

2021 State English Learners Alliance Conference

March 10-12, 2021 • Virtual



LEARNING TOGETHER 2.0

PRE-CONFERENCE - WEDNESDAY, MARCH 10, 2021

8:00 to 12:00..... Equity Academy I for Educators *(separate registration required)*

8:00 to 12:00..... Equity Academy II for Educators *(separate registration required)*

9:00 to 12:00..... New Principals Academy *(separate registration required)*

1:00 to 3:00 Paul Gorski Pre-Conference

Session: **Getting Serious about Racial Equity** - In many schools, the problem is less the lack of initiatives related to racial equity than the fact that most of the racial equity have no chance to create more racial equity. In this session we will talk about the important shifts of understanding and practice that can help us get serious about racial equity and become antiracist educators.

1:00 to 4:00 OACOA Seminar Series *(separate registration required)*

MAIN CONFERENCE - THURSDAY, MARCH 11, 2021

8:00 to 9:15 General Session I

Opening: Carmen Xiomara Urbina, Deputy Director, Oregon Department of Education

Keynote: Paul Gorski, Founder of the Equity Literacy Institute and EdChange

Session: **Beyond Celebrating Diversity: Embracing a Transformative Approach to Educational Equity**
What are the knowledge and skills we need to become a threat to the existence of inequity in our spheres of influence? In this session I will share some key understandings that help us move beyond Diversity Lite and into deep and sustainable equity commitments.

9:15 to 9:30 Break

9:30 to 10:35..... Breakout Sessions: Round I

Getting it Right: Building Diverse Classroom Resources with Linguistically, Culturally Responsive, and Respectful Teaching Tips.....Room A

Speaker: Michael Haggen, Senior Vice President Content Development and Chief Academic Officer, Scholastic

Research shows that reading is paramount to academic success. That's why building a library that incorporates diverse perspectives is an essential component of an equitable classroom. So the question remains--how can we ensure access to equal representation in literary characters in classrooms around the country? How can we provide all students with the historical context to understand the world around them? The session will focus on research on the power of independent reading, diverse classroom libraries, and the demand for more representation. It will include powerful respectful teaching tips, while being culturally and linguistically responsive. The session will also include evidence based resources to extend the learning through the summer. Join us as we explore a transformative framework that uses literacy to build equity, one book at a time.

Co-teaching with ELD and SpEd to Provide Students with More OpportunitiesRoom B

Speakers: Christina Chapman, Instructional Services Program Coordinator, Woodburn School District
Kelli Scardina, Senior Advisor - Equity and Systems Improvement for Emergent Bilingual Students, EdNW
Dana Christie, Director of Student Services, Woodburn School District
Daniel Tew, ELD Teacher, Woodburn School District
Tim Montgomery, Special Education Teacher, Woodburn School District

Woodburn School District is using a co-teaching model with an ELD teacher and a Special Education specialist to provide coordinated services for students with disabilities that are also emergent bilinguals receiving English Learner services. This model is providing students with the opportunity to have more access to elective courses while still meeting their language and learning needs. The session will focus on the planning, implementation, support, data collection and instructional pedagogy being used.

Streamlining Data and Best Practices to Expand Current ELL Preschool Model.....Room C

Speakers: Mary Nisewander, Early Childhood Specialist/Consultant, Early Learning Center
Ana Maria Dudley, Coordinator of Family Resource Center, South Lane SD
Lesly Canales, Early Childhood Support Specialist, South Lane SD

Our program started as a family Friday that included parents, children and the classroom teