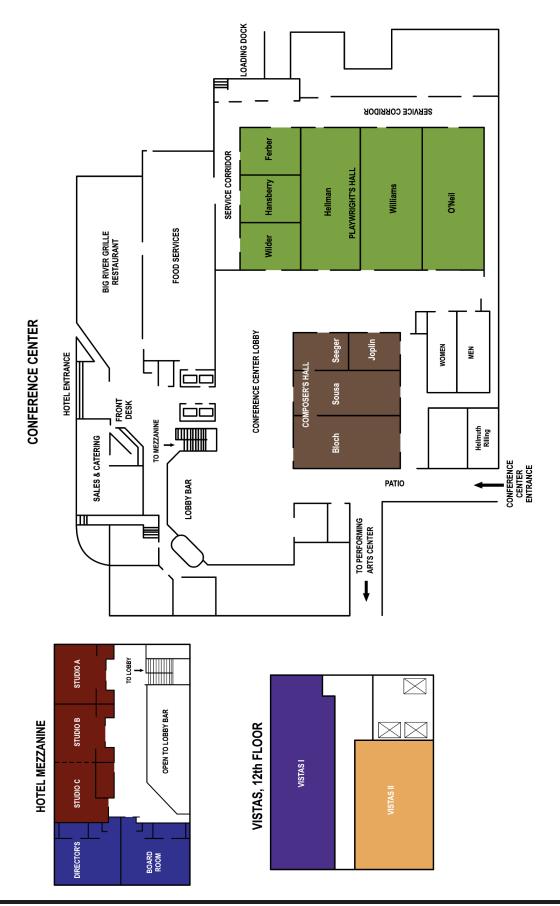
STATE ENGLISH LEARNERS ALLIANCE CONFERENCE

BUILDING BRIDGES EL Student Success



CONFERENCE CENTER FLOOR PLANS



FEATURED SPEAKERS



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.



Dr. Virginia Collier, Professor Emerita, George Mason University

Dr. Collier is best known for her work with senior researcher, Dr. Wayne Thomas, on school effectiveness for linguistically and culturally diverse students, working with many school districts in all regions of the U.S. over the past 29 years. Spotlighted by the national and international media, their award-winning national research studies have had a substantial impact on school policies throughout the world. Since 1988, Drs. Thomas and Collier have been regularly interviewed by the popular media, with 181 published newspaper articles and interviews on television and radio in the U.S. and abroad, reporting on their continuing research findings.



Dr. Wayne Thomas, Professor Emeritus, George Mason University

Dr. Thomas's Ph.D. training and primary professional experience are in program evaluation methodology and social science research methods. He also has extensive experience in designing large-scale databases and developing computer software for purposes of student testing, program evaluation, and educational data management. His research and publications focus on the evaluation of school effectiveness for linguistically and culturally diverse students and Title I students and the evaluation of educational technology applications.



Dr. Joyce Nutta, Professor, University of Central Florida

Joyce W. Nutta is Associate Professor of English for Speakers of Other Languages (ESOL) and the ESOL Coordinator of the College of Education at the University of Central Florida, where she teaches ESOL Education courses at the graduate level. She holds a bachelor's degree in Mass Communications, a master's degree in Applied Linguistics, and a Ph.D. in Second Language Acquisition/Instructional Technology. Her research interests include the use of technology to teach foreign/second languages, distance learning for teacher education, and the integration of ESOL issues into teacher education curricula.



Dr. Deborah Short, Director, Academic Language Research & Training

Dr. Short provides professional development on sheltered instruction and academic literacy worldwide. Formerly she was a Division Director at the Center for Applied Linguistics, Washington, DC where she co-developed the research-validated SIOP® Model for sheltered instruction. She has directed numerous research studies on English language learners funded by the Carnegie Corporation of New York, the Rockefeller Foundation, and the U.S. Department of Education, among others. She taught English as a second/foreign language in New York, California, Virginia, and the Democratic Republic of the Congo.

SCHEDULE

PRE-CONFERENCE - MARCH 11, 2015

8:30 to 11:30	Morning Session
11:30 to 12:30	Lunch
12:30 to 3:30	Afternoon Session

MAIN CONFERENCE - THURSDAY, MARCH 12, 2015

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 1:00Lunch
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 4:30Reception/Team Planning
3:40 to 5:00 Oregon Council of TIII Directors' Meeting

MAIN CONFERENCE - FRIDAY, MARCH 13, 2015

7:15 to 8:15	Registration / Continental Breakfast
8:15 to 10:00	General Session II Hillsboro Student Panel (9:30 to 10:00)
10:00 to 10:15	Break
10:15 to 11:25	Interest Sessions: Round V
11:25 to 11:35	Break
11:35 to 12:30	Interest Sessions: Round VI

INTERNET INFORMATION

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

PRE-CONFERENCE

MARCH 11, 2015

8:30 to 11:30..... Morning Session

Speakers: Dr. V

Dr. Virginia Collier, Professor Emerita, George Mason University Dr. Wayne Thomas, Professor Emeritus, George Mason University

Based on the latest research in dual language education, we will highlight current policies and decision-making in schools with dual-language programs, in interactive dialogue with the audience.

Developing Academic Language: The Foundation of School SuccessSousa Room

Speaker: Dr. Deborah Short, Director, Academic Language Research & Training

Teaching reading skills alone is not sufficient to develop academic language proficiency. It is essential for teachers to strengthen second language learners' background schema, academic vocabulary, and academic oral discourse too. The objectives of this session are to:

- report research on how best to integrate language with content instruction,
- identify features of academic language and how it is used in content classrooms
- practice writing language objectives that reflect academic language use, and
- demonstrate instructional practices that scaffold academic language development in content area classes through video clips and modeling.

11:30 to 12:30 Lunch.............Atrium Lobby

12:30 to 3:30..... Afternoon Session

Speakers:

Dr. Virginia Collier, Professor Emerita, George Mason University Dr. Wayne Thomas, Professor Emeritus, George Mason University

Based on the latest research in dual-language education, we will address implementation and evaluation issues in schools with dual language programs, in interactive dialogue with the audience.

What an Administrator Needs to Know to Support SIOP ImplementationSousa Room

Speaker: Dr. Deborah Short, Director, Academic Language Research & Training

After a brief introduction/review of the SIOP Model and its research findings, this session will share cases of SIOP implementation and explore how administrators have supported SIOP instruction at their schools. Participants will view and discuss SIOP video lessons to find evidence of implementation, experience some lesson techniques that integrate academic language and content knowledge, and consider short-term and long-term expectations and goals.

MAIN CONFERENCE

THURSDAY, MARCH 12, 2015

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

Welcome: Colin Cameron, Deputy Director, Confederation of Oregon School Administrators

Proclamation: English As A Second Language Week

Recognition: The Oregon Effort to Academically Prepared English Learners

David Bautista, Assistant Superintendent, Oregon Department of Education

Creating Innovative Schools: Administrative Policies and Practices to Sustain Dual Language **Education, PK-12**

Keynotes: Dr. Virginia Collier, Professor Emerita, George Mason University

Dr. Wayne Thomas, Professor Emeritus, George Mason University

This overview of our longitudinal research findings of the past 30 years highlights keys to dual language implementation and program effectiveness, including our latest research findings from Oregon, North Carolina, and Texas, and the major reasons that dual language

education works so well for all students.

9:15 to 9:30 Break

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

Enhancing Students' Mathematical Thinking through Conversations

(presented in Spanish only)......O'Neil Room

Speakers: Liset Gonzalez Acosta, English Language Acquisition Specialist, Salem-Keizer SD

Cielo Tahmaseb, ELA Specialist, Salem-Keizer SD Teresa Alfaro, ELA Specialist, Salem-Keizer SD

Common core expects students to effectively communicate their mathematical reasoning. A conversation that includes academic vocabulary enhances students' conceptual understanding while at the same time prepares them to explain their thinking. Participants will experience three levels of conversation and their impact on their mathematical understanding. Additionally, presenters will model how to use the academic placemat tool in mathematics; specifically as it applies to the mathematical practice of constructing variable arguments and critiquing the reasoning of others.

English Learner Pre-referral Process for Special Education......Williams Room

Speakers: Christina Chapman, Federal Programs Coordinator, Salem-Keizer SD

Leslie Stewart, Program Assistant, Salem-Keizer SD

Aimee Boswell-Rea, English Language Acquisition Specialist, Salem-Keizer SD

This presentation will lead the participants through an EL/SPED decision making process to use before a student is referred for Special Education evaluation. The process includes identifying high leverage instructional strategies for English learners, analyzing assessment data, considering the bi-literacy zone, engaging in home visits and interpreting the WMLS in order to create a comprehensive student profile. We will focus on core instruction, the prereferral process and the implications of uninformed decisions.

General Session Keynote Follow-UpHellman Room

Speakers: Dr. Virginia Collier, Professor Emerita, George Mason University

Dr. Wayne Thomas, Professor Emeritus, George Mason University

Using Chromebooks and Google Apps for Education for ELL Students......Wilder Room

Speakers: Pat Muller, ELL Teacher, McMinnville SD

Kristian Frack, Title III Coordinator, McMinnville SD

Liz Knapp, ELL Teacher, Buel Elementary, McMinnville SD

Participants will gain hands-on experience in using Google Docs for collaborative writing, Mind Maps for content support, and Google Presentation (slides) for Vocabulary Development. Lesson ideas that teachers can instantly use will be given that support the ELP standards. Participants need to come with a device with Google Chrome browser installed and a Google login and password.

A Collaborative Process for Teaching Standards-Based Argumentation Skills to English Learners............Joplin/Seeger Room

Speakers: Tammy McArthur, ELD Teacher, Canby SD

Cindy Bauer, Federal Programs Coordinator, Canby SD

To support teachers from Canby School District in their instruction of English Language Proficiency standards, a district team was formed to facilitate professional collaboration and growth. These teachers also participated in last fall's Supporting English Language Learners under New Standards Massive Open Online Course. This course investigated argumentation and addressed how teachers can support students, particularly ELs, in engaging in this key, cross-disciplinary practice, as required by new our new ELP standards. An overview of how a collaborative culture of support and trust was created while participants implemented the new strategies for teaching argumentation will be presented. Session participants will leave with interactive strategies and resources for immediate use in their classroom.

Supporting Dual Language Learners in Preschool: Examining Research-Based Teaching Practices that Promote English Language Development......Sousa Room

Speaker:

Dawn Hendricks, Faculty, Clackamas Community College

Preschool years are the optimal time to lay the foundation for successful English language development while also supporting children's home language(s). As more districts are now creating early childhood programs and the Kindergarten Assessment is being fully implemented, this vital topic is of critical importance for our young diverse learners. Come learn about research-based strategies to promote optimal vocabulary development in a culturally and linguistically responsive early childhood classroom. We will debunk common myths about dual language learning while exploring practices that have been proven effective.

Elevating Academic Language Development for ALL Learners Bloch Room Loretta Fitterer, ELL Specialist & CM Professional Developer, Hermiston SD Speakers:

Carrie Ferguson, ELL Specialist & CM Professional Developer, Hermiston SD

This presentation will give a briefhistory of how the Hermiston SD created and implemented a plan to move students from low academic language to high academic language success. Each part of the plan presented will include examples of implementation and results. The participants will leave the presentation with program organizational ideas, as well as ideas on how to support implementation in core subjects so that their ELL students can become successful in the use of academic language in writing and speaking. Although the focus is on ELL students, these methods are successful in helping ALL students (poverty through TAG) access the academic language necessary to be successful in writing and speaking.

If You Feed Them, They Will Come: Building Capacity Through Coaching......Directors Room

Laura Zinck, District ELL Coordinator, Central SD Speakers:

Kira Daczewitz, SIOP Instructional Coach, Central SD Julia Heilman, Director of Special Programs, Central SD

Learn about our solution to creating a climate for more effective teacher participation and cooperation in professional development that is both ongoing and low cost. This presentation focuses on strategies and techniques used at the secondary level to increase teacher buy-in and use of Sheltered Instructional strategies with their students. While

our current model is only being used at the secondary level, it could easily be used at the elementary level as well.

Speakers: Mart

Martha Martinez, Education Specialist, Oregon Department of Education

Carol Holmes, Southern Oregon, EL Consultant

Kerrin Moeller, Professional Development & ELL Support, Beaverton SD

Chrissy Chapman, Elementary ESOL/Bilingual Programs Coordinator, Salem-Keizer SD

Starting in July, 2014, a work group comprised of ODE and district staff and other local EL experts met for several months to discuss how the state could revise the EL Program Models definitions included the state's LEP collection and EL Program Guide to provide clearer descriptions of each model to guide EL program reporting, research, and instructional practice. The work group's recommended revisions to the EL Program Models will go into effect starting in 2015-16. Participants on this work group will discuss the recommended changes to the state's EL Program Model definitions and next steps for professional development on what the program models look like in practice.

Yes, You Can: Panel Presentation from Districts Meeting All AMAO TargetsVistas II

Speaker: Kim Miller, Education Specialist, Oregon Department of Education

Districts who met all three AMAO targets in 2013-14 will share key points about their program and implementation that helped them meet the AMAO targets.

10:40 to 10:50...... Break

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

Seeing Out of Both Eyes: An Approach to ELD Lesson Planning.......O'Neil Room

Speakers:

Leah Hinkle, ELL School Support Specialist, Greater Albany Public SD

Heather Huzefka, Title III Coordinator, Greater Albany Public SD

Jessica Oleman, ELL Specialist, Greater Albany Public SD Jennifer Vomocil. Math Specialist, Greater Albany Public SD

Marcia Beltran, Dual Language Immersion Specialist, Greater Albany Public SD

"You teach content, and I'll teach English" has long been the mantra of many district's English language development programs. And for many, perhaps most, that approach has not been successful. Join Greater Albany Public School District as they look at the ELP standards and instructional planning with fresh perspective, giving content and language goals equal importance, and help us brainstorm ways to keep this collaboration going!

Developing Research-Based Recommendations for Teaching English Learners: A Beaverton and Education Northwest PartnershipWilliams Room

Speakers:

Danielle Sheldrake, Administrator of Student Services, Beaverton SD

Wei-Wei Lou, Administrator for ELL, Beaverton SD

Arthur Burke, Education Northwest

Claudia Rodriguez-Mojica, Education Northwest

Today, researchers and practitioners are working together more closely and in more ways than ever before. This session describes a unique partnership between Beaverton school district and Education Northwest. Beaverton invited staff members from Education Northwest to facilitate a research group composed of teachers, administrators, ESL specialists, and others that was charged with developing recommendations to district leadership for program models, instructional practices, and professional development related to English learners. The session will discuss why the partnership was formed, the structure and content of the research group and how recommendations were developed.

Cross District Collaboration: Strengthening our Practices to Meet the Needs of ELLs and Emerging Bilinguals......Hellman Room

Speakers: Arturo Lomeli, Principal, Hillsboro High School

Anne Erwin, Principal, Beaverton High School Victor Vergara, Principal, Woodburn High School Aaron Downs, Principal, Wilsonville High School

Principals from Beaverton, Hillsboro, Wilsonville, and Woodburn High Schools have collaborated for the past 2 years to share problems of practice, challenges and successes in order to meet the needs of ELL and Emerging Bilingual students. Join us as we share how our collaboration was formed, lessons learned, and the power of shared learning.

Home Connections: Promoting Bilingual Discussions in MathematicsWilder Room Justin Johnson, Math TOSA, Portland SD Speaker:

> Families want to participate with homework, but language can often be an obstacle. In this interactive workshop participants will define bilingual academic language support, explore its use during family-centered homework activities, and see it modeled during a video of families working together on math activities. This practical 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 Emerging Bilinguals bring culturally and linguistically to our classrooms.

Deepening Student Thinking through Academic Conversations in Math: SPEL (Strategies that Promote Engagement & Learning).......Joplin/Seeger Room

Speakers: Debi Francis, English Language Acquisition Specialist, Salem-Keizer SD Thomas Stricklin, Math Curriculum Lead, Math Teacher, McKay HS, Salem-Keizer SD

> Have you ever asked your students to explain how they solved a problem and they just couldn't? This session is specifically designed to help a math teacher plan instruction that supports the development of mathematical language and deepens the mathematical understanding of their students. Participants will learn how to expand their students' use of academic language in the classroom by exploring the purpose of language, practicing the routines that foster student-to-student talk, and creating a safe classroom environment that encourages mathematical discourse.

The Power of Stories: Using Teaching Cases to Embed Teacher Preparation Courses with a Focus on English Learners......Sousa Room

Speaker:

Joyce Nutta, Ph.D., Professor, University of Central Florida

In this interactive session Joyce Nutta will introduce participants to case studies of four English learners whose stories and profiles are threaded throughout the teacher preparation curriculum in multiple courses and experiences at the University of Central Florida and at other institutions of higher education. Participants will become acquainted with kindergartner Gero from Haiti, fourth grader Edith from Mexico, seventh grader Tasir from Egypt, and tenth grader Edgar from Puerto Rico, learning about their experiences in mainstream classrooms in various US states and examining their spoken and written language samples through a multimedia presentation.

Re-Envisioning English Language Development (ELD 2.0): A Framework for Raising Expectations

Speakers: Liliana Heller-Mafrica, H.S Language Program Coordinator, Woodburn SD Kathy Rager, HS-ESOL Teacher, Woodburn SD

> What does it mean to be academically proficient in English? Answers to this question vary widely in schools; therefore it is essential to engage the system in reflective discussions on language proficiency. The instructional shifts called for by the CCSS require that whole faculties share a common and deeper understanding of what it means to know a language. This session will share our professional development at the high school to re-envision what English Language Development (ELD 2.0) is and re-frame the expectations for what ELLs are capable of learning.

Year 2 of Oregon's Dual Language Grant Project......Directors Room

Rosa Molina, Executive Director, Association for Two-Way & Dual Language Education

Martha Martinez, Education Specialist, Oregon Department of Education

Representative from Hood River School District Representative from Nyssa School District Representative from Central Point School District

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. Meet the lead project consultant, Rosa Molina (Executive Director of ATDLE), learn about the project's progress to date, and hear from grant sites about their programs.

Dynamic Education Career Ladder and Leadership Training: Innovative, Quality, Job

Speakers: Cheryl Brown, Licensure Specialist, Confederation of Oregon School Administrators Colin Cameron, Deputy Director, Confederation of Oregon School Administrators

> This session will provide information about the Oregon Career Ladder for Educators offered by Confederation of Oregon School Administrators in partnership with Concordia University of Chicago. The career ladder offers progressive levels of preparation and levels of advancement in the education profession. COSA offers all levels of a comprehensive career pathway: teacher leader specialization, the Initial and Continuing Administrator licenses and there is the opportunity to pursue a Master's or Doctorate in conjunction with the programs. The presentation will include different aspects of the rigorous program and the relevant, job embedded internship. The programs emphasize instructional leadership; research based decision-making skills and the application of cross-functional knowledge and skills.

Speaker: Tatiana Cevallos, Assistant Professor, George Fox University

> A qualitative study of bilingual reading specialists working with Spanish-English bilingual students explored participants' experiences teaching biliteracy. Framed under critical pedagogy, this session explores three themes that emerged from the study: (a) collaboration; (b) language; and (c) caring.

Long-Term Outcomes for English Language Learners in Oregon......Vistas I

Speakers:

Karen Thompson, Assistant Professor, Oregon State University Guadalupe Díaz, Doctoral Candidate, Oregon State University Wilfredo Echevarria, Master's Student, Oregon State University David Bautista, Assistant Superintendent, Oregon Department of Education

How long does it take English language learners in Oregon to exit ELL status? What proportion of Oregon students are former ELLs? What types of instructional program models are Oregon's ELLs participating in and how has this varied over time? What proportion of ELL students qualify for special education, and what disabilities are these students identified as having? We will share results from a federally-funded collaboration between the Oregon Department of Education and Oregon State University in which we use data on all students in Oregon from 2006-07 through 2012-13 to answer these and other questions. We will discuss implications of our findings for both policy and practice.

Honors for All: Improving Access and Academic Rigor for English Learners......Vistas II Paul Hanson, Science Teacher, Liberty High School, Hillsboro SD Speakers:

Brieanna Douthit, Teacher, Liberty High School, Hillsboro SD

At Liberty High School, English learners experienced significant academic growth over the past five years as seen through an increase in enrollment in advanced courses for longterm ELs. Come explore how school systems can be changed to provide all students with access to a rigorous course of study and the instructional practices necessary to create a school and classroom culture where LTELs feel supported and safe to take the risk and participate in honors/advanced level work.

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

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

Academic Language: Pre-teaching Beginning ELL's for Success in High School......O'Neil Room

Speakers: Alexandra Buys, Teacher, David Douglas High School

Jen Healey, Teacher, David Douglas SD

What are the challenges facing high school ELL's in CORE content classes? How can teachers better prepare ELL's for success in the age of Common Core State Standards? Experienced high school ESL teachers will present multiple practices that have been successful for ELL students in David Douglas.

Storyline: An Effective and Engaging Method to Teach EnglishWilliams Room

Speakers: Caitlin Vallerga, ELL Teacher, Bend-La Pine SD

Colleen Vallerga, Teacher, Bend-La Pine SD Cate Hill, TOSA/ELL, Bend-La Pine SD

Scottish Storyline is a way of making learning meaningful by integrating curriculum into the context of a story in which the students take active roles. Come and find out how using the Storyline approach with ELD instruction gives language practice a meaningful context that builds strong language skills and leaves students clamoring to come to ELL class!

Integrating ELP Standards and CCSS Using Action Plan, a Project GLAD® Strategy Hellman Room

Speakers: Lara Smith, Federal Programs Coordinator, Reynolds SD

Alyssa Reed-Stuewe, Teacher, TAG Coordinator, Wilkes Elementary, Reynolds SD

John Greer, Teacher, Wilkes Elementary, Reynolds SD

Irina Blekhman, ELD TOSA, Reynolds SD

Instruction and assessment aligned with the new ELP Standards require teachers to use authentic task-based practices. Reynolds School District has recently launched a sheltered instruction initiative in which all teachers in grades 1-6 receive initial training and on-going implementation support in Project GLAD. The district emphasizes Project GLAD strategy titled Action Plan as a way to design authentic performance tasks that integrate ELP and Common Core State Standards with community based learning. Several teams of general education teachers and ELD specialists have been involved in a pilot project that includes collaborative planning, teaching, and assessment of Action Plans. The presentation describes the process and the results of this pilot.

Accelerating Learning for Newcomers: Programs and Practices to Fast Track Academic Oral Language and Literacy for Beginning ELs Grades 4-12Wilder Room

Speakers: Barbara Page, ELL Specialist, Beaverton SD

Toshiko Maurizio, Principal, Meadow Park Middle School, Beaverton SD Noelia Ruiz, Bilingual Facilitator, Meadow Park Middle School, , Beaverton SD

English learners who arrive in US schools after third grade face the steep challenge of learning a new language while building foundational reading/writing skills and content knowledge. Some newcomers come from interruptions in formal schooling (SIFE) or no school at all and must start from scratch while others have skills and knowledge to transfer. From 4th grade on, mainstream classrooms move beyond the fundamental reading skills that many beginners need. How can we provide these students with specialized literacy instruction and extensive oral language practice? This session will describe how one middle school in Beaverton addresses the needs of newcomers with content-focused English language development and extracurricular learning opportunities.

Speakers: Antonio Ramos De Jesus, Director, Oregon Migrant Education Service Center

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

In fact, parents of linguistically diverse students have high aspirations for their children and want to be involved in promoting their academic success. Now, how can we as educators

harness this potential for family engagement and ensure it happens? During this session, the participants will recognize and share their current practices, as the presenter guides you to identify new ideas and ensure effective Family and Community Collaboration for student success.

Speaker: Kim Miller, Education Specialist, Oregon Department of Education

Presentation will include a deeper look at EL data across the state to look at EL student trends. Data review will assist districts in evaluating EL programs.

ELP Standards for Ownership: The NCSD Multi-Phase Collaborative Approach..... Bloch Room

Speakers: Laurie Essafi, TOSA, North Clackamas SD

Leah Riedel, TOSA, North Clackamas SD

Learn how the North Clackamas School District rolled out the new ELP Standards using the structure of instructional rounds to foster highly reflective ELD Specialists. This session will explain how we designed professional development, time, and space for collaboration over the course of three years to inform and improve instruction for English Learners.

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 continues to grow and change to better meet Oregon's needs. This session will provide information related to support for ongoing efforts throughout the state.

Celebrating Metalinguistic Skills in a Dual Language Classroom: Non-Transferrable Skills

Taught With Focus and Instruction......Directors Room

Speaker: Iris Ornelas, Ornelas Associates, San Antonio, Texas

Come and learn which are the non-transferrable language skills that students need to learn at each grade level in a Two-Way Dual Language Immersion setting. We will show when and how to teach them with focus and intention. At the end of this presentation, attendees will be equipped to explicitly teach English non-transferrable skills.

Dynamic Education Career Ladder and Leadership Training: Innovative, Quality, Job
Embedded......Studio A

Speakers: Cheryl Brown, Licensure Specialist, Confederation of Oregon School Administrators
Colin Cameron, Deputy Director, Confederation of Oregon School Administrators

This session will provide information about the Oregon Career Ladder for Educators offered by Confederation of Oregon School Administrators in partnership with Concordia University of Chicago. The career ladder offers progressive levels of preparation and levels of advancement in the education profession. COSA offers all levels of a comprehensive career pathway: teacher leader specialization, the Initial and Continuing Administrator licenses and there is the opportunity to pursue a Master's or Doctorate in conjunction with the programs. The presentation will include different aspects of the rigorous program and the relevant, job embedded internship. The programs emphasize instructional leadership; research based decision-making skills and the application of cross-functional knowledge and skills.

How Multilingualism and Multiculturalism Strengthen Communities......Studio B/C Speaker: Gustavo Olvera, Coordinator of Bilingual Programs, Hillsboro SD

Engage in a conversation on how the Hillsboro School District has taken "what we know" to develop and implement a district-wide framework for effective instruction. The framework focuses on eliminating disparities in achievement between ELs and native English speakers by recognizing language as an asset. Learn how stakeholders work together to support and maintain the quality of a framework that strives to prepare all students for college as well as the workplace.

Eliciting Academic Language and Discourse Using Sentence Frames and Talk Moves......Vistas I

Justin Johnson, Math TOSA, Portland SD Speaker:

Do you want to learn more about concrete strategies that promote the use of academic language and discourse in the classroom while aligning to the Common Core State Standards? This session's primary focus is to examine two strategies that are beneficial for all students across content areas. Participants will have the opportunity to see these strategies used by students and teachers in math, science, and language arts through video, as well as time to practice these strategies with colleagues through interactive activities.

STEM, English Learners, and Families......Vistas II

Speaker:

Virginia Nelson, Teacher, Tigard-Tualatin SD

STEM starts at home. By including families of our English learners in design experiences, we can give these students the opportunities they need to be competitive in school and in the workplace. This session will detail specific approaches and activities to including families.

2:10 to 2:25 Break

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

What is Focused and Integrated ELD for Secondary?......O'Neil Room

Speakers: Kathleen Lacock, Bilingual Programs TOSA, Hillsboro SD

Anna OrtonBoyd, ELD/Instructional Coach, R A Brown Middle School, Hillsboro SD

How do we best serve the English Language Development needs of Long Term ELs when time is the most valuable commodity? Can we combine ELD and mainstream content into one class? How do we ensure rigorous access to grade level content for ELs in core classes, while simultaneously increasing their English Language proficiency? Can secondary mainstream teachers successfully integrate the CCSS and ELP standards, while meeting the needs of all learners, and continually monitor progress? This presentation includes:

- modeled 'Integrated ELD' lesson
- program model: our investment in ELs beyond what state and federal programs require
- practice with Progress Monitoring tool

Developing Personal and Organizational Accountability for Closing the Achievement

Gap......Williams Room

Speakers: Steve Larson, Assistant Superintendent, Hillsboro SD

Mike Scott, Superintendent, Hillsboro SD

Travis Reiman, Executive Director of Teaching & Learning and Bilingual Programs, Hillsboro SD Gustavo Olvera, ELL & Migrant Ed. TOSA, Hillsboro SD

Presenters will describe how the Hillsboro SD has organized around the key outcome of closing the achievement gap. We will discuss how vision was established, the systems that were developed to align the instructional programming, and the equity discussions that have encompassed the initiative. We will also describe the role of principal and teacher supervision as it relates to the achievement of English Language Learners and share the lessons learned over the last 3 years of implementation.

Creating a Dual-Language Pre-Kindergarten Classroom: Lessons Learned.......Hellman Room

Speakers: Perla Rodriguez, Principal, Echo Shaw Elementary School

Jamy Amaya, Pre-Kindergarten and ELL Teacher, Echo Shaw Elementary School

Echo Shaw Elementary School in the Forest Grove SD is in year two of implementing a dual language pre-kindergarten program. In this session, the Principal and PK teacher will share how the program was created, as well as discuss the many lessons learned.

The First Years of Principalship: Uncovering, Addressing and Working Toward EL

Success.......Wilder Room

Speakers: Francesca Sinapi, Principal, Ladd Acres Elementary School, Hillsboro SD

Lisa Aguilar, Principal, Orenco Elementary, Hillsboro SD

Sonta Thompson, Principal, Lincoln Street, Hillsboro SD Karen Murphy, Principal, North Plains Elementary, Hillsboro SD

Apanel of principals will share stories and experiences from their first years of principalship pertaining to the challenges they've addressed while leading for ALL students, with an emphasis on EL students' success. They will share their varied approaches, successes and areas of continued focus for an equitable academic and social environment for students, families and staff. Participants will have the opportunity to ask questions that will help them on their path to administration or in their current role as an administrator or leader in their building. The goal of the presentation is to bring to light the challenges new principals who lead for equity face and steps that can be taken to address those challenges.

English Learner Students with Disabilities (ELSWD)......Joplin/Seeger Room

Speakers: Kim Miller, Education Specialist, Oregon Department of Education Melissa Glover, Regional Programs, Oregon Department of Education

ODE staff provide guidance and support on educational decisions for English learner students with disabilities.

Choose to Infuse: Options for Preparing Candidates to Teach English Learners Sousa Room Speaker: Joyce Nutta, Ph.D., Professor, University of Central Florida

Higher education faculty throughout the nation are enhancing teacher education curricula through incorporating a focus on English learners (ELs). Depending on institutional and regional contexts, various approaches have been implemented, including adding prerequisite courses in ESOL, developing a minor in ESOL, or infusing ESOL into existing teacher preparation programs. Joyce Nutta from the University of Central Florida will discuss the pros and cons of various approaches and will present the One Plus Model of EL Infusion and results from preliminary research on its implementation.

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

Karen Thompson, Assistant Professor, Oregon State University

Doug Kosty, Assistant Superintendent, Oregon Department of Education

Michelle McCoy, Education Program Specialist, Oregon Department of Education

Jonathan Fost, ELPA Assistant, North Clackamas SD

ELPA21 will replace the Oregon ELPA as the state's English language proficiency assessment for English Learners (EL) in 2015-16. To prepare for this transition, ODE convened a group of stakeholders from October – December 2014 to consider how this transition could affect Title III accountability, student testing and EL reclassification decisions. This ELPA21 Transition work group was charged with providing recommendations to ODE around potential revisions to Oregon's Title III accountability approach and guidance to districts about the use of ELPA21 data for EL exiting decisions during the testing transition phase. The purpose of this session is to solicit feedback on the work group's recommendations.

Building Collective Capacity: All Teachers Responding to Our English Learners Board Room

Speakers: Kathy Ludwig, Assistant Superintendent, West Linn-Wilsonville SD

Myrna Salinas, ELD Teacher, West Linn-Wilsonville SD Tracy Dunn, ELD Teacher, West Linn-Wilsonville SD

Jane Weiss, ELD Teacher, West Linn-Wilsonville SD

C ' m l Cl m l TAT L' TAT'

Corrie Tucker, Classroom Teacher, West Linn-Wilsonville SD

Pat Mickiewicz, ELD Teacher, West Linn-Wilsonville SD

Michael Fullan identifies capacity building as one of the "right drivers" in mobilizing and sustaining improvement across a system to effect student learning outcomes. And that collective capacity building is "the increased ability of educators at all levels of the system to make the instructional changes required to raise the bar and close the gap for all students."

Hear the story of one district's journey towards building collective capacity among classroom teachers in meeting the language and academic goals of English Learners. We will share our strategies and preliminary results of collaboration and co-teaching ELD models; "ELD through Content Studio" transformations; and shifting mindset across the system.

Organizational Conundrums: Helping Language Learners Make Sense of Organization in Writing.......Studio B/C

Speaker:

Lena Baucum, Curriculum TOSA, Woodburn SD

As we write, we make linguistic, organizational, and presentational choices about how we will present our written work. Research has shown that these underlying choices are culture-dependent. As teachers and students struggle to shift the organization of student writing to styles which will allow them to pass standardized tests, writing can become formulaic. This session removes language learners from the deficit model of writing instruction and explores fun ways that students can be provided with the organizational schema that allows them to make interesting organizational choices based on their intended audience and purpose.

STEM + ESOL = Learning......Vistas II

Speakers:

Maggie Prevenas, STEM Outreach Coordinator, Oregon State University Cascades Heather VanAlstyne

Culver School District in rural central Oregon, is one of three model STEM schools in the state. There is a sizeable ESOL student population due to the agrarian culture. Learning English language through reading materials and writing vocabulary is a difficult task. By listening to student suggestions to build and create a working ornithoptera, as described in the young adult novel 'Freak the Mighty,' one teacher changed the classroom environment by integrating this STEM project, further empowering students and making the learning authentic. Students had to collaborate, communicate, and solve non-traditional problems in order to understand directions and create a working prototype.

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

Facilitators: Marisol Jimenez, ELL & Migrant Education Programs Coordinator, Northwest Regional ESD Wei-Wei Lou, Director, ESL/Migrant/Indian Education, Beaverton SD

FRIDAY, MARCH 13, 2015

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

Introduction: Hilda Rosselli, Director, College & Career Readiness, Oregon Education Investment Board

What's Different about Differentiating for English Learners?

Joyce Nutta, Ph.D., Professor, University of Central Florida Keynote:

> Differentiating instruction and assessment requires determining which learners need what kind of support under which circumstances. English learners have specific needs for differentiation that not only are distinct from other learners but also vary depending on level of English proficiency. Addressing these issues in an interactive presentation, Dr. Joyce Nutta from the University of Central Florida presents a process for differentiating instruction and assessment in academic subjects for English learners. Using activities that place participants in the position of their English learners, Joyce presents researchbased strategies that are feasible for teachers of various subjects.

Recognizing Bilingualism and Multicultural Competence (9:30 to 10:00)

Students: Camille Rickis, Hillsboro SD

Hugo (Steve) Ruiz Martinez, Hillsboro SD

Diana Santiago, Hillsboro SD Emily Meyers, Hillsboro SD

Teresa Cornejo Angel, Hillsboro SD Javier Gonzalez, Hillsboro SD

Pete Muilenburg, Assistant Principal, Hillsboro SD (chaperone) Elli Roberson, Spanish Biology Teacher, Hillsboro SD (chaperone)

10:00 to 10:15..... Break

10:15 to 11:25......INTEREST SESSIONS: ROUND V

Bridging: Practical Ways to Connect English and Spanish...... O'Neil Room

Speakers: Scott Jantzi, Program Assistant, Salem-Keizer SD

Alfredo Manriquez, Secondary English Language Acquisition Specialist, Salem-Keizer SD

A team from Salem-Keizer SD's English Language Acquisition Department will discuss ways to facilitate cross-linguistic transfer between Spanish and English in Dual-language classrooms through the process of "Bridging." Participants will learn more about the concept of Bridging, see examples of this in the classroom and have a chance to brainstorm further concepts for Bridging in their own setting.

Hillsboro SD Student Panel......Williams Room

Students: Camille Rickis, Hillsboro SD

Hugo (Steve) Ruiz Martinez, Hillsboro SD

Diana Santiago, Hillsboro SD Emily Meyers, Hillsboro SD

Teresa Cornejo Angel, Hillsboro SD Javier Gonzalez, Hillsboro SD

Pete Muilenburg, Assistant Principal, Hillsboro SD (chaperone) Elli Roberson, Spanish Biology Teacher, Hillsboro SD (chaperone)

Spring 2016 will be the first time the Hillsboro School District will award a Bilingual Seal that will recognize students' bilingual and multicultural competence. Dual language leaders across the district have worked with parents, students, and teachers on developing a Bilingual Seal for the last three years. After many work sessions, it has been established that this recognition will be awarded to any graduating student who can demonstrate proficiency in two languages according to international ACTFL standards. Students who are interested in receiving a Hillsboro School District Bilingual Seal must apply, submit a robust bilingual portfolio, and orally present their cultural autobiography to a panel of bilingual professionals. The Bilingual Seal is one more way that the Hillsboro School District continues to celebrate and acknowledge students' language as an asset and as a characteristic of college and career ready students.

Open Discussion Q&A Keynote Follow-UpHellman Room

Speaker: Joyce Nutta, Ph.D., Professor, University of Central Florida

Meeting the Needs of the Historically Underserved with Embedded Staff

Development......Wilder Room

Speakers: Lysha Lansing Wasser, Instructional Coach, McMinnville HS, McMinnville SD

Sean Burke, Assistant Principal, McMinnville HS, McMinnville SD Pamela Canady, Instructional Coach, McMinnville HS, McMinnville SD Kelly Shipley, Instructional Coach, McMinnville HS, McMinnville SD

Our yearlong purpose in Embedded Staff Development (ESD) is to describe and explain promising strategies to improve learning of English Learners and Students with Disabilities in order to apply them in your classroom and evaluate effects in Embedded Staff Development. Our (ESD) schedule at McMinnville High School allows us to meet as a staff on Wednesdays, every other week, in small groups of 10-15 staff members for 45 minutes. This facilitates our focus on implementation, support and evaluation of Constructing Meaning strategies in all classrooms in order to bridge the achievement gap of the aforementioned subgroups.

Speaker: Claudia Rodriguez-Mojica, Senior Research Advisor, Education Northwest

English learners are assumed to not yet know English well enough to fully participate and succeed in a classroom without instructional supports. Test scores contribute to the understanding that English learners are lagging far behind their peers and are in need of assistance. This presentation will provide educators with an opportunity to listen to what English learners can do with their emerging English. We will explore how we can use student talk to analyze progression under the new standards and discuss how we can support English learners' emerging English language use inside the classroom.

Speaker: Sarah Bautista, Principal, Byrom Elementary School, Tigard-Tualatin SD

This session will explore promising approaches different districts and schools take to create partnerships with parents and community members. It will also illustrate methods that provide professional development to educators while creating a space to pursue equity, especially for those students, parents and staff who may not have been given opportunities as others before them.

Diversity in Talented and Gifted Education: A Needed Focus on Our Culturally and Linguistically Gifted Learners......Bloch Room

Speaker: Rebecca Blocher, Specialist in TAG Education, Oregon Department of Education

This presentation will address the needs of a greatly under-identified and under-served population of gifted learners. Current practices and future improved practices will be addressed as well as ways to identify our culturally and linguistically diverse learners across the state. The goal should be inclusion rather than exclusion!

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

Over the past couple of years, several districts have contacted Oregon Department of Education (ODE) staff to request assistance with filling bilingual teaching vacancies. Many expressed difficulty finding, hiring and retaining qualified candidates. To better understand bilingual teacher demand, hiring and retention challenges in Oregon, ODE conducted a statewide survey of districts in the fall of 2014. This session will provide an overview of the survey results and discuss ODE's current and planned efforts to address the issues raised by the results.

Conducting Internal Review of District EL Programs......Directors Room

Speakers: Mary Martinez-Wenzl, Senior Advisor | Senior Researcher, Education Northwest Danielle Sheldrake, Executive Administrator for Student Services, Beaverton SD

Education Northwest created a research-based rubric for districts to use in conducting self-checks of the coherence of their instructional programs for ELs. Topics include:

- 1. Structure, delivery, and support of instruction for ELs
- 2. Recruiting, retaining, and monitoring teachers and administrators
- 3. Monitoring and reporting implementation and outcomes
- 4. Individual and institutional learning for improving learning for ELs
- 5. Scaling up effective programs and practices for ELs
- 6. Focusing the professional community on the needs of ELs
- 7. Learning from outside sources about improving instruction for ELs

8. Engaging parents of ELS districts could use results for informing decisions about improvements to their EL program.

The Arts: Closing the Opportunity Gap for English Language Learners......Studio B/C Speakers: Marna Stalcup, Director of Arts Education, Regional Arts & Culture Council

Caitlin Shelman, Bilingual Art Specialist, Portland SD

The arts have the power to transform learning for all children, regardless of language, neighborhood or readiness to learn. Discover how The Right Brain Initiative, an arts integration partnership in the Portland metropolitan region, provides an innovative, systemic and equitable approach to arts education for K-8 students. In this interactive session, participants will experience arts-based instructional strategies, explore hands-on art-making as an approach to teaching, and see examples of student work that engage all learners. Recently released data substantiating the program's impact on students, including increases in ELPA scores, will also be shared.

Meeting Civil Rights Obligations When Communicating with EL Parents......Vistas I Speaker: Karin Moscon, Education Specialist, Civil Rights, Oregon Department of Education

Districts are charged with the responsibility to overcome language barriers that impede EL students from participating equally in school district programs. This presentation will discuss the laws that are specific to requirements for districts to communicate with EL Parents. The standards for "adequate notice" and "providing meaningful access" will be examined, based on guidance from the USDOE Office for Civil Rights, and the Department of Justice.

Creating Points of Access for English Learners in Complex Content: A Panel Conversation with ELP Standards Professional Learning Teams......Vistas II

Speaker: Tim Blackburn, Education Specialist, Oregon Department of Education

Leah Hinkle, ELL School Support Specialist, Greater Albany SD

Lise Prusko, TOSA, Medford SD

Laura Weiss, ELD Specialist, Springfield SD

David Lougee, ESL/Migrant Coordinator, McNary Heights Elementary, Umatilla SD

Over the course of the last year, twenty seven professional learning teams from all over Oregon have collaborated in regional PLCs. This collaboration shed intense light on the shifts inherent in the Common Core, and thus, how to support our English Learner students under more rigorous standards. Join us as our panelists discuss their interpretation of their professional learning teams work, and more importantly, analyze the impact of their professional growth on student learning.

11:25 to 11:35..... Break

11:35 to 12:30......INTEREST SESSIONS: ROUND VI

Speakers

Laura Pierce-Cummings, English Language Acquisition Specialist, Salem-Keizer SD Roger Gage, English Language Acquisition Specialist, Salem-Keizer SD Bradley Capener, ESOL Coordinator, Salem-Keizer SD

This session provides participants with skills to design a professional development plan for secondary level teachers. SPEL (Strategies that Promote Engagement and Learning) was developed to support Salem-Keizer teachers in addressing the learning gaps of our English Learners. We have incorporated multiple initiatives (SIOP, AVID, Salem-Keizer Literacy Model) into our training to show how each can complement rather than compete with one another.

During this session, we will share our process for implementing a professional development plan that engages secondary teachers in a complete learning cycle while modeling some of the tools from our training.

Implementation of the Literacy Squared Framework......Williams Room

Speakers: Robin Farup-Romero, Elementary Principal, Hillsboro SD

Raquel Lemus, ELA Specialist, Salem-Keizer SD Maxine Jennings, ELA Specialist, Salem-Keizer SD

Literacy Squared® is a researched tested framework for bilteracy developed at the University of Colorado under the direction of Dr. Kathy Escamilla. The model includes authentic instructional approaches in Spanish and English that focus on the structures of each of the languages, emphasizing direct, explicit, and collaborative approaches that have proven to be beneficial for emerging bilingual children. An overview of the key instructional strategies used in the framework will be presented. The presenter will share the process of implementing the Literacy Squared® Framework in an elementary Dual Language program at Reedville Elementary School.

Harmonizing Language, Literacy, and Academic Content in a Dual Language Immersion Program Through Collaborative Practitioner Inquiry.......Hellman Room

Speakers: Sally Hood, Associate Professor, University of Portland

Danielle Reynolds-Young, Intervention Specialist, Canby SD Elise Megale, Teacher, Trost Elementary School, Canby SD

The presenters, a third-grade teacher, an intervention specialist, and a university professor, share their collaborative inquiry that explored ways to plan for purposeful language instruction in an 80/20 (Spanish/English) dual language immersion program using Common Core State Standards. Presenters also sought to discover how Lyster's (2007) "counterbalanced approach" to teaching language and content aids in planning for systematic language instruction, helping "emerging bilinguals" meet higher performance standards for language and literacy. Presenters will engage the audience in what they learned through video-clips, a curriculum map, student writing samples, and a variety of noticing and awareness activities (Lyster, 2007).

Peeling Back the Label: Studies of Educational Opportunity Among Students Learning EnglishWilder Room

Speaker: Ilana Umansky, Assistant Professor, University of Oregon

In this presentation the educational opportunities and resulting outcomes of students learning English are discussed. Using quantitative methodologies and longitudinal data from a large, urban school district in California, the presentation examines key topics in ELL's educational experiences: how long it takes students to be reclassified and how this varies by language of instruction; ELLs' access to core content in middle school; and the long-term effects of classification as an English learner on achievement. The presentation focuses on the malleable factors that can improve the opportunities and outcomes of students learning English.

Mentor Texts as a Gateway to Strengthening ELL's Reading and Writing..... Joplin/Seeger Room Speakers: Cornelia Paraskevas, Professor of Linguistics/Writing, WOU

Robert Troyer, Assistant Professor of Linguistics and Director, Office of International Student Academic Support

The presentation focuses on using authentic mentor texts (especially informational and argumentative) to help strengthen the reading comprehension and writing skills of highschool ELLs. Specifically, using a genre approach, we will discuss strategies for understanding the organizational features and identifying the lexico-grammatical features of various authentic texts (news articles, reviews, editorials, popular science texts, etc.); next we will present strategies for scaffolding the production of texts with structural (sentence-level) and organizational features drawn from the mentor texts. Particular emphasis will be placed on lexical bundles (collocations) present in academic writing. Teachers will leave with ideas immediately applicable in the classroom.

Helping Migrant and ELL Parents to Work with Their Preschool Students So They Can Be Ready for Kindergarten......Sousa Room

Speaker: Jonathan Fernow, Title IC Specialist, Oregon Department of Education

When students arrive in Kindergarten a year or two behind, even if they grow a full year every 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 check list and parent resources for preschool students in English and Spanish.

School Culture and the Affective Learning Needs of Latino Long-Term English

Speaker: Maureen Ray, ELD Specialist, North Clackamas SD

The purpose of this qualitative study was to describe and explain recently graduated Latino LTEL's perceptions of the impact of their school's culture on their academic and affective acculturation. As schools look to improve the educational outcome of Latino EL, listening to voices of former LTEL as they share their high school experiences can provide insights into ways to support the affective learning needs, academic success, and acculturation of Latino EL. Through 10 in-depth interviews with former Latino LTEL and employing qualitative coding analysis, this research explored and analyzed recently graduated Latino EL's perceptions of the impact of school culture on their academic acculturation.

Speakers: Tim Blackburn, Education Specialist, Oregon Department of Education

Karen Thompson, Assistant Professor, Oregon State University Leah Hinkle, ELL School Support Specialist, Greater Albany SD

Lise Prusko, TOSA, Medford SD

Laura Weiss, ELD Specialist, Springfield SD

Cindy Bauer, Federal Programs Coordinator, Canby SD

A unique collaboration between Oregon State, Stanford, and ODE created a rich opportunity for district level professional learning teams to engage complex matters of professional learning and instruction. Supporting English Learners under New Standards created a space for professional learning teams to learn, discuss, and grow as educators and colleagues. Come meet the teams that learned firsthand the value of in-person and virtual connections, while investigating the systems that enabled this professional learning.

A principle assertion made in this presentation is that G.L.A.D. implementation should be made a priority because G.L.A.D. strategies dovetail perfectly with the new direction of language research & standards. Slide presentation, video segments, handouts and research papers will be provided, from the many researchers and educators that recommend that teachers and students should move away from teaching & learning language as structures & functions, towards teaching & learning language practices, in content-rich environments.

The seminal paper, "Challenges and Opportunities for Language Learning in the Context of Common Core State Standards and Next Generation Science Standards", by Kenji Hakuta, María Santos & Zhihui Fang, will be discussed, along with other important and critical second language acquisition research.

Project SPELL (Sustainable Practices for English Language Learners): Year Three Unique Milestones Studio B/C

Speakers:

Sandi Rands, SPELL Grant Coordinator, Salem-Keizer SD

Carmen Cáceda, SPELL ESOL Content Specialist, Western Oregon University

We will share teachers' research outcomes resulting from their individual inquiry projects as part of Project SPELL (Sustainable Practices for English Language Learners), a five-year grant from the U.S. Department of Education. In a partnership between Western Oregon University and Salem-Keizer Schools, year one entails ESOL coursework followed by a year of on-the-job coaching. In year three, grantees conduct an inquiry project to support language growth for ELs. It culminates at the annual SPELL Conference with a poster presentation which explains the project design, data collection/analysis and outcomes. Participants share their findings to a wider community (e.g., ORTESOL) throughout the following year.

Evaluating English Learners for Special Education: An Interdisciplinary Framework for Comprehensive Assessment.......Vistas I

Speakers:

Claudia Nunez, Bilingual Speech-Language Pathologist, Linn-Benton-Lincoln ESD Beth Hoecker-Martinez, School Psychologist, Linn-Benton-Lincoln ESD Samantha Hirsch, School Psychologist, Linn-Benton-Lincoln ESD

English learners are commonly referred for special education services due to suspected Specific Learning Disability and Communication Disorder. Linn Benton Lincoln ESD has implemented an evaluation framework with an interdisciplinary assessment approach to distinguish between linguistic or cultural differences and a disability. Through the use of a Patterns of Strengths and Weaknesses model and the Cultural-Linguistic Interpretive Matrix, special education evaluations can improve data-based and culturally sensitive decision-making. This presentation not only addresses concerns regarding over-identification, under-identification, and culturally and linguistically diverse factors, but provides materials and procedures to help analyze progress monitoring data and assessment results.

Leading on Behalf of our Emerging Bilinguals from the Principal's Seat......Vistas II

Speakers: Dayle Spitzer, Executive Director of Elementary Schools, Hillsboro SD Arcema Tovar, Coordinator of Teaching and Learning, Hillsboro SD

> Drawing on our work with over 30 principals and our four year focus on closing the achievement gap, we will share lessons learned and strategies that are working from a principal's perspective.

12:30 Adjourn Conference



Thank you for attending! Please complete our online evaluation that you will be emailed next week.

2015 COSA PROFESSIONAL LEARNING EVENTS

MARCH 2015		
5-6Spring Breakthrough Coach	Wilsonville	
6 Visible Learning for Administrators	Wildhorse Convention Center, Pendleton	
10CCSS Spring Regional Training	Holiday Inn, Wilsonville	
12-13 State English Learners Alliance Conference	Hilton, Eugene	
APRIL 2015		
10Northwest Proficiency Conference	Embassy Suites Airport, Portland	
16-17 Anthony Muhammad "All Means All"	Marylhurst University	
24 OACOA Seminar Series	Hilton, Eugene	
JUNE 2015		
1741st Annual COSA Pre-Conference	Convention Center, Seaside	
18-19 41st Annual COSA Conference	Convention Center, Seaside	
JULY 2015		
30-31 Administrative Evaluation Institute	TBD	
AUGUST 2015		
5-7 Oregon Summer Assessment Institute	Hilton, Eugene	
19-20 Oregon Statewide Starting Strong Conference	Hilton, Eugene	
SEPTEMBER 2015		
30-2 Fall Conference for Special Education Administrators	Hilton, Eugene	
OCTOBER 2015		
20-21 Fall Breakthrough Coach	Wilsonville	
25-27 Annual Principals Conference	The Riverhouse, Bend	
DECEMBER 2015		
2-4 Oregon State Law Conference	Hilton, Eugene	
NATIONAL CONFERENCES		
ASCD March 21-23, 2015	Houston, Texas	
NAESP June 30-July 2, 2015	Long Beach, California	



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Plan ahead for EL 2016! March 9-11, 2016 • Eugene Hilton Conference Center

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Attend the **State English Learners Conference in Eugene, Oregon on March 12 and 13th, 2015** 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 either Curriculum and Instruction (CI 810) Dept. or the Education Leadership and Policy Department through the Graduate School of Ed (ELP 506).

Tuition: \$80 per credit

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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 May 1^{st} , 2015.

Grades, receipts, and transcripts

The course above will be graded **Spring 2015**. Grades will be available on the PSU website on **Wednesday June 17**th, **2015**. 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

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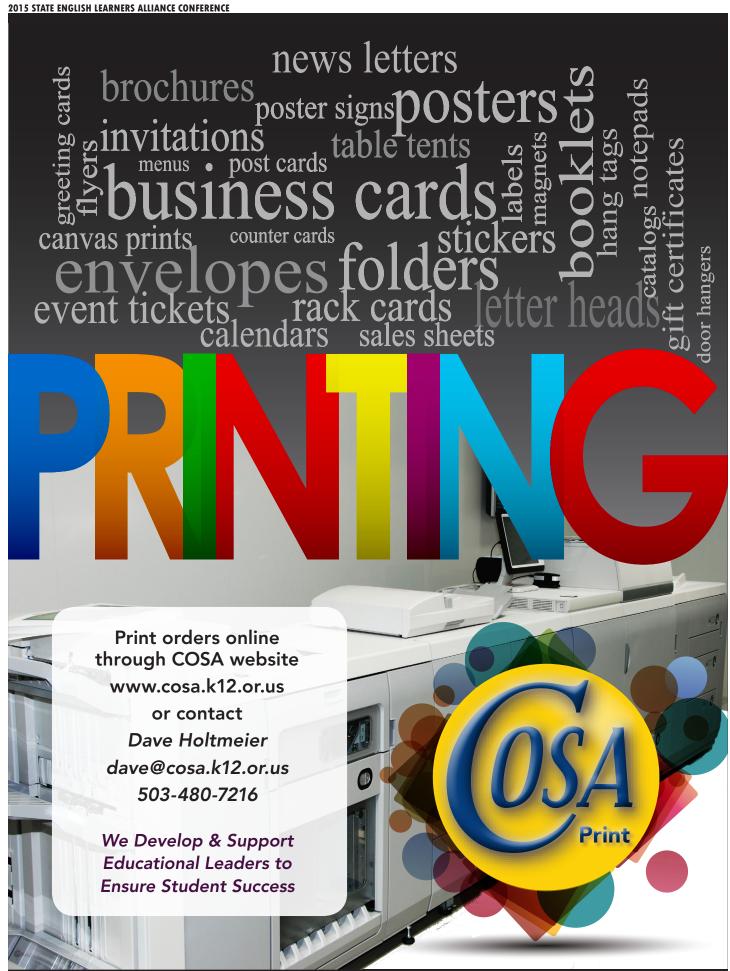


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Contact TRINA HMURA at the COSA office: trina@cosa.k12.or.us 503.480.7214 Review the COSA website:

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This certificate is presented to:

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March II, 2015 (7 credit hrs.)

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