

**STATE ENGLISH LEARNERS ALLIANCE CONFERENCE**

**MARCH 9-11, 2016 • HILTON CONFERENCE CENTER, EUGENE, OR**

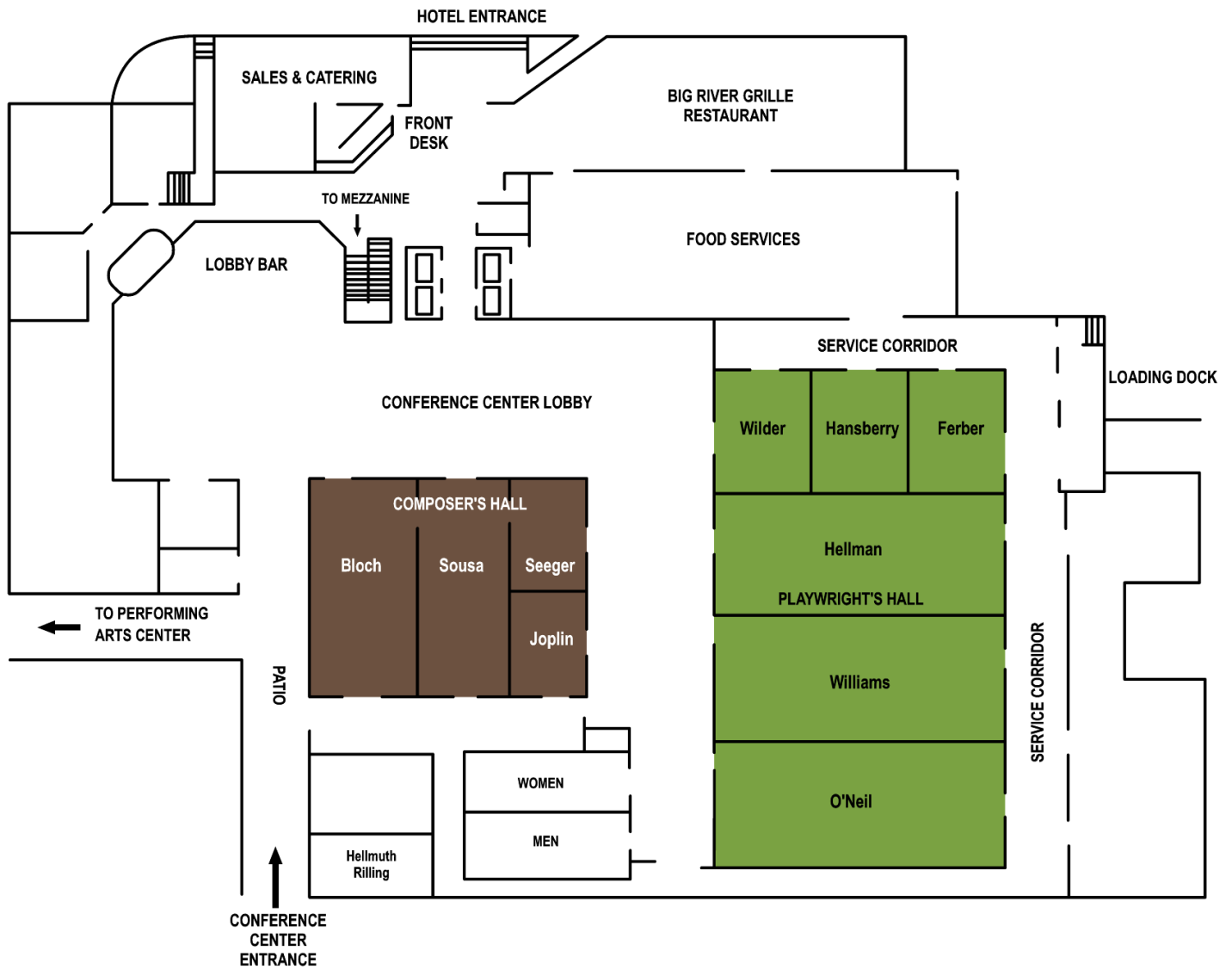
# ***Diversity, Language Learning and Student Success***



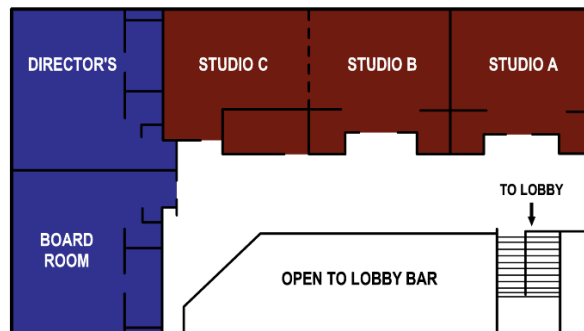
**CONFEDERATION OF OREGON SCHOOL ADMINISTRATORS • OREGON DEPARTMENT OF EDUCATION**

# CONFERENCE CENTER FLOOR PLANS

## Conference Center



## Hotel Mezzanine / 2nd Floor



## 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.



### **Samuel Ortiz, Professor of Psychology, St. John's University, New York**

Dr. Ortiz is Professor of Psychology at St. John's University, New York. He holds a Ph.D. in clinical psychology from the University of Southern California and a credential in School Psychology with postdoctoral training in bilingual school psychology from San Diego State University. He is author of numerous articles, books, chapters, and software programs.



### **Rosa Molina, Executive Director, Association of Two-Way & Dual Language Education**

Rosa G. Molina is the Executive Director of ATDLE, the Association of Two-Way & Dual Language Education (ATDLE) which was founded in March 2012. ATDLE is a spin-off of Two-Way CABE that she helped found over ten years ago. In her most recent work, as Executive Director, Rosa and her team provides technical assistance and professional development to TWBI Programs in California and the Western region of the United States.



### **Kathryn Lindholm-Leary, Professor of Child and Adolescent Development, San Jose State University**

Dr. Lindholm-Leary has worked with two-way immersion and other bilingual programs for the past 25 years and during that time has evaluated over 30 programs and helped to establish programs in over 50 school districts in 10 states. Dr. Lindholm-Leary has the most comprehensive longitudinal data on bilingual students, particularly students in two-way programs, in the country. She regularly consults with various state departments of education, including the California State Department of Education and also the US Department of Education.



### **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 - WEDNESDAY, MARCH 9, 2016

1:00 to 4:00 ..... Samuel Ortiz  
1:00 to 4:00 ..... Rosa Molina and Kathryn Lindholm-Leary

### MAIN CONFERENCE - THURSDAY, MARCH 10, 2016

7:00 to 7:45 ..... Registration / Continental Breakfast  
7:45 to 9:15 ..... General Session I - Samuel Ortiz  
9:15 to 9:30 ..... Break  
9:30 to 10:40 ..... Breakout Sessions: Round I  
10:40 to 10:50 ..... Break  
10:50 to 12:00 ..... Breakout Sessions: Round II  
12:00 to 1:00 ..... Lunch  
1:00 to 2:10 ..... General Session II - Kathryn Lindholm-Leary  
2:10 to 2:25 ..... Break  
2:25 to 3:40 ..... Breakout Sessions: Round III  
3:40 to 4:30 ..... Reception

### MAIN CONFERENCE - FRIDAY, MARCH 11, 2016

7:15 to 8:15 ..... Registration / Continental Breakfast  
8:15 to 10:00 ..... General Session III - Deborah Short  
10:00 to 10:15 ..... Break  
10:15 to 11:25 ..... Breakout Sessions: Round IV  
11:25 to 11:35 ..... Break  
11:35 to 12:30 ..... Breakout Sessions: Round V  
12:30 ..... Adjourn Conference

## CONFERENCE EXHIBITORS



Mark Frisbee ..... Avant Assessment ..... mark.frisbee@avantassessment.com  
Lisa Zarate ..... Houghton Mifflin Harcourt ..... lisa.zarate@hnhco.com  
Andy Van Ausdal ..... Imagine Learning ..... andy@imaginelearning.com  
Stacey Lee ..... Oregon State University ..... stacey.lee@oregonstate.edu  
Catherine Kim ..... Pacific University ..... catherinekim@pacificu.edu  
David Holbrook ..... TransACT Communications LLC ..... david@transact.com  
Lisa Fortin ..... University of Oregon ..... lfortin@uoregon.edu

## WEDNESDAY PRE-CONFERENCE

1:00 to 4:00 ..... **Dual Identification of English Learners: Use of a PSW Model for Determining SLD with ELs** ..... Sousa Room

Speaker: Samuel Ortiz, Professor of Psychology, St. John's University, New York

Few activities in IDEA-based disability evaluations cause as much difficulty for practitioners as the evaluation of individuals already identified as current or former English learners. The basic problem revolves around the notion of "difference vs. disorder" which speaks to issue of test score validity. This workshop will provide a brief review of the historical and contemporary literature on the test performance of ELs and will discuss a comprehensive framework for cognitive evaluation of ELs that is based on the most current and dependable empirical evidence and which allows any practitioner to fully engage in the process of nondiscriminatory evaluation in a systematic and legally defensible manner.

1:00 to 4:00 ..... **Critical Components of Successful Dual-Language Programs: Research & Implications for Practice** ..... Bloch Room

Speakers: Rosa Molina, Executive Director, Association of Two-Way & Dual-Language Education  
Kathryn Lindholm-Leary, Professor of Child and Adolescent Development, SJSU

Research can provide us with some important information about how to develop and improve our dual language programs so that they optimally meet the needs of our student populations. Come and hear about the critical components of dual language programs and what the newest research says about issues such as program characteristics, language and literacy development, transfer, curriculum and instruction, and assessment and accountability.



## INTERNET INFORMATION

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

# MAIN CONFERENCE - THURSDAY, MARCH 10, 2016

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

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

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

National Anthem: Giovanni Avila, Student, Springfield High School

Proclamation: Catherine Kim, President, Oregon Teachers of English to Speakers of Other Languages

## **Square Pegs in Round Holes: Educating and Evaluating English Learners-Bilinguals are Not Two Monolinguals in One Head**

Keynote: Samuel Ortiz, Professor of Psychology, St. John's University, New York

It is often assumed that the only difference between ELs and native English speakers is merely proficiency in English. Current research suggests that this is not the case and the "bilingual" brain is actually wired very differently from monolingual brains. The reasons for this difference is rooted in the unique experiences and development that accompanies exposure to more than one language and often more than one culture. This presentation will highlight the historical roots of bilingualism and illustrate from a personal perspective the typical "differences" that result from growing up bilingual and their relationship to school-based learning.

9:15 to 9:30 ..... Break

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

**Identification of Potential ELs - Working Together - ESSA**..... Bloch Room

Speakers: Kimberly Miller, Education Specialist, Oregon Department of Education  
Charlie Bauer, Migrant Education/ELL Coordinator, Southern Oregon ESD  
Regional School Districts - Southern Oregon

This presentation will discuss common questions to identify potential ELs for Oregon. ESSA requirement.

**Inclusive Speech and Language Delivery for Bilingual Students** ..... Board Room

Speaker: Magaly Gonzalez, Support Specialist, Hillsboro SD

In the Hillsboro School District, we believe in inclusive practices for all our students. This presentation will describe models for providing speech and language services to bilingual students, with an emphasis on inclusion. Topics covered will include how administrators can support an inclusive service-delivery model for bilingual students, and how speech-language pathologists can develop models that link students' IEP goals and language proficiency goals, while aligning lessons to CCSS and classroom content. Participants will learn more about how inclusive service delivery can benefit our emerging bilingual students with speech and language needs, and review sample lessons and materials.

**Start the Conversation: How to Utilize Your Para-Professional During ELD** ..... Director's Room

Speakers: Nicole Mito Ahern, Teacher, Mooberry Elementary, Hillsboro SD  
Melanie Guerra, ESL Assistant, Mooberry Elementary, Hillsboro SD

Having another teacher in the classroom can be helpful in many ways. Most teachers have a hard time knowing how to utilize this help. This presentation will give teachers ideas to open the communication line between themselves and their paraprofessionals. Once a teacher opens up communication, this presentation will go into techniques that can be used in and out of the classroom to foster a relationship of support and encouragement between the two roles.

## **Dual Identification of English Learners: Use of a PSW Model for Determining SLD with ELs.....**

Hellman Room

Speaker: Samuel Ortiz, Professor of Psychology, St. John's University, New York

Few activities in IDEA-based disability evaluations cause as much difficulty for practitioners as the evaluation of individuals already identified as current or former English learners. The basic problem revolves around the notion of "difference vs. disorder" which speaks to issue of test score validity. This workshop will provide a brief review of the historical and contemporary literature on the test performance of ELs and will outline a comprehensive framework for cognitive evaluation of ELs that is based on the most current and dependable empirical evidence and which allows any practitioner to fully engage in the process of nondiscriminatory evaluation in a systematic and legally defensible manner.

## **Using Multiple Measures of English Proficiency for EL Reclassification**

**Decisions.....** Joplin Room

Speakers: Martha I. Martinez, Education Specialist, Oregon Department of Education  
Michelle McCoy, Education Specialist, Oregon Department of Education  
Dr. Karen Thompson, Assistant Professor, Oregon State University  
Brad S. Capener, Secondary ESOL Program Coordinator, Salem Keizer Public Schools  
Christina Chapman, Elementary ESOL Program Coordinator, Salem-Keizer SD

The transition from Oregon's ELPA, the state's former summative assessment of English language proficiency, to ELPA21 will officially occur in this academic year. In contrast to Oregon's ELPA, ELPA21 was developed by several states and will be a common ELP assessment that these states will use. For several years, ODE has been preparing for this transition by meeting with districts to address various student testing, placement and accountability issues. This session will describe the state's work with districts on the use of multiple measures for reclassification decisions, in light of the transition to ELPA21.

## **A District's Perspective on Referring EL Students for Special Education**

**Consideration.....** O'Neil Room

Speakers: Liz Knapp, EL Specialist, McMinnville SD  
Lu Ann Anderson, McMinnville SD  
Caitlin Phillips, Psychologist, McMinnville SD  
Staci Vriese, School Psychologist, McMinnville SD

Across the nation, EL students are being referred for special education in greater percentages than their native-English-speaking peers. Find out how a school district formed a team to help improve the pre-referral process for EL students. Through evaluating the process at one school, the team—which consisted of administrators, school psychologists, a special education teacher, a speech and language pathologist and an EL teacher—conducted action research to reevaluate the pre-referral procedures for EL students.

