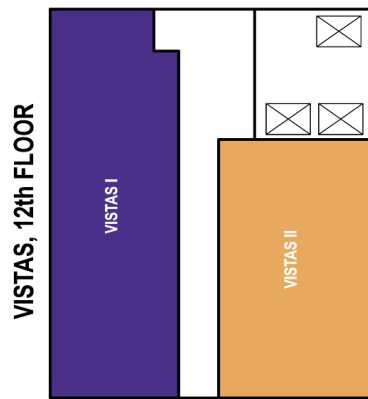
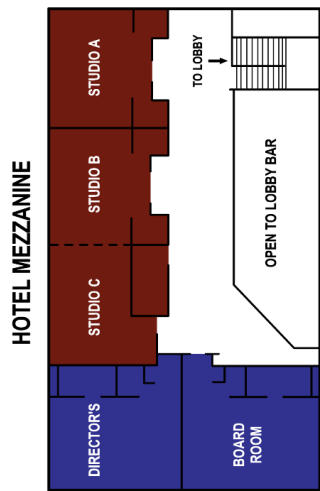
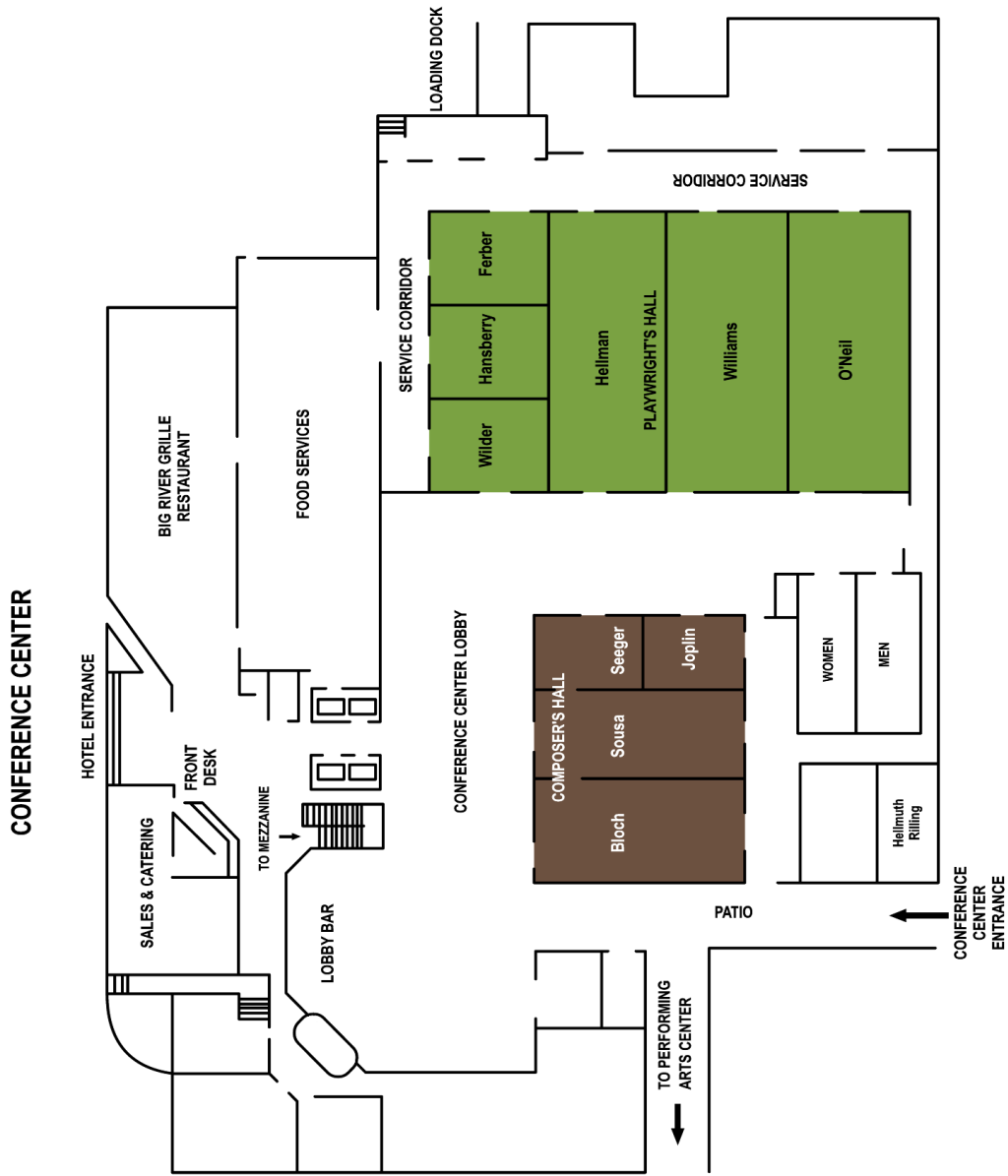


MARCH 13-14, 2014 • HILTON CONFERENCE CENTER, EUGENE, OR

STATE ENGLISH LEARNERS ALLIANCE CONFERENCE



CONFERENCE CENTER FLOOR PLANS



FEATURED SPEAKERS



Kenji Hakuta, Professor, Stanford Graduate School of Education

Dr. Kenji Hakuta is the Lee L. Jacks Professor of Education at Stanford University and the Co-Chair of the Understanding Language initiative. He is an experimental psycholinguist who has worked on research, practice, and policy supporting English Language Learners for over 30 years. He recently served on the Validation Committee for the Common Core State Standards Initiative.



Kathy Escamilla, Professor of Education, University of Colorado

Kathy Escamilla is Professor of Education in the division of social, bilingual and multicultural foundations at the University of Colorado at Boulder. Dr. Escamilla's research centers on educational issues related to Spanish-speaking language minority students in U.S. schools. She is specifically interested in issues related to the development of bilingualism and biliteracy in early elementary grades for this Spanish speaking population.



Dr. Nancy Golden, Chief Education Officer, Oregon Education Investment Board

Nancy serves as the Board's Chief Education Officer in the creation, implementation and management of an integrated and aligned public education system from birth to college & career. She has formerly served as the superintendent for Springfield Public Schools in Springfield, Oregon from 2003-2013. In 2011, she served as Educational Advisor to the Governor and was selected as Oregon's Superintendent of the Year.



Rob Saxton, Deputy Superintendent, Oregon Department of Education

In his role as Oregon's Deputy Superintendent, Rob oversees the education of more than a half-million students in over 1,200 public and charter schools. He is working closely with Chief Education Officer Nancy Golden on implementing changes to the state's education system to better align services, supports, and funding from pre-kindergarten through higher education to help the state reach its 40-40-20 goal.



