION 8 10:30 AM - 11:45 AM

•Digital Differentiation for Dual Language/ELs

10:30 AM - 11:45 AM

Hilton

Room: Catalina 5

Lori Smith, Learning A-Z

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

How can we teach language and content at the same time, while accommodating different proficiency levels? You have to be “Super Teacher” OR have access to Raz-Plus and the digital Enhanced EL Reading Solution. This hands-on, interactive session will feature leveled resources in English and Spanish in printable and digital formats, and will explore content picture packs and vocabulary books developed especially for ELs. FREE trials for all participants!

•Solutions for Newcomers: Accelerated English Language Acquisition and Cultural Assimilation

10:30 AM - 11:45 AM

Marriott

Room: Grand Ballroom J

Jennifer Cramer, Language Tree
David Noyes, Long Beach USD*Grade Level: 6-12**Language: English**Strand: Commercial**Audience Level: Experienced*

An increasing number of newcomers are entering our secondary school system without appropriate support. Many are lacking the receptive and decoding skills necessary for success in core academic subjects. Newcomers are also unaware of American social norms, which prevent them from fully integrating into the student community. Language Tree addresses this challenge with an online EL curriculum, geared specifically for newcomers. The workshop will cover the challenges and include a hands-on demonstration of the online EL course.

•Mexican Textbooks for Bilingual Education

10:30 AM - 11:45 AM

Hilton

Room: San Clemente

Arturo Ancona García López, Conaliteg
Antonio Araige, Conaliteg*Grade Level: Preschool-12**Language: English, Spanish**Strand: Multicultural/Diversity Education**Audience Level: New to Field/Experienced*

Mexican Government, through its Ministry of Education and its textbook publishing agency, Conaliteg, are opening once again the possibility of having Mexican textbooks for using in schools with outstanding bilingual education programs. An overview of how Conaliteg came to be, how it presently operates, and what it has recently done together with Mexican Consulates in the US to cater for Mexican communities and American bilingual schools textbook necessities will be provided.

•La educación financiera como herramienta para lograr la inclusión social

10:30 AM - 11:45 AM

Hilton

Room: Palos Verdes B

Teresa Montes Aguilar, Banco del Ahorro Nacional y Servicios Financieros S.N.C. (BANSEFI)
Verónica Porte Petit, Educación Financiera Citibanamex*Grade Level: All**Language: Spanish**Strand: Advocacy & Engagement**Audience Level: New to Field/Experienced*

El panel presentará la educación financiera como tema sustantivo para el empoderamiento e integración de nuestros connacionales a sus lugares de residencia, así como su vinculación productiva con sus lugares de origen en México.

•Tablets to Teach Kindergarten & Pre-K Mathematics

10:30 AM - 11:45 AM

Marriott

Room: San Diego

John Schacter, Math Shelf

Grade Level: Preschool-2

Language: English

Strand: Technology and Digital Learning

Audience Level: New to Field/Experienced

In this interactive session, teachers will learn how tablet math games can dramatically improve Kindergarten and preschool English Learners' math outcomes. We will highlight the math content, instructional sequence, and apps that research shows improve young children's math achievement.

This workshop will be repeated at 3:15 PM – 4:30 PM.

POETRY SLAM

With SLAMMaster
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Friday, March 31, 2017

12:30 pm - 1:30 pm

Plaza Area in the Exhibit Hall, Marquis Ballroom,
Anaheim Marriott

Calling all poets and spoken word artists! Join CABE
in our fifth annual multilingual Poetry Slam!

Bring something prepared or be ready to ad lib!

FRIDAY



INTRODUCING

Despegando hacia la lectura: Un enfoque de lectura compartida

Despegando hacia la lectura: Un enfoque de lectura compartida uses shared reading to seamlessly transition young readers into core literacy programs. Develop early Spanish-language skills through **rhyme, rhythm, repetition, and highly predictable texts!** Complete with full audio and teacher support.

Help your students to:

- Enjoy rich texts in a highly supportive environment
- Think and talk about books
- Develop an understanding of how books work
- Expand their oral vocabulary



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FEATURED SPEAKERS 1:30 PM - 2:45 PM

**F. Isabel Campoy**

Author

Alma Flor Ada

Author

●**Engaging with Books to Become Empowered: Literature & Identity**

1:30 PM - 2:45 PM

Marriott

Room: Platinum 2

Using two of their recently released books: *Island Treasures* and *Yes! We Are Latinos*, Alma Flor Ada and F. Isabel Campoy will demonstrate in this interactive presentation best practices to engage students with literature and promote their authorship.

**Lan Bercu**

Lead Across Cultures International

●**Cross Country...Cross-Cultural...Inspiring Stories**

1:30 PM - 2:45 PM

Marriott

Room: Elite 2

This hands-on and highly interactive presentation offers insights into the psycho-social dimensions of EL students and of teaching culturally diverse populations. Packed with real-life stories and exercises, it will help participants to comprehend and remove barriers to cross-cultural communication for EL students; enable EL students to overcome fear of speaking in the classroom; understand cross-cultural styles of thinking, interaction and speaking in the classroom; enable EL students to adapt to change; and apply tips and techniques to bring out the best from EL students.

Book signing immediately following session.

**Diane August**

American Institute for Research

●**Cultivating Oral Language and Literacy Talent in Students (COLTS)**

1:30 PM - 2:45 PM

Marriott

Room: Elite 3

This practice-oriented session will introduce participants to the Cultivating Oral Language and Literacy Talent in Students (COLTS) curriculum. COLTS is designed specifically for preschool classrooms that have dual language learners. COLTS is based upon research on sound instructional strategies for young language learners. Through interactive reading of six children's texts (three narrative, three non-fiction), COLTS exposes children to words in rich contexts, instructs academic vocabulary, and builds interest in words.



FEATURED SPEAKERS 1:30 PM - 2:45 PM

•That's not what I meant! Communicating Across Cultures

1:30 PM - 2:45 PM

Marriott

Room: Elite 1



Myriam Met
Educational Consultant

Using our non-native language to convey our intended meanings to a native speaker in a culturally accurate way is far more challenging than just being polite. Yet, how well are we preparing dual language students to use both of their languages, so that what students mean to say is what the other person thinks they said? Since their inception, the goals of dual language programs have included cross-cultural competence. One critical aspect of cross cultural proficiency is knowing how language embodies culture, and how to use both linguistic and cultural knowledge to communicate effectively and successfully. In this session we'll examine issues of language use across cultures such as: How the same words can invoke distinct cultural attitudes and values; How our languages can shape the ways we build friendships through everyday life experiences; and how future success in the global workforce requires you to know what you may say to whom and how; what questions you may or may not ask; when you should agree or disagree, etc.

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



Tonya Ward Singer
Tonya Ward Singer Consulting

•Empowering Every Teacher to Excel with ELs

1:30 PM - 4:30 PM

Marriott

Room: Platinum 4

Learn how to reframe deficit thinking and make high expectations a reality in every classroom. Engage in close analysis of exemplars and videos to get specific about success criteria and the impact of scaffolds on ELs. Experience a powerful protocol to foster reflective practice. Leave with activities you will lead in your PLC, school or district to empower teachers to excel with ELs.

Book signing immediately following session.

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

•What Every Interpreter Should Know in Regards to IEPs

1:30 PM - 4:30 PM

Marriott

Room: Orange County 1

Natalia Dueñas, Orange County DOE**Pam Tupy, Orange County DOE***Grade Level: All**Language: English**Strand: Special Needs Education**Audience Level: New to Field/Experienced*

This session for school and district staff, by the Orange County Department of Education, will explain what every interpreter/translator should know about Individualized Education Plans (IEPs) and will enhance their on-the-job written translating and interpreting skills. Educators, school psychologists, therapists, teachers, parents, community liaisons, and interpreters from different areas are welcome to attend. This session will address concepts regarding special education, overview of IEP meetings and ELs with disabilities. Additionally, resources pertaining to this topic will be shared.

•La examinación de la estructura de las oraciones y los contextos bilingües. La doble inmersión de la lengua

1:30 PM - 4:30 PM

Hilton

Room: San Clemente

Ana Hernández, CSU San Marcos**Silvia Dorta-Duque de Reyes, Benchmark Education***Grade Level: 3-5**Language: Spanish**Strand: Biliteracy/Dual Immersion**Audience Level: New to Field/Experienced*

Se va a comprender la formación del lenguaje al nivel básico de la oración porque es esencial para la comprensión y el significado. Los participantes aprenderán y practicarán en múltiples estrategias para la elaboración de las oraciones. Al aplicarse los estándares comunes

en español, los participantes aprenderán el proceso para analizar la escritura de los estudiantes desde una perspectiva lingüística. Les permitirá enseñar la escritura de forma explícita y con más detalle.

•Dual Language Immersion Program Showcase

1:30 PM - 4:30 PM

Sheraton

Room: Park B

Peggy Morrison, Consultant**Estella Patel, Banning USD****Jennifer Martinez, Windsor USD****Francisca Sánchez, Provocative Practice***Grade Level: All**Language: English**Strand: Biliteracy/Dual Immersion**Audience Level: New to Field/Experienced*

Visit a dual language immersion program showcase. Several dual immersion schools will display information about their programs, their students and teachers, and 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.

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

•Language Explorers: Differentiated Instruction for Newcomer and Immigrant Students

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

Cynthia Vásquez Petitt, Anaheim Union High SD
Fernando Rodríguez-Valls, CSU Fullerton

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

Acquiring a second language calls for projects that involve students in activities that allow them to explore the language in all its dimensions. In our years in the classroom, we have learned that when teachers create opportunities for students to draw, sign, paint, and touch the language, as well as connect the language(s) with who they are and their culture(s), students' levels of engagement rise, which has an immediate impact on their academic performance.

•Designated/Integrated ELD and Assessments for English and Spanish Learners

1:30 PM - 4:30 PM
Hilton
Room: Catalina 5

Elena Fajardo, California Department of Education
Gustavo González, California Department of Education
Traci Albee, California Department of Education
Gaye Lauritzen, California Department of Education

Grade Level: All
Language: English
Strand: English Language Development
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 present approaches for implementing content and ELD standards during designated and Integrated ELD instruction. In addition, information,

updates, and an introduction to on-going projects related to the English Language Proficiency Assessments for California (ELPAC) and the California Spanish Assessment (CSA) will be provided.

•¡La educación fortalece nuestra identidad y nuestras habilidades para vivir!

1:30 PM - 4:30 PM
Hilton
Room: Laguna A

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

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

Este cursillo está dedicado a descubrir, desarrollar y fortalecer nuestras habilidades para vivir. También mejoraremos nuestras destrezas con la tecnología. Aprenderemos la importancia de nuestra identidad para construir y fortalecer la autoestima, la confianza y algunos elementos para la comunicación con los demás con el fin de seguir aprendiendo a lo largo de nuestras vidas y apoyar a nuestros jóvenes. Tengan presente que "cada quien sabe donde aprieta el zapato" Y a ustedes, ¿dónde les aprieta el zapato?

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

•Interweaving OCDE Project GLAD® with 21st Century Skills

1:30 PM - 4:30 PM

Sheraton

Room: Park A

Susan Dunkin, OCDE Project GLAD®
Diana Hernández, OCDE Project GLAD®

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

The OCDE Project GLAD® National Training Center has provided training to thousands of teachers across the nation over the past thirty-five years. We are proud to bring the strategies to educators, while focusing on what it means to teach English Learners in the 21st century. This training will present the most salient GLAD® strategies in an action research-based, hands-on learning environment. You will also see how technology can amplify GLAD® strategies in the 21st century.

•California Preschool Programs and Resources to Support Young Dual Language Learning

1:30 PM - 4:30 PM

Hilton

Room: Catalina 2

Luis Ríos, California Department of Education
Faith Polk, WestEd

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

Participants will explore and access the California State Preschool Program (CSPP) and learn about research-based resources aimed to support the linguistically diverse preschool setting. Participants will learn about the latest best practices for young dual language learners and recognize age-appropriate learning activities; as well as the general requirements for state-funded early education programs.

•Teaching Students to Generate and Evaluate Questions in Teams

1:30 PM - 4:30 PM

Sheraton

Room: Park D

Vanessa Karwan, Core Learning Consulting, Inc.

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

Questioning is at the heart of teaching and learning. In order to build inquiring minds and students who are “College and Career Ready”, teachers must teach students to generate their own questions. By teaching student teams a process to generate questions, analyze questions and utilize questions in their learning, students develop inquiring minds. This team questioning strategy process will be practiced with strategies for high functioning teams and complex instruction strategies.

•At the Intersection of Art, Youth Justice, Equity, and English Learners

1:30 PM - 4:30 PM

Hilton

Room: Catalina 6

Derek Fenner, Alameda COE

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

This experiential workshop is an opportunity for participants to explore issues of youth justice and equity through art-centered integrated learning. Rooted in culturally and linguistically relevant pedagogy, this workshop highlights the need to amplify youth voice and justice issues in and through the arts. Participants will engage in a set of art-centered literacy strategies (visual, written, and theater), designed to support all Learners, but with an emphasis on struggling readers and English Learners.

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

•Community Education for Social Change: Critical Pedagogy Alongside Students, Parents, and Teachers

1:30 PM - 4:30 PM
Hilton
Room: Catalina 3

Miguel Zavala, Chapman University
Anaida Colón-Muñiz, Chapman University
Lilia Monzo, Chapman University
Suzanne SooHoo, Chapman University
Peter McLaren, Chapman University

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

This institute provides an overview of critical pedagogy as it intersects with community education. We begin with a review of critical pedagogy as a field. We then transition into examples of parent education, critical literacy with students, and teacher preparation. Given the political and ideological shifts in education over the last 30 years, critical pedagogy has become that much more urgent in our advocacy for diverse learners, immigrant children, and working class communities.

•Using the Spanish Language Development Standards

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

Jorge Cuevas Antillón, San Diego COE

Grade Level: 3-5
Language: English, Spanish,
Strand: Biliteracy/Dual Immersion
Audience Level: New to Field/Experienced

Learn how to use Spanish Language Development standards (equivalent to California's ELD standards) for teaching diverse Spanish learners. Presenter will demonstrate the use of the SLD standards using the third grade integrated SLD lesson plan. Observe modeled instruction via classroom video and practice integrating SLD into subject matter teaching. Be encouraged to unify language, literacy and subject matter. Materials explaining how to support teachers to utilize the Spanish Language Development standards in classrooms will be shared. Implications for the implementation of Proposition 58 will be addressed in this session.



WORKSHOPS / SESSION 9 1:30 PM - 2:45 PM

•Exclusion & Expulsion: Unconstitutional Deportation of Mexican American Children in the 1930s

1:30 PM - 2:45 PM
Hilton
Room: Capistrano B

Christine Valenciana, CSU Fullerton
M. Guadalupe Espinoza, CSU Fullerton

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

This multimedia interactive session teaches all students about the one million Mexican Americans unconstitutionally expelled to Mexico during the 1930s. Learn about the successful campaign for social justice by a group of elementary school students. Explore the resources and successful examples that will be shared, and meet survivors and their families.

•Be GLAD! Project GLAD® (Guided Language Acquisition Design)

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

Noshaba Afzal, Be GLAD LLC
Michele Rasner, Be GLAD LLC
Anisa Arain, Be GLAD LLC
Melissa Brooks, Be GLAD LLC

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

Award-winning GLAD® Model strategies will be shared, putting the research into action with alignment to CCSS & NGSS. Participants will experience effective strategies in multiple disciplines for supporting language acquisition for ELs that are proven effective for differentiation with all students. The strategies shared help students acquire academic language with phenomenal, proven results. Come re-ignite the excitement of teaching, as we show you how to empower yourself & your students to succeed!

•Building Bridges Between Languages: Biliteracy Interventions for English Learners

1:30 PM - 2:45 PM
Marriott
Room: Rancho Las Palmas

Briana Ronan, Cal Poly San Luis Obispo
Julee Bauer, Cal Poly San Luis Obispo

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

This presentation features interventions that support biliteracy (English and Spanish) development of English Learners in grades K-8. Through examination of in-depth case studies, presenters discuss how they collect data to diagnose literacy behaviors and in turn use metalinguistic strategies to support reading comprehension and writing skills in 1:1 interventions.

•Immigration Issues Facing California Students and Their Families

1:30 PM - 2:45 PM
Marriott Room: Desert Springs

Daniel Sharp, CARECEN, Central American Resource Center

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

The presentation will inform teachers, counselors & educators about various immigration issues so that they can better support immigrant students & their families. We will address DACA, common barriers to legalization and other challenges facing immigrants in a hostile political climate. We will discuss free state-funded immigration legal services, and pending legislative proposals to protect immigrants in California. Separately, we will provide a "Know Your Rights & Immigration Relief Eligibility" presentation for parents.

WORKSHOPS / SESSION 9 1:30 PM - 2:45 PM

•Preparación para la ayuda financiera - empezando con el FAFSA hasta la revisión de la oferta del apoyo financiero

1:30 PM - 2:45 PM
Hilton
Room: Manhattan

Sylvia Juárez-Magaña, Juárez Consulting, Inc.
Cindy Flores, Juárez Consulting Inc.
Teresa Ramírez-Sordia, UC Berkeley

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

Esta 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 repasará cómo leer una carta de concesión de ayuda financiera cuando un estudiante es admitido a una universidad.

•Nuestros padres cruzaron fronteras y nuevas barreras para nuestro enriquecimiento

1:30 PM - 2:45 PM
Hilton
Room: Laguna B

Yolanda De Loera, Desert Sands USD

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

Esta presentación es para motivar y informar a los padres hacia una vida exitosa y mejor para sus hijos dentro de la escuela. A veces el trabajo de los padres, su situación migratoria, o su falta conocimiento del inglés, les impiden hablar y compartir sus experiencias como padres. Esto les pasa especialmente mientras están tratando de equilibrar los diversos desafíos de la vida. Es por eso que los participantes conocerán estrategias para desarrollar su potencial como padres y guías para sus estudiantes.

•Funds of Knowledge in Latino/a Families: Perspectives of the Parents

1:30 PM - 2:45 PM
Marriott
Room: La Jolla

Tabetha Bernstein-Danis, Kutztown University
Kate Serrill, Kutztown University

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

This workshop shares the results of our research study on Latino/a families' home educational practices and provides strategies that reframe deficit perspectives to facilitate family engagement in culturally relevant ways. We will analyze survey data expressing Latino/a families' views towards parents' and teachers' responsibility for children's education and the perceived willingness of educators to engage collaboratively with culturally and linguistically diverse families. We will then share strategies for encouraging better collaboration between home and school.

•Spanish-English Biliteracy Transfer (SEBT) - The Power of Biliteracy

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

Angélica Pérez, Berkeley USD
Liliana Aguas, Berkeley USD
Deborah Costa-Hernández, California Reading and Literature Project

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

This workshop has been carefully designed to effectively promote Spanish-to-English biliteracy transfer. The institute includes: concepts of print; phonological/phonemic awareness; phonics; fluency (with high-frequency words); academic language/vocabulary; and comprehension (i.e., strategies and skills). Participants will get an overview of how to best support our bilingual students as they transfer their primary language skills to English. A "must attend" workshop for bilingual teachers.



WORKSHOPS / SESSION 9 1:30 PM - 2:45 PM

•Cultivando el gusto por la lectura en todos los niños

1:30 PM - 2:45 PM

Hilton

Room: Huntington Ballroom

**Matthew Gollub, Matthew Gollub Communications, Inc***Grade Level: Preschool-5, Adult,**Language: Spanish**Strand: Parent & Community Engagement**Audience Level: New to Field/Experienced*

¡La vida en casa puede ser aún más importante que la escuela para formar el destino y el futuro de los niños! Esta plática describe poderosas “costumbres” de lectura que los padres y encargados de los niños pueden adoptar y disfrutar, aunque no sean lectores experimentados. El presentador es un reconocido autor de libros infantiles que cuenta cuentos, toca tambores, muestra transparencias y hasta usa títeres, para comunicar sus consejos e ideas imaginativas.

El éxito empieza en el hogar

1:30 PM - 2:45 PM

Hilton

Room: Palos Verdes A

**Claudia Gaitán, Family Leadership, Inc.***Grade Level: Preschool-12**Language: Spanish**Strand: Parent & Community Engagement**Audience Level: New to Field/Experienced*

¿Cómo podemos crear un involucramiento parental que ayuda a promover el éxito estudiantil? Compañeros en la Crianza es un medio dinámico que construye la capacidad de los padres de una manera positiva. Demostraremos algunas prácticas que le han sido efectivas a más de 120,000 padres en California y en la nación. Esta sesión comparte estrategias que estimulan el éxito académico de los estudiantes y satisfacen las prioridades de LCAP.

•Using ELA/ELD Framework Resources to Support Effective English Learner Instruction

1:30 PM - 2:45 PM

Marriott

Room: Grand Ballroom B

**Alejandro Hernández, California Department of Education
Lizette Díaz, Ontario-Montclair SD***Grade Level: K-12**Language: English**Strand: English Language Development**Audience Level: New to Field/Experienced*

The English Language Arts/English Language Development Framework features a variety of classroom snapshots, sample lesson vignettes, and figures/charts that illustrate innovative practices to support professional development and teacher practice. Learn how to mine the wealth of resources throughout the ELA/ELD Framework that focus on meeting the needs of English Learners through interactive framework guides, activities, and suggestions for individual, grade level, or school professional learning.

•Building College, Career, and Life Readiness through Community Mentorships

1:30 PM - 2:45 PM

Marriott

Room: Grand Ballroom H

**Scott Reindl, Anaheim Union High SD
Maryjo Ellitt, Anaheim Union High SD
Mandy Paterson, Anaheim Union High SD
Sean Pfeiffer, Anaheim Union High SD***Grade Level: 6-12**Language: English**Strand: College & Career Readiness**Audience Level: New to Field/Experienced*

During this workshop, participants will learn how to develop relationships with local businesses and other community organizations in order to provide mentoring experiences for students. These experiences can include one-time field trips, ongoing mentoring experiences, and even internships. Workshop presenters will share tips for developing meaningful mentorship experiences, as well as ways to help students connect their experiences to college-, career-, and life-readiness.

WORKSHOPS / SESSION 9 1:30 PM - 2:45 PM

• ¡Viva el mariachi! 2.0: the Nuts & Bolts of Implementation

1:30 PM - 2:45 PM

Hilton

Room: Catalina 1

Sofía Fojas, San Francisco USD

Marcia Neel, Music Education Consultants, Inc.

José Hernández, Mariachi Sol de México

Grade Level: 3-12

Language: English

Strand: Multicultural/Diversity Education

Audience Level: New to Field/Experienced

This follow-up session from 2016 explores the variety of methods that have been used to launch mariachi programs. Successful in-school and after-school models will be shared along with information on instruments, uniforms, teaching materials, and professional development.

• Principals' Perceptions of How Mentorship Influenced Ability to Lead Dual Language Campuses

1:30 PM - 2:45 PM

Marriott

Room: Platinum 9

José Medina, Center for Applied Linguistics

Grade Level: All

Language: English

Strand: Leadership

Audience Level: New to Field/Experienced

The overarching conclusion of this phenomenological-bounded case study suggests that dual language principals who don't engage in professional development targeting dual language best practices, programming, and second language acquisition, negatively impact students' academic success. Practical suggestions for current and aspiring dual language administrators will be provided in this interactive, engaging, and honest session. Dual language educators will leave motivated to not only embrace their role as instructional leaders, but also as student and family advocates.

• Two Languages on My Tongue: U.S. Spanish in the Classroom

1:30 PM - 2:45 PM

Marriott

Room: Orange County 2

Amy Costales, Bilingual Children's Author

Grade Level: All

Language: English, Spanish

Strand: Curriculum & Instruction

Audience Level: New to Field/Experienced

Language is living, evolving and intimately tied to the identities of its speakers. How do our youth feel when they are told their Spanish is bad, incorrect or informal? And how do we, as teachers, avoid turning Spanish class into yet another barrier? In this interactive presentation, Amy Costales, bilingual children's author and Spanish Heritage Language Advisor, will present methodology to meet the needs of heritage speakers of Spanish and address linguistic variation in U.S. Spanish.

• AUHSD's Parent Leadership Academy: Empowering Parents to Build a Stronger Community

1:30 PM - 2:45 PM

Hilton

Room: Palos Verdes B

Araceli Chávez, Anaheim Union High SD

Melida Colón, Anaheim Union High SD

María Trujillo, Anaheim Union High SD

Araceli Huerta, Anaheim Union High SD

Grade Level: All

Language: English, Spanish,

Strand: Parent & Community Engagement

Audience Level: New to Field/Experienced

Participants will learn how the Anaheim Union High School District, in partnership with the City of Anaheim and the GEAR UP program, has been able to create a strong and sustainable family engagement model by training volunteer parent leaders to become parent educators who facilitate parent-to-parent workshops. Through these workshops, our parents have been able to build social capital and create a college-going culture. Our families are supporting the district's initiatives to prepare students for college, career, and life.



WORKSHOPS / SESSION 9 1:30 PM - 2:45 PM

•Hidden in Plain Sight: Educating California's Latino SELs

1:30 PM - 2:45 PM

Marriott

Room: Grand Ballroom C

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 on how to effectively educate the significant non-English Learner portion of California's Latino student population. The workshop will examine key components within the Chicano/Latino educational pipeline that must respond to the language and learning needs of the English-dominant Chicano/Latino student. This workshop will familiarize participants with the language variety known as Chicano English and will guide participants through culturally and linguistically responsive teaching models that benefit underserved students.

•Designing Meaningful PD Around Key Principles for EL Instruction

1:30 PM - 2:45 PM

Marriott

Room: Orange County 4

Margarita Jiménez-Silva, Arizona State University**Amy Markos, TL3C/Mesa Community College***Grade Level: All**Language: English**Strand: Professional Development/Teacher Preparation**Audience Level: New to Field/Experienced*

Understanding Language, housed at Stanford University, developed 6 Key Principles for EL Instruction. Two grant-funded projects in Arizona, Teachers of Language Learners Learning Community (TL3C) and ITeachELLs, are using these principles to develop meaningful professional development for dual language teachers and other pre-service and in-service teachers of ELs. In this interactive session, participants will have an opportunity to unpack the 6 principles and discuss how they can be helpful in their own professional growth.

•Language and Content: Building Mastery for Secondary English Learners

1:30 PM - 2:45 PM

Hilton

Room: Oceanside

Helen Choi, Los Angeles USD**Alicia Bernal, Los Angeles USD***Grade Level: 6-12**Language: English**Strand: English Language Development**Audience Level: New to Field/Experienced*

This session will address the critical skills that Secondary English Learner students will need in order to actively participate in both Designated ELD and Integrated ELD classroom instruction. The session will address how to build systems in place to create the opportunities to foster academic interactions as called for in Part I of the CA ELD Standards.

•The CA ELD Standards in Action

1:30 PM - 2:45 PM

Marriott

Room: Platinum 7

Annie Duong, San Joaquin COE*Grade Level: K-5**Language: English**Strand: English Language Development**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.

WORKSHOPS / SESSION 9 1:30 PM - 2:45 PM

•Implementing Supportive Teaching Practice Changes for EL Students' Success

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

Anthony Trifiro, Arizona State University
Dawn Lambson, Arizona State University

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

In this interactive presentation, participants experience different activities that have been utilized successfully in a graduate university federally funded professional development project designed to support mainstream teachers of English Learners. These activities support reflective practice, teacher inquiry, co-teacher support on student work, implementation of practice changes, and coaching. The presenters provide an overview of their model, results of four cohorts, considerations for future projects, and key goals for effective professional development grant projects.

•Deconstructing Language: Learning How English Works

1:30 PM - 2:45 PM
Hilton
Room: Catalina 7

Karin Foster, Orange County DOE

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

In this workshop, teachers will examine Part II of the California 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.

•Asistir la universidad: ¿Una verdadera posibilidad para los padres?

1:30 PM - 2:45 PM
Hilton
Room: Redondo

Viviana Alexandrowicz, University of San Diego
Nadia Arambula, Bayside Community Center

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

Esta presentación consiste en una iniciativa en que los padres latinos y vietnamitas toman cursos gratis en la Universidad de San Diego. Un padre de familia explicará los desafíos y los éxitos. También se presentarán los resultados de una investigación que se hizo sobre el proyecto. Los presentadores van a compartir como la experiencia ayudó a los participantes a mejorar el inglés. Se explicará como la iniciativa impactó las percepciones de los estudiantes de la universidad. Van a ver la transformación de las vidas de los participantes - sus actitudes, sus creencias, y sus habilidades como líderes de la comunidad.

•Project-Based Learning in Secondary Spanish Dual Immersion

1:30 PM - 2:45 PM
Marriott
Room: Suite 315

Susan Ryan, San Francisco USD
Rubén Quezada, San Francisco USD
Fernando Flores-Cárdenas, San Francisco USD
Mark Alvarado, San Francisco USD

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

Participants in this workshop will 1) understand the SFUSD framework for high school dual immersion, and 2) explore the use of project-based learning in the Spanish dual immersion program at John O'Connell High School. Workshop activities will include a video protocol featuring dual immersion students engaged in classroom projects and service learning utilizing their Spanish skills, and the opportunity for participants to use tools for planning high-quality projects in the secondary dual immersion classroom.



WORKSHOPS / SESSION 9 1:30 PM - 2:45 PM

**•Biliteracy into Middle School:
Bridging Dual Language and AP**

1:30 PM - 2:45 PM

Marriott

Room: Los Angeles

Norma Espana, Los Angeles USD
Kate Sohn, Los Angeles USD
Anne Kim, Los Angeles USD

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

This presentation will focus on structures for Dual Language Immersion programs at the middle school level in the Los Angeles Unified School District (LAUSD). We will describe the process of writing a new 6th grade district course designed to meet the needs of Dual Language students, and how the course supports the bridge to the AP exam in high school. In addition, we will describe the collaboration efforts LAUSD engages to support teachers in the content areas.

**•La expresión oral de los estudiantes en el
programa dual español**

1:30 PM - 2:45 PM

Marriott

Room: Platinum 3

Judith Iguina, Los Angeles USD
Verónica Torres McLane, Los Angeles USD

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

¡Se habla español!: Infórmese de cómo el Distrito Unificado de Los Ángeles (LAUSD) desarrolla un entendimiento y lenguaje común para describir el desempeño de la comunicación oral en español de los estudiantes en programas de educación dual. Este taller ofrece una visión general de las Guías de Capacidad Lingüística del Consejo Americano de la Enseñanza de Lenguas Extranjeras (ACTFL) y su aplicación a la instrucción en nuestros programas para la promoción de la expresión oral en español.

**•Helping Children to Be Creative Learners
at Home and School**

1:30 PM - 2:45 PM

Hilton

Room: Catalina 4

Dennis Doyle, CoTA (Collaborations: Teachers and Artists)
Leo Francisco, CoTA (Collaborations: Teachers and Artists)
Carmela Castrejón, CoTA (Collaborations: Teachers and Artists)

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

Learn about family homework that is fun for all! This session will engage parents and educators through Creative Movement and hands-on Visual Arts projects, exploring various Language Arts and Mathematics lessons. Participants will learn about the 10-week classes that parents help design with Collaborations: Teachers and Artists (CoTA). These dynamic parent classes are an extension of the arts integration professional development CoTA is providing to teachers and administrators in Southern California.

•STORYWORLD - Effective tools for bilingual literacy

1:30 PM - 2:45 PM

Marriott

Room: Grand Ballroom J

Cynthia Barbera, STORYWORLD International

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

Reading and listening to stories is one of the most powerful ways to build early language literacy. STORYWORLD's interactive bilingual stories allow dual language learners a delightful way to build bilingual literacy (Spanish/English or Chinese/English). Language scaffolding is offered for every word. Games enable learners to practice vocabulary and comprehension. Backed by research, the program has been demonstrated to be a highly effective tool for in-class activity, independent learning or at-home support.



WORKSHOPS / SESSION 9 1:30 PM - 2:45 PM

•Make Your Own Interactive Challenges to Teach Academic Language.

1:30 PM - 2:45 PM

Marriott

Room: Platinum 1

Dan LaFountain, Speak Agent

Michael Huckaby, Speak Agent

Grade Level: K-5

Language: English

Strand: Commercial

Audience Level: New to Field/Experienced

Learn how to effortlessly create digital activities, including interactive challenges, that help your elementary ELs learn academic language in math, reading, science, social studies and other subjects. With Speak Agent, it's quick and easy to find high-quality audiovisual resources, activities—even entire lessons—and adapt them to your needs. Shave hours off preparation time and receive progress reports!

•A Visual Approach to Content-Based Language Development

1:30 PM - 2:45 PM

Marriott

Room: Grand Ballroom K

Misook Park Kimura, Thinking Maps, Inc.

Mónica Ayala, Ontario-Montclair SD

Grade Level: K-12

Language: English

Strand: Commercial

Audience Level: New to Field/Experienced

How do you make academic content accessible while developing language skills for English Learners? Learn how visual patterns called thinking maps can help ELs unlock meaning from grade-level content and accelerate language development. This session will introduce attendees to the Path to Proficiency solution and demonstrate how thinking maps can be adapted for different levels of language proficiency.

•Políticas de protección para mexicanos en el exterior

1:30 PM - 2:45 PM

Marriott

Room: Grand Ballroom D

Jacob Prado, Dirección General de Protección a Mexicanos en el Exterior

Grade Level: All

Language: Spanish

Strand: Advocacy & Engagement

Audience Level: New to Field/Experienced

La Secretaría de Relaciones Exteriores de México ofrece protección y asistencia consular a sus nacionales en el exterior a través de diversos programas. Durante la sesión, se explicarán los principales recursos de apoyo para nuestra comunidad, como el Programa de Asesorías Legales Externas, programas para apoyar a personas víctimas de violencia, repatriaciones de personas vulnerables, visitas a personas en detención y acciones de acercamiento de información sobre actualidad migratoria, entre otros.



FEATURED SPEAKERS 3:15 PM - 4:30 PM

**123 Andrés**

•Music to Inspire Dual Language Acquisition

3:15 PM - 4:30 PM

Marriott Room: Platinum 1

Latin Grammy-winning teaching artist, 123 Andrés, shares his expertise in music and education. 123 Andrés knows that all teachers can bring music into the classroom in a creative way, so join us for hands-on fun as we perform and create songs that are tools to teach and reinforce curriculum standards for young learners. During this session, 123 Andrés will demonstrate with videos and live examples how children own and experience new knowledge through music and movement. Sing along and create during this workshop, and leave excited to promote learning through music with concrete ideas for your classrooms.

**Nicoline Ambe**

Nicoline Ambe International

•7 Steps To Raising A High Achiever

3:15 PM - 4:30 PM

Marriott Room: Elite 1

Your child's college education and career future require early planning and careful preparation. As early as Kindergarten, it is important to be aware of key skills, strategies, and habits that will positively impact your child's performance in school. This presentation will teach step-by-step strategies that parents can immediately implement at home to help their children excel in elementary, middle, and high school. Parents will learn how to position their children for academic success.

Book signing immediately following session.

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

**Author's
Corner**

Exhibit Hall -
Marriott Marquis Ballroom

Friday, March 31, 2017

10:30 am – 11:00 am	Featured Speakers and Authors Virginia Collier and Wayne Thomas <i>Educating English Learners for a Transformed World; Dual Language Education for a Transformed World; Creating Dual Language Schools for a Transformed World</i>
11:15 am – 11:45 am	"Award Winning Latino Picture Book Authors" (all Bilingual books) Author Gladys Elizabeth Barbieri <i>Rubber Shoes; Pink Fire Trucks; Monster Slayer</i> Author Esther Jones <i>La Señora with the Blue Lipstick</i>
2:00 pm – 2:30 pm	Author Crystal Smith <i>Daddy, My Favorite Guy; I am Hapa</i>
2:45 pm – 3:15 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>
3:30 pm – 4:00 pm	Author Michael Smith <i>It Starts with a Raindrop; Relativity; Thomas the T.Rex</i>

WORKSHOPS / SESSION 10 3:15 PM - 4:30 PM

•Why Mental Health in Schools: Barriers to Learning

3:15 PM - 4:30 PM

Marriott

Room: Grand Ballroom B

Adela Cruz, Anaheim Union High SD

Grade Level: All

Language: English, Spanish

Strand: Professional Development/Teacher Preparation

Audience Level: New to Field/Experienced

Children and young people who are dealing with mental illness are faced with the devastating impact mental illness may have on their educational opportunities. In this workshop the audience will learn and understand mental health, mental illness, its impact on youth development and on student learning. The presentation will also include information on what school districts can do to support students and parents and how to support staff through professional development and implementation of mental health services in the school setting.

•Thematic Instruction Aligned to Common Core ELA, Science, and Social Studies

3:15 PM - 4:30 PM

Hilton

Room: Catalina 1

Adele Keaton, Sheboygan Area SD

Grade Level: Preschool-8

Language: English

Strand: Curriculum & Instruction

Audience Level: New to Field/Experienced

This session will guide participants in the development of strong thematic units which incorporate Common Core Language Arts Standards with Next Generation Science and Social Studies curriculum. How to choose a theme, develop vocabulary skills, choose fiction and non-fiction texts, and how to add language arts skills to the theme will all be covered in this session. It is applicable to EL, bilingual, and dual language instruction.

•Building Capacity Across a School Community: A Collection of Stories

3:15 PM - 4:30 PM

Marriott

Room: Grand Ballroom A

Suzanne Adame, Corona-Norco USD

Grade Level: All

Language: English

Strand: Leadership

Audience Level: New to Field/Experienced

What does one do when the focus of that person's work is to increase student achievement for a diverse student population, and the pathways to do so involve family engagement, community partnerships, and instructional coaching? This presentation is about how teacher leadership, a supportive district and site administration, and members of a school can come together to build capacity, create a stronger sense of community, clearly define and actualize the mission/vision, and positively impact all learners.

•Engineering is Elementary from the Museum of Science in Boston.

3:15 PM - 4:30 PM

Marriott

Room: Grand Ballroom H

William Díaz-Brown, Long Beach USD

Grade Level: K-5

Language: English, Spanish,

Strand: Curriculum & Instruction

Audience Level: Experienced

This hands-on demonstration of the Engineering is Elementary curriculum, from the Museum of Science in Boston, will include an explanation of the Spanish language resources available and an overview of how the curriculum works. The presenter was trained in Boston and has taught the curriculum for two years in his classroom. This is a great program for the NGSS and for engaging learners with STEM and literacy.

WORKSHOPS / SESSION 10 3:15 PM - 4:30 PM

•Want to be a millionaire?

3:15 PM – 4:30 PM
Marriott
Room: Platinum 3



Lettie Ramírez, CSU East Bay

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

YOU ARE NOT ALONE: Recipes to obtain SUCCESS, from parents for parents. In this presentation, we will share tips from this book, tips on saving money, reducing credit card debt, budgets, etc... Come learn how to save to be a "millionaire."

•Los padres y los maestros construyendo bases académicas sólidas en estudiantes exitosos

3:15 PM - 4:30 PM
Hilton
Room: Palos Verdes A



Marta Olmedo, Coachella Valley USD
Rosa Lozano, Coachella Valley USD
Delia Álvarez, Coachella Valley USD

Grade Level: K-2
Language: Spanish
Strand: Parent & Community Engagement
Audience Level: New to Field/Experienced

La escuela Saul Martínez ha implementado exitosamente un programa de colaboración entre la escuela y el hogar con el fin de aumentar el progreso académico de los estudiantes. Mostraremos con data el proceso y los resultados académicos positivos logrados por los estudiantes. Es una presentación dinámica que muestra resultados actuales. Es un proceso posible duplicar en cualquier otra escuela que tenga como prioridad trabajar con los padres de familia para el beneficio de los estudiantes.

•La disciplina con la dignidad siete días a la semana

3:15 PM - 4:30 PM
Hilton
Room: Huntington Ballroom



Jorge Dueñas, Marysville Joint Unified SD

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

La disciplina prepara a los niños, adolescentes y adultos a hacer buenas decisiones en sus futuros, aumenta su auto estima, los enseña a ser responsables de sus acciones, y los puede convertir en personas productivas de nuestras comunidades. Vengan a compartir como mejorar la comunicación con nuestros hijos. Compartiremos ideas de cómo desarrollar un sistema de disciplina consistente, firme y con mucha dignidad. Ustedes recibirán un folleto con ideas y sugerencias que pueden comenzar a usar inmediatamente.

•Parents of Long-Term English Learners:
Networks and Knowledge

3:15 PM - 4:30 PM
Marriott
Room: La Jolla

María Davis-Perkins, Claremont Graduate University

Grade Level: 9-12
Language: English
Strand: Research & Evaluation
Audience Level: Experienced

A mixed-methods study reveals the characteristics of parent information networks that contributed to parents' possession of more versus less accurate information about the academic status of their high school students who have been classified as Long-Term English Learners (LTELs). Identified are 1) communication methods, accessible to LTEL parents, that tap existing school district and community resources and 2) school and community resources that address parent concerns.

WORKSHOPS / SESSION 10 3:15 PM - 4:30 PM

•Expanding College Opportunities for High School Latino English Learners

3:15 PM - 4:30 PM
Marriott
Room: Desert Springs

Alma Castro, Compton USD

Grade Level: 9-12
Language: English
Strand: College & Career Readiness
Audience Level: Experienced

This study explores the low high school completion and low college enrollment of Latino students. The contributing factors to poor educational attainment of ELs will be presented as research findings. The focus of this workshop is to amplify perceptions of 32 participants on college preparedness at the high school level. The absence of a vision for school-wide college preparation reveals implications for school leaders to create a college-going culture. (institutional barriers, early college information, college advisory course).

•Boost Academic Vocabulary Through Content Area Reading, Writing, Speaking and Listening Activities

3:15 PM - 4:30 PM
Marriott
Room: Platinum 9

Hillary Wolfe, Capstone Publishing

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

Improve academic vocabulary with practical strategies for reading and writing in Integrated ELD. The workshop will share tips and tricks to improve comprehension; speaking and listening activities that will raise the academic discourse of your students; and easy exercises to help students identify when and how to use academic language in their writing. With authentic nonfiction texts, attendees walk away ready to try these ideas in their own classrooms. Join us for a fun and interactive language learning workshop!

•Digging into Designated ELD

3:15 PM - 4:30 PM
Hilton
Room: Capistrano B

Terri Bourg, Los Angeles USD

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

The CA ELA/ELD Framework defines Designated ELD as the use of the “ELD Standards as the focal standards in ways that build into and from content instruction in order to develop critical language ELs need for content learning in English.” But what does that look like in practice? In this workshop, participants will deepen their understanding of the Framework’s description, while experiencing strategies that focus on Part I and Part II of the CA ELD Standards.

•Writing an Integrated Bilingual Shape Poem

3:15 PM - 4:30 PM
Marriott
Room: Suite 315

José Chávez, Consultant-Author

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 immersion classes. An outline will demonstrate how teachers can assist students in writing a poem using geometric shapes. The addition of color will be discussed and attendees will have the opportunity to create their own poems. Geometric shapes, coloring materials, and handouts will be provided and connections will be made to Common Core Standards.

WORKSHOPS / SESSION 10 3:15 PM - 4:30 PM

•Motivating Students to Read with Puppets!

3:15 PM - 4:30 PM

Marriott

Room: Suite 312

Norma Zavala, California Mini Corps*Grade Level: All**Language: English**Strand: Curriculum & Instruction**Audience Level: New to Field/Experienced*

This creative workshop will demonstrate how puppets can be used as a motivating tool to read and write. For years, the California Mini-Corps, a program operating through Butte County Office of Education, has used puppets to teach and to motivate students' learning. The California standards are important and with the use of puppets as a tool, many different strands of the ELA, ELD, and Art standards can be taught.

•Barrio Teacher: Speaking from the Heart!

3:15 PM - 4:30 PM

Marriott

Room: San Diego

Mayra Fernández, Stepping Stones for Success, LLC*Grade Level: All**Language: English**Strand: Commercial - Multicultural/Diversity Education**Audience Level: Experienced*

Come lift your spirits! Best-Selling Author Dr. Mayra Fernández enthusiastically shares anecdotes and poems: the kindergartener who redefines "gringo," the girl returned to her abuser, the hungry boy with a solution, the principal who won't let her teach Shakespeare to barrio kids, the new teacher who feels she must learn seven languages before Christmas, the girl listening to her campesino grandfather's stories understands why he won't release his grandson's Harvard diploma. Laugh, cry, cheer while learning workable strategies.

•Building Leadership, Expertise and Collaboration Through an EL Coaching Model

3:15 PM - 4:30 PM

Marriott

Room: Platinum 2

Norma Barajas-Ruiz, Selma USD**Osvaldo DeLuna, Merced COE****Blanca Tolpezninkas, Selma USD****Jeff Klassen, Selma USD***Grade Level: All**Language: English**Strand: Professional Development/Teacher Preparation**Audience Level: New to Field/Experienced*

Selma Unified has partnered with Dr. "Ozzy" DeLuna from the Merced County Office of Education to be provided with Dr. DeLuna's unique professional learning experience blending leadership building, coaching concepts and the English Language Development Standards. Selma's English Learner Coaching team has integrated this new learning in their coaching model to facilitate powerful coaching cycles that revolve around the language needs of students, best practices, educator collaboration, and strengthening instructional expertise in language development.

•Bilingual Cognitive Advantages: Speaking More Than One Language Has Benefits

3:15 PM - 4:30 PM

Marriott

Room: Elite 3

Kandice Grote, CSU Northridge**Natalie Camacho, CSU Northridge****Gabriela Villarreal, CSU Northridge***Grade Level: Preschool, College/University**Language: English**Strand: Research & Evaluation**Audience Level: Experienced*

This presentation shares groundbreaking research related to linguistic cognitive benefits of bilingualism. This research field explores cognitive advantages related to bilingual populations from California's Central Valley, and has significant contributions to understanding early child cognitive development, education, and language acquisition. In addition to providing support for bilingual and dual immersion programs, participants will leave with a breadth of

WORKSHOPS / SESSION 10 3:15 PM - 4:30 PM

knowledge of research related to bilingual cognition and the role of current research in bilingual education development and support.

•Cognitive Guided Instruction (Math) in a Spanish Dual Immersion Program

3:15 PM - 4:30 PM
Marriott
Room: Newport Beach

George García, Long Beach USD
Elizabeth Guzmán, Long Beach USD

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

Cognitive Guided Instruction (CGI) is a constructivist approach to teaching mathematics. CGI is not a formal program of instruction but rather an approach to teaching mathematics. Teachers use their students' understanding of mathematics to guide instruction. CGI requires intensive collaboration among students and is helpful in the development of biliteracy. This workshop will briefly overview CGI and how it aligns to the Common Core. The presenters will share how CGI is implemented in two Spanish dual immersion classrooms.

•First Year of Dual Language Immersion Implementation: Lessons Learned

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

Rena Bryant, Westminster SD
Shannon Villanueva, Westminster SD
Nicole Jacobson, Westminster SD

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

Through this interactive session, participants will discuss ideas that 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. Implications for the implementation of Proposition 58 will be addressed in this session.

•Meaningful Communication with English Learner Parents

3:15 PM - 4:30 PM
Hilton
Room: Manhattan

Leslie Padilla-Williams, Hola Language Services

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

Participants will discuss how state and local education agencies can best meet their obligation to provide meaningful communication with parents, according to the Department of Education, Office of Civil Rights and the U.S. Department of Justice. This workshop will be very interactive and will motivate you to create a strong, successful and effective communication plan that will provide a foundation for students' academic success and create a welcoming school community.

•Creating Art with Children's Books

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

René Colato Laínez, Los Angeles USD/Author
Amy Costales, Bilingual Children's Author
James Luna, Riverside SD
Mara Price

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

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

WORKSHOPS / SESSION 10 3:15 PM - 4:30 PM

•English Learners and the New State Accountability System

3:15 PM - 4:30 PM

Marriott

Room: Grand Ballroom F

Shelly Spiegel-Coleman, Californians Together
Martha Zaragoza Díaz, Zaragoza Diaz & Associates

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

This session will describe all the components of the new State and Federal Accountability system; how English Learners are assessed and how districts and schools will be held accountable. How will the LCAPs, the LCFF Evaluation Rubrics, the state indicators and standards, the English language development and California Spanish assessment be focused on measuring EL language and academic growth? What should you know to support ELs in your school/district? Come let us know what is or isn't working. Implications for the implementation of Proposition 58 will be addressed in this session.

•Summer Does Matter For Your Children

3:15 PM - 4:30 PM

Marriott

Room: Grand Ballroom C

John Duran, San Bernardino County Superintendent of Schools

*Grade Level: K-12**Language: English, Spanish**Strand: Parent & Community Engagement**Audience Level: Experienced*

This workshop will engage you and discuss how summer is not a vacation for 25 million low-income public school students in America. Instead of a relaxing break to explore new interests and places, it's often a time when children, youth and families struggle to find and afford food to eat and a safe place to be.

•Apoyar a sus hijos/hijas ser creativos en casa y escuela

3:15 PM - 4:30 PM

Hilton

Room: Catalina 4

Dennis Doyle, CoTA (Collaborations: Teachers and Artists)
Leo Francisco, CoTA (Collaborations: Teachers and Artists)

*Grade Level: Preschool-5**Language: Spanish**Strand: Parent & Community Engagement**Audience Level: New to Field/Experienced*

Esta sesión involucra en el aprendizaje a padres/madres de familia y a educadores a través del movimiento y actividades manuales. Los participantes se familiarizarán con las clases de 10 semanas que padres y madres de familia diseñan con CoTA (Colaboraciones: Maestras/os y Artistas). A través de diferentes disciplinas artísticas los participantes explorarán las Artes del Lenguaje y las Matemáticas. Aprenderán sobre las tareas de familia, las cuáles son divertidas para todos.

•Implementing a Late Immersion Program

3:15 PM - 4:30 PM

Marriott

Room: Los Angeles

Claudine Dumais, University of Phoenix

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

The Late Immersion Program model is an alternative to the Dual/Two-Way Immersion Program that begins in Kindergarten. Participants will learn how to implement a Late Immersion Program at their school and district. This interactive workshop will include a review of the research to support the Late Immersion Model, an overview of the program design including instructional components, and Late Immersion Program resources.



WORKSHOPS / SESSION 10 3:15 PM - 4:30 PM

• ¡Qué divertido! Aprendiendo en la familia

3:15 PM - 4:30 PM

Hilton

Room: Laguna B

Magdalena Ruz González, Velasquez Press

Grade Level: Preschool-5

Language: Spanish

Strand: Commercial

Audience Level: New to Field

Siempre se dice que “Los padres son los primeros maestros.” Pero una vez en la escuela, los padres creen que no tienen los conocimientos necesarios para apoyar las académicas requeridas del aula. Esta sesión destacará la investigación sobre transferencias de lenguaje, e introducir las estrategias específicas que las familias puedan llevar a cabo en la lengua materna. La guía, “Aprendiendo en familia” apoya el niño en sus tareas. Ejemplos de la guía se repartirá en la sesión.

• Using Actionable Data to Drive Instruction

3:15 PM - 4:30 PM

Marriott

Room: Grand Ballroom K

Mellony Deuel, Project ELL

Steve Navarre, Project ELL

Grade Level: All

Language: English

Strand: Commercial

Audience Level: New to Field/Experienced

Learn how to turn your district and classroom valid assessment data into proven Instructional strategies that WORK for ELs. This is an innovative and interactive session to explore how to change classroom instruction that ensures ELs meet state and district goals and achieve at the highest level. Use your data and the tools in our program to create strategies to help your students succeed.

• Integrating Content and Assessment in Day-to-Day Activities for Newcomers

3:15 PM - 4:30 PM

Marriott

Room: Elite 2

Sari Luoma, Ballard & Tighe, Publishers

Pablo Fernández, Ballard & Tighe, Publishers

Grade Level: K-2

Language: English

Strand: Commercial

Audience Level: New to Field/Experienced

This interactive session will provide examples of oral language development activities and instructional routines for elementary newcomers that integrate content, language development, and assessment. Engaging students in meaningful content leads to the development of academic skills and language proficiency. Participants will learn how to implement such activities and routines, and how to assess student progress during lessons. Finally, presenters will discuss ways to adapt the activities for class size and mixed proficiency levels.

• Strengthening Academic Language with Podcasts

3:15 PM - 4:30 PM

Hilton

Room: Catalina 7

Tom Davis, CALSA

Monica Brady-Myerov, Listenwise

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

Language: English

Strand: Commercial - English Language Development

Audience Level: New to Field/Experienced

Exposing language learners to challenging academic language is critical to success, but it's difficult to find engaging and authentic resources to stretch student vocabulary. There is untapped value in teaching with podcasts in the classroom. We will explore how podcasts and public radio are the perfect vehicle to strengthen students' academic language, including listening, speaking and writing. Attendees will gain resources, knowledge, and lessons to implement immediately.

WORKSHOPS / SESSION 10 3:15 PM - 4:30 PM

•Medidas que facilitan acceso a las escuelas y revalidación de estudios

3:15 PM - 4:30 PM
Marriott
Room: Grand Ballroom D

Secretaría de Educación Pública

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

La Secretaría de Educación Pública publicó las medidas para facilitar el acceso a la educación a los mexicanos que regresan a México por voluntad propia o deportados, medidas que buscan asegurar el ingreso o reingreso de los estudiantes mexicanos al sistema educativo nacional, sin importar su condición migratoria o los documentos con los que cuenten; eliminar trámites innecesarios y costosos, y simplificar procesos como la revalidación de estudios en las universidades del país.

•Different Reading Levels? These Center Activities are a Great Solution!

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

Viviana Hall, Istation

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

A motivational and inspirational session for bilingual teachers who will be able to create literacy centers using their district resources combined with Istation's downloadable lessons. Get ready to achieve 100% student engagement while meeting individual student's needs in just ONE CLICK!

•Tablets to Teach Kindergarten & Pre-K Mathematics

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

John Schacter, Math Shelf

Grade Level: Preschool-2
Language: English
Strand: Technology and Digital Learning
Audience Level: New to Field/Experienced

In this interactive session, teachers will learn how tablet math games can dramatically improve Kindergarten and preschool English Learners' math outcomes. We will highlight the math content, instructional sequence, and apps that research shows improve young children's math achievement.

English Learner Success: Act on data, not just intuition.

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Presentation:

Smartphone App Drives EL Growth and Parent Engagement

**Session: Wednesday, March 29; Time: 1:00 - 2:15 pm
Anaheim Marriott Room: Platinum 8**

The new Learning Upgrade app gives teachers a resource to engage English learners and their parents. Students complete an ELD standards-based curriculum both at school and on smartphones at home. The lessons filled with songs, video, and games motivate students to make breakthroughs. Parents play an active role helping students move to proficiency. Come find out how to enroll your students!

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2017 FILM FESTIVAL



EL JEREMÍAS

A genius in the family

Director: Anwar Safa

Writer: Ana Sofía Clerici

El Jeremías, the story of a misfit and extremely bright little boy, after he finds out he's a genius, he struggles to succeed despite the experience of poverty of his family as only an 8-year-old boy, he anticipated the most difficult decision of his life: What does he want to be when he grows up? Set in Sonora Mexico, the film tells the story of Jeremías, an eight year old who finds out he is a gifted child and initiates a journey of self discovery.

FRIDAY, MARCH 31 • 4:45 pm - 6:30 pm
MARRIOTT GRAND BALLROOM E/F

WORKSHOPS / SESSION 11 4:45 PM - 6:00 PM

•Deconstructing Text: A Scaffolded Approach to Close Reading in Designated ELD

4:45 PM - 6:00 PM
Marriott
Room: Orange County 2

Thomas Casey, Norwalk-La Mirada USD
Laura Fisher, Norwalk-La Mirada USD

Grade Level: 3-12
Language: English
Strand: English Language Development
Audience Level: Experienced

Workshop participants will engage in a process for deconstructing complex and primary source texts. Using the California ELD Standards as a basis for instruction, teachers will deconstruct a text's meaning and essential vocabulary, then reconstruct it by condensing and connecting their ideas in an original summary.

This series of lessons includes integration of multimedia through use of a Google Slides template for presentation of student collaborative work. Participants are encouraged to bring their own device.

•Meaningful Academic Vocabulary Development for English Learners in an Interactive Science Classroom

4:45 PM - 6:00 PM
Marriott
Room: Orange County 1

Tina Raeder, Gonzales USD
Jose Moreno, Gonzales USD
Julie Carrillo, Gonzales USD
Erica Lee, 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 use. The understanding of vocabulary in an interactive, purposeful way has been proven to lead to the acquisition of science concepts in grades K-12. This workshop will demonstrate model lessons to pique student curiosity and trigger their desire to learn academic English in a science classroom!

•Cognitively Guided Math in a Dual Language Classroom

4:45 PM - 6:00 PM
Marriott
Room: Grand Ballroom A

Adrianne Navarro, La Habra City SD
Rosamaría Murillo, La Habra City SD

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

Learn how to meet the cognitive demands of the Common Core State Standards (CCSS) for math in a dual language classroom! Ideas will be shared on how to help your students use the academic language of math in the target language. Emphasis will be placed on using real world problems to build upon language students' prior knowledge and move them towards using academic language to explain their thinking.

•Latin@ Students Research the World with Biliterate Eyes

4:45 PM - 6:00 PM
Marriott
Room: Orange County 3

Lyn Scott, CSU East Bay
Fernando Rodríguez-Valls, CSU Fullerton
Michelle Soto-Peña, Claremont Graduate University
Eduardo López, CSU Fullerton

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

The California Association of Bilingual Teacher Educators 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: the maintenance of heritage language among former bilingual program 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 students.



Seal of Excellence Banquet

Friday, March 31, 2017

7:00 PM - 9:00 PM - Marriott Platinum Ballroom

Entertainment

Santa Ana High School Jazz Band
Santa Ana USD

Welcome

Host

Karling Aguilera-Fort
CABE President

Presenters

Annie Duong, CABE Board Region I Representative
Olivia Yahya, CABE Board Region III Representative
Esabel Cervantes, CABE Board Region II Representative

CABE 2017 Honorary Chair

Dale Marsden, Superintendent,
San Bernardino City USD

Student Essay Contest Winners

Seal of Excellence Schools

District Multiple Pathways to Biliteracy Award
Californians Together

Keynote Speaker

Donovan Livingston
Educator, Poet, Author

Closing Comments

Dance
Suavé The Band

Student Essay Contest Winners

K-2nd Grade Award

Sofía Ávila, 2nd Grade,
Patrick Henry Elementary, Long Beach USD
Teacher: Amanda Flores

3rd-5th Grade Award

Matteo Nagle, 5th Grade,
West Marin School, Shoreline USD District
Teacher: Esther Underwood

6th-8th Grade Award

Karen Nguyen, 8th Grade,
Sarah Mcgarvin Intermediate, Garden Grove USD
Teacher: Phuong Thao Dinh

9th-12th Award

Nuseibah Abo Awad, 11th Grade,
AB Miller High School, Fontana USD
Teacher: Mrs. Keeling

Seal of Excellence Schools

Dos Caminos Elementary School
Palmdale SD

Ernest Geddes Elementary School
Baldwin Park USD

Phelan Elementary School
Whittier City SD

Rod Kelley Elementary
Gilroy USD

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Seal of Excellence Dance

Friday, March 31, 2017 • 9:00pm - 12 midnight

Marriott Platinum Ballroom



Suavé The Band

The core members of Suavé the Band originally played for a Christian church in the San Gabriel Valley. After the church band director retired these core members decided to start their own band. Thus the beginning of Suavé. The original three consisted of the trumpet, keyboards, and drums. I, Rene Burguan have been the leader of Suavé from the beginning. After a year of searching for new members Suavé had all the components it needed to perform. Suavé had its first break in October of 1998. A well known and highly respected night club for presenting outstanding national and local talent contracted the band to play on its Thursday Latin Rock & Salsa night. That's all it took... Suavé after it's debut has been booked regularly and from time to time serves as the house band for this club. Many hotels, night clubs, churches, colleges, cruise lines, Disneyland, and business owners contract the band for their various private functions throughout the year.

The main reason for Suavé's success stems from the fact that the band is very versatile in the styles of music they perform. Currently these styles include Latin Jazz, Rock, Salsa, Merengue, Cumbia, R&B, Swing, Old School, Disco, and last but not least, Funk. This versatility attracts people of all age groups. A perfect example of this can be heard on Suavé's debut CD, "Only the Beginning."

From its inception Suavé has always received high praise for its members performances and has been acknowledged for its professionalism on and off the stage. There is currently a waiting list of musicians who are seeking for the chance to join the group. The band consists of the following: trumpet, sax, trombone, keyboards, guitar, bass, drums, and vocals. Suavé from the start has been a "weekend warrior" band. All of its members currently hold full time jobs in their related fields. All of its members enjoy music for the sheer joy of playing and performing for the public. With these basic principles in place the band has become highly sought after.

Rene Burguan

My SBAC Coach introduces The Super Six!

My SBAC Coach is a subscription service that includes online writing instructional tasks with embedded guided practice. "The Coach" will provide customized feedback in the areas of inference, main idea, theme, revision, research, and full writes—The Super Six!

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no-commitment chat.

- Customized feedback to the teacher arrives via email within 48 hours! (2 school days)
- The coach identifies students who need a "reteach" on the standard/task.
- Instructional ideas are provided to the teacher to answer the question, "What can I do to improve the students' writing?"
- All tasks are based on the targeted standards that are assessed via writing—The Super Six!



Join us LIVE on
Facebook to get your
questions answered:

Wednesday 3/29
4:00 p.m.

Thursday 3/30
6:00 p.m.

Friday 3/31
12:00 p.m.

Monday 4/10
4:00 p.m.



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CABE★2017

SATURDAY



*CABE 2017: Connecting Communities
through Our Languages, Cultures, and Stories*

HIGHLIGHTS

Workshops, Institutes, Activities

9:00 am - 12:00 pm / Workshop Sessions

Special Half Day Institutes

8:00 am - 12:00 pm / Méndez v Westminster: A Look Back at History / Marriott Platinum 1

9:00 am - 12:00 pm / ELPAC Institute / Marriott Platinum 5

Featured Speakers

9:00 am - 10:15 am / Nicoline Ambe / Suni Paz

10:45 am - 12:00 pm / F. Isabel Campoy / Alma Flor Ada / Enid Lee

Special Events

10:45 pm - 12:00 pm / CABE Membership Meeting / Marriott Platinum 1

12:00 pm - 12:30 pm / Closing CABE Sing Along / Marriott Grand Ballroom E

12:00 pm - 12:30 pm / Final Apple Watch Daily Raffle Drawing - CABE Store / Marriott Ballroom Foyer



12:00 pm - 12:30 pm / MARRIOTT GRAND BALLROOM E
JOIN US! LEAVE CABE 2017 WITH A SONG IN YOUR HEART!

PLAN YOUR DAY

MORNING 9:00 am - 12:30pm

What did I learn at CABE 2017 that I will put in practice next week?

FEATURED HALF-DAY INSTITUTE 8:00 AM - 12:00 PM

•Méndez vs. Westminster: A Look Back at History within a Critical View of U.S. Latino Education

8:00 AM – 12:00 PM

Marriott

Room: Platinum 1

Anaida Colón-Muñiz, Chapman University

Sandra Robbie, Chapman University

Warren Dale, CABE

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

Segregation is associated with the South, but it also happened in California—the first state to desegregate schools eight years before Brown v. Board of Education!

In this Institute, to be held at Chapman University, participants will be immersed in the “integrated” Méndez et al v Westminster et al experience. Spend an unforgettable morning understanding the history of Latino education in the U.S. using a critical lens. Hop on the special CABE Méndez v Westminster bus during this 70th anniversary of this landmark lawsuit that helped desegregate the southwest and contributed to a national movement. The tour will include the last Orange County Mexican School along with segregated public venues and archival material. The program ends with a meet and greet with case family members in the Centro Comunitario de Educación in Santa Ana. Bring your cell phone or tablet to capture the engulfing sights and the presenters will assist with editing processes.

Pre-Registration is Required.

HALF-DAY INSTITUTE 9:00 AM - 12:00 PM

**Kris Nicholls**

CABE Professional Development Services

•English Language Proficiency Assessments for California (ELPAC) Institute

9:00 AM - 12:00 PM

Marriott

Room: Platinum 5

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

In this half-day institute, participants will learn more about the new English Language Development (ELD) assessment for California's English Learners, the ELPAC. The draft ELPAC blueprint will be examined, and the proposed ELPAC task types and standards tested will be reviewed. The ELPAC performance levels will be analyzed along with the revisions made after the pilot in 2015/2016. How will this knowledge should inform next steps as a district, site, and/or classroom teacher will also be examined.

FEATURED SPEAKERS

9:00 AM - 10:15 AM



Nicoline Ambe
Nicoline Ambe International



Suni Paz
Suni Paz

•10 Keys To Preparing Your Child For College and Career

•Bilingual/Dancing Songs for the Classroom

9:00 AM - 10:15 AM

Marriott

Room: Platinum 2

9:00 AM - 10:15 AM

Marriott

Room: Grand Ballroom E

The college application process takes enormous time and strategic planning. It entails making good grades, maintaining good GPAs, taking the right courses, writing personal essays, applying for scholarships, choosing the right colleges, and other important factors that students must consider when applying for college. How students plan their college application will significantly impact their future choices in college, in the job market and in life. This presentation will teach key secrets that parents must know when planning their children's college education and career future.

Book signing immediately following session.

Bilingual singing can unify the K-3 classroom, encourage play and inquiry, and create an easy interplay between Spanish and English. Participants will learn and practice leading bilingual songs and dances about animals, vegetables, family and culture with Suni Paz. By workshop's end, teachers/parents will be able to sing and lead five bilingual dancing songs with accompanying movements to enhance curriculum, create easy classroom transitions, and make speaking in two languages fun for all.

10:45 AM - 12:00 PM



F. Isabel Campoy, Author
Alma Flor Ada, Author

•¡Te invitamos a la ALEGRÍA!



Enid Lee
Enidlee Consultants, Inc.

•Finding and Using A Hidden Assets Inventory for the Growth and Learning of African American Students.

10:45 AM - 12:00 PM

Marriott

Room: Grand Ballroom E

10:45 AM - 12:00 PM

Marriott

Room: Platinum 3

In this session F. Isabel Campoy and Alma Flor Ada invite the audience to join them in the Alegría of poetry that will fill schools with "días y días de poesía". Come to witness the launching of Alegría: Poesía cada día and learn about how to fall in love with words.

Poetry in Spanish, questions in English.

In this interactive session, we will examine a framework and use a tool for tapping into the linguistic, cultural and individual assets of African American students, their families, schools and communities. We will link this discovery process to checking our classroom, school and district systems for those that maximize or minimize assets in terms of student growth and learning.

WORKSHOPS / SESSION 12 9:00 AM - 10:15 AM

• ¡Cómo llegar a ser millonario!

9:00 AM - 10:15 AM

Marriott

Room: Grand Ballroom F

**Lettie Ramírez, CSU East Bay***Grade Level: All**Language: Spanish**Strand: Parent & Community Engagement**Audience Level: New to Field/Experienced*

NO ESTÁS SOLO: Recetas para obtener ÉXITO, de padres para padres. En esta presentación, hablaremos sobre la importancia de las finanzas, cómo desarrollar su presupuesto, y que tan importante es saber sobre los términos de interés financiero. Venga a aprender cómo ahorrar y planear para llegar a ser “millonario.”

• Music, Movement and Songs to Enhance Bilingualism

9:00 AM - 10:15 AM

Marriott

Room: Orange County 4

Gilberto Soto, Texas A & M International University*Grade Level: Preschool-5**Language: English, Spanish**Strand: Biliteracy/Dual Immersion**Audience Level: New to Field/Experienced*

The purpose of this presentation is to explore music activities and link their use to classroom curriculum for early childhood and/or elementary school bilingual/dual immersion programs. Participants will have the chance to experience the use of songs, movement and singing, etc., and embed these activities into bilingual lesson plans. Participants will explore other areas connected with dual immersion structure through the use of music; including EL/ESL fluencies, reading, listening, math, and more.

• Multiplication Your Way: Sparking Understanding of Basic Facts

9:00 AM - 10:15 AM

Marriott

Room: Platinum 8

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

Teachers will learn how to use a variety of visual models for basic multiplication facts. Games will be played to reinforce five intentional strategies. Participants will engage in discourse to justify their thinking.

• Supporting Young Authors: How to encourage our children to tell their stories

9:00 AM - 10:15 AM

Marriott

Room: Elite 1

Suzanne Adame, Corona-Norco USD*Grade Level: K-2**Language: English**Strand: Curriculum & Instruction**Audience Level: New to Field/Experienced*

This hands-on workshop will provide participants with an opportunity to look at the role writing plays in the empowerment of our young learners. How do we encourage and support our children to use writing to convey messages, find a voice, and tell their stories? How do we, as a class, a school, and a community, involve families and celebrate the stories of our young authors? Participants will create samples they can easily incorporate in their writing programs.

WORKSHOPS / SESSION 12 9:00 AM - 10:15 AM

•Differentiation for ELs: Online Resources to Rock your Class!

9:00 AM - 10:15 AM
Marriott
Room: Orange County 1

Lisa Roldan, Stockton USD

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

Using technology in the classroom to differentiate instruction is easy. Come learn how these programs can help you engage and serve your EL classroom and how they kept me from toting home bundles of student work to grade. Programs include Google Forms, EdPuzzle, Thatquiz and many others.

•The Commission on Language Learning: An Advocacy Tool

9:00 AM - 10:15 AM
Marriott
Room: Orange County 3

Bill Rivers, Joint National Committee for Languages

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

In July 2015, the American Academy of Arts and Sciences established the Commission on Language Learning, at the behest of the U.S. Congress. The Commission was asked by Congress to detail why language matters to the national interest, and what might be done about language learning at all levels and in the business community. This presentation covers the genesis of the Commission and its work to date, as well as other updates from national advocacy efforts.

•Building Language Strategies and Tools for English Learners

9:00 AM - 10:15 AM
Marriott
Room: Elite 2

Carolyn Hood, Learning Headquarters

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

Every child deserves high-quality, cognitive writing instruction that addresses their unique and diverse characteristics, as well as their developmental and language development proficiency levels. Increase the rigor and sophistication of student writing with ease! Learn meaningful techniques to help all students acquire and use conversational and domain-specific vocabulary. Actively engage learners in building powerful sentences, utilizing sentence variety, and extending the complexity of Common Core text type writing. Leave with tools to use immediately!

•Vocabulary Acquisition Strategies That Work!

9:00 AM - 10:15 AM
Marriott
Room: Platinum 1

Jeffrey Farley, Beaumont Independent SD

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

Academic vocabulary plays a critical role in student success. In this session, participants will engage in vocabulary acquisition strategies rooted in Marzano's six-step process. Teachers will learn techniques that can be used with students in classrooms immediately upon their return to school. Participants will also tour web-based platforms through which teachers can offer students additional opportunities for vocabulary practice, interaction, and assessment.

WORKSHOPS / SESSION 12 9:00 AM - 10:15 AM

•Integrating VAPA to the CCSS through Technology for Els

9:00 AM - 10:15 AM

Marriott

Room: Grand Ballroom B

Fredrick Lanuza, McGill School of Success*Grade Level: All**Language: English**Strand: Curriculum & Instruction**Audience Level: New to Field/Experienced*

Learn content and language simultaneously through educational technology, while integrating the Visual and Performing Arts, such as music, dance, theater and the visual arts. Diverse teaching strategies, ideas, lesson plans, units and more will be shared in a multi-media/lecture-demonstration approach using sequencing, sampling, and synthesizing tools. No experience in the fine arts required. Participants will be able to use their imagination, ingenuity, and innovativeness in expanding their students' literacy and language while sharing the arts.

•Empowering and Engaging Parents Through Parent Academies

9:00 AM - 10:15 AM

Marriott

Room: Orange County 2

**Malia Holleron, Chula Vista Elementary SD
Marcos López, Chula Vista Elementary SD***Grade Level: All**Language: English**Strand: Parent & Community Engagement**Audience Level: New to Field/Experienced*

We will share the blueprint for CVESD's Parent Academy, a district initiative that strives to directly engage parents in their children's education and prepare them to provide support needed in order for students to be more successful in school. Through engaging parents in inspirational workshops covering a wide variety of topics, Parent Academies allow parents to gain valuable information regarding diverse tools, strategies, and resources that help nurture students' academic, social and emotional development.



•Thinking and Talking About Big Ideas in Guided Reading

9:00 AM - 10:15 AM

Marriott

Room: Grand Ballroom C

Debra Crouch, Independent Literacy Consultant*Grade Level: K-5**Language: English**Strand: Curriculum & Instruction**Audience Level: New to Field/Experienced*

This interactive session invites K-5 teachers to expand their thinking about using a Guided Reading approach to encourage language and cognitive development. We will explore texts created to encourage discussion around big ideas. Teachers will observe and discuss video of students as they co-construct understandings of texts, considering the teacher facilitation that supports thinking about big ideas. As students think and talk together, opportunities for language development will be highlighted by the presenter and participants.

•"I Am," A Tribute to Parents Through a Child's Words

9:00 AM - 10:15 AM

Marriott

Room: Platinum 7

**Julia Martínez, Chula Vista Elementary SD
Jonathan Herrera, Chula Vista Elementary SD***Grade Level: 3-12**Language: English**Strand: Multicultural/Diversity Education**Audience Level: New to Field/Experienced*

Teachers will learn how to incorporate poetry and art into their classroom and how one school invites parents to attend a yearly event where teachers and students pay tribute to their families with a poem and a cast of their child's face. Teachers will learn how to cast their students' faces and present parents with a poem about who they are and how their culture and family has shaped them.

WORKSHOPS / SESSION 12 9:00 AM - 10:15 AM

•STEAM-powered Showcases: Student Experts Highlight Innovation, Culture and Design

9:00 AM - 10:15 AM

Marriott

Room: Platinum 3

Jackie Counts, Anaheim Union High SD
Mandy Johnson, Anaheim Union High SD

Grade Level: All

Language: English

Strand: Advocacy & Engagement

Audience Level: New to Field/Experienced

Discover how two events, STEAM-A-Palooza and Sustainability Showcase, provided the perfect venues for the Anaheim Union High School District (AUHSD) community to highlight all students, including English Learners, to engage and learn with the students as advocates for local and global issues, and to celebrate our students as performers, scientists, musicians, designers, scientists, and artists. Learn how community partnerships with the school district created opportunities to enhance student learning and deepen language and literacy skills.

•Programas de doble inmersión

9:00 AM - 10:15 AM

Marriott

Room: Grand Ballroom D

Estella Patel, Banning USD
Peggy Morrison, Consultant
Jennifer Martínez, Windsor USD
Francisca Sánchez, Provocative Practice

Grade Level: K-12

Language: Spanish

Strand: Parent & Community Engagement

Audience Level: New to Field/Experienced

El propósito de este programa es para que los padres participantes que están interesados o tienen sus hijos matriculados en un programa de inmersión, se informan de los elementos básicos, beneficios y desafíos de un programa de lenguaje dual. Los padres participantes comprenderán los beneficios del bilingüismo, las metas y los antecedentes teóricos para apoyar activamente la implementación exitosa de un programa de doble inmersión. Las implicaciones del pasaje de la Proposición 58 serán tratadas en esta sesión.



•Programs With Intention: College-going Programming for Students and Parents

9:00 AM - 10:15 AM

Marriott

Room: Grand Ballroom A

Cynthia Álvarez, UCLA

Grade Level: 9-12, College/University,

Language: English

Strand: College & Career Readiness

Audience Level: New to Field/Experienced

Parents are crucial to decision-making during the college-going process. Incorporating and designing programming for parents is critical to successful high school-college transitions. This workshop will benefit administrators interested in learning of new programming to further parent knowledge and involvement.

•Educators, Families & Community Stakeholders Building Local Power

9:00 AM - 10:15 AM

Marriott

Room: Platinum 4

Norma Sandoval, CABE Region IV Representative

Grade Level: All

Language: English

Strand: Advocacy & Engagement

Audience Level: New to Field/Experienced

Critical education calls for action research beyond the classroom walls. Come learn how grass-roots community organizing empowers children's advocates to bring local, state and national change.

CABE MEMBERS ARE INVITED TO PARTICIPATE IN THE ANNUAL MEMBERSHIP MEETING 2017!

Saturday, April 1, 2017 at 10:45 am-12:00 pm in the Marriott Grand Ballroom E



Karling Aguilera-Fort
CABE President



Annie Rodríguez
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. This year, CABE members will be reviewing and voting on changes to the CABE Bylaws, as well as hearing about upcoming elections for open board positions

CABE President Karling Aguilera-Fort, Vice President Annie Rodríguez, and 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, April 1, 2017

Time: 10:45 am-12:00 pm

Place: Marriott Grand Ballroom E

All participants who are members will receive a FREE CABE T-shirt!

WORKSHOPS / SESSION 13 10:45 AM - 12:00 PM

•Getting Our Students Excited About STEM: Creating and Communicating

10:45 AM - 12:00 PM
Marriott
Room: Platinum 2

Bob Barboza, The Barboza Space Center/Kids Talk Radio Science

Grade Level: 3-12, College/University, Adult Education
Language: English
Strand: Technology and Digital Learning
Audience Level: New to Field/Experienced

The Barboza and Columbia Memorial Space Centers are inspiring junior astronauts, engineers and scientists to participate in the Occupy Mars Learning Adventures. In this session you will become familiar with the curriculum driving this project-based learning that engages students in grades 4-12 in building prototype martian robots, satellites and habitats. (All curriculum is linked to NGSS and CCSS.) Students document what they learn via Kids Talk Radio, a cyber radio station for budding scientists and engineers.

•How to Help Students Acquire Self-management Skills

10:45 AM - 12:00 PM
Marriott
Room: Orange County 2

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, such as new technologies and 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 and respect in order to have a disciplined and motivated classroom environment.

•Tearing Down the Walls: Strengthening Secondary Parent Involvement Through Special Parent Events

10:45 AM - 12:00 PM
Marriott
Room: Grand Ballroom A

Victor Uribe, Coachella USD
Jessica Mendoza, Coachella Valley USD

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

We will share with you several key yearly events and activities that will attract more parents to become more involved with your school. We need to tear down those artificial walls that exist between schools and parents, so that they can feel a sense of comfort and respect. This is the foundation for student success.

•What Are You Curious About? A Sesame Street Inspired Project

10:45 AM - 12:00 PM
Marriott
Room: Elite 2

Bayard Nielsen, Notre Dame San Jose

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

Barrio Sésamo needs help showing children what it means to be passionate about learning. Your students will make short videos about a passion to be played on the air. Prime student interest through introducing the project and completing a "creativity workshop." Next, build your students' editing and public speaking skills with a 1 minute Ignite presentation. Students then write an organized, formal proposal for consideration. Once this scaffolding is complete, students create their videos.



WORKSHOPS / SESSION 13 10:45 AM - 12:00 PM

•Lessons Learned Together: Building a Successful Community University Partnership

10:45 AM - 12:00 PM
Marriott
Room: Orange County 1

Tim Bolin, Chapman University
Kevin Stockbridge, Chapman University
Suzanne SooHoo, Chapman University
Patty Huerta-Meza, Padres Unidos

Grade Level: Adult, College/University
Language: English
Strand: Advocacy & Engagement
Audience Level: New to Field/Experienced

The workshop will illustrate the development of a successful community and university partnership. A description of the community organization will be provided, followed by discussion of the development of its relationship with the university. This will include ethical and theoretical bases for the project. The workshop will describe aspects of a successful community program and healthy community and university relationships. The workshop is beneficial for both community workers and engaged university administrators and teachers.

•The Five Challenges of Teaching Close Reading

10:45 AM - 12:00 PM
Marriott
Room: Platinum 7

Pamela Robertson, Endless Boundaries Teacher Development Network

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

This presentation will briefly highlight five mistakes teachers make when teaching their students to closely read complex text. Participants will leave the presentation with a clearer understanding of a close reading approach incorporating all four domains of English Language Arts that can be implemented in the classroom with ease. The engaging small group activities will help participants create purposeful and meaningful discussion about what teachers need to do to ensure their students achieve academic success.

•Desde el estudiante “batallando” hasta el estudiante “exitoso” - El uso de las novelas gráficas bilingües en programas de doble inmersión

10:45 AM - 12:00 PM
Marriott
Room: Orange County 3

Rhianna Casesa, Sonoma State University

Grade Level: 3-12
Language: Spanish, English
Strand: Biliteracy/Dual Immersion
Audience Level: New to Field/Experienced

A los estudiantes les encantan las novelas gráficas, pero ¿saben realmente cómo leerlas? Para que los estudiantes tengan éxito con las novelas gráficas, necesitan aprender explícitamente las características exclusivas de las novelas gráficas para leer, comprender y analizar. En este taller los participantes aprenderán como utilizar estratégicamente el uso de novelas gráficas bilingües, específicamente con lectores bilingües que están batallando. El taller incluirá demostraciones, videos, muestras de trabajo de los estudiantes y recursos con oportunidad de discusión.

•Looking for Materials? TL3C Has Created STEM and Social Studies Units

10:45 AM - 12:00 PM
Marriott
Room: Elite 3

Margarita Jiménez-Silva, Arizona State University
Amy Markos, TL3C/Mesa Community College

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

Teachers of Language Learners Learning Community (TL3C) provided a Summer Institute offering teachers in Dual Language Immersion programs the opportunity to collaborate to create various STEM and social studies units and lessons in English/Spanish. In this interactive and multimedia session, participants will be walked through a number of activities from the units and lessons shared. Come hear about their experiences and leave prepared, with resources you can integrate into your own classrooms.

WORKSHOPS / SESSION 13 10:45 AM - 12:00 PM

•Close Reading for K-2

10:45 AM - 12:00 PM

Marriott

Room: Grand Ballroom B

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's success, and how to extend the close read to meet other Common Core State Standards!

•The Lessons My LTELs Taught Me During Class

10:45 AM - 12:00 PM

Marriott

Room: Platinum 8

Lester Malta, Los Angeles USD

Grade Level: 6-12

Language: English

Strand: English Language Development

Audience Level: New to Field/Experienced

This presentation is an overview of what LAUSD has learned from teachers teaching to Long-Term English Learners. The presentation will include an introduction to our UCOP-approved LTEL courses and the design of the LTEL framework and curriculum. The presentation is designed to explore our success and challenges teaching LTELs in middle and high school. The presentation will explain the design of our LTEL courses, professional development, monitoring student progress and reclassification.

•Dual Language Immersion: Steps to Successful Implementation

10:45 AM - 12:00 PM

Marriott

Room: Orange County 4

Carolyn Palmer, Rialto USD

Marina Madrid, Rialto USD

Grade Level: K-12

Language: English

Strand: Biliteracy/Dual Immersion

Audience Level: New to Field/Experienced

During the 2015-2016 school year, the Rialto Unified School District's English Learner Programs Department carefully planned the beginning of our Dual Language Immersion program, which is now successfully up and running at four schools. Our presentation will provide you with an outline of the steps we followed, the plan we developed, the challenges we encountered, and the successes we had in beginning our program. Many DLI resources we developed will be shared. Implications for the implementation of Proposition 58 will be addressed in this session.

•Get Involved: Starting a Parent Book Club at Your School

10:45 AM - 12:00 PM

Marriott

Room: Grand Ballroom C

Olivia Gallardo, Project2Inspire

Grade Level: All

Language: English

Strand: Curriculum & Instruction

Audience Level: New to Field/Experienced

Teachers, administrators, resource personnel and other staff that work with parents in the school are invited to participate in a hands-on demonstration of a successful book club that will get your parents excited about reading and learning. Highlighting the parent book, No Estás Solo, a trainer of trainers manual is used that gives step by step instructions on involving parents and motivating them to meet and discuss important issues and ideas that strengthen parent involvement.



12:00 pm - 12:30 pm

ANAHEIM MARRIOTT GRAND BALLROOM E

*What better way to bring our CABE 2017 conference to a close than
with a CABE community sing-a-long?*

*Join MANY CABE musicians as we enjoy the gift of music and
leave CABE 2017 with a song in our hearts!*

**JOIN US FOR THIS SPECIAL
END OF CONFERENCE EVENT!**

CABE★2017

AWARDS



**CABE 2017: Connecting Communities
through Our Languages, Cultures, and Stories**



CABE 2017 Leadership Award

California Mini-Corps

The California Mini-Corps (CMC) shares CABE's vision of "biliteracy, educational equity, and 21st century success for all." From its inception in 1967, the California Mini-Corps Program (CMC) has positively impacted the educational lives of thousands of migrant children and has contributed to California's bilingual teacher workforce. The CMC was established in 1967 and modeled after the Peace Corps through an innovative partnership among the California Department of Education, Chico State University and the Butte County Office of Education. The program originally started as a summer school program where college students with a farm worker background were recruited to work as teacher assistants in migrant-student impacted summer schools. In 1974, the CMC expanded to the regular school year. In 1976, the State Board of Education adopted the California Master Plan for Migrant Education and in it, institutionalized the CMC. Many CABE members have benefited personally from the CMC.

Over the past 50 years, the program has expanded to 24 programs on 22 community college and university campuses across the state. The CMC encompasses two major goals:

1. To provide direct instructional services to increase migrant student academic achievement through a cadre of trained college tutors.
2. To develop a cadre of future credentialed bilingual educators that will be better equipped to work with migrant students.

Apart from the 24 college campus project sites, the program houses a central administration office in Sacramento. Collaboration with the 20 Migrant Education regional offices and the Institutions of Higher Education are essential to the program's success. Each IHE provides in-kind services that include office and classroom space, assistance with tutor recruitment and collaboration on professional development activities. The Migrant Education regional offices assist with tutor placements and collaborate on professional development activities.

Currently, the program provides tutorial support to migrant students, K-12, during the regular school year and summer school. To be eligible to work as a CMC tutor, applicants must be full-time undergraduate college students, bilingual, with experiential knowledge of the migrant lifestyle, and be seeking a career in education.

The CMC is celebrating its 50th anniversary and has endured and grown stronger through an established network of formal partnerships that include Migrant Education regional offices, 24 community and state colleges and hundreds of school districts throughout the state. CABE is proud to recognize the California Mini Corps with the CABE 2017 Leadership Award.



CABE Board Visionary Leadership Award

Libia Gil

Libia Gil, appointed by President Obama, served as Assistant Deputy Secretary and Director of the Office of English Language Acquisition (OELA) at the US Department of Education (USDOE) from September 2013-January 2017. She was the principal adviser to the Secretary of Education on all matters related to the education of English Learners (ELs) and served as a key advocate and liaison for the needs of English Learner and biliteracy programs throughout the nation.

As head of OELA, Gil administered programs under Title III of the Elementary and Secondary Education Act, which support high-quality instruction for linguistically and culturally diverse students. The office also supported professional development programs for teachers of English learners. In her role, Gil led a team that was committed to ensuring improvement in English language education through the Department's educational initiatives, among them Race to the Top, Investing in Innovation and the Teacher Quality Partnership.

Prior to joining the USDOE, Gil served as Vice-President for Practice at the Collaborative for Academic, Social and Emotional Learning in Chicago. She was also a senior fellow and managing director at the American Institutes for Research (AIR), where she developed and co-led the AIR Center for English Learners.

Gil began her career as a teacher in the Los Angeles Unified School District, and later was a bilingual resource specialist in the ABC Unified School District in California. In that same district, she served as a bilingual-ESL coordinator, as a desegregation officer designing bilingual (Spanish, Korean and Chinese) magnet programs for voluntary desegregation efforts and finally as an elementary school principal implementing a Portuguese bilingual maintenance program. She earned her Doctor of Philosophy degree in curriculum and instruction, with an emphasis in bilingual education, from the University of Washington. She served as an assistant superintendent for curriculum and instruction in the Seattle Public Schools, where she was responsible for bilingual education services and programs in addition to a multitude of other programs and services. Later she became superintendent of the Chula Vista Elementary School District in California and institutionalized dual language programs in Spanish.

Libia Gil has played an impactful role in supporting English Learner and biliteracy programs in California and has been a key partner and friend of CABE. The CABE Board of Directors is honored to offer Libia Gil the CABE Visionary Leadership Award.



CABE Board Courage to Act Award

Méndez (et al.) v Westminster

Plaintiff Families: Estrada, Guzmán, Palomino, and Ramírez

In the mid-1940s, Gonzalo and Felicitas Méndez moved to Westminster to lease a farm from the Munemitsus family who were forced into a Japanese internment camp during World War II. The Méndez children needed to enroll in a new school. Their daughter, Presidential Medal of Freedom recipient Sylvia Méndez, was not allowed to attend the school in her attendance area. She was told that she had to attend one of the Westminster School District's "Mexican Schools". This type of segregation was the practice throughout California. But Sylvia's family was not like the families of hundreds of others who had previously been turned away at the schoolhouse door. The Méndez family and a handful of other brave families in neighboring districts, (Estrada, Guzmán, Palomino, and Ramírez) all represented at CABE 2017, had the courage to band together to fight the unjust system and lay the legal foundation for the desegregation of public schools in the United States – BEFORE Brown v Board of Education.

When the families won their federal case at the trial court level, the school district appealed the case to the Ninth Circuit. It was a groundbreaking case and it came to the attention of advocates throughout the country. Thurgood Marshall, who had been looking and strategizing with the NAACP to find the right case to challenge school desegregation came out to California and sought permission to file an amicus brief in the case, as did representatives from the American Jewish Congress, American Civil Liberties Union, National Lawyers Guild, and the Japanese-American Citizens League. While on its face this was a case about segregation based on national origin (regarding children of Mexican and Latin descent), everyone knew that it was a case that could impact children of all backgrounds. Earl Warren, who would later become the Chief Justice on the U.S. Supreme Court, was the Governor of California at the time.

When the Ninth Circuit ruled in the families' favor, schools throughout the entire Western Region had to integrate. Governor Earl Warren embraced the decision and implemented it in California. The families quietly went home and, having accomplished their goal, went about their business educating their children and providing for their families. One of the reasons many of us feel such a strong connection to these families is that we know what is like to stand on the shoulders of our parents and grandparents: quiet heroes who worked hard give their children opportunities they didn't have. These families had not been seeking fame or fortune out of this case, they simply wanted their children to get a good education, and the case was barely even talked about for decades.

In the years that followed, however, Thurgood Marshall continued the search that led him to Brown v Board of Education. Using the Méndez case as a springboard, he filed the Brown case and by the time it was appealed to the U.S. Supreme Court, now Chief Justice Earl Warren was ready for it. About 7 years after the Méndez v Westminster decision resulted in school desegregation in the Western U.S., the Brown v Board of Education decision accomplished school desegregation nationally.

All of the families who had the courage to act in the Méndez v Westminster litigation are proof that one brave act to correct an injustice in our local community can cause a ripple effect beyond anything you might have imagined.



CABE 2017 Social Justice / Community Award

María S. Quezada

María S. Quezada, recipient of the 2017 CABE Social Justice/Community Award, has a BA and MA from LaVerne University and PhD from the University of Southern California. Throughout her career as a teacher, administrator, university professor, past President of CABE, and Chief Executive Officer (CEO) of CABE, she has advocated for bilingual education, biliteracy, quality parent engagement, bilingual teacher and administrator preparation, and for equity and social justice in the public education of all students. Her leadership is noteworthy. In the face of adversity, she stood up for children's and families' rights; in the face of resistance, she did not run, but provided courage through her actions; in the face of dealing with budget shortages, she led with dignity and a steady vision; and in the face of resistance, she never gave up and found ways to work with critics.

As CABE President (1997-1999) and CABE CEO (2000-2013), she led with integrity, courage, and tenacity. Under her tenure, when Proposition 187 and Proposition 227 raised their ugly heads, she did not retreat. Her leadership did not go unnoticed, as she continued in her pursuit of the CABE vision of biliteracy for all. In November 2016, Dr. Quezada celebrated with colleagues the passage of Proposition 58, which rescinded many of the negative aspects of Proposition 227. Finally her vision was realized – all students and families in California now have the choice of participating in multilingual programs.

Her dedication, commitment, and life's work are a testimony to her perseverance, tenacity, and heartfelt commitment to providing an equitable alternative for bilingual populations in the state of California and the nation. Her research and programmatic knowledge spearheaded CABE Project 2Inspire, a nationally acclaimed parent engagement program. It is Dr. Quezada's unwavering belief that student success is the outcome of having knowledgeable parents as partners in education. Dr. Quezada is to be commended for her leadership in developing and promoting this successful program.

Her love for people, her championing of those with less, and her leadership are to be recognized and saluted with gratitude for her lifelong service. CABE is proud to present the Social Justice/Community Award to María S. Quezada.

**CABE BOARD AWARD / LEGACY AWARD****Enid Lee**

Renowned teacher educator, researcher, writer, consultant, facilitator and speaker on anti-racist, inclusionary and equitable education, Enid Lee began her career as a classroom teacher 35 years ago. She has taught in the Caribbean, Canada and the USA and has been involved in the professional development of teachers for two decades. Enid has pioneered the equity-centered initiative, Putting Race on the Table, which is designed to help teachers and administrators develop the skills, knowledge and will to create and maintain equity-centered classrooms. She assists urban schools districts and individual schools to continuously restructure themselves for equitable outcomes for all students. Enid facilitates an international network of schools enabling educators to share strategies for addressing questions of language, race, culture and class in education and for ensuring that teaching and learning are characterized by academic rigor and readiness for social justice action.

Enid Lee has authored over 30 publications. They include Letters to Marcia: A teacher's guide to Anti-racist education, the docudramas, "Quick to Judge" and "Food for Thought" from the television series, Many Voices, and Beyond Heroes and Holidays: A Practical Guide to K-12 Anti-Racist, Multicultural Education and Staff Development. Her current area of research is professional development and anti-racist school leadership. She has served on numerous boards and commissions concerned with education, immigration and employment, and has been an advisor to leaders in education, social services and cultural and arts organizations on equity issues. She is currently a Visiting Scholar with Teaching for Change in Washington, D.C. and formerly held the same position at the New Teacher Center, University of California at Santa Cruz.

Enid Lee has been the recipient of several awards for her ground-breaking work in anti-racist education and community-building among Black communities and immigrant parents. She recently received an Honorary Doctor of Laws from one of Canada's oldest universities for her contribution to the development of anti-racist education in that country.

CABE is proud to present the Legacy Award to Enid Lee.



CABE BOARD AWARD / LEGISLATIVE LEADERSHIP

Senator Ricardo Lara

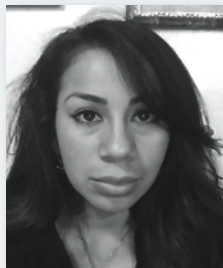
Ricardo Lara was born on November 5, 1974, in Commerce California, the son of a working class immigrant family. As a young student, Senator Lara attended Los Angeles Unified School District schools. He later graduated from San Diego State University, where he earned a BA majoring in Journalism and Spanish with a minor in Chicano Studies, becoming the first person in his family to graduate from college. In addition, he acquired a Master's Degree in Leadership from the University of Southern California.

A long-time Assembly staffer, Senator Lara worked as Chief of Staff to Assembly Majority Leader Marco Antonio Firebaugh. Senator Lara later served as the district director for Speaker of the Assembly Fabian Nuñez. He then served as communications director for Assemblyman Kevin de Leon and currently serving as Speaker Pro Tempore of the California State Senate. Senator Lara is a member of the California Legislative Latino Caucus, and served as Chair from 2013 to 2014. He is also a member of the California Legislative LGBT Caucus and currently serves as Chairperson of the powerful Senate Appropriations Committee. Upon winning his election in 2012, he made history by becoming the first openly gay person of color elected to the California Senate.

A champion for educational equity, civil rights and immigrant rights, Senator Lara champions legislation that improves the quality of life for vulnerable communities. Among his many bills that have improved the lives of immigrants, he authored several first-in-the nation laws that recognize and invest in immigrant communities including the California DREAM Loan Program, which assists undocumented students in acquiring loans to complete their higher education goals. Supporting California's entrepreneurial spirit, Senator Lara's bill to update and expand access to professional licensing rules, regardless of immigration status, will stimulate local economies and create jobs. Under his leadership as Chair of the Latino Caucus, the legislature passed AB60 to allow undocumented Californians to obtain driver's licenses. In the summer of 2014, he organized a fact-finding delegation to visit the Central American unaccompanied minors being held in Ventura County and was instrumental in securing \$3 million to be directed toward non-profit organizations providing legal representation to these children.

Senator Lara strongly believes that multilingual education is important in giving California students a competitive economic and educational edge. For that reason, he authored SB 1174 (2014) the California Education for a Global Economy Initiative, which asked voters to revisit the state's English-only instruction mandate in California's public schools on the November 2016 ballot (Proposition 58). Voters approved Proposition 58 by 73.52%, more votes than of any of the other initiatives on the ballot! The English-only presumption was removed and the most onerous provisions of Proposition 227 were eliminated. All parents can now request the development of bilingual/multicultural programs in schools for their children.

Senator Lara's record in public service has been recognized at the local, state and national levels. Among those recognitions is the "Champion of Change" award bestowed at the White House by President Barack Obama. The Los Angeles Times named Senator Lara the "Point man in the push for immigrant rights" in California. CABE is honored to recognize Senator Ricardo Lara with the CABE 2017 Legislative Leadership Board Award.

**F. Isabel Campoy AWARD****Ruth M. Torres**

Region 4

Ruth M. Torres is currently a mother, instructor, wife and student. She wears many hats and fulfills all those roles gracefully. She is pursuing a bilingual teaching credential at San Jose State University. Ruth comes from a poor family of 13 children. She came to California from México as a teenager where she encountered a difficult challenge of having to learn a new language. Despite many obstacles, she has not only mastered the English language, but now teaches it.

Escuela Popular is a unique community-based charter school that serves primarily immigrant families. Ruth attended Escuela Popular as a student and now works as one of their ELD instructors. She is a risk taker who looks for opportunities that allow her to master her desire to be an effective teacher. Her presence and energy at the school have been of great benefit to her students and colleagues. Ruth has a wonderful rapport with staff and students. She works independently with a positive attitude and is always enthusiastic about new initiatives. She has worked diligently and passionately to obtain her current level of education and is excited about earning her teaching credential with a focus on bilingual education.

Ruth believes that being bilingual gives students a stronger and louder voice in their public and private lives. As a bilingual teacher, one of her goals is to create and support a community of people who are able to explore, take risks, and speak up for themselves. She believes that bilingualism is a special gift that allows anyone to become a more valuable and empowered member of society. Ruth also believes that bilingual education is important, in order for students to gain a better sense of themselves and communities they live in, as well as develop the ability to appreciate diversity.

***CABE congratulates Ruth M. Torres
on her accomplishments and on receiving the
F. Isabel Campoy Teachership Award!***



ALMA FLOR ADA AWARD

Maribel Pérez

Region 4

Maribel Pérez is pursuing a single subject (secondary) bilingual teaching credential at CSU San Marcos. Maribel was born in Querétaro, México and came to the USA at the age of 17. Although she had been admitted to a university in México, she was forced to repeat high school in the USA where she worked hard in school as an English learner, but was also determined to maintain her academic Spanish skills, even though her native language was not recognized as an asset in her American school. This fact was made explicit when her high school counselor told her, "You cannot go to college because you do not speak English." Maribel wants to become a bilingual teacher in order to change the negative perception of bilingual students. She wants bilingual students to feel valued and to be able to demonstrate to others that they are intelligent and bring a wealth of assets to the classroom including: cultural richness; respect for others; perseverance; strength and determination. She wants her students to be recognized and highly valued in school rather than being disregarded or ignored.

As a teacher candidate in the Bilingual Authorization Program at CSU San Marcos, Maribel has taken the lead in working collaboratively with teacher candidates from the Universidad Autónoma de Tijuana, Baja CA, México. Part of her responsibilities in the program is to participate in a Global Learning Networks Project, Knowing Our Students, Knowing Ourselves (KOSKO) through the Orillas-iEARN Organization. In this project, Maribel communicates with future teachers from México on transnational issues pertaining to immigrant students/children.

Maribel shares, "Bilingual students have rich backgrounds and bring valuable funds of knowledge. This is the population I want to work with as a bilingual teacher!"

*CABE congratulates Maribel Pérez
on her accomplishments and on receiving the
Alma Flor Ada Teachership Award!*

**CHARLES “CHUCK” ACOSTA AWARD****Joanna G. Baires Amaya**

Region 3

Joanna G. Baires Amaya is a candidate for a Multiple Subjects Bilingual Teaching Credential at UC Irvine. Joanna comes from a very large family. She was born in El Salvador and came to the United States at ten years of age. Her strong determination to excel in school and her passion to teach in a dual immersion setting make her a wonderful choice for the CABE Teachership Award. Her strong bilingual skills and keen awareness of how students learn a second language will be an asset when teaching students in a dual immersion classroom.

Joanna’s commitment in becoming a bilingual teacher comes from her own undergraduate educational experiences. Her passion for becoming a bilingual teacher was reinforced in undergrad research by administering protocols in English and Spanish to participating students at Head Start programs in Orange County. As a bilingual teacher, her primary goal is to provide her students with a holistic and universal learning experience in her classroom. It is her goal to create opportunities that offer rich quality academic levels of academic Spanish that will enable her students to effectively communicate in today’s global world.

Joanna believes that bilingual education is essential to prepare our students for today’s life style and job market. A bilingual education program creates cultural awareness among students. Professional employment opportunities look for multifaceted individuals who are well versed in more than one language. Joanna’s goal is to ensure that her students are prepared to meet these criteria.

***CABE congratulates Joanna G. Baires Amaya
on her accomplishments and on receiving the
Charles “Chuck” Acosta Teachership Award!***



CARLOS PINICHET AWARD

Afonso J. Mendoza

Region 5

Alfonso J. Mendoza is pursuing a multiple subject bilingual teaching credential at CSU Channel Islands. Alfonso, son of Mexican immigrants, is a highly proficient bilingual, bicultural individual. He embodies a solid cultural foundation for understanding Latino students' cultural and family influences. He has tremendous compassion and high academic expectations for students and is an excellent role model for immigrant students.

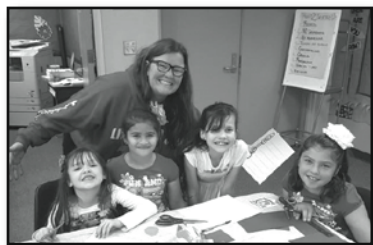
Alfonso holds a MA degree in Spanish Literature and a BA degree in Spanish and Liberal Arts. He is strongly committed to bilingual education and hopes to complete his credential by June 2018. Soon after completing his undergraduate degree, Alfonso volunteered as a high school teacher in an all-boys high school located in the lower east side of New York City. This work, however challenging, solidified an interest and devotion to the teaching profession. Many of his students came from Puerto Rican and Dominican immigrant communities. With little teaching experience, he connected and established rapport with them because he spoke Spanish. From this experience, he developed a passion for teaching.

Alfonso is bilingual and bicultural. Spanish was his first language. His parents immigrated from México in the late 1960's. Knowing two languages enabled him to help family members and friends navigate through governmental agency bureaucracies. He has worked as a translator and interpreter for various research studies including longitudinal studies of Alzheimer's in elderly Latino populations.

Alfonso states that in today's ever-increasing diverse classrooms, it is becoming more pressing to have bilingual educators who will work closely with all emergent language learners. His goal is to provide a safe, dynamic and inclusive environment for all his students, especially his English learners. With the recent passage of Proposition 58 making it possible for many school districts across the state to develop and provide bilingual education programs, his hope is that dual immersion programs will be developed, providing students a safe environment where their language and cultural diversity will be welcomed and celebrated.

*CABE congratulates Alfonso J. Mendoza
on his accomplishments and on receiving the
Carlos Pinichet Teachership Award!*

SEAL OF EXCELLENCE SCHOOL

**Dos Caminos Dual Language School**

Palmdale School District

Laura Cervantes, Principal



Dos Caminos Dual Language School in the Palmdale School District opened six years ago in response to the success of its sister school, Los Amigos Dual Language School. There was an unprecedented desire from the community to offer more students the opportunity to achieve biliteracy. Dos Caminos is a K-5 elementary school serving about 700 students with a full 50:50 Spanish/English Dual Language Immersion (DI) program. The student population is comprised of approximately 75% qualifying for free/reduced lunches and 90% Hispanic/Latino ethnicity. Approximately 44% of the student population is English learners. The Dual Language Immersion program is the cornerstone of Dos Caminos. The 50:50 DI model offers all students the opportunity to receive instruction from two teachers, one in English and one in Spanish, who teach a rigorous standards based curriculum equally in both languages.

The Dos Caminos program is a testament to the dedication of the teachers who continually strive to give their best to all students. Teachers pride themselves on their commitment to developing positive relationships with students and continuing the process of becoming a Professional Learning Community, examining the big ideas of being collaborative, data driven educators who ensure a focus on high levels of learning for all students. Teachers use research based instructional strategies from the many professional development opportunities they have been given, including Thinking Maps, GLAD®, ELD Standards, SIOP, and the Guiding Principles for Dual Language Instruction.

Family involvement and engagement is an imperative piece of the Dos Caminos vision. Communication with parents is a high priority and is presented through a variety of means including School Messenger System, Facebook, school website, monthly calendars and flyers. Dos Caminos is privileged to have the most active parent participation in the entire district. An “open door” policy established by the school encourages and invites parents to come and be a part of their children’s school. The Family Learning Center, run by the bilingual Parent Liaison, opened two years ago to offer services for the parents. The Family Learning Center is where parents come to help teachers with projects, make copies, take workshops and classes and create a social network of friends of other parents who can help them on this K-8 journey with their children. The most recent offering was the CABE 2Inspire leadership training in which 29 parents participated. Dos Caminos has a highly active PTO with over 300 members. The PTO holds family activities throughout the year. Dos Caminos believes that the more empowered and engaged their parents are the better their students will do.

Student achievement data attests to the collaboration and commitment of the Dos Caminos teachers and staff. SBAC results confirm that Dos Caminos students outperform district averages in English Language Arts and Math and reclassified students outperformed the school average in both subjects. In addition, the reclassification rate for Dos Caminos was higher than the district average.

Dos Caminos Dual Language School’s success has created an amazing reputation that stands strong within the Palmdale School District and the entire Antelope Valley. Dos Caminos believes that when they work together as a team – teachers, students, and parents – nothing is impossible!

Visit the CABE 2017 Seal of Excellence Schools booth #211 in the Exhibit Hall to learn more about Dos Caminos Dual Language School

SEAL OF EXCELLENCE SCHOOL



Ernest R. Geddes Elementary School

Baldwin Park Unified School District

Irene García, Principal

lgarcia843@bpusd.net



Ernest R. Geddes Elementary School is located in the city of Baldwin Park, often referred to as the hub of the San Gabriel Valley. Ernest R. Geddes Elementary is one of twenty schools in the Baldwin Park Unified School District (BPUSD) and one of five Dual Language (DL) elementary schools in the district. BPUSD is proud to continue the dual language program at the middle and high school levels. Ernest R. Geddes Elementary is the 4th largest of BPUSD's elementary sites with a total enrollment of 698 students of whom 94% are Hispanic/Latino. Ernest R. Geddes' dual language program started in 2002-03 and today, 14 years later, enrolls 248 students in its TK-5 dual language strand. This 90:10 Spanish/English model owes its success to a knowledgeable and committed teaching staff with minimal movement through the years. Teacher tenure in the DL program ranges from 10 to 22 years with several of the teachers being named district teacher of the year. All teachers at Ernest R. Geddes Elementary participate in a strong district professional development series. In addition, the DL teachers collaborate with each other and other DL schools to keep abreast of the latest research in DL education. This planning and collaboration time was noted by the administration and the teaching staff as an important part of the success of the program. Evidence of professional development including GLAD® strategies, Thinking Maps, and project-based learning is seen throughout classrooms.

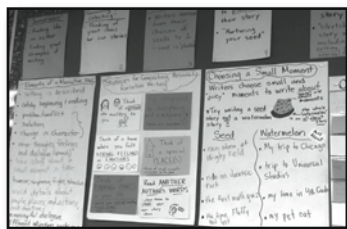
The success of the DL program at Ernest R. Geddes Elementary can be seen through student achievement data. During the API era, DL students regularly scored at comparable or above proficient percentages on the California Standards Test (CST) compared to students in English-only instruction. 2016 SBAC English Language Arts data showed that DL students scored above the district average of students receiving English-only instruction. Focused instructional practices have allowed the school to reclassify large numbers of EI students. Ernest R. Geddes Elementary contributes this success to collaborative practices, sound pedagogical practices that address Spanish academic skills and ensure fidelity to the program model, and identifying students who are struggling and responding with appropriate intervention strategies. Ernest R. Geddes DL teachers know that a strong Spanish Language Arts program is vital to the success of any DL program; and therefore, they adhere to the program model and protect the Spanish instructional minutes. Progress monitoring practices and frequent district formal assessments to measure Spanish assist teachers and drive their instruction.

Ernest R. Geddes DL students participate in a wide variety of cultural awareness activities throughout the school year, including: Celebration of Mexican Independence on September 16, Día de los Muertos, Día del Niño, and Celebrando los Latinos. These experiences are rich with research, history, literature, poetry, music, food, dance and field trips. Another enriching experience for the DL students is the interaction with the Baldwin Park High School DL students giving them a vision of where they are headed in the future.

DL parents are highly invested in the school and participate in School Site Council and ELAC. Monthly informal coffee meetings with the principal are highly attended by DL parents. During interviews with parents and staff, the word "Family" kept coming up. Ernest R. Geddes Elementary Dual Language program is a family who are proud of each other and proud to be there together!

Visit the CABE 2017 Seal of Excellence Schools booth #211 in the Exhibit Hall to learn more about Ernest R. Geddes Elementary School

SEAL OF EXCELLENCE SCHOOL

**Phelan Language Academy**

Whittier City School District

Rebecca Rodríguez, Principal

rgrodriguez@whittiercity.net

Phelan Language Academy is a TK-5, Title 1 school in the Whittier City School District in southeast Los Angeles County. Phelan serves 550 students from a predominantly Hispanic lower-income community. The student body is 96% Hispanic/Latino, with 78% qualifying for free or reduced lunch, and 19% classified as English Learners (ELs). Phelan is committed to confronting the challenges of the students and families it serves. The many awards and accolades it has received – including the prestigious Gold Ribbon School Award – are a testament to the dedication and drive of the administration and faculty and the hardworking students and parents. At the heart of Phelan's success is their groundbreaking Dual Immersion (DI) program and their unwavering vision to develop bilingual, biliterate and bicultural students who think critically and have an enhanced respect and appreciation for other languages and cultures.

In 2013, the Whittier City School District (WCSD) initiated the Dual Immersion Program at Phelan Language Academy – the one and only program of its kind in the district. The DI program did not stem from a district mandate, but from a leadership team of teachers and parents who foresaw its value. When presented with the research and a proposal from this team, there was great interest from the Board of Education and the Superintendent. Students enter the DI program in TK with a 90:10 (Spanish:English) model of instruction that continues through Grade 1, then incrementally shifts balance with each subsequent year until Grade 4 who receive equally balanced instruction in a 50:50 model that continues in Grade 5. Teachers are bilingual and highly qualified in the teaching of Spanish and English.

Professional development is a particular strength of the program at Phelan. Teachers and administrators receive rigorous and regular professional development to develop and hone skills in order to acquire the knowledge and tools needed to incorporate the DI program as seamlessly as possible. In order to ensure the success of the professional development, the district supports the school by bringing in experts and allowing for teachers to have the time to receive the training. Not wanting to become a "school within a school," the leadership team is trained in effective collaboration practices by the networking firm Talking Teaching. The belief that collaboration is an intellectual endeavor – purposely working towards a common goal until that goal is achieved – is the backbone of how the entire school team works together. During interviews, the word "trust" was shared by many of the groups including the leadership team, teachers, and parents. Teachers spoke of purposeful planning and intentional professional development.

Another strength of Phelan, is the school-home-community collaboration. The DI program was developed with significant input from families who yearned for a program that valued the importance of bilingualism, biliteracy and cultural proficiency – knowing that children who developed these skills would be gifted with advantages to compete for future careers, as well as live and work in a multicultural and global society. Phelan parents are active participants in school endeavors including ELAC, DELAC and were a strong voice in district LCAP meetings because of the information received at the site. The principal, Dr. Rodríguez, was praised for her support of parents and teachers.

***Visit the CABE 2017 Seal of Excellence Schools booth #211 in the Exhibit Hall
to learn more about Phelan Language Academy***

SEAL OF EXCELLENCE SCHOOL



Rod Kelley Elementary School

Gilroy Unified School District

Maritza R. Salcido, Principal

maritza.salcido@gilroyunified.org



Rod Kelley Elementary School is one of the largest K-5 elementary schools in the Gilroy Unified School District with a population of 761 students of which 33% are English learners and 61% are eligible for the Free/Reduced Breakfast and Lunch Program. 320 or 42% of the student population participates in the 50:50 Spanish/English Dual Immersion (DI) program currently in its ninth year of implementation. The GUSD DI program, a K-12 initiative, currently serves two elementary schools and extends into the secondary schools. The Gilroy Unified Dual Immersion K-12 Program, including Rod Kelley School, was chosen as a recipient of the prestigious Golden Bell Award presented by the California School Boards Association in 2015. Rod Kelley students enrolled in the DI program have consistently outperformed their peers, as measured by the California state standardized tests. In addition, Rod Kelley has been recognized for having one of the highest numbers of reclassified English learners in the district for the past 6 years.

Professional development is an essential component contributing to student success at Rod Kelley School. The school has taken the lead in providing professional development, time for teacher collaboration and implementation of the ELD standards and framework. Professional Learning Communities (PLCs) are an essential part of the implementation of any skills learned through professional development. Once the professional development has been presented, teachers are offered the opportunity to observe each other and/or have an academic coach teach a model lesson. Teachers meet in grade-level teams to analyze data and the needs of students to make informed decisions for their instruction.

Rod Kelley School welcomes and depends on a highly involved parent component. Parent involvement opportunities include ELAC, Parent Club and district opportunities. Currently two parents sit on the Superintendent's Parent Advisory Council (SPAC). Rod Kelley School has taken part in the CABE 2Inspire leadership training that has inspired parents to become true leaders in the school committees and functions. The current ELAC president completed the trainer of trainer module of the leadership training two years ago. Another noted parent program is the Project Cornerstone Los Dichos Program involving 25 Spanish-speaking parents who partner with teachers to read bilingual cultural books to the classes. This extremely popular program involves 20 of the 28 classes at Rod Kelley School.

Community support and student pride for the school is felt throughout. Last year the students had a theme to motivate them on the CAASPP, "Mission Possible/Mision posible." This year it is "We are unstoppable/Somos imparables." The goal has been set and Rod Kelley School is ready to go the distance!

***Visit the CABE 2017 Seal of Excellence Schools booth #211 in the Exhibit Hall
to learn more about Rod Kelley Elementary School***

CABE 2017 ADMINISTRATOR OF THE YEAR**Michael B. Matsuda**

Superintendent

Anaheim Union High School District

Michael B. Matsuda has served as the Superintendent of the Anaheim Union High School District since 2014. Prior to holding this position, he served as the AUHS Teacher Support and Professional Development Coordinator for eight years. During this tenure he oversaw major professional development initiatives for over 1,300 teachers and over 700 teacher volunteers. In addition to his professional education endeavors, Mr. Matsuda has been active in his community. He is a founding member of the Orange County Asian and Pacific Islander Community Alliance (OCAPICA) that serves Asian and Pacific Islander communities in the areas of education, health, housing, policy and economic development. OCAPICA has grown to be the largest Asian-Pacific Islander community organization in Orange County today. He is also a member of Los Amigos of Orange County, the largest Latino advocacy organization in Orange County, and co-founded the UC Irvine Vietnamese American Coalition Mentorship Program mentoring high school pupils.

Michael shares, "As a son of Japanese-Americans who were interned during World War II and whose language and culture were taken away, I have grown up with an emptiness and a yearning for fully understanding my parents and grandparents experiences through a cultural and language lens...I know now that my parents were both long term English learners and that their literacy in English was never fully developed nor was their Japanese language...In this age of heightened bigotry and blaming of "the other", I feel that more than ever, we need to support bilingualism and biculturalism, not only as an economic asset, but also as affirmation of one's own identity and self-worth."

Believing the best way of affirming one's history and identity is through civic engagement, community service and group projects, he has led an AUHS initiative where teachers are trained in inquiry-based action research culminating in having students take action through Ted talk presentations, board presentations, and letter writing campaigns to elected officials and stakeholders. Under his leadership, AUHS promoted and awarded the Seal of Biliteracy even before it was adopted by the state of California.

Michael is an active member of the North Orange County CABE Chapter. He has served as president of Californians Together, a coalition of English learner advocate groups including CABE. His most recent involvement was to organize efforts to pass Proposition 58, the LEARN Initiative. He has also supported the involvement of AUHS students, teachers, and parents in CABE conferences as both participants and presenters.

In Michael's words, "I often think of what my parents went through years ago, and if there had been more organizations like CABE advocating for them, how their lives may have been on a more successful trajectory and many of the obstacles they faced would have been overcome. So, today as we look forward to a world of uncertainty with heightened fear and anxiety about what the future holds, CABE is the beacon that shines the way forward for us all."

***CABE is proud to award
Michael B. Matsuda the CABE 2017 Administrator of the Year!***

CABE 2017 TEACHER OF THE YEAR



Nancy V. Alatorre

Los Amigos Dual Immersion School
Palmdale Elementary School District

Nancy Alatorre is currently a 5th grade teacher at Los Amigos Dual Immersion School in Palmdale. She is the Spanish teacher of the dual immersion 5th grade team. Nancy has a passion for social justice and sees education as a means to do her part to further that element. She adds that bilingual education provides the opportunity to educate and prepare her students to become leaders in today's global society, building on the skills they bring including home language and culture. She believes that her goal as an educator is to prepare her students for the challenges they may face on their journey to higher education. During her first year of teaching, Nancy had an experience with a student who was very bright but not performing up to her potential. Out of frustration, she proceeded to find out more information on this student. She found that the student had recently lost her mother to cancer followed by her father's suicide. The student and her siblings, then under care by the grandparents, experienced another loss when the grandmother died. This left the student in charge of her siblings while living with an aunt who had three children of her own. This experience taught Nancy that although she couldn't control all aspects of her students' lives, she could control what happens in her classroom. Therefore, it has become her priority to make sure that her students receive as much support as they can to be successful while in her classroom.

Nancy arrived in the U.S. as an undocumented child with a promise of a brighter future. She remembers her childhood with feelings of being invisible, incapable and lonely. She had left a home full of life in Mexico and came to a house where she left for school each morning by herself and returned to an empty house every afternoon due to her mother's work schedule. It wasn't until her 6th grade teacher, through encouragement and support, began challenging her to participate more in class that she began to believe in herself. That 6th grade teacher became one of her role models, who she credits for inspiring her to be a teacher. Nancy views her life experiences as a minority and as an English learner as those aspects that prepared her to become the teacher she is today. She sees it as her duty and goal in life to teach and empower all of her students to come to the realization early in their lives that two languages are truly better than one and to remind them that they don't have to leave their home language and culture behind to succeed. They have the right to dream big and be proud of who they are and where they come from.

MariaElena Esquer, Palmdale ESD Assistant Superintendent and previous principal of Los Amigos, shares, "...Señora Alatorre is a true supporter of putting kids first. She is genuinely committed to her students, bilingualism and biliteracy, and collaboration to inspire language learners at all levels. Additionally, she is a leader among her peers, translating and creating materials for students and providing everything she feels her students need to achieve success....She is a true CABE supporter and teacher we all should emulate."

CABE is proud to award

Nancy V. Alatorre the CABE 2017 Teacher of the Year!

CABE 2017 PARA-EDUCATOR OF THE YEAR**Daniela Langlotz-Heinze**

Dos Caminos Dual Immersion School
Palmdale Elementary School District

Daniela Langlotz-Heinze arrived in California from her native Argentina at the age of nine. Because of her strong academic background, she was placed in the 4th grade where she excelled in academics and English. Always fascinated by language, as a young adult she studied to become a sign language interpreter. Although that dream did not come to fruition, she is now using her two languages on a daily basis as the Community Liaison at Dos Caminos Dual Immersion School where her daughter is a student.

In her role as the Community Liaison, Ms. Langlotz-Heinze helps parents to navigate the education system and is always available to assist them with personal matters. Many parents joke that her office is more of a therapy room. Being able to communicate with parents in their language offers comfort as they share personal stories and struggles and, in turn, builds trust in the school staff as they address their concerns. Daniela assisted with the opening of the Dos Caminos Family Center where parents have their own special space to share with each other and help to support the school and students. Workshops, classes, meetings and events to empower and educate parents are offered in the Center.

Her principal shares "Daniela's office often looks like a counseling office! Parents feel comfortable to come to her about personal issues, concerns about their children or the school. It is because of the trust that she has built with parents, students and staff that makes the collaboration model at Dos Caminos work effectively."

An example of Daniela's commitment to her role was shared by a parent. Realizing that many parents and others were unable to attend the annual holiday program, Daniela took it upon herself to stream the event live on the school's private Facebook page. Because of this, a father who was serving our country overseas, an aunt in New York who had never seen her niece perform and parents who couldn't take a day off from work were able to see their students perform with pride.

Daniela states, "As I walk through the halls of our school and hear the students, parents and staff greet me in Spanish and English, I am reminded that, not only did I make the right decision to expose my children to a multilingual world, but how thankful I am to be where I am touching so many lives and learning everyday how to help others. I am a multilingual para-educator."

CABE is proud to award

Daniela Langlotz-Heinze the CABE 2017 Para Educator of the Year!

CABE 2017 PARENT OF THE YEAR



Patricia Luna

Chaffey High School
Chaffey Joint Union High School District

Patricia Luna has over 14 years of experience as a volunteer and leader of her community. She has held leadership positions on various committees including School Site Council (SSC), English Language Advisory Committee (ELAC), District English Language Advisory Committee (DELAC), and Action Team for Partnership (ATP) in the Ontario-Montclair and Chaffey Joint Union High School Districts. Ms. Luna is currently serving her second year as President of the Binational Parent Leadership Institute (BPLI). In these roles, she has collaborated with administrators, teachers, students, parents and non-profit organizations to advocate for better student services. In 2003, she helped mobilize community support for the “Yes on Proposition P” campaign, the second largest proposition in the nation passed by voters to implement funds for the renovation of school buildings in the Chaffey Joint Union High School District.

Ms. Luna has received training related to parent involvement and student success from many organizations including the California Association for Bilingual Education (CABE) Project 2INSPIRE. While involved in the CABE P2I training, she served for two years as a volunteer in the Ontario-Montclair School District.

After taking two years of ESL classes at the Chaffey Union High School District Adult School, she is currently preparing to take the GED exam with hopes of enrolling in college to obtain a Bachelor’s degree. Ms. Luna lives in Upland, CA, with her husband Eduardo and two children: Iris, a student at St. John’s University in New York; and Livan, a student at CSU San Bernardino.

Patricia Luna and her family are truly advocates for education and supporting effective connections between schools, families and communities.

***CABE is proud to award
Patricia Luna the CABE 2017 Parent of the Year!***

**GRADE K - 2 WRITING CONTEST WINNER****Sofía Avila**

2nd Grade

Patrick Henry, Long Beach USD

Amanda Flores, Teacher

How does being bilingual/multilingual make dreams come true?

One day I want to sew and design party dresses for women and girls of the whole world. I want them to feel happy when they try on their dress that I designed. Being bilingual or multilingual will help make my dream come true because speaking more than one language like Spanish connects you to people from other countries such as Mexico, El Salvador, and Spain.

Communication is very important because I have to understand the language that people are talking to me. When I visit people that want to buy my dresses, I want to know if they like my dresses or not. I want to travel to other countries that buy my dresses so I can teach people who only speak English to speak Spanish. This way they can teach others the Spanish language. I think the whole world should speak two languages because they would be happy.

Making and designing dresses is one way to show a talent for creativity and my love for the world. It is beautiful to be bilingual and communicate with more people and demonstrate my love for them.

¿Cómo ser bilingüe ó multilingüe hace tus sueños una realidad?

Un día yo quiero coser y diseñar vestidos de fiesta para mujeres y niñas de todo el mundo. Quiero que se sientan feliz cuando se prueben el vestido que diseñé. Ser bilingüe ó multilingüe me ayudará a cumplir mis sueños porque hablar más idiomas como el español te conecta con personas de otros países como México, El Salvador y España.

La comunicación es muy importante porque necesito entender el idioma que las personas me hablan. Cuando visite personas que quieren comprar mis vestidos, yo quiero saber si les gustan mis vestidos ó no. Yo quiero viajar a otros países que compren mis vestidos para poder enseñar a personas que solo hablan inglés, el español, para que ellos enseñen a otras personas el español. Yo creo que todo el mundo debe de hablar dos idiomas porque estarán feliz.

Hacer y diseñar vestidos es una manera de enseñar mi talento de creatividad y mi amor para el mundo. Es lindo ser bilingüe para comunicarse con más personas para demostrarles mi amor por ellos.

**GRADE 3-5 WRITING CONTEST WINNER****Matteo Nagle**

5th Grade

West Marin School, Shoreline USD

Esther Underwood, Teacher

My parents have taught me to persevere, focus, and set goals. That will help me accomplish my dreams in life. I am proud to be Mexican-American and speak two languages. Maintaining my Spanish has been hard work, but I know its importance. I will be able to speak both English and Spanish, and my soccer team will be better by speaking and playing together.

At Stanford, I will meet students from all over the world. Being bilingual and bicultural will help me widen my circle of friends, I will represent my heritage well and I can help others through translation. Of course, speaking two languages can make me an important player because communication is important on a team. If a referee and a player are not understanding one another, I can help.

As an Olympian, I will travel to another part of the world. It is likely that English or Spanish will be spoken by fans, officials, and referees. Even languages like French and Italian I can understand because they are similar to Spanish. I will feel confident. I can explore the city and meet many people. It will be exciting and unforgettable!

Finally, as a soccer player for the Mexican Soccer League, international travel will further my education. I have studied two summers in a row in Puebla, and I have visited Estadio Cuauhtémoc, and that is where I want to play. I hope to represent myself and my culture well. I will be able to communicate with my teammates, fans, and coaches. I can be interviewed by reporters from both Mexico and the United States.

All in all, being bilingual and bicultural is who I am. I live it every day when I am home, or in school in Point Reyes Station, originally Punta de Reyes. I have friends who speak only Spanish or English, and those who are bilingual like me. All of us play soccer together, and it does not matter what we speak. What matters is that everyone gets to follow their dreams, just like I am following mine.

Mis padres me han enseñado a perseverar, a enfocarme y a establecer metas. Eso me ayudará a lograr mis sueños de vida. Estoy orgulloso de ser México-Americano y de hablar dos idiomas. El mantener mi español ha sido difícil, pero yo reconozco su importancia. Podré hablar en ambos idiomas, inglés y español, y mi equipo de fútbol será mejor, comunicándose y jugando juntos.

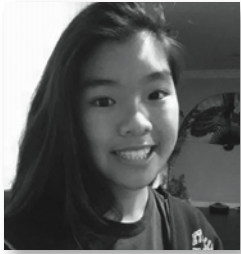
En Stanford, conoceré estudiantes de todas partes del mundo. El ser bilingüe y bicultural me ayudará a ampliar mi círculo de amigos, representaré mi cultura bien y seré capaz de ayudar con traducción para otros. Por supuesto, el hablar dos idiomas puede convertirme en un jugador importante porque la comunicación es importante en un equipo. Si un árbitro y un futbolista no se comprenden el uno al otro, yo podré ayudar.

Como un deportista olímpico, viajaré a otra parte del mundo. Es probable que los aficionados, oficiales y los árbitros hablarán el inglés o el español. Hasta puedo comprender idiomas como el francés y el italiano porque son similares al español. Yo tendré confianza en mí mismo. Podré explorar la ciudad y conocer a mucha gente. ¡Será emocionante e inolvidable!

Finalmente, como un futbolista para la Liga Mexicana de Fútbol, el viaje internacional avanzará mi educación. He estudiado dos veranos consecutivos en Puebla, y he visitado el Estadio Cuauhtémoc, y ahí es donde yo quiero jugar. Deseo representarme y mi cultura bien. Podré comunicarme con mis compañeros de equipo, los fanáticos y entrenadores. Serán capaz de entrevistarme los reporteros de México y de los Estados Unidos.

En definitiva, el ser bilingüe y bicultural es quién soy. Lo vivo todos los días cuando estoy en la escuela en Point Reyes Station, originalmente Punta de Reyes. Yo tengo amigos que hablan solamente en español o en inglés, y aquellos que son bilingües como yo. Todos jugamos fútbol juntos, y no importa el idioma que hablamos. Lo que importa es que todos tienen la oportunidad de seguir sus sueños, así como yo estoy siguiendo los míos.

Otro golazo! The crowd is roaring! Matteo Nagle has just scored another goal! What can I accomplish by being bilingual or multilingual? I can accomplish my dreams, which is to play attacking midfielder for Stanford University. After that, I will represent the United States in the 2024 Olympics, and ultimately, I will play for the Mexican soccer league, la Liga MX!

**GRADE 6-8 WRITING CONTEST WINNER****Karen Nguyen**

8th Grade

Sarah McGarvin Intermediate, Garden Grove USD

Phuong Thao Dinh, Teacher

How does being bilingual/multilingual make dreams come true?

About 60% of the global population can speak two or more languages. There are various benefits of being multilingual in today's modern society that can affect both children and adults. In my life, I have learned two languages, English and Vietnamese. Being bilingual may help me achieve my personal and academic goals in the future as a successful veterinarian. Therefore, learning more than one language can create a positive impact on one's educational, professional, and individual goals.

The human brain develops differently and more rapidly when it is confronted with two different languages, rather than those of monolingual individuals. Assimilating multiple languages allows the brain to increase its concentration when doing tasks, making it easier for students to focus on doing work and studying. It may also induce a higher memorization rate due to the memorization of new terms or grammar rules. Like most scholars, I persevere to maintain my grades. While writing, being bilingual creates more awareness to spelling and mechanics in both my English and Vietnamese. The apprehension of new skills or materials may also be easier for students to learn if they are bilingual. Understanding more than one language has helped me acquire more knowledge and improved my comprehension skills. This ultimately contributes to high school, college, and life beyond receiving an education. I hope to pursue a degree in veterinary medicine, and having higher intellectual understanding of the profession and world can increase my chances of being accepted into a favorable college or university. In conclusion, intellectual knowledge about several languages may help engage one's brain to grow more in benefit to their scholastic objectives.

People who are bilingual or multilingual may have more of an advantage in terms of their career and economic status. According to studies shown by the US Bureau of Labor Statistics, there were approximately 65,650 active veterinarians in the United States of America in 2015. It is

my dream to aid animals in need, while still making a high salary in order to live and support others. There can be over a \$30,000 difference in salaries of those who are bilingual and those who are monolingual. In the future, my bilingualism may cause an increase in my total earnings if I become a veterinarian or have another job. In addition, it may require talking with clients that speak another language, such as Vietnamese. Not only does understanding multiple languages benefit me, but it also creates an impact on society that I can interact with. In final analysis, being a bilingual speaker has positive consequences to one's work environment.

Other than academic and career goals, learning multiple languages also greatly impacts one's personal life. One significant goal in my life is to be happy and healthy along with my family and friends. Surprisingly, the knowledge of an additional language may delay the development of dementia. This helps elders in my family and myself retain precious memories in the future as well. Furthermore, instead of just being bilingual, I am aiming to be trilingual. The additional language I am trying to learn is Korean. Establishing the understanding of various languages also exposes one to its culture and traditions. Through music and films, I have sprouted another interest for the Korean lifestyle and language. Another goal would be to travel to Korea and many other different countries. New phrases and terms allow foreigners to communicate more with natives of the country. Thus, knowing different languages helps one with their independent hopes and desires.

Those who grasp more knowledge of two or more different languages may have higher chances of reaching their goals in life. It prompts more brain development and activity so that students may excel more in the school environment. Furthermore, it may lead to better career choices and higher salaries. Individual dreams may also be obtained or strengthened by learning various terminologies. To conclude, being bilingual or multilingual contributes greatly to how one can achieve their academic, occupational, and personal goals.

GRADE 6-8 WRITING CONTEST WINNER

Tại sao người nào mà biết nói hai hoặc nhiều thứ tiếng làm thực ước mơ trở thành sự thật?

Khoảng 60% của dân số thế giới nói được hai hoặc nhiều thứ tiếng. Có nhiều lợi ích của việc đa ngôn ngữ trong xã hội hiện đại ngày nay mà có thể ảnh hưởng đến các trẻ con và người lớn. Trong cuộc đời của tôi, tôi đã học được hai thứ tiếng, tiếng Mỹ và tiếng Việt. Làm người biết nói hai tiếng có thể giúp tôi hoàn thành ước mơ riêng và về việc học như một bác sĩ thú y thành công. Vì vậy, học hơn một tiếng có thể giúp đỡ giáo dục, chuyên nghiệp, và mục tiêu cá nhân của một người.

Óc của một người phát triển khác và lẹ hơn khi nó đối đầu với nhiều thứ tiếng, hơn óc của người bình thường. Dùng nhiều tiếng khác nhau làm cho não tập trung hơn khi làm nhiệm vụ. Điều này làm cho chú ý dễ hơn khi làm bài. Nó cũng có thể giúp kỹ năng trí nhớ thành cao hơn do sự ghi nhớ từ ngữ mới hoặc quy tắc ngữ pháp. Giống những học sinh khác, tôi cố gắng giữ điểm cao. Khi viết bài, biết hai thứ tiếng làm cho nhận thức hơn trong cả hai tiếng. Nếu học sinh biết hơn hai tiếng, học những kỹ năng hoặc bài tập mới có thể dễ dàng hơn. Biết hơn một ngôn ngữ đã giúp tôi hiểu biết nhiều hơn. Điều này liên quan với trung học, đại học, và cuộc sống ngoài giáo dục. Tôi mong được học về thuốc thú y, và có sự hiểu biết trí tuệ cao của nghề nghiệp và trên thế giới có thể tăng cơ hội của tôi cho được nhận vào trường tốt. Kết luận, hiểu biết nhiều thứ tiếng có thể giúp trí não phát triển để lợi ích học tập của một người.

Người nào mà nói được hai hoặc nhiều thứ tiếng thì có nhiều lợi thế trong công việc và thành công trong mọi lãnh vực. Theo nghiên cứu thể hiện bởi US Bureau of Labor Statistics năm 2015, có khoảng 65,650 bác sĩ thú y hoạt động tại Hoa Kỳ. Nó là giấc mơ của tôi để giúp loài động vật có nhu cầu, trong khi vẫn còn làm cho một mức lương cao để sống và hỗ trợ những người khác. Có thể có hơn một sự khác biệt \$ 30,000 tiền lương của những người song ngữ và những người đơn ngữ. Trong tương lai, song ngữ của tôi có thể gây ra sự gia tăng tổng thu nhập của tôi nếu tôi trở thành một bác sĩ thú y hoặc có một công việc khác. Ngoài ra, nó có thể

yêu cầu nói chuyện với khách hàng mà nói một ngôn ngữ khác, chẳng hạn như tiếng Việt.

Ngoài mục tiêu học tập và nghề nghiệp, học được nhiều thứ tiếng có thể giúp cuộc sống của một người. Một mục tiêu của tôi là được sống hạnh phúc và khỏe mạnh với gia đình và bạn bè của tôi. Đáng ngạc nhiên, các kiến thức về một ngôn ngữ có thể làm chậm sự phát triển về việc mất trí nhớ. Điều này giúp những người lớn tuổi trong gia đình tôi và bản thân mình giữ lại kỷ niệm quý giá trong tương lai. Hơn nữa, tôi cũng muốn được học ba thứ tiếng. Tôi đang muốn biết tiếng Hàn Quốc. Sự hiểu biết của một ngôn ngữ cũng giúp một người hiểu văn hóa và truyền thống của tiếng đó. Thông qua âm nhạc và phim ảnh, tôi đã học lên một suất cho lối sống và ngôn ngữ Hàn Quốc. Một mục tiêu khác của tôi là để được đi du lịch đến Hàn Quốc và nhiều quốc gia khác. Cụm từ mới và các điều khoản giúp người nước ngoài để giao tiếp nhiều hơn với người bản địa của đất nước. Vì vậy, biết ngôn ngữ khác nhau giúp với hy vọng và mong muốn của một người.

Không chỉ hiểu biết nhiều ngôn ngữ có lợi cho tôi, nhưng nó cũng tạo ra một xã hội tác động mà tôi có thể tương tác với. Trong phân tích cuối cùng, là một hai song ngữ có những hậu quả tích cực cho môi trường làm việc của một người. Hơn nữa, nó có thể dẫn đến sự lựa chọn nghề nghiệp tốt hơn và mức lương cao hơn. ước mơ của cá nhân cũng có thể thu được hoặc được củng cố bằng cách học ngữ khác nhau. Để kết luận, là góp phần song ngữ hoặc đa ngôn ngữ rất lớn đến như thế nào người ta có thể đạt được mục tiêu học tập, nghề nghiệp, và cá nhân của họ.



GRADE 9 -12 WRITING CONTEST WINNER

Nuseibah Abo

Grade 11, A.B. Miller High School

Fontana USD

Mrs. Keeling

Being Bilingual Changed Me

Several years ago, when I lived in my country, Jordan, I was having a difficult time understanding math. It was very challenging for me. I started to hate math because it was such a demanding class in my country. My teacher's explanations were not clear, and I continued asking her many questions. She was very smart, but we students were not understanding her.

At that time, my family was planning to move to the United States. I was very excited that I would travel to another country and have a better education. I was thinking that math class might be easier than in Jordan, but I was scared to learn it in another language. However, I wanted to learn English fast. It was my dream to learn English.

When my big family and my friends came to say goodbye to us, everybody said, "Oh, you will go to America. It is a scary country to live in. You do not know how the people are and you do not know English. How will you live with them? How weird their culture is." However, I was very pleased to know I would travel to America. For example, when I was little I used to tell my mom about that country and how their education is very nice. I knew because my uncle had been living in New York City and he was always telling my family about America, their education, and how people are respectful in that country. Also, he was pleased about saying that in New York City they have many Arabic people who like to live there. Even my dad's uncles lived there. That was my dream--to learn English. When people said those negative things to me about this country, I felt scared and not amazed. In addition, they made my morale go down about going to that country. My parents were with me, and they were scared too.

Once we arrived in this country, I was awestruck to see America and its people. The people in the street were smiling to see a Muslim girl. They were excited to see a person from another country. The people in my apartment complex were very surprised to see me and my family around. All of them were respectful even though I did not know English.

The first day of school was very hard for me. When I went to the first class, my teacher was very nice and respectful. She started to teach me English and talk to me in English, so I could learn it very fast and well. Her speaking was very clear and nice. All my teachers were respectful and hard workers. As the days passed, I started to have friends and understood English very well. Finally, I became a bilingual girl who knows two languages. I was very cheerful, and school started to be joyful for me. Everything changed for the better. For example, I started to love every subject.

When I began the sophomore year, I met a teacher named Mrs. Keeling. She helped me a lot because I was very shy to speak English or stand and do a presentation. She taught me how to become a strong person. For example, she taught me how to use the dictionary and how to write an essay. That helps me a lot in my life. She was always telling me, "Don't worry, you will do it." That boosted my morale up.

One day, I did not understand how I had to write an essay and what the essay had to be about. She helped me to analyze my ideas and how to start from the beginning. The way she explained was very clear and easy. She always wanted to make me comfortable in school. Every day in her class I learned the meanings of different words. She makes me be proud of myself and how I should be. I wish that all the teachers were like her so that all students would be proud of themselves and they would like their subject.

Teachers have shown me that being bilingual is very enjoyable and important. Like my teacher, I can help people who do not speak English. As an example, I can be a translator for people who speak Arabic in class and help them in their subjects. So, that makes me very proud of myself because I like to help people as much as I can. The reason is, if you are kind and respect people, everybody will respect you. That means the way you treat people, they will treat you the same way.

I know today's society is bilingual, which demonstrates that America is rapidly growing. With all this growth, many people speak languages other than English. Not all people are fortunate enough to know English in the United States. I have achieved a big open door in the future as someone who wants to become a doctor. Being bilingual is a huge benefit because it will allow me to be a super doctor for patients who only speak Arabic. Also, I can help people who do not speak English well. I can understand them because I was the same way.

In summary, I learned that I should not listen to some people, and I should believe what I want because it is my decision. In fact, some of those people who did not want me to go to America might have been jealous about how I would learn another language. Nevertheless, I became stronger and I learned it. Therefore, I will always listen to what my heart says. All my dreams are coming true because I have two voices. I can be whatever I want because I speak two languages, and that makes me happy. I will become a doctor when I finish my studying. In addition, I will help many people because some people helped me to have a big dream.

GRADE 9 -12 WRITING CONTEST WINNER

وني ثنائية اللغة غيرني

قبل سنوات عديدة، عندما كنت أعيش في بلدي، الأردن، كان عندي أوقات صعبة لفهم الرياضيات. كان تحدي كبير لي. بدأت أكره الرياضيات لأنه كان صف متطلب في بلدي. توضيحات معلمي كانت غير واضحة، واستمرت أسألها أسئلة عديدة. كانت ذكية جدا، ولكن نحن الطلاب لم تكن نفهمها.

في ذلك الوقت، عائلتي كانوا يخططون للانتقال إلى أمريكا. كنت متحمسة جدا لأنني سأسافر لدولة أخرى و احظي بتعليم أفضل. كنت اعتقد أن صف الرياضيات قد يكون أسهل من الذي في الأردن، لكن كنت خائفة من تعلمه بلغة أخرى. مع ذلك، أردت أن أتعلّم الانجليزية بسرعة. كان حلمي لأتعلّم الانجليزية.

عندما عائلتي الكبيرة و أصدقائي أتوا ليقولوا وداعا لنا، الجميع قالوا، "يا الهي، سوف نذهب إلى أمريكا. أنها دولة مخيفه للعيش فيها. أنت لا تعلمين كيف الناس و لا تعرفين الانجليزية. كيف ستعيشين معهم؟ كيف ثقافتهم غريبة." مع ذلك، أنا كنت مسرورة جدا لأعلم أنني سأكون قادرة أن أسافر لأمريكا. على سبيل المثال، عندما كنت صغيرة اعتدت أن اخبر أُمي عن أمريكا و كيف أن تعليمهم جميلا جدا. أنا علمت لان عمي كان يعيش في نيويورك و كان دائما يخبر عائلتي عن أمريكا، و كيف أن الناس محترمين في هذه البلاد. أيضا، كان مسرور حول القول أن مدينة نيويورك لديهم عرب عديدين يحبون أن يعيشوا هناك. حتى أعمام والدي يعيشون هناك. هو كان حلمي أن أتعلّم الانجليزية. عندما الناس اخبروني أشياء سلبية عن هذه الدولة، شعرت بالخوف و عدم الدهشة. بالإضافة، جعلوا معنوياتي تهبط حول تلك الدولة. والداي كانوا معي، و كانوا خائفين أيضا.

بمجرد أن وصلنا لهذه الدولة، كنت متفاجئة لرؤية أمريكا و أناسها. الناس في الشارع كانوا يبتسموا ليروا فتاة مسلمة. كانوا متحمسين لرؤية شخص من دولة أخرى. الناس في مجتمعنا السكني كانوا متفاجئين لرؤيتي وروية عائلتي حولهم. كانوا محترمين رغم أنني لا اعلم اللغة الانجليزية.

اليوم الأول من المدرسة كان صعبا جدا لي. عندما ذهبت للحصة الأولى، معلمي كانت محترمة و لطيفة جدا. بدأت تعلمني الانجليزي و تتكلم معي بالانجليزي، لذلك استطعت تعلمها بسرعة و بشكل جيد. تكلمها كان واضح جدا و لطيف. جميع معلوماتي كانوا محترمان و مجدون في العمل. كما مرت الأيام، بدأت الحصول على أصدقاء و فهمت الانجليزية بشكل جيد جدا. أخيرا، أصبحت فتاة ثنائية اللغة التي تعرف لغتين. كنت مرحلة جدا، و المدرسة بدأت تكون ممتعة بالنسبة لي. كل شيء تغير للأفضل. على سبيل المثال، بدأت أحب كل مادة.

عندما بدأت السنة الثانية، قابلت معلمة تدعى السيدة كيلنج. ساعدتني كثيرا لأنني كنت خجولة جدا لأتحدث بالانجليزية أو أقف لأقوم بعرض. علمتني كيف أصبح شخص قوي. على سبيل المثال، علمتني كيف استخدم الفاموس و كيف اكتب مقالة. هذا ساعدني كثيرا في حياتي. كانت دائما تقول لي، "لا تقلقي، سوف تفعل ذلك." هذا دفع معنوياتي للأعلى.

ذات يوم، لم افهم كيف اكتب مقالة و عن ماذا سوف تكون المقالة. ساعدتني على تحليل أفكار و كيف أبدا من البداية. الطريقة التي وضحت بها كانت واضحة جدا و سهلة. هي دائما ارات جعلي مرتاحة في المدرسة. كل يوم في صفها تعلمت معاني كلمات مختلفة. هي جعلتني فخورة بنفس و كيف يجب أن أكون. أنا أتمنى كل المعلمات كانوا مثله و بذلك كل الطلاب سوف يكونون فخورين بأنفسهم و سوف يحبون موادهم.

المعلمات اروني أن أصبح ثنائية اللغة ممتع جدا و مهم. مثل معلمي، استطيع مساعدة الناس الذين لا يتحدثون الانجليزية. على سبيل المثال، استطيع أن أكون مترجمة التي تتحدث العربية في الصف و أساعدهم في موادهم. لذلك، هذا جعلني فخوره جدا بنفس و لأنني أحب أن أساعد الناس لأقصى حد أستطيعه. السبب أن، إذا كنت لطيف و تحترم الناس، الجميع سوف يحترمك. هذا يعني أن الطريقة التي تعامل بها الناس، سوف يعاملونك بنفس الطريقة.

اعلم أن المجتمع اليوم هو ثنائي اللغة، و الذي يثبت أن أمريكا تنمو بسرعة. مع كل هذا النمو، العديد من الناس يتكلمون لغات أخرى غير الإنجليزي. ليس كل الناس محظوظون بما فيه الكافية لمعرفة الانجليزي في الولايات المتحدة. لقد حققت باب كبير في المستقبل كشخص يريد أن يصبح طبيباً. كوني ثنائية اللغة هو مكسب كبير لأنها سوف تسمح لي أن أصبح طبيب ممتاز للمرضى الذي يتحدثون العربية فقط. أيضا، يمكن أن أساعد الناس الذين لا يتحدثون الانجليزي جيد. استطيع أن افهمهم لأنني كنت نفس الطريقة.

بالخلاصة، تعلمت انه يجب علي أن لا استمع لبعض الناس. وأنني يجب أن أؤمن بالذي أقوله لأنه قرار. بالحقيقة، بعض هؤلاء الناس الذين لم يريدون أن اذهب لأمريكا ربما كانوا يشعرون بالغيرة حول كيف أنني سوف أتعلّم لغة أخرى. ومع ذلك، أصبحت أقوى و تعلمتها. لذلك، سوف استمع دائما إلى ما يقول قلبي. جميع أحلامي تحققت لأنني لدي صوتين. استطيع أن أكون أيا كان ما أريد لأنني أتحدث لغتين، و هذا يجعلني سعيدة. سوف أصبح طبيبه عندما انهي دراستي. بالإضافة، سوف أساعد العديد من الناس لان بعض الناس ساعدوني ليكون لدي حلم كبير.

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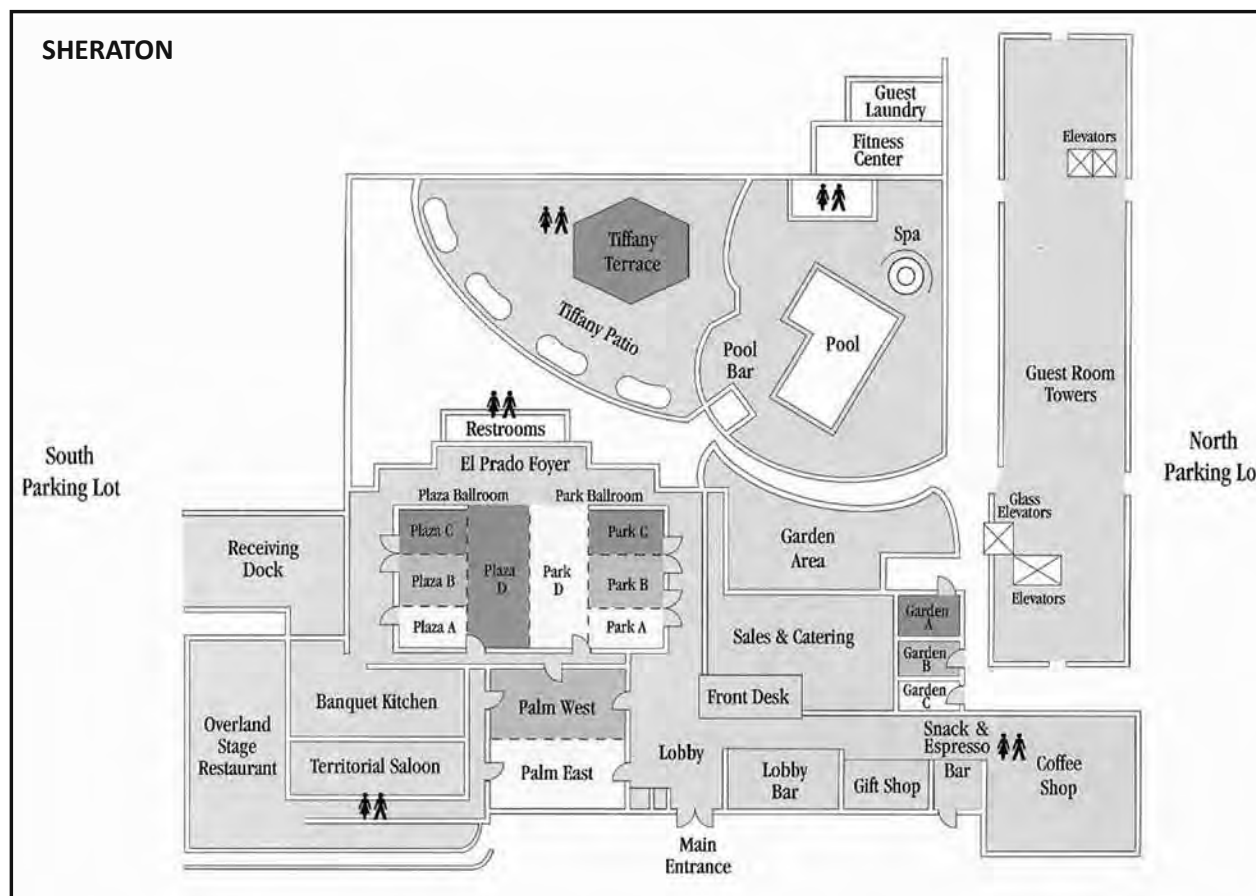
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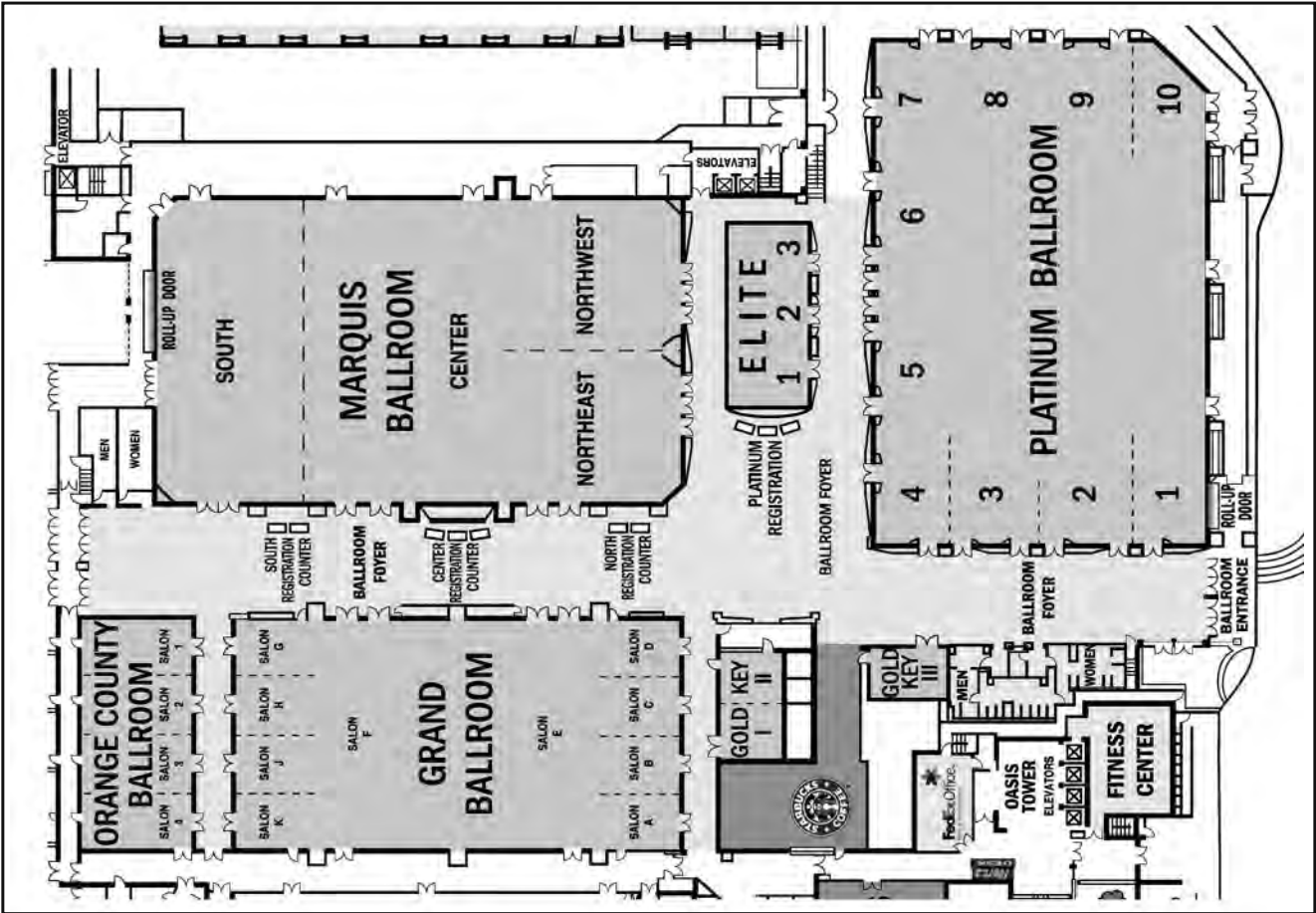
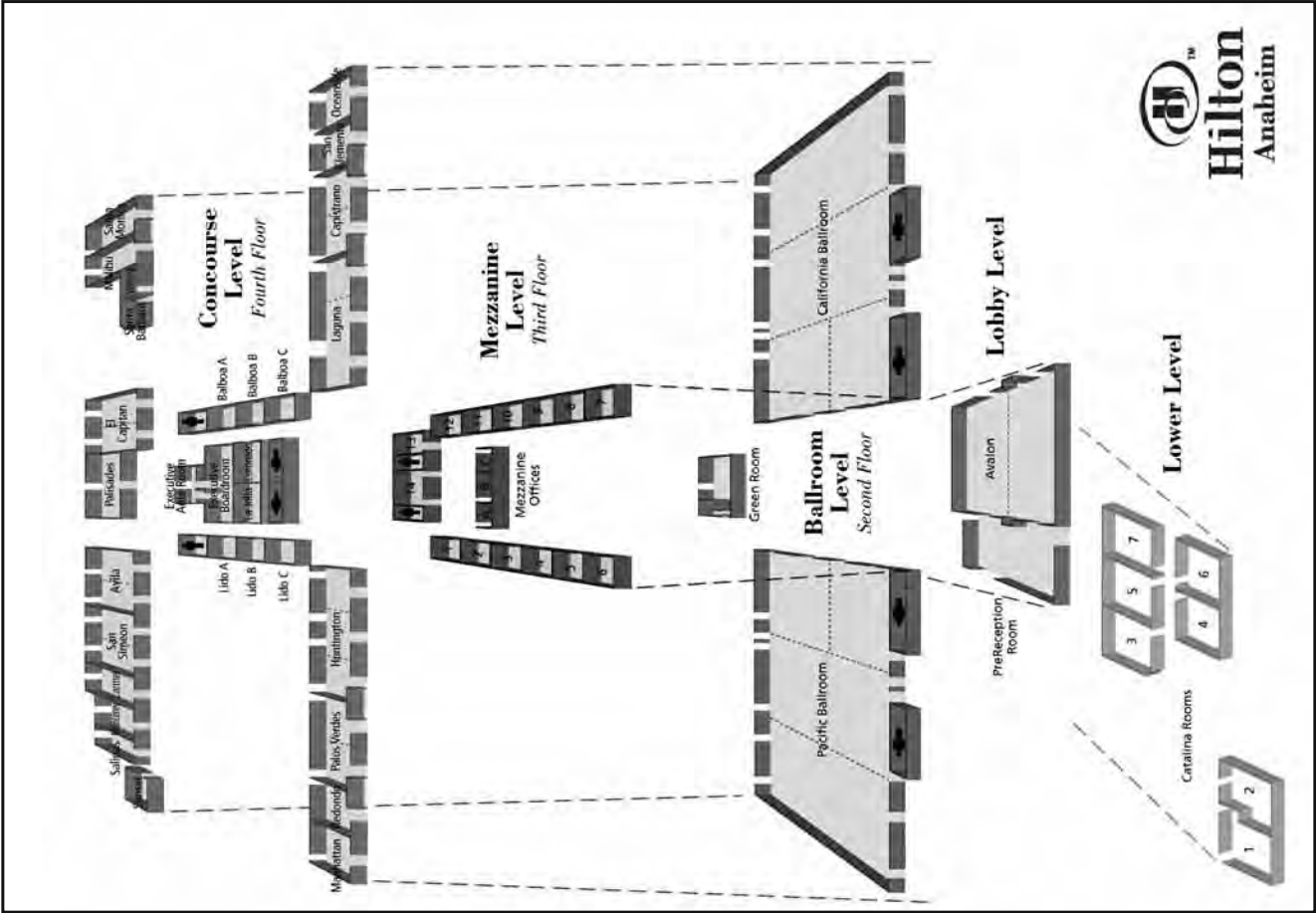
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A handwritten signature in black ink, reading "Jan C. Gustafson-Corea".

Jan C. Gustafson-Corea
CABE CEO

A handwritten signature in black ink, reading "Karling Aguilera-Fort".

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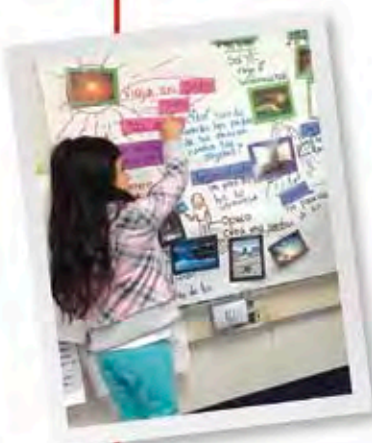
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