## **El andamiaje pedagógico: Medio eficiente para facilitar el acceso a textos complejos.....**

Seeger Room

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

Los estándares comunes enfatizan la necesidad de trabajar con textos complejos y diversos. Para los educadores en programas duales, el reto consiste en garantizar la accesibilidad de dicho material a todos los estudiantes. Este taller proporcionará las herramientas necesarias para facilitar dicha tarea a través del uso del andamiaje pedagógico y la transformación de la estructura del texto (text engineering).

**Tackle Football Taught Me How to Teach ELs..... Sousa Room**

Speaker: Leah Hinkle, ELL School Improvement Consultant, Clackamas ESD

“34 Trap!” Those words contain all the information needed for 11 football players to execute an intricate ballet of blocks and finish with a fullback in the end zone. In 2003, football talk was gibberish to me. Twelve years later I am a two-time gold medal winning football player. Now, I often say I speak English, Spanish, and Football. Learning a second language and acquiring a third has taught me a lot about how to teach ESOL. I am a better teacher because I play tackle football. Let me show you why.

**Career Path Opportunities for Innovative Education Professionals..... 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 dynamic career options offered by the COSA-CUC Administrator Licensure programs. The intense on-line programs allow candidates to integrate their real-world experiences into their courses and in their interactions with one another. These programs provide unmatched opportunities for candidates to expand and strengthen their professional knowledge and networks. COSA is offering the Initial and Continuing Administrator license and the opportunity to pursue a Master’s or Doctorate in conjunction with the programs. The programs strive to prepare administrators who have the knowledge, skills, and dispositions to lead positive changes in schools so that all learners can be successful. There are career-building opportunities for educators at various stages of their profession.

**English Learners and STEM: How Early Should We Start?..... Studio B**

Speaker: Virginia Nelson, Teacher, Tigard-Tualatin SD

By grade three, children are either fascinated or turned off by the topics that constitute STEM. STEM careers demand rigor, dedication, and difficult, diligent effort. Creating enthusiasm for these careers can be splashy, explosive, and entertaining. This session will describe activities and pathways that tend to develop that enthusiasm.

**Latino Parent Perceptions of the Value/Importance of Dual-Language Schooling for Their Children .....Studio C**

Speakers: Audrey Lucero, Assistant Professor, College of Education, University of Oregon  
Edward Olivos, Associate Professor, College of Education, University of Oregon

This presentation will present data collected as part of a project undertaken in concert with ODE and the Association of Teachers of Dual Language Education (ATDLE). It was also guided by the Oregon English Learners Statewide Strategic Plan. One of the goals of the strategic plan is to ensure that language minority children have access to quality programs that promote English language development, dual language development, and achievement in core subject areas like reading and math. Therefore, our goal was to understand parent engagement – a very important aspect of school success – in dual language schools. The research question guiding the study was, “what perceptions do Latino parents have about the dual language program in which their children are enrolled?” Surveys and focus groups surfaced three main themes: 1) parents are overwhelmingly satisfied with the dual language programs that serve their children. They feel that having access to academic content in both languages helps their children be more engaged and successful in school; 2) parents feel that it is important for all children in their school communities to be bilingual, including English-dominant children. They believe bilingualism is both a cultural and a practical asset; 3) Latino parents whose children are served by these programs feel valued and respected by teachers, administrators, and other parents. They generally reported being active or very active in their children’s schooling, and many felt this would not be possible in a traditional English monolingual school.

**Examining Best Practices in Gifted Education to Identify and Serve Culturally and Linguistically Diverse Students..... Wilder Room**

Speaker: Angela Allen, Talented & Gifted Education Specialist, Oregon Department of Education

This presentation outlines gifted education research, instructional best practices in an academically diverse classroom, and state data specific to underrepresented and underserved TAG populations. Information regarding provisions of ESSA that support gifted education will also be highlighted and explained.

**Empowering Effective Instruction Across Bilingual Models: A Collective Data-Based Decision Making Process ..... Williams Room**

Speakers: Nicole Kaye, Implementation Coach, Oregon Response to Instruction and Intervention  
Liliana Jimenez, Title I Teacher, Forest Grove SD  
Amy Harlow, Title I Teacher, Forest Grove SD

We all know that “what matters most is what teachers do”. Come join us to learn about a process that empowers teacher data-based decision making in bilingual school models. In this session you will learn about how grade-level teams come together three times a year in order to create action steps to collectively support student growth in identified areas of need. Practitioners from a Native Language Literacy school will share tips and tools on integrating multiple languages into the RTI process. Learn how you can use screening data to effectively and efficiently action plan for classroom instruction in your district.

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

10:50 to 12:00..... **BREAKOUT SESSIONS: ROUND II**

**AMAO 1 and 2 Success: Districts Not Rated for AMAO 3 ..... Bloch Room**

Speakers: Kimberly Miller, Education Specialist, Oregon Department of Education  
Misty Wharton, Principal, Nestucca Valley Elementary, Nestucca Valley SD  
Madlen Silkwood, ELD Instructor, Nestucca Valley SD  
Sande Minnich Brown, Principal, Seaside Heights Elementary, Seaside SD  
Bethany Cross, ELD Teacher, Creswell SD  
Jeannine McIntyre, ELD Teacher, Bethel SD

Presentation by Oregon districts who met AMAO 1 and 2. These districts demonstrated progress for English learners on the 14-15 AMAOs

**System-wide Response to Insure Growth for All Students ..... Director’s Room**

Speakers: Scott Drue, Principal, Aloha-Huber Park, Beaverton SD  
Alfonso Giardiello, Assistant Principal, Aloha-Huber Park, Beaverton SD  
Cynthia Kieffer, ESL/Two-Way Immersion Coordinator, Aloha-Huber Park, Beaverton SD

Aloha-Huber Park is in its eighth year of successfully implementing a systematic, school-wide response to support students who are not making expected growth in reading, writing, math and behavior. Named the Student Equity Response Team (SERT), this is the process through which individual student and/or systems concerns are addressed and monitored. Teacher teams attend each meeting, along with administration and support staff in order to think critically and flexibly by providing periodic opportunities to check in on with students not making adequate progress towards closing the gap in reading, writing, math, language, and behavior-engagement.

**Collaborative vs. Traditional Models for Educational Service Delivery and Evaluation with English Learners..... Hellman Room**

Speaker: Samuel Ortiz, Professor of Psychology, St. John’s University, New York

Educational services for ELs is often driven by traditional models that are linear

in nature and in which the approach involves several professional disciplines that operate relatively independent of each other. This workshop will discuss the challenges facing schools related to the education, intervention, and pre-referral service delivery of English learners and will outline how a collaborative approach based on a transdisciplinary framework that provides an effective strategy for maximizing school resources in an efficient and practical way to promote better outcomes for ELs.