David Bautista, Assistant Superintendent, Oregon Department of Education

As one of ODE's Assistant Superintendents, David leads the effort to improve English Language Learner programs and outcomes state-wide. He is also responsible for overseeing federal Title programs including civil rights law and programs which serve our low-income students and schools. David works closely with ODE leadership as well as school and district leaders on building the structures and systems to support success for all learners.

SCHEDULE

THURSDAY, MARCH 13, 2014

7:00 to 7:45 Registration / Continental Breakfast
7:45 to 9:15 General Session I
9:15 to 9:30 Break
9:30 to 10:40..... Interest Sessions: Round I
10:40 to 10:50..... Break
10:50 to 12:00..... Interest Sessions: Round II
12:00 to 1:00..... Lunch
1:00 to 2:10 Interest Sessions: Round III
2:10 to 2:25 Break
2:25 to 3:40 Interest Sessions: Round IV
3:40 to 4:30 Reception/Team Planning

FRIDAY, MARCH 14, 2014

7:00 to 8:00 Registration / Continental Breakfast
8:00 to 9:30 General Session II
9:30 to 9:45 Break
9:45 to 10:55..... Interest Sessions: Round V
10:55 to 11:05..... Break
11:05 to 12:15..... Interest Sessions: Round VI
12:15 to 1:15..... Lunch
1:15 to 2:20 Interest Sessions: Round VII
2:20 Adjourn Conference
2:20 to 4:00 Team Work Time

INTERNET INFORMATION

You may access free wireless internet in all meeting rooms; no password required.
Choose '**hiltonmtg**' from available networks.

PROGRAM

THURSDAY, MARCH 13, 2014

7:00 to 7:45 Registration / Continental Breakfast..... Lobby

7:45 to 9:15 **GENERAL SESSION I**..... Playwright's Hall

Music: Mariachi de sol, Springfield HS - Directed by Christopher Holt

Opening: Rob Saxton, Deputy Superintendent, Oregon Department of Education

Keynote: Kenji Hakuta, Professor, Stanford Graduate School of Education

Educational Change in the Transition to the Common Core: A Focus on the Role of Language

The U.S. educational system, including Oregon's, has entered a period of transition to the Common Core State Standards. As state and local agencies shift and adapt instructional supports, professional development, and content as well as English Language Proficiency standards and assessment, the system will need to shift its focus in both instruction and research.. In this talk, I will provide an overview of the major changes and their implications for research and practice, putting Oregon's situation in the context of the national picture. Particular emphasis will be placed on the emphasis that the new standards place on the role of language, especially as they extend to classroom discourse and literacy practices. New kinds of data, such as those generated through technology-enhanced learning environments, MOOCs (free online courses) and assessment systems, will also be highlighted.

9:15 to 9:30 Break

9:30 to 10:40..... **INTEREST SESSIONS: ROUND I**

Pilas! Family Literacy Program: A Community and School Partnership Bloch Room

Speakers: Marcia Koenig, Title IC Migrant Education Program Coordinator, Lane ESD
Paulina Romo Villaseñor, Executive Director of Downtown Languages

This interactive session will describe the components of a successful Family Literacy Program for English Learners and their parents /guardians. Initiated by a community organization and school partnership, the program model promotes early literacy and lifelong learning for Spanish speaking families with children ages 0-13. During this session you will learn about the program's strategies for achieving successful parent involvement, creating valuable community partnerships, using practical assessment tools and funding possibilities. Bilingual Kinder Readiness materials will be shared.

ELD Services for ELLs with Additional Needs: Challenges & Opportunities for Collaboration..... Directors Room

Speakers: Liliana Heller-Mafrica, District Language Program Coordinator, Woodburn SD
Gerardo Ibarra, District Coordinator Special Education, Woodburn SD

Woodburn Coordinators from Special Education and the ELL Program will share the district framework for ongoing collaboration to ensure that ALL ELL students are provided ELD support services as required by federal and state law, regardless of eligibility for special education. This interactive presentation includes Qs & As regarding the challenges and opportunities of a collaborative model to serve emerging bilinguals with additional needs.

Goal 7 of the EL Strategic Plan: Where We Are and Where We Want To Be

(repeats at 2:25)..... Hellman Room

Speaker: Hilda Rosselli, College and Career Readiness Director, Oregon Education Investment Board

Goal 7 of the Oregon’s EL Strategic Plan proposed that Oregon provide support to provide all educators the knowledge and skills they need in their positions to better serve English Learners.

Participants will review progress to date related to this goal, learn about strategic initiatives that are designed to help diversify the education workforce.

Promoting Academic Language Development through Science Content Based ELD in K-2 Classrooms..... Joplin/Seeger Room

Speakers: Lisa Blount, ESL Program Administrator, Portland SD

Veronica Magallanes, Assistant Director, Cesar Chavez School, Portland SD

Leslie Lauretti, CCSS-TOSA-ESL, Meriwether Lewis School, Portland SD

Van Truong, Director of ESL, Portland SD

Content-based English language instruction integrates language instruction with core subject areas, meeting both the linguistic and academic needs of Emergent Bilinguals. Consequently, content-based ELD instruction offers a more meaningful path to academic language acquisition. Language learning is not in isolation, but rather reinforces what students are learning in their core classes while focusing on systematic language development. Rigorous academic language development is promoted in a meaningful context through collaboration between classroom teachers and ESL specialists. When Science is the content area used to teach, ELD lessons are hands on and experiential, thus highly engaging for young learners.

Effective Literacy Practices for ELs in an RTI System: A Call to Action..... O’Neil Room

Speakers: David Putnam, Director OrRTI, Tigard-Tualatin SD

Sally Helton, OrRTI Coach, Tigard-Tualatin SD

There is a great urgency to better serve the literacy needs of our English Learners. While comprehensively addressing the needs of ELs is certainly a complex and multi-faceted challenge, it is also true that there is a strong convergence of evidence indicating that the hallmark features of RTI can be used effectively with ELs. This includes screening, progress monitoring, explicit instruction for literacy, language and vocabulary, and targeted small group interventions. Despite this evidence, many educators have been hesitant to move forward with these practices. This session will outline and describe these evidenced-based practices so that district leaders, principals, EL teachers and general education teachers take these critical first steps to improving outcomes for ELs.

Standard Based Learning System and The English Language Learner: How to Support them in the Content and ELD Classroom..... Sousa Room

Speakers: Guadalupe Contreras, English As Second Language TOSA, Beaverton SD

Jennie Knapp, Teaching & Learning TOSA, Beaverton SD

Beaverton School District’s implementation of a Standards-Based Learning System, including proficiency grading, directly affects English Language Learners. In this session we will describe the components of a standards-based learning system, with a focus on how they support or hinder ELL’s success. Participants will have time to ask questions and discuss which aspects of Beaverton’s implementation they can apply.

An Effective Systematic Approach in Monitoring Language Acquisition..... Wilder Room

Speakers: Ricardo Marquez, Principal, French Prairie MS, Woodburn SD

David Winterburn, Teaching & Learning Coordinator, Woodburn SD

Daniel Nanez, Principal, Valor MS, Woodburn SD

This session will discuss how the Woodburn SD uses multiple language assessment tools to monitor ELL progress in acquiring English. The District has also established Language Assessments Teams (LAT) at each school site with the purpose of analyzing the data and reviewing ELLs who are struggling to learn English. Participants will learn about the tools and who participates on the Language Assessment Teams, the team process, and what data to consider as schools make instructional decisions.

ELPA21: An English Language Proficiency Assessment for the 21st

Century..... Williams Room

Speakers: Kenji Hakuta, Professor, Stanford Graduate School of Education

Kathleen Vanderwall, Manager of Test Design, Oregon Department of Education

Holly Carter, Assessment Policy Analyst, Oregon Department of Education

Doug Kosty, Assistant Superintendent, Oregon Department of Education

Michelle McCoy, ELPA Assessment Specialist, Oregon Department of Education

Assessment of the English Language Proficiency standards that correspond to the Common Core State Standards and Next Generation Science Standards. A multi-state consortium, of which Oregon is the lead state, is developing the ELPA21 to assess the new ELP standards. This session will provide an overview of the ELPA21 project, including the member states and project partners, and the work of the ELPA21 Consortium to date. Look for status of ELPA21 item development, timeline for the field test, and timelines for the operational summative and screener assessments.

10:40 to 10:50 Break

10:50 to 12:00 **INTEREST SESSIONS: ROUND II**

“CARE-ing” for Emergent Bilingual Students: Culturally Responsive Practice in

Mainstream Classrooms..... Bloch Room

Speakers: Van Truong, ESL Director, Portland SD

Kehaulani Haupu, Equity Coordinator, Portland SD

Greg Wall, 7th Grade LA/SS Teacher, Mt. Tabor Middle School, Portland SD

How can you increase student engagement and access to learning for Emergent Bilingual students in your classroom, school and district? Learn how Portland Public Schools utilizes CARE (Collaborative Action Research for Equity) to provide a framework for mainstream teachers to provide culturally responsive instruction for Emergent Bilingual students through the use of four essential domains of culturally responsive pedagogy: Relationships, Relevance, Rigor and Realness. New ELD standards and their connection to common core will also be discussed.

2014 TESOL K-12 Dream Day: Information & COSA Registration Discount... Directors Room

Speakers: Kay Westerfield, Director, University of Oregon

Carmen Cáceda, Assistant Professor, Western Oregon University

Barbara Page, President, Oregon TESOL

TESOL’s K–12 Dream Day in Portland invites mainstream teachers and administrators to join international and local ESL educators for a day of interactive training. Twenty workshops provide strategies and resources for working with English language learners. Choose from five strands or mix and match to suit your educational needs.

Oregon’s Dual Language/Two-Way Bilingual Grant Project..... Hellman Room

Speakers: Kathryn Lindholm-Leary, Dual Language Researcher and ATDLE Consultant

Martha Martinez, Education Specialist, Oregon Department of Education

Laura Weiss, ELD Specialist, Springfield Public Schools

Michael Bacon, Assistant Director of Dual Language Immersion, Portland SD

Oregon’s Dual-Language/Two-Way Bilingual Grant program was established to help

close achievement gaps between English Learners and non-English Learners and to support bilingualism, biliteracy, and academic achievement among all students. The purpose of the grant is to assist schools and districts with the design, implementation and improvement of dual language/two-way programs across the state. In November 2013, grants were awarded to seven districts and one charter school. This session will provide an overview of the project, introduce the national experts overseeing the technical assistance and project evaluation, and highlight the goals and initial progress of some of the grant recipients.

Hillsboro School Community Creates Bilingual Seal Joplin/Seeger Room
 Speaker: Travis Reiman, Executive Director of Teaching, Learning & Bilingual Programs, Hillsboro SD

The Hillsboro School District currently has a class of high school sophomores who have been in our Dual Language Program since kindergarten. Their skills—bilingualism, biliteracy, academic achievement and cultural competency—are unparalleled and deserve recognition. In partnership with Western Oregon University, parents, students and staff, we have developed a process for students to create Bilingual Seal Portfolios, share their bilingual autobiography with a Bilingual Seal Panel, and ultimately receive an award called the Bilingual Seal.

We will share our documents, including FAQs and scoring rubrics, and solicit feedback and ideas for improvement from the audience. Our goal is to share this work with OALA participants in order to generate support for this kind of student recognition State-wide by the time our students earn the Bilingual Seal in 2015-2016.

Engaging English Language Learners as Writers..... Sousa Room
 Speakers: Sarah Dunkin, Elementary TOSA/Teaching and Learning, Beaverton SD
 Kerrin Moeller, ESL Teacher, Beaverton SD

The presentation will walk you through a successful yearlong Writing Project focused on ESL and classroom teacher collaboration. Using Matt Glover’s book *Projecting Possibilities for Writers* as a framework for writing instruction, this project has positively impacted both student learning and teacher engagement. The presenters will give an overview of the project in addition to sharing ESL student work and highlights from elementary classrooms.

Helping Migrant and ELL Parents to Work with their Preschool Students so That They Can be Ready for Kindergarten..... Wilder Room
 Speaker: Jonathan Fernow, Migrant Specialist, Oregon Department of Education

When students arrive in kindergarten a year or two behind, even if they grow a full year from kindergarten through 3rd grade as they should, they still do not pass state benchmarks. The solution is empowering parents on the importance of working with their children, give them tools and model how to use them. The migrant program has developed a checklist and parent resources for preschool students in English and Spanish.

ELPA 5 Project: Increasing Student English Proficiency in Writing, Speaking, and Vocabulary..... Williams Room
 Speaker: Jorge Padilla, Lincoln and Redwood Elementary K-5 ELL Coordinator, Grants Pass SD

The best presentations not only get you “pumped up” to try new things, but also provide you with the tools needed to implement these changes immediately! Named after the composite score required to demonstrate proficiency on Oregon’s English Language Proficiency Assessment (ELPA 5), participants can expect to leave the experience with a “full brain”: knowledge of what students are able to accomplish at each proficiency level as well as the tools and activities needed to teach to “+1”. Experience with EL Achieve SELD trainings preferred, but not required. Classroom teachers and administrators will definitely benefit from this presentation as well!

12:00 to 1:00..... Lunch

1:00 to 2:10 **INTEREST SESSIONS: ROUND III**

From ESL Pullout to Language for All Bloch Room

Speakers: Shane Burchell, Language Development Specialist, David-Douglas SD
 Martha Sandstead, Language Development Specialist, David-Douglas SD
 Jakob Curtis, Principal, Ventura Park Elementary School, David-Douglas SD
 Kellie Burkhardt, 3rd Grade Teacher, Ventura Park Elementary School, David-Douglas SD
 Kelly Devlin, ELL Program Coordinator, , David-Douglas SD

Think about the challenges a district would face to change their ELD program from ESL pullout to a walk to language for all students. Here are some challenges Ventura Park encountered: How do we train and support classroom teachers to become language teachers? How do ESL specialists transition to a new role as a language coach? What curriculum will connect to classroom content but maintain a focus on the ELP standards? How do we assess and group all students (including native English speakers) by proficiency level? This presentation is about how Ventura Park has successfully addressed these challenges.

Has Contextual ELD Actually Worked in a K-12 Model? Hellman Room

Speakers: Jann Jobe, Director Federal Programs, Central SD
 Laura Zinck, ELD Specialist, Central SD
 Andy Kronser, ELD Teacher, Henry Hill Elementary School, Central SD
 Julia Heilman, Director of Special Education, Central SD
 Steve Tillery, Principal, Independence Elementary School, Central SD

Last year, Central School District made a presentation at this conference about the implementation of Contextual ELD. This presentation examines the implementation strategies and the current student performance data. Our report is a “tell the truth” presentation about the challenges and rewards of undertaking a “sea-change” in how we deliver ELD services. Data from the ADEPT assessment, administrator and teacher input, and student opinions will be included in the presentation.

Academic Language Activities in Sheltered STEM Content Instruction Joplin/Seeger Room

Speakers: Catherine Kim, Associate Professor, College of Education, Pacific University
 Kevin Carr, Professor of Science Education, Pacific University
 Jon Pope, Adjunct Instructor, Pacific University

A team of STEM and ESOL specialists will present how secondary STEM content instruction can address language needs of ELs (English learners) by first reviewing the STEM content goals to identify target academic vocabulary and linguistic structures specific to the goals and then incorporating such STEM language-specific features into content instruction. An actual example of a secondary STEM lesson plan incorporating a sequence of language-learning activities will be shared along with a theoretical rationale for each activity. The audience will be provided with a good understanding of various research-supported sheltered STEM teaching strategies such as tiered academic vocabulary teaching and leveled sentence frames for different English proficiency levels of ELs. The presentation will also address how STEM content instruction can better be aligned with the Next Generation Science Standards (NGSS) and the Common Core State Standards (CCSS) for math by incorporating language-enhanced STEM learning activities.

The New English Language Proficiency Standards Professional Learning Grant..... O’Neil Room

Speakers: Timothy Blackburn, Education Specialist, Oregon Department of Education
 Martha Martinez, Education Program Specialist, Oregon Department of Education

The New English Language Proficiency Standards will dramatically change our expectations for English Learners. With a new focus on grade-level performance, the new ELP Standards focus on what a student must know and be able to do with language. This shift will affect all of Oregon’s English Learners, just as it will require changes in instruction on the behalf of English Language Development and mainstream teachers throughout Oregon. The Oregon Department of Education has prepared a grant opportunity to support the adoption of the ELP Standards. Come join the Oregon Department of Education Equity Unit as we outline the new English Language Proficiency (ELP) Standards and delve into the details of how ODE will support districts in the implementation of the new ELP Standards.

“I Can” Statements and Assessments for Oregon’s New ELP Standards..... Sousa Room

Speakers: Sandy Boe, ESL TOSA, Beaverton SD
 Robin Jarvis, ELD Teacher, Beaverton SD
 Jake Schimke, ELD Teacher, Beaverton SD

In this session, we will highlight how ELD teachers and staff have unpacked the new English language proficiency standards and created “I can” statements, K-12. We will also share successes and challenges of teacher-made assessments and documents.

Integrated ELD in a 3rd Grade Classroom..... Wilder Room

Speakers: Jessica Oberg, ELD Specialist, North Clackamas SD
 Sarita Amaya, Dual Language Teacher, Riverside Elementary, North Clackamas SD
 Monique Singleton, Principal, Riverside Elementary, North Clackamas SD

Learn how Riverside Elementary integrates ELD instruction into a 3rd grade dual language immersion classroom through the use of conversations, coaching, curriculum and craftsmanship. Participants will learn strategies and processes that can be applied in any school or classroom, including the integration within PLC and RTI work.

Language accommodations on assessments: Smarter Balanced and Work

Samples..... Williams Room

Speakers: Cristen McLean, Policy Analyst, Oregon Department of Education
 Derek Brown, Manager, Assessment of Essential Skills, Oregon Department of Education

It can be confusing to understand the options available for supporting English Learners on the statewide assessments and on meeting the graduation requirements. Work Samples are especially confusing because there is an option for native language Work Sample administration that has eligibility requirements AND there are native language accommodations that do not have any eligibility requirements. Another potentially confusing area is that in the transition from OAKS to Smarter Balanced some of the language accommodations will change. The purpose of this session is to eliminate these areas of the confusion by describing the policies and accommodations related to English Learners.

2:10 to 2:25 Break

2:25 to 3:40 **INTEREST SESSIONS: ROUND IV**

Coaching as a Catalyst for Instructional Change and ELL Student Achievement..... Bloch Room

Speakers: Sandra Rands, English Language Acquisition Specialist, Salem-Keizer SD
 Maria Dantas-Whitney, Professor, Western Oregon University
 Carmen Cáceda, Assistant Professor, Western Oregon University

We provide an overview of Project SPELL (Sustainable Practices for English Language Learners), a grant from the U.S. Department of Education based on an innovative school-university partnership. We describe our model for long-term, sustained and

coherent professional development for ESOL teachers. The project is based on a series of activities that build upon each other, allowing for teachers to gain theoretical and practical knowledge through coursework, on-the-job coaching, Professional Learning Communities, and yearly conferences. Project activities are centered on teaching, assessment, observation, and reflection on teacher and student learning. Our presentation focuses on the coaching component of the project.

Goal 7 of the EL Strategic Plan: Where We Are and Where We Want To Be..... Hellman Room
Speaker: Hilda Rosselli, College and Career Readiness Director, Oregon Education Investment Board

Goal 7 of the Oregon's EL Strategic Plan proposed that Oregon provide support to provide all educators the knowledge and skills they need in their positions to better serve English Learners.

Participants will review progress to date related to this goal, learn about strategic initiatives that are designed to help diversify the education workforce.

Constructing Meaning in Science: A Pathway to STEM for English

Learners Joplin/Seeger Room

Speakers: Scott Townsend, Associate, Secondary Initiatives, E.L. Achieve
Paul Hanson, Science Teacher, Liberty High School, Hillsboro SD

When students feel success, it primes the pump for further learning. Come explore Constructing Meaning implementation in science classes and discover how these experiences prepare students for higher learning. School systems need to be established to provide all students with a level of science literacy that allows them to learn and achieve in science courses and make informed choices about whether a STEM field is right for them! This case study from Liberty High School in Hillsboro will chronicle the elements in place that resulted in more English Learners in AP science courses and into STEM majors at PSU.

The Homework Connection: Engaging Families in Classroom Academic Language Through Bilingual Math Activities at Home..... O'Neil Room

Speakers: Justin Johnson, English Language Development Specialist, Portland SD
Lisa Blount, Program Administrator, Portland SD

Families want to participate with homework, but language can often be an obstacle. Visual directions in multiple languages and language scaffolds can promote participation. In this interactive workshop, participants will define bilingual academic language support, explore its use during school and family-centered homework activities, and see the resources modeled by families working together during a video. This practical homework tool for students, families and teachers can bridge the language of school and home while simultaneously supporting biliteracy and academic success. The presentation highlights an asset-based view of what our Emergent Bilinguals bring culturally and linguistically to our classrooms.

Beaverton SD Monitoring tool for Exited EL, Migrant and Indian Ed Students to Support Academic Success..... Sousa Room

Speakers: Guadalupe Contreras, ESL TOSA, Beaverton SD
Vince Ruggiano, ESL TOSA, Beaverton SD

Exited ELL, Migrant and Indian Ed students are very often the most academically at risk. In order to support and prevent any possible academic deficiencies, BSD has developed a tool to identify areas that could impact the academic success of these students. Participants will be provided with ideas, templates, a forum to share with other participants and a tool that ensures monitoring compliance for Title III and Title I-C students.

Who Would Have Thought? More Spanish Yields Better English!..... Wilder Room

Speakers: Teresa Tolento, English Language Acquisition Program Specialist, Salem-Keizer SD
 Ingrid Ceballos, 5th Grade Bilingual Teacher, Salem-Keizer SD

The increase in the emergent bilingual student population throughout our country calls for a reexamination of practice and the development of a new theory to address effective instruction for bilingual/bicultural Spanish-speaking children. The Salem-Keizer SD implemented this biliteracy instruction (Literacy Squared) theory and will share implementation considerations, instructional practices, and their 4-year achievement results.

Effective Professional Development for ELD Williams Room

Speakers: Cate Hill, ELL Program Developer, Bend-La Pine SD
 Dana Arntson, Director Elementary Programs, Bend-La Pine SD

By combining elements of three professional development models, Bend-La Pine Schools have greatly increased the effectiveness of their ELD instruction. Using the Lesson Study model intertwined with Collaborative Analysis of Student Learning and a coaching model, ELL teachers in Bend-La Pine are honing their instructional skills and increasing student acquisition of English. In this workshop you will see the before and after data, find out how the model works, and develop a good understanding of a dynamite collaborative model for improving ELD instruction. This workshop is an update of the workshop given last year, with new data and strategies to share.

3:40 to 4:30 Reception/Team Planning.....

FRIDAY, MARCH 14, 2014

7:00 to 8:00 Registration / Continental Breakfast..... Lobby

8:00 to 9:30 **GENERAL SESSION II** Playwright’s Hall

Welcome: David Bautista, Assistant Superintendent, Oregon Department of Education

Keynote: Kathy Escamilla, Professor of Education, University of Colorado

Bilingualism and Biliteracy: Preparing All Students for the 21st Century

This presentation will chronicle current issues with regard to educating emerging bilingual children in the new age of common core standards and high stakes testing. The u.s. context will be compared to other countries and their initiatives to encourage bilingualism. It will also discuss research needs.

9:30 to 9:45 Break

9:45 to 10:55..... **INTEREST SESSIONS: ROUND V**

Learning Trajectories Beyond Reclassification and Monitoring: Data Analysis and Implications Bloch Room

Speaker: Jennifer Dixon, Principal, Woodburn Success High School, Woodburn SD

Current data and reporting practices focus on a short window within English Learners’ educational careers. By making the subgroup a dynamic classification, our system reports consistently that English Learners fail to achieve academically, creating a falsely negative picture of the hard work and achievement of students, families, teachers and schools, while also absolving us of the responsibility to serve this subgroup’s unique learning needs beyond the monitoring window. This presentation will provide an example of long-term analysis of English Learners’ academic achievement prior to and beyond reclassification. Implications for data analysis, reporting and program evaluation will be discussed.

How the Oregon Literacy Framework Can Support the Education of English Language Learners Studio B/C

Speaker: Erin Chaparro, Ph.D., Faculty, University of Oregon

In this presentation participants will receive an overview of the Oregon Department of Education's Oregon Literacy Framework (OLF). Instructional and assessment tools are embedded within the OLF. These resources can help principals and teachers increase outcomes for students who are English learners. The OLF Professional Development Portal provides multiple resources that are aligned with the CCSS, PLC's, and RTI. Using evidence-based instructional practices is one way you can ensure that all students have access to high-quality instruction. We'll provide an overview of benchmarking, progress monitoring, and vocabulary and academic language instruction. Specific tools and resources will be offered.

Using Best Practices in Math to Support Academic Language Development and Conceptual Understanding Hellman Room

Speakers: Sandy Boe, ESL TOSA, Beaverton SD - Welcome Center

Jamie Cooper, Math Teacher, Five Oaks Middle School, Beaverton SD

In order for all students to be college and career ready, they must be able to explain their understanding and thinking while listening to and using academic language. Participants will see how a math classroom could look and sound when instruction is focused on simultaneously developing math concepts and academic language.

The Key Components of Balanced Literacy in a Dual Language

Classroom Joplin/Seeger Room

Speakers: Ulita Seleznev, Instructional Coach, Heritage Elementary School, Woodburn SD

Martha James, Instructional Coach, Woodburn SD

Lynne Koenig, Instructional Coach, Woodburn SD

In this session, Instructional coaches from Woodburn will share reading best practices used to support biliteracy at the elementary level. Participants will learn how they can implement a balanced literacy model of reading instruction making use of best practices and current research. The session will give a brief overview of Woodburn's program and then delve deeply into organizational systems and resources that allow educators to implement the reading workshop model in a dual language context.

Child Find and English Learners: Helping School Teams Make Appropriate Special

Education Evaluation Referrals O'Neil Room

Speakers: Beth Hoecker-Martinez, School Psychologist, Linn-Benton-Lincoln ESD

Leah Hinkle, ELL School Support Specialist, Greater Albany SD

Claudia Nunez, Bi-lingual Speech Language Pathologist, Linn-Benton-Lincoln ESD

Each child should receive the educational supports needed for success. When an English Learner struggles to meet academic benchmarks, concerns about over-identification and under-identification for special education often influence decision making. Providing training to general education teachers, ELL specialists, and special education teachers can facilitate the use of data to improve both instructional programs and appropriate special education referrals for English Learners. The Linn-Benton-Lincoln ESD and the Greater Albany Public School District collaborated to create a teacher-friendly packet to improve data-based and culturally sensitive decision-making.

Oregon's English Learners: Their Experiences Over Time and Compared to English

Learners in Other States Sousa Room

Speakers: Beth LaDuca, NAEP State Coordinator, Oregon Department of Education

Brian Reeder, Assistant Superintendent, Office of Research and Data Analysis, ODE

Do some groups of English learners have better outcomes than others? Which states have better outcomes for English learners in 4th and 8th grades? How are the school experiences of English learners different in higher-performing states? When in middle school do English learners exit English language development services? What are the high school graduation and college-going experiences of English learners who exit EL status prior to entering high school compared to those who don't exit? These are the types of questions that can be answered through the two primary sources for data about Oregon's English learners: state data collections and results from the National Assessment of Educational Progress (NAEP). This session will present findings from an analysis of a cohort of English learners from fifth grade through high school in Oregon, along with achievement scores and teacher, administrator, and student survey responses from NAEP comparing Oregon to higher-performing states. We hope the results of this analysis provide some insights into the experiences of English Learners that can guide policy in ways that improve outcomes for EL students.

Supporting Families' Understanding of the Cognitive Benefits of Maintaining Native Language Wilder Room

Speakers: Alexis Mendez, Director, ESOL Endorsement Program, Corban University
Sara Casebeer, Principal, Lee Elementary School, Salem-Keizer SD

Having family support in helping ELLs maintain their native language is a critical component to the educational goal of producing bilingual and biliterate students who are successful in their academics. This presentation will look at ways that schools can help support their families' understanding of the importance of native language maintenance. Further, community resources that help support families' language and cultures will be explored.

Bilingualism and Biliteracy: Preparing All Students for the 21st Century
(keynote follow-up) Williams Room

Speaker: Kathy Escamilla, Professor of Education, University of Colorado

Kathy Escamilla will follow up the general session keynote with additional information that focuses on the work she is doing with Oregon schools.

Removing Barriers for our English Language Learners Vistas II Room

Speakers: Nancy Golden, Chief Education Officer, Oregon Education Investment Board
Student Panel

OEIB Chief Education Officer Nancy Golden will moderate a panel of students as they discuss barriers that need to be addressed and removed for increased student achievement of our English Language Learners.

10:55 to 11:05 Break

11:05 to 12:15 **INTEREST SESSIONS: ROUND VI**

A Collaborative Approach: Families Involved in Education - Sociocultural Teaching and STEM (FIESTAS) Bloch Room

Speakers: Kathryn Ciechanowski, Assistant Professor, Oregon State University
SueAnn Bottoms, Assistant Professor, Oregon State University
Ana Lu Fonseca, 4-H Latino Outreach Coordinator, Oregon State University
Jenny de la Hoz, Graduate Research & Teaching Assistant, Oregon State University

Family involvement involves "doing to" in which schools tell parents how they can contribute by identifying projects, needs, and goals (Ferlazzo, 2011). However, family engagement means "doing with," or listening to what parents think, dream, and worry about in order to build partnerships. Civil (2005) identifies varying roles for parents: (1) Parents, (2) Learners, (3) Teachers, and (4) Leaders; some of which engage families in more

than traditional ways. This session discusses how our work with teachers and families re-visions family engagement with asset-based views that foreground culturally-relevant Family Math and Science Nights and family/community-based teaching practices.

Lessons Learned from an Experimental Study of Project GLAD Studio B/C

Speakers: Theresa Deussen, Senior Program Director, Education Northwest
Claudia Rodriguez-Mojica, Research & Evaluation Advisor, Education Northwest

With a growing population of English learners and higher demands of the Common Core, schools are seeking ways to effectively teach content while also building academic language. One instructional program that promises to do this is Project GLAD. In this session, we situate Project GLAD in the research on effective instructional practices for ELs and present results of our rigorous study of Project GLAD. We describe fifth-grade student outcomes in reading, vocabulary, science and writing. We also describe factors which supported or impeded implementation. Finally, we share our tools that measure implementation, which participants may use for their own purposes.

Using Oral Retell Assessments to Complement CBM Reading Data for

Spanish Speakers Hellman Room

Speaker: Audrey Lucero, Assistant Professor, University of Oregon

Data from a mixed methods study of 55 first and second grade Spanish speakers will be presented. For each child, scores on an English oral reading fluency assessment (easyCBM) and an oral narrative retell assessment in Spanish and English were compared to see whether the two tools provided complementary or contradictory information. Findings indicate that for many students the tools provided complementary information, but for several students, easyCBM underestimated story comprehension. This suggests that oral reading fluency probes alone don't provide complete information about bilingual readers' processes, and should be complemented by comprehension-based tools like story retelling.

Technology Equity, Now What?..... Joplin/Seeger Room

Speakers: Gayle Thieman, Associate Professor, Portland State University
Tatiana Cevallos, Portland State University
Cynthia Radler-Okby, ESL Teacher, Roosevelt High School, Portland SD

The presenters are working with an urban high school in the Pacific Northwest in a multi-year, mixed-method study of how students including ELs access and use individual iPads for learning and the resulting impact on these students' attendance, behavior, and academic achievement. Our research investigates the degree to which ELs are receiving equitable access to iPads and the ways in which they are using the technology to support their learning. This presentation focuses on EL students' access, attitudes, and use of technology. Presenters also recommend changes in policies and practices to maximize the use of technology by ELs school-wide.

English Language and Special Education Teacher Guidance for Access to General

Education and the Common Core..... O'Neil Room

Speakers: Patrick Kelly, Education Specialist, Oregon Department of Education
Rudyane Lindstrom, Education Specialist, Oregon Department of Education
Tim Blackburn, Education Specialist, Oregon Department of Education

Collaboration for Access to the General Education Classroom - Focused on what ELL and SPED have in common when it comes to strategies that work to help general education teachers be successful in engaging diverse learners. Presenters will cover co-teaching, inclusion, school culture, scheduling, scaffolding, and differentiation.

Rigorous Learning for All: Implementing International Baccalaureate and Advanced Placement Programs that are Highly Accessible to Traditionally Underrepresented Students..... Sousa Room

Speakers: Lynn King, IB/AP Coordinator, Woodburn HS, Woodburn SD
 Susan Droke, IB Language Arts Instructor, Woodburn HS, Woodburn SD
 Andrew Beyer, IB History of America Instructor, Woodburn HS, Woodburn SD
 Debbie Panton, IB Language Arts Instructor, Woodburn HS, Woodburn SD
 Dina Sarai Rivas, Class of 2010, IB Diploma Recipient
 Gabriel Hernandez, Class of 2008, IB Certificates

The Woodburn SD produces academically competent bilingual and biliterate graduates. Over the course of K-12 schooling, in which 70% of students begin kindergarten as English Language Learners, Woodburn schools provide the opportunity for students to learn through a dual language program that culminates in rigorous national and international programs for some. The history of the implementing these programs, as well as the challenges and lessons learned will be presented by an IB/AP program coordinator, teachers, and a graduate involved in the International Baccalaureate Program.

How Do We Meet the Needs of Long-Term English Learners?..... Wilder Room

Speaker: Nicole Hilton, ELL TOSA, Tigard-Tualatin SD

The majority (59%) of secondary school English Learners are Long Term English Learners (LTELs) – students who enroll in the primary grades as ELLs and arrive in secondary schools seven or more years later without the English skills needed for academic success, and having accumulated major academic deficits along the way (Olsen, 2008). The academic needs of LTELs differs vastly from that of a newcomer. How does literacy, oracy, and identity development shape pedagogy for this student group? Concrete ideas will be shared.

The REAL Thing: Parent Engagement that WORKS!..... Williams Room

Speaker: Annalivia Palazzo-Angulo, Executive Director, Salem/Keizer Coalition for Equality

By whatever name: Parent Involvement, Parent Engagement, Parent/School Partnerships, or Parent/Teacher Collaboration, we all agree about its importance. But what REALLY WORKS? What model shows REAL OUTCOMES? Learn about the models that SKCE is using: Educa e Inspira (Educate & Inspire), Leyendo Avanzamos (Reading Together we Advance), Abriendo Puertas (Opening Doors), and Haga de la Paternidad (Making Parenting a Pleasure), using popular education models and parents teaching parents and growing our own facilitators through our training of trainers.

Strategic ELL Plan, Update: What Is Next..... Vistas II Room

Speaker: David Bautista, Assistant Superintendent, Oregon Department of Education

Participants will be provided an update on the State of Oregon Strategic ELL Plan. The Equity Unit at ODE has changed substantially in the past year. The Session will provide information related to support for ongoing efforts throughout the state.

12:15 to 1:15..... Lunch

1:15 to 2:20 **INTEREST SESSIONS: ROUND VII**

Reading and Writing in a Second Language: Effective Strategies to Use When Students Are Not Yet Proficient..... Bloch Room

Speakers: Michelle Stroup, English Language Acquisition Specialist, Salem-Keizer SD
 Cielo Tahmaseb, ELA Specialist, Salem-Keizer SD

We will walk participants through a backward planning cycle to include language/content CCSS objectives, instructional strategies and scaffolds, oral language practice, real life application task, assessment and instructional implications. In this language

experience participants will observe the importance of using the Gradual Release of Responsibility throughout the backwards planning cycle.

¡La Gramática en Acción! Prácticas de Enseñanza de Gramática en Español Studio B/C
Speakers: Andreina Velasco, Co-Owner, Konsonante

Maria Cecilia De Valdenebro, Teacher, Riverside Elementary/Co-Owner, Konsonante

In this workshop, offered entirely in Spanish, bilingual educators will have the opportunity to align Spanish language development (SLD) with the Common Core Standards. The specific focus will be on learning engaging activities to create and teach SLD lesson plans for students in Spanish language immersion programs.

Constructive Conversations: Elementary ELL Teachers Networking With Each Other Hellman Room

Speaker: Pat Muller, ELL Teacher, Memorial Elementary School

- Are you wondering how the common core will affect your delivery of instruction?
- How can districts support what ELL teachers need?
- What is the most effective way to use assistants?
- How do you advocate for students to ensure they receive the services they require?
- What structures need to be put in place to encourage state-wide collaboration?
- How can goal setting under the new teacher evaluation system result in increased achievement? What formative assessments are you using when setting your goals?
- What practices are resulting in student achievement?

This teacher-led workshop will allow for valuable time networking with other elementary ELL teachers throughout the state.

Developing Curriculum Aligned to the New English Language Proficiency Standards and Common Core State Standards Joplin/Seeger Room

Speaker: Karen Thompson, Assistant Professor, Oregon State University

This presentation will provide educators with an opportunity to explore key shifts in both the new English Language Proficiency (ELP) Standards and the Common Core State Standards (CCSS). In particular, we will explore the vision of language proficiency in the new ELP Standards and how it differs from the previous forms/functions approach. Based on this understanding of shifts in both sets of standards, we will analyze classroom videos to expand our understanding of language scaffolds and begin the process of developing curriculum aligned to the new standards.

Student Integration Benefits and Challenges in Two-Way Immersion Programs O'Neil Room

Speaker: Martha Martinez, Education Specialist, Oregon Department of Education

Two-way immersion (TWI) programs teach English Learners (ELs) and native English speakers in the same classroom using the primary languages of both groups in an immersion approach. This presentation focuses on the results of a study of student integration in two elementary schools with TWI programs. Studies suggest that TWI programs result in greater student integration, thus providing a promising alternative for Spanish speaking ELs, who are frequently concentrated in high poverty, majority-minority schools. This study examined the enrollment and integration patterns of students from diverse backgrounds and explored how school staff perceived these patterns in relation to TWI implementation.

Structures for Success: Team Teaching within a Dual-Language Model Sousa Room

Speakers: Ross Davis, Teacher, French Prairie Middle School, Woodburn SD

Jose Sandoval, Teacher, French Prairie Middle School, Woodburn SD

This presentation will focus on effective team teaching within a dual-language

context. We will provide solid research-based philosophical grounding for teaming in a reading and writing workshop approach, troubleshoot possible roadblocks, and look at student surveys and state-reading-test cohort data to examine the effectiveness of our approach. Covering the breadth and depth of the new Common Core State Standards is a challenge for any language arts teacher, much less when language becomes a component. Avoid the pitfall-laden paths others have already trod, and allow us to guide you to a successful approach.

Gifted Plus! Two Worlds in One, Dos Mundos en Uno Wilder Room
 Speaker: Rebecca Blocher, TAG Education Specialist, Oregon Department of Education

Implementing Best Practices to Identify and Serve Talented and Gifted Students in Diverse Populations: Gifted children appear in our classrooms in multiple versions of giftedness. As they add to the rich tapestry of the classroom, how do we identify their giftedness and serve them in their “gifted plus” areas of needs? These students may include English Learners, students who are dual- identified, and students who bring needs beyond their TAG identification. This presentation will address instructional strategies to identify and serve students who could/should be identified as gifted who also have something else – Gifted Plus!

Ships Passing in the Night: EL Parents and School Officials..... Williams Room
 Speaker: Edward Olivos, Associate Professor, University of Oregon

Using the self-reported experiences of Latino parents and school officials in the state of Oregon, this presentation identifies barriers that often hinder what could be mutually beneficial partnerships between schools and bicultural/EL parents/communities. It draws data from a Latino education summit held in Eugene, Oregon in the spring of 2010. The purpose of the summit was to bring together education stakeholders to examine the academic status of Latino students in the state and to develop a collaborative action plan for working to improve their academic achievement.

Removing Barriers for our English Language Learners Vistas II Room
 Speakers: Nancy Golden, Chief Education Officer, Oregon Education Investment Board

- Wei-Wei Lou, Administrator for ELL, Beaverton SD
- Detta Wilson-Hogan, EL Coordinator, Oregon City SD
- Michael McKinney, EL Coordinator/Teacher, Grants Pass SD
- Cate Hill, TOSA ELL, Bend-La Pine SD
- Bethany Cross, ELL Teacher, Creswell SD
- Connie Cabrera, ELL Teacher, Nyssa SD
- David Lougee, ESL/Migrant Coordinator, Umatilla SD

OEIB Chief Education Officer Nancy Golden will moderate a panel of teachers and administrators as they discuss barriers that need to be addressed and removed for increased student achievement of our English Language Learners.

2:20 Adjourn Conference

2:20 to 4:00 Team Work Time Composers Room

EL ALLIANCE CONFERENCE ADVISORY PLANNING TEAM

Dana Arntson.....	Bend-La Pine SD
David Bautista	Oregon Department of Education
Timothy Blackburn	Oregon Department of Education
Julie Brown	Portland State University
Pat Burk.....	Portland State University
Colin Cameron.....	Confederation of Oregon School Administrators
Tatiana Cevallos.....	George Fox University
Ewa Chomka-Campbell	Portland SD
Lorraine Cullen	Clackamas ESD
Maria Dantas-Whitney.....	Western Oregon University
Esperanza De La Vega	Portland State University
Theresa Deussen	Education Northwest
Sara Exposito	Lewis & Clark College
Jonathan Fernow.....	Oregon Department of Education
Moti Hara.....	Portland State University
Sally Hood	University of Portland
Catherine Kim.....	Pacific University
Steve Larson.....	Hillsboro SD
Holly Lekas.....	Confederation of Oregon School Administrators
Kim Miller.....	Oregon Department of Education
Fred Maiocco.....	Hermiston SD
Alexis Mendez.....	Corban University
Kris Molitor	George Fox University
Elaine Morelock.....	Clackamas ESD
Edward Olivos.....	University of Oregon
Barbara Page.....	Beaverton SD
Elizabeth Prusko	Medford SD
Centae Richards.....	Marylhurst University
Susan Rieke-Smith.....	Salem-Keizer SD
Rudyane Rivera-Lindstrom.....	Oregon Department of Education
Hilda Rosselli	Oregon Education Investment Board
Heidi Sipe	Umatilla SD
Markisha Smith.....	Oregon Department of Education
Karen Thompson.....	Oregon State University
Laura Weiss	Springfield SD
Kerri Wenger.....	Eastern Oregon University

2014 COSA PROFESSIONAL LEARNING

March 2014

- 17-18 Breakthrough Coach Al Kadar Shriners Center, Wilsonville
23-25 3rd Annual Oregon School Employee Wellness Conference.....The Riverhouse, bend

APRIL 2014

- 14-15 CCSS Spring Regional.....Deschutes County Fair & Expo Center, Redmond
17-18 CCSS Spring Regional.....Winston Community Center, Winston
25 OACOA Seminar Series..... Hilton, Eugene
28-29 CCSS Spring Regional.....Linn County Expo Center, Albany
30-1..... CCSS Spring Regional..... Medford SD Education Center

May 2014

- 2..... Statewide Kindergarten Summit.....Red Lion, Salem
6-7..... CCSS Spring Regional.....Pendleton Convention Center, Pendleton
9..... Statewide Poverty Summit.....Red Lion, Salem

June 2014

- 18..... 40th Annual COSA Pre-ConferenceConvention Center, Seaside
19-20 40th Annual COSA ConferenceConvention Center, Seaside
Featured Speakers:
 - Anthony Muhammad, Educational Consultant
 - Michael Fullan, Educational Reform Authority

August 2014

- 7-8..... Oregon Summer Assessment Institute Hilton, Eugene

October 2014

- 2-3..... Fall Conference for Special Education Administrators Hilton, Eugene
Featured Speaker:
 - Dennis Embry, President, PAXIS Institute

19-21 Annual Principals Conference The Riverhouse, Bend
Featured Speaker:
 - Eric Sheninger, Principal, New Milford High School, NJ

PSU Graduate credit for COSA events!

Attend the **2014 State English Language Learners Alliance Conference through COSA on March 13th and 14th, 2014** to earn one graduate credit through the Continuing Education at Portland State University's Graduate School of Education.

To earn the one credit:

- Attend the full conference and complete **one written assignment**, to earn one graduate credit through the Curriculum and Instruction Department through the Graduate School of Ed (CI 810)

Tuition: \$75 per credit

1 credit

Registration

Look for the PSU booth at the conference. A representative will be available to assist with credit registration.

Requirements

Assignment instructions will be available at the PSU booth. All papers must be submitted by **Friday May 2nd, 2014**.

Grades, receipts, and transcripts

The course above will be graded **Spring term 2014**. Grades will be available on the PSU website on **June 18, 2014**. For instructions on accessing your grade, obtaining a receipt, or getting transcripts, visit pdx.edu/ceed/cooperative-credit-program-information-for-students

For more information

To request a copy of the assignment instructions or to get information about partnering with PSU to offer credit for your school or district's professional development activities, contact Julie Wolleck at jwolleck@pdx.edu.

Continuing Education

Julie Wolleck
Program Manager, Cooperative Credit
jwolleck@pdx.edu | 503-725-8234



COSA LICENSURE AND DEGREE PROGRAMS



Our stated mission at COSA is to develop and support school leaders. We see our licensure programs as an excellent example of striving to meet our service mission. COSA offers an online Administrative Licensure program for Initial License and Continuing License along with a Doctoral Program in partnership with the nationally recognized Concordia University of Chicago.

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- IAL - Initial Administrative License
- IAL with Master's Degree in Educational Leadership
- CAL - Continuing Administrator License
- Doctorate in Educational Leadership (with CAL credit applying to Doctorate)
- The Leadership Programs are TSPC approved and nationally accredited.
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- Job-embedded, career focused internships and coursework requirements will allow candidates to create relevant and productive experiences that directly work to improve their schools.
- The costs of the programs are at or below the average cost of existing licensure programs.

For additional information you can also review our website:

www.cosa.k12.or.us/licensure/admin.licensure.html or contact the following at the COSA office:

- Trina Hmuratrina@cosa.k12.or.us
- Cheryl Brown.....cherylk@cosa.k12.or.us
- Colin Cameroncolin@cosa.k12.or.us



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This certificate is presented to:

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13

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for having participated in the 2014 State English Learners Alliance Conference.
March 13-14, 2014 • Hilton Conference Center, Eugene

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- 1.0 Visionary Leadership
- 2.0 Instructional Improvement
- 3.0 Effective Management
- 4.0 Inclusive Practice
- 5.0 Ethical Leadership
- 6.0 Socio-Political Context