**Fostering Biliteracy Pathways for Students** ..... Joplin Room

Speakers: Martha I. Martinez, Education Specialist, Oregon Department of Education  
 Marcianne Koetje, Dual Immersion Coordinator, Corvallis School District  
 Aaron Hale, Lincoln Elementary School Principal, Corvallis School District  
 Cindy Bauer, Federal Programs Coordinator, Canby School District  
 Angie Navarro, Trost Elementary School Principal, Canby School District

Since its inception in 2013, the Education Equity Unit in the Oregon Department of Education has been designing, implementing, and monitoring multiple projects that target the opportunity and achievement gaps for English Learners. This includes two state-sponsored grant projects, one launched in 2013 and another in 2015, to support the improvement and expansion of dual-language immersion programs and K-12 biliteracy pathways in schools across Oregon. This session provides an overview of the two grant projects and showcases the work of two grant sites to further develop biliteracy pathways for students.

**Exchange to Engage** ..... O'Neil Room

Speakers: Martha Sandstead, Language Development Specialist, David Douglas SD  
 Rachael Kimbrow, ELD Specialist, North Clackamas SD, Director Exchange to Engage

Parents and educators join together to build bilingual skills, trust and community in a school-based intercambio, or language exchange. Through these conversations, school communities are empowered to embrace linguistic and cultural diversity and engage parents with opportunities in our educational system. What seems like simple idea, in practice proves to be a powerful model that can transform your school's parent engagement plan.

**Equity and Academic Instruction: Reducing Disproportionality in a Multi-Tiered System of Support** ..... Seeger Room

Speakers: David Putnam, Ph.D., Director, Oregon Response to Instruction and Intervention  
 Erin Chaparro, Ph.D., Research Associate, Educational and Community Supports, UO  
 Sally Helton, Oregon Response to Instruction and Intervention

This presentation will highlight the salient, effective practices that increase English Learner outcomes in a Multi-tiered System of Support (MTSS). The MTSS framework will be outlined in broad terms, and then specific attention will be given to the assessment, data-based decision making, and instructional practices at Tier I that increase educational outcomes for all students, and English Learners in particular. Implementation examples will be provided, and outcome data and evidence for the efficacy of these practices will be reviewed.

**In Their Words: Recruiting and Sustaining Bilingual Teachers** ..... Sousa Room

Speakers: Soria E. Colomer, Assistant Professor, Oregon State University College of Education  
 Stacey Lee, ESOL Endorsement Coordinator, Oregon State University  
 Vanesa Torres Montaña, Student, Oregon State University  
 Jacqueline Almendarez, Student, Oregon State University  
 Cristina Torregrosa, Student, Oregon State University  
 Pauline Alvarez, Student, Oregon State University

Olivia Hill, Student, Oregon State University  
 Amanda Filloy Sharp, Teacher, Corvallis SD  
 Claudia Argo, Teacher, Corvallis SD  
 Alicia Faulkner, Teacher, Corvallis SD  
 Apolo Curiel, Teacher, Greater Albany SD  
 Delia Guillen, Teacher, Greater Albany SD

A statewide survey conducted by the Oregon Department of Education recently noted the severe shortage of qualified and licensed bilingual teachers as a fundamental obstacle for expanding bilingual programs across the state. Addressing the bilingual teacher shortage positively impacts English Learners academic achievement. To better understand how we might recruit and support bilingual teachers through the educational pipeline, this panel brings together bilingual teachers and bilingual teacher candidates to share their personal stories. We intend for our conversation to inform attendees invested in the development of bilingual teacher preparation programs and the sustainability of bilingual education in Oregon.

**Language is Culture: Exploring the Bilingual Endorsement; Co-Constructing Education and Operationalizing an Equity Lens** ..... Studio A

Speakers: Joy Koenig, Administrator, Member Educator Equity Advisory Board, SPS and Chief Education Office, Educator Equity Advisory Board  
 Brooke Nova, Coordinator of College & Career Pathways, Hillsboro SD  
 Maria Dantas-Whitney, Western Oregon University  
 Keith Menk, Teacher Standards and Practices Commission  
 Carmen Caceda, Western Oregon University

We invite you to join a panel discussion of practitioners. Panelists include the bilingual teachers' scholars program at WOU, TSPC bilingual endorsement experts, and administrators who are dedicated to using their equity lens for all decision-making. Ideal for K12 Administrators, teachers, para-professionals, families and students.

**Teaching English Learners in the Science Classroom**..... Studio B

Speaker: Teresa Beekman, ELD/Science Teacher, Lost River Jr/Sr High School

Duodenum? Basidiomycota? Flagellum? Science contains concepts and vocabulary that are difficult for mainstream students to master; understandably, this curriculum may be frustrating for the English Learner. A few simple and practical techniques can be used to engage English Learners in the science classroom. Demonstrations and modeling, picture glossaries, word walls, and the benefits of group learning will all be discussed in this break out session. These engagement strategies are tailored to the mainstream classroom and are designed to aid English Learners without adding to the teacher's (already) full plate.

**Ensuring Meaningful Communication with Parents**.....Studio C

Speaker: Karin Moscon, Civil Rights Education Specialist, Oregon Department of Education

How does your school or district ensure meaningful communication with parents? When is it appropriate to use an interpreter? When does a document need to be translated and provided in written format? Who can serve as the translator or interpreter? These and many other questions were addressed in the January 7, 2015 US Department of Education and Department of Justice Dear Colleague Letter. This session will review the legal obligations of schools and districts for communicating meaningfully with parents, and discuss potential resources.

**Unpacking the Every Student Succeeds Act**..... Wilder Room

Speakers: Holly Carter, Interim Director of Assessment, Oregon Department of Education

Jon Wiens, Manager Accountability & Reporting, Oregon Department of Education

In this session, ODE staff will walk participants through the assessment and accountability requirements of the new Every Student Succeeds Act. Participants will engage in a rich discussion of how best to reflect Oregon's equity values in our state's ESSA implementation plan.

**Integrating Technology into the ELL Classroom**..... Williams Room

Speaker: Pat Muller, ELL Specialist, Memorial Elementary School

The session will describe how to use the latest features of the Google suite. We will also be looking at some lessons from the Stanford classes on listening and speaking. Please bring a Chromebook or laptop to the presentation. Some functions may or may not work on an iPad.

12:00 to 1:00..... Lunch..... Lobby  
Cabaret performed by Thurston High School Students

1:00 to 2:10 ..... **GENERAL SESSION II** ..... Playwright's Hall

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

**The Transformative Power of Dual Language Programs**

Keynote: Kathryn Lindholm Leary, Professor of Child and Adolescent Development, SJSU

In this presentation, we will argue for the transformative power of high-quality dual-language programs to: support students' socio-emotional needs and enable them to better engage with their families and communities, to challenge their intellectual and cognitive potential, to provide them with strong bilingual and multicultural competencies, and to enhance their career skills.

2:10 to 2:25 ..... Break

2:25 to 3:40 ..... **BREAKOUT SESSIONS: ROUND III**

**AMAO Success Two Years in a Row**..... Bloch Room

Speakers: Kimberly Miller, Education Specialist, Oregon Department of Education

Mayra L. Gómez, Federal Programs Supervisor, Centennial SD

Kendal Smith, Teacher, Centennial SD

Christie Dudley, Teacher, Centennial SD

Anna Young, Teacher, Centennial SD

Ried Woodlee, Teacher, Centennial SD

Kelly Devlin, Director of ESL and Equity, David Douglas SD

Kristian Frack, EL & Migrant Program Coordinator, McMinnville SD

Districts meeting AMAOs for 2 consecutive years will present on their plan and process for serving ELs. Participants will have time to ask questions.

**Success Factors in Dual Language and Two-Way Bilingual Immersion**

**Programs**..... Hellman Room

Speaker: Rosa Molina, Executive Director, Assoc. of Two-Way & Dual Language Education

This session will review ten components of powerful Dual Language programs. The participants will review these salient features and discuss implementation issues facing programs in Oregon.

**Moving to Multiple Measures: An East County Plus Initiative for Stronger Data Points for Student Reclassification** ..... Joplin Room

Speakers: Tim Blackburn, Senior Advisor, Improving Systems, Education Northwest

Karina Bruzzese, ELL Director, Gresham-Barlow SD

Sandy Boe, TOSA, Beaverton SD

Kelly Devlin, Director of ESL & Equity, David Douglas SD

Delays in ELPA 21 data returns will impact reclassification decisions hundreds of Oregon students. The East County Plus Title III Directors Group convened to develop solutions. In lieu of ELPA 21 scores, the group would collaboratively design performance tasks to inform reclassification decisions. Over the long term, it is hoped that our efforts have laid the foundation of a solid multiple measures system to form a clearer picture of student readiness. Participants will walk away with a clear picture of how the assessments were developed, with access to the logic model and concrete performance assessment tools for multiple grade bands.

### **Standards Based Learning Systems and the ELP Standards: One District's**

**Approach** ..... O'Neil Room

**Speakers:** Kerrin Moeller, ELL TOSA, Beaverton SD  
 Carol Baltazar, ELD Teacher, McKinley Elementary, Beaverton SD  
 Valorie Spearman, ELD Teacher, Raleigh Park Elementary, Beaverton SD

Presenters will trace the development of district-wide elementary standards based rubrics and tools for assessing and communicating student progress toward English language proficiency. Presenters will share rubrics and assessment tools with participants and engage in practice and discussion using these resources.

### **Looking Ahead: Preparing the New Generation of Oregonian Bilingual**

**Teachers** ..... Seeger Room

**Speakers:** Carmen Cáceda, Associate Professor, Western Oregon University  
 Mark Girod, Dean, College of Education, Western Oregon University  
 Steve Nelson, Director of Recruitment and Staffing, Salem-Keizer Public Schools  
 Brooke Nova, Coordinator of College and Career Pathways, Hillsboro SD

Not having bilingual teachers conflicts with providing equitable access to every Oregonian learner (Garcia, 2009; Nieto, 2010). In response, a teacher education program in partnership with two school districts devised a model to prepare such teachers. This cohort model capitalized on the linguistic and cultural capital students (e.g., Heritage speakers) already possessed. The partners gathered around a joint agenda, continuous communication, and mutually reinforcing activities (Kania & Kramer, 2011) so that the impact and benefits would be shared. Lessons learned, the challenges faced, and insights gained as the program started, will also be part of the session.

### **Teaching With Technology: Removing Language Barriers In The Classroom**..... Sousa Room

**Speaker:** Robin Shobe, Education Program Specialist, Oregon Department of Education

Language is arguably the most impressive tool mankind has invented to date and it is one of the most important tools we use to learn from and with in the classroom setting. Student's language skills vary widely whether they are mono-lingual or bilingual/multilingual language users. This session will identify both the opportunities and barriers that exist for all students with regard to language learning, with a focus on academic language. When we design curriculum and instruction through the lens of Universal Design, provide accommodations when needed, and leverage Educational Technology, we can make language (more) accessible and remove barriers resulting in improved academic outcomes for our students.

### **What do you need to know about ESL funding?**..... Studio A

**Speaker:** Wei-Wei Lou, Director of Policy OCTIII Directors, Oregon Council of Title III Directors

This is an overview of the funding sources that can support ELLs in school districts.

### **Impacts of ESOL PD on STEM Teachers' Classroom Instruction**..... Studio B

**Speaker:** Catherine Kim, Associate Professor and ESOL Program Coordinator, Pacific University

This presentation shows and discusses major findings of improved ESOL teaching practice by the STEM teachers who have participated in a federally funded ESOL

endorsement program. The participants' ESOL teaching effectiveness was measured and analyzed based on the data collected from classroom teaching observations, self-reported surveys, and the portfolios demonstrating the participants' ESOL teaching effectiveness in six areas of ESOL endorsement competency as established by Oregon TSPC. The findings gathered from these data clearly show that the participants indeed improved in teaching ELs in STEM content instruction, particularly in the areas of explicit academic English language instruction and integration of language and STEM content instruction. Specific examples of effective EL teaching by these STEM teachers will also be shared.

**Shared Practices: Integration of ELP 21 Standards across Content Areas** .....Studio C

Speakers: Scott Jantzi, TOSA - Secondary English Language Acquisition, Salem-Keizer SD  
Brad Capener, Federal Programs Coordinator, Salem-Keizer SD

Participants will examine the English Language proficiency (ELP) 21 Standards through the lens of "practices" that are shared in CCSS Anchor Standards, CCSS Math Practices, and NGSS Science Practices. Participants will have the opportunity to learn how Salem-Keizer is helping teachers, instructional coaches, and administrators to understand and utilize the ELP 21 Standards and have an opportunity to discuss ways to make connections in their own classrooms, schools, and districts.

**ELPA21 Updates** ..... Wilder Room

Speakers: Michelle McCoy, Assessment Specialist, Oregon Department of Education  
Holly Carter, Interim Director of Assessment, Oregon Department of Education

The transition from Oregon's previous English Language Proficiency Assessment (ELPA) to the new ELPA21 officially occurred when the testing window opened on February 2, 2016. With that accomplished, the ELPA21 consortium continues its work on the remaining tasks for the grant from the US Department of Education, which includes the new ELPA21 screener and the performance standards setting ("cut scores") event. This session will provide an update on the ELPA21 testing that is in progress, and describe the state's ongoing work with the consortium.

**Lab Classrooms: Spreading Sheltered Instructional Strategies through Facilitated Observation & Planning** ..... Williams Room

Speakers: Belle Koskela, Academic Language Coach, David Douglas SD  
Kevin Topolski, 6th Grade ELA Teacher, Ron Russell MS, David Douglas SD  
Andy Long, Principal, Ron Russell MS, David Douglas SD

Learn how the David Douglas Key Trainers promote best practices through lab classroom visits. We will cover selection of demonstration teachers, our instructional resources, coach and teacher lesson planning, the agenda for the day, observational tools and how we fund the model. The session will include a simulated Lab Observation and many of the engagement strategies we sponsor. While our team focuses on tools and techniques from Constructing Meaning, Teach Like a Champion, IES Practice Guides, ENVoY and the Danielson Framework, the model could be easily applied to any instructional initiative within your school or district.

3:40 to 4:30 ..... Reception ..... Atrium Lobby

3:40 to 5:00 ..... **Oregon Council of Title III Directors' Meeting** ..... Sousa Room

Facilitators: David Bautista, Assistant Superintendent, Oregon Department of Education  
Wei-Wei Lou, Title III Coordinator, Oregon Council of Title III Directors  
Dr. David Holbrook, Federal Programs Division Administrator

# FRIDAY, MARCH 11, 2016

7:15 to 8:15 ..... Registration / Continental Breakfast..... Lobby

8:15 to 10:00..... **GENERAL SESSION III** .....Playwright's Hall

Welcome: Toshiko Maurizio, Director of ELL/Bilingual Programs, Beaverton SD  
Confederation of Oregon School Administrators (COSA) Board Member

Annual Award Recognition

## **Integrating Academic Language and Content Learning with the SIOP Model**

Keynote: Deborah J. Short, Ph.D., Director, Academic Language Research & Training

This keynote will present research and practice on the SIOP Model which supports students learning content topics through a second language. The SIOP (Sheltered Instruction Observation Protocol) Model calls for all teachers (language, classroom, subject area) to incorporate content and language objectives in their lessons. Research shows the approach leads to student achievement gains in language as well as subject area learning. Professional learning designs for teachers now and in the future will be discussed. Some effective techniques that strengthen students' academic vocabulary and oral language skills to improve content area reading and writing will also be demonstrated. The model may be used in any classroom where some of the students are learning through the medium of a new language.

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

10:15 to 11:25 ..... **BREAKOUT SESSIONS: ROUND IV**

**AMAO Success: Presentation by Districts Meeting First Time** ..... Bloch Room

Speakers: Kimberly Miller, Education Specialist, Oregon Department of Education  
Brittaney Cocciolo, Assistant Director of Student Services, Redmond SD  
Tami Johnson, Federal Programs TOSA, Lincoln County SD

Presentation by districts who met AMAOs in 14-15 for the first time.

**English Learner Students with Special Needs**..... Board Room

Speakers: Ilana M. Umansky, Assistant Professor, University of Oregon  
Karen Thompson, Assistant Professor, Oregon State University  
Martha Martinez, Education Specialist, Oregon Department of Education  
Guadalupe Díaz, Doctoral Candidate, Oregon State University

Awareness is growing about students who are both acquiring English and are identified with a disability. Critical questions for practitioners include: how to accurately identify these students, how best to serve them programmatically, and how to ensure they can exit one or both of these classifications, when appropriate. We use data from Oregon and a large school district in California to explore these questions, focusing on whether EL-classified students are over-or under-represented in special education. We also explore the services these students receive, and barriers to exit EL status. Finally, we seek input on additional questions to explore in future work.

## **Creating a Culturally Responsive Writers Workshop:**

**Activating Student Voice**..... Director's Room

Speakers: Myrna Salinas, 3rd grade teacher, West-Linn Wilsonville SD  
Pat Mickiewicz, Teacher, Boones Ferry Primary, West-Linn Wilsonville SD  
Alayna Mateja, Teacher, Boones Ferry Primary, West-Linn Wilsonville SD

We've all seen the Ted talk by Chimamanda Adichie titled, "The Danger of a Single Story", but do we know how to create the safe space and create the inclusive culture that accepts the authentic stories that arise from different perspectives of life? This

presentation will explore ideas and strategies for creating precisely this space. We will also explore some of the products that arise in such a space.

**What Works for Newcomer Students: Programs and Practices** ..... Hellman Room  
 Speaker: Deborah J. Short, Ph.D., Director, Academic Language Research & Training

This session will provide an overview of the diversity of the NewComer student population, review the findings from research about quality programs for newcomers at the middle and high school levels, and describe programmatic, instructional, and community partnership practices that have been effective in serving these learners and their families. Challenges and directions for future research will also be discussed.

**Using Information Gap Activities to Improve English Learners' Oral Language Proficiency** ..... Joplin Room  
 Speaker: Sally Hood, Associate Professor, University of Portland

The Common Core State Standards (CCSS) and Oregon's English Language Proficiency (ELP) standards emphasize oral language and its important role in developing content area literacy. Instructional strategies focused on discussions, tasks, and performance-based projects build English learners' communicative and academic language skills. The presenter will overview current oral language development theories and research, and will model how "information gap" activities can facilitate English learners' academic language development. Presenter will provide audience with information gap materials and a scoring rubric for assessing them. Audience will have the opportunity to experience the information gap activities.

**Empowering Elementary Classroom ELD Teachers: Tales from a Small District** ..... O'Neil Room  
 Speakers: Katie Voss, Teacher, ELL Specialist, St. Mary's Public School, Mt. Angel SD  
 Jennifer Christian, Principal, St. Mary's Public School, Mt. Angel SD  
 Cyndi Smith, ELL Specialist, St. Mary's Public School, Mt. Angel SD

St. Mary's Public Elementary has worked to improve outcomes for English Learners starting with development of cross-grade level professional learning teams. The teams consist of ESOL endorsed classroom teachers in grades K-5 assigned to providing ELD, and ELL Specialists. Learn how we use data analysis and collection to renew teacher enthusiasm and understanding of the program model, empower teachers in improving ELD instruction, identify and address program needs, and thoughtfully allocate resources to the 105 English Learners in our rural elementary.

**Don't Blame the ELD Teachers If the Predominant ELD Paradigm is Inadequate and Failing our ELL Students!** ..... Seeger Room  
 Speaker: Virgil Ruiz, ELD / Bilingual Teacher, Forest Grove SD

Two Comparison Studies: Focusing on the paradigms that drive & influence our attempts to design effective & successful E.L.D. programs. Some tips from business gurus & excerpts from a recent book written by U. C. Berkeley professor. The Old Paradigm: Grammar-based, Content-less E.L.D. is not necessarily a wrong practice, but it is inadequate & insufficient for our ELLs. The New Paradigm: "Language development occurs in subject area classrooms when teachers carefully scaffold language and content learning, and where students work and talk together." "ELLs learn language as they engage in meaningful content-rich activities (projects, presentations, investigations), that encourage language growth through perception, interaction, planning, research, discussion, argument and co-construction of academic products."

**Maximizing ESL Co-Teaching in a Project GLAD Classroom** (repeats at 11:35) ..... Sousa Room  
 Speaker: Lara Smith, Federal Programs Coordinator/Project GLAD Trainer, Reynolds SD

Candice Henkin, Principal, Wilkes Elementary School, Reynolds SD

This workshop will introduce participants to a planning tool that will help to maximize co teaching with in a Project GLAD unit of study. We will analyze each of the six component areas and discuss key strategies, roles of general education teachers and ESL specialists, as well as the most appropriate co teaching model to deploy in order to maximize results for EL's.

**Storyline: An Effective and Engaging Way to Teach ELD** ..... Studio A

Speaker: Caitlin Vallerger, ELD Teacher, Bend-La Pine SD

Colleen Vallerger, Teacher, Bend-La Pine SD

Back by popular demand: Storyline! Storyline is a method of teaching that originated in Scotland over 40 years ago. Many teachers around the world are now using it to teach English and other languages. Participants will learn how the ELP standards can be taught in a meaningful and effective way through a story. Participants will be provided with an ELD Storyline outline at the end of the presentation to implement right away in their classrooms.

**Promoting a Family and Community Based Approach to STEM Education** ..... Studio B

Speakers: Kathryn Ciechanowski, Associate Professor, Oregon State University

SueAnn Bottoms, Assistant Professor, Oregon State University

Adam Talamantes, Doctoral Student, Oregon State University

Lizbeth Hernandez, Masters Student, Oregon State University

Ana Lu Fonseca, 4-H Faculty, Oregon State University

This session suggests practical strategies for educators based on research from the Families Involved in Education Sociocultural Teaching and STEM project. Engaging families in learning and connecting STEM to everyday life increases interest and helps children see STEM careers as real possibilities. Interviews with parents, local educators, and neighborhood businesses indicate several promising practices. Hands-on and take-home STEM enhances communication with parents at home. Engaging local businesses helps children see real uses and benefits of STEM. Including local STEM experts or mentors helps children consider possibilities for STEM careers and motivates STEM achievement. Orienting STEM towards community enhances children's learning.

**Poder Comunitario: Engaging and Empowering Families through Leadership Development**.....Studio C

Speakers: Tina Dodge-Vera, Instructor, Oregon State University

Dr. Daniel López-Cevallos, Associate Director of Research, Oregon State University

Maria Brambila, Student, Oregon State University

Guadalupe Díaz, Student, Oregon State University

This presentation provides an overview and evaluation results of leadership development efforts in Linn county through the project, Poder Comunitario. Poder Comunitario is a comprehensive leadership development program designed to address the needs of ELLs and their families. Using a mixed-methods approach, we describe key findings from Poder Comunitario, that include: 1) families' perspective on access to community resources; 2) description of parent leadership trainings; 3) evaluation results from surveys and interviews conducted with participating families. Participants will be able to learn strategies, and best practices to develop culturally appropriate programs towards improving education services for ELLs and their families.

**ELL Program Model Investigation**..... Wilder Room

Speakers: Toshiko Maurizio, Director of ELL/Bilingual Programs, Beaverton SD

Danielle Sheldrake, Administrator of Student Services, Beaverton SD

Tim Blackburn, Senior Advisor, Improving Systems, Education Northwest

Erin Lolich, Practice Expert, Curriculum & Instruction, Education Northwest

The Beaverton School District in collaboration with Education Northwest engaged in a two-year process of investigating the research behind seven of the approved program models by ODE. This deep investigation resulted in the creation of six road maps that school administrators will use in order to implement the ELL Program Model through clearly defined structures in order to provide consistency in the implementation across the district. Each road map consists of a literature review, guiding principles, program structure, curriculum, instruction, assessment & accountability, educator effectiveness & professional learning, family & community, and support & resources components that will guide school staff with the implementation. The next phase of the work with EDNW will be to evaluate the effectiveness of the implementation will take place at the end of the 2017-2018 school year.

**Optimizing Interaction & Engagement Strategies for English Learners in the Secondary Classroom** ..... Williams Room

Speakers: Marianne Silvestre, ELAS, Salem Keizer Instructional Services  
Debi Francis, ELAS, Salem Keizer Instructional Services  
Colleen Jones, ELA Specialist, South Salem HS, Salem-Keizer SD  
Katie Agee, ELAS, Teacher, Albany Options School

For the past four years, English Language Acquisition Specialists in Salem-Keizer Public Schools have been training secondary teachers on routines and strategies to improve learning for our large population of English Learners. Known within the district as SPEL (Strategies that Promote Engagement and Learning), these trainings promote equitable practices that will best meet the needs of students in diverse classrooms. In this session, participants will experience selected routines and scaffolds focused on optimizing interaction and engagement in secondary classes.

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

11:35 to 12:30 ..... **BREAKOUT SESSIONS: ROUND V**

**Growing English Learners' Reading Comprehension Through Building Vocabulary and Knowledge** ..... Bloch Room

Speaker: Dr Maureen Ray, ELD Specialist and Program Coordinator, North Clackamas SD

A majority of English Learners in middle and high school are three or more years behind in their peers in reading ability and comprehension. Research clearly indicates that building students' background knowledge and increasing their vocabulary can increase students' reading comprehension. But how? This presentation will introduce effective ways to utilize a series of non-fiction texts in order to build students' vocabulary and background knowledge.

**Learning and Leading: A Saturday Volunteer Program for Newcomers** ..... Hellman Room

Speakers: Barbara Page, ELL Specialist, Beaverton SD  
Toshiko Maurizio, Administrator for ESL & Bilingual Programs, Beaverton SD  
Noelia Ruiz, Bilingual Facilitator, Beaverton SD  
Michelle Espada, ELD Teacher, Chehalem Elementary School, Beaverton SD  
Molly Anderson, ESL Teacher, William Walker Elementary School, Beaverton SD  
Ana Bermúdez, Spanish Bilingual Facilitator, Beaverton SD  
David Salgado, Spanish Bilingual Facilitator, Beaverton SD

Student panelists and presenters will describe how an innovative Saturday Newcomer Academy brings together Newcomer English learners and former EL high school volunteers. Newcomers' English language acquisition is accelerated through scaffolded, one-on-one interactions, while the volunteers' funds of knowledge as mentors of successful language learning strengthen their own academic identities. Former Newcomer student panelists will describe their experiences as new arrivals

grades 5-12 and volunteers will share their perspectives as language-learning mentors who use their multilingual and multicultural skills to help their communities.

**Embracing Mexican Culture: Parent Outreach Through Dance in a Dual Language**

**School**..... Joplin Room

Speakers: Rosa Floyd, Kindergarten Dual Teacher, Nellie Muir Elementary  
Tatiana Cevallos, Assistant Professor, George Fox University  
Todd Farris, Principal, Nellie Muir Elementary

A traditional Mexican dance group formed by parents, teachers, and students creates a welcoming and respectful school community for Mexican parents. The dance group, as a form of culturally-relevant practice, impacts parents, teachers, and students with rippling effects that go beyond instruction. Parents become more comfortable interacting with teachers and participating in school events. Teachers and students learn about culture and develop intercultural skills. Students feel pride in their culture and heritage.

**Examining Supports for English learners at the district level** ..... O'Neil Room

Speakers: Mary Martinez-Wenzl, Senior Researcher, Education Northwest  
Art Burke, Senior Methodology Advisor, Education Northwest

REL Northwest, working in partnership with the Oregon Leadership Network (OLN), designed and piloted a rubric that school districts can use to examine the coherence of instruction and supports for English learners across multiple areas. During this session, participants will hear about the experiences of the 13 Oregon districts and 174 individuals who were part of the 2015 pilot, as well as the recent revisions made to better meet district needs.

**Studio Classroom: Best Practices in Action!** .....Seeger Room

Speakers: Sandy Boe, Teacher on Special Assignment, Beaverton SD  
Jennie Knapp, Assistant Principal, Bonny Slope Elementary, Beaverton SD

Studio Classroom is an "open lab" setting where teacher leaders are modeling best practices live. Fellow educators observe how Studio teachers weave together inclusive practices such as AVID, sheltered instruction, student talk and more, all while using the ELP standards in the secondary content classroom. Presenters will share observation structures, strategies, and resources for immediate use by participants.

**Maximizing ESL Co-Teaching in a Project GLAD Classroom** (repeat of 10:15 session). Sousa Room

Speaker: Lara Smith, Federal Programs Coordinator/Project GLAD Trainer, Reynolds SD  
Candice Henkin, Principal, Wilkes Elementary School, Reynolds SD

This workshop will introduce participants to a planning tool that will help to maximize co-teaching with in a Project GLAD unit of study. We will analyze each of the six component areas and discuss key strategies, roles of general education teachers and ESL specialists, as well as the most appropriate co-teaching model to deploy in order to maximize results for EL's.

**Pilas Family Literacy Program: A Community and School Partnership**..... Williams Room

Speakers: Marcia Koenig, Migrant Education Program Coordinator, Lane ESD  
Paulina Romo Villaseñor, Executive Director, 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.

12:30 ..... Adjourn Conference

## 2016 COSA PROFESSIONAL LEARNING EVENTS

### JANUARY 2016

11-12 ..... Common Formative Assessments 2.0 - McMinnville..... Willamette ESD - Yamhill Center  
28-30 ..... OACOA/OASE Winter Conference..... Salishan, Gleneden Beach  
29..... New Superintendents Academy..... Salishan, Gleneden Beach  
30..... OACOA Seminar Series ..... Salishan, Gleneden Beach

### FEBRUARY 2016

5-6 ..... OALA Winter Conference..... Portland  
12..... Future Teachers Conference..... Western Oregon University  
18..... Eric Jensen Conference - Engaging Students with Poverty in Mind..... Eugene  
19..... Eric Jensen Conference - Leading with Poverty in Mind .....Salem  
24..... New Special Education Directors/Coordinators Seminar Series ..... Red Lion, Salem  
26..... New Superintendents Academy ..... Viticulture Center, Salem

### MARCH 2016

3 ..... Rick Wormeli Conference..... Inn at Commons, Medford  
4 ..... Annual Oregon Proficiency Conference featuring Rick Wormeli..... Ambridge Center, Portland  
9-11..... State English Learners Alliance Conference ..... Hilton, Eugene  
14-15 ..... Spring Breakthrough Coach ..... Al Kadar Center, Wilsonville

### APRIL 2016

18-19 ..... Common Formative Assessments 2.0 - Ashland..... Lincoln School, Ashland  
20-21 ..... Common Formative Assessments 2.0 - Clackamas ..... Clackamas ESD  
22..... New Superintendents Academy..... Hilton, Eugene  
22..... OACOA Seminar Series ..... Hilton, Eugene

### MAY 2016

17-18 ..... Common Formative Assessments 2.0 - Ashland..... Lincoln School, Ashland  
19-20 ..... Common Formative Assessments 2.0 - Clackamas ..... Clackamas ESD

### JUNE 2016

22..... 42nd Annual COSA Pre-Conference ..... Convention Center, Seaside  
23-24 ..... 42nd Annual COSA Conference ..... Convention Center, Seaside

### AUGUST 2016

3-5 ..... Statewide Assessment Conference..... Hilton, Eugene

### OCTOBER 2016

5-7 ..... ODE/COSA Special Education Administrators Annual Fall Conference ..... Hilton, Eugene  
23-25 ..... Annual Principals & Teacher Leaders Conference..... The Riverhouse, Bend



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## ~ THANK YOU ~

### EL ALLIANCE CONFERENCE ADVISORY PLANNING TEAM

Sarita Amaya .....	Elmonica Elementary School
David Bautista .....	Oregon Department of Education
Karen Beeman .....	Teaching For Biliteracy
Colin Cameron .....	Confederation of Oregon School Administrators
Taffy Carlisle .....	Oregon Department of Education
Tatiana Cevallos .....	George Fox University
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Melissa Cole .....	AVID
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Kim Miller .....	Oregon Department of Education
Elaine Morelock .....	Clackamas ESD
Kris Molitor .....	George Fox University
Toshiko Maurizio .....	Beaverton SD
Edward Olivos .....	University of Oregon
Travis Reiman .....	Hillsboro SD
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**Plan ahead for EL 2017!**  
**March 8-10, 2017 • Eugene Hilton Conference Center**

## PSU Graduate credit available at the ELA Conference 2016

Participate in the COSA session listed above and complete an assignment to earn graduate credit through Portland State University's Graduate School of Education.

### To earn the credit:

- **Attend the full schedule of courses and workshops and complete a required written assignment. The conference will offer your option of 1 ELP 506 (administrator credit) or 1 CI 810 (for teachers).**

**Tuition:** \$80 per credit

**One credit option**

### Registration

Contact Julie Wolleck at the PSU booth at the conference for more information.

### Grades, receipts, and transcripts

The course above will be graded **Spring Term 2016**. Grades will be available on the PSU website on **June 15th, 2016**. For instructions on accessing your grade, obtaining a receipt, or getting transcripts, visit [pdx.edu/ceed/cooperative-credit-program-information-for-students](http://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](mailto:jwolleck@pdx.edu).

## Continuing Education

**Julie Wolleck**  
Program Manager, Cooperative Credit  
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# COSA LEADS: LEADERSHIP, LICENSURE AND DEGREE PROGRAMS

With a commitment to leadership and the drive to prepare aspiring educational leaders to gain the tools and knowledge necessary for improving the teaching and learning in schools, the COSA Leads: Leadership, Licensure and Degree Programs offer a new take on challenging the status quo of the educational world.

## PROGRAMS OFFERED:

- (1) Teacher Leader Specialization (coming Spring 2015)
- (2) IAL, Initial Administrative License
- (3) IAL with Master's Degree in Educational Leadership
- (4) CAL, Continuing Administrator License
- (5) Doctorate in Education Leadership

## PROGRAMS PROVIDE:

- **CONVENIENCE.** Candidates will be able to accomplish coursework online to interact with professors and colleagues via an exemplary course delivery system. This format allows candidates online access 24/7 and limits the need to travel and meet weekly or on weekends. Job-embedded, career-focused internships and coursework provided will drive relevant and productive experience for all students.
- **HIGH-QUALITY LEARNING.** COSA's partner Concordia University of Chicago is a NCATE accredited university and a national leader in educational training. The COSA Board of Directors are committed to a program with the highest and most rigorous standards of admission and completion.

- **COST-EFFICIENT SOLUTIONS.** Each program's cost is currently maintained below the mean cost of existing licensure programs in the state and candidate's tuition rate is locked at their admission rate. The online format will add efficiencies and lower costs to participants. Up to 50% of a candidate's qualifying coursework may be transferred from other regionally accredited graduate schools.

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

Review the COSA website:  
<http://www.cosa.k12.or.us/licensure/academics>

FIND OUT MORE:





Confederation of Oregon School Administrators  
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# Certificate of Attendance

This certificate is presented to:

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CPD Units Awarded

for having participated in the 2016 State English Learners Alliance Conference.  
March 9-11, 2016 • Hilton Conference Center, Eugene

Oregon Professional Standards:

- ☒ 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

Pre-Conference:  
March 9, 2016 (3 credit hrs.)

Main Conference:  
March 10-11, 2016 (12 credit hrs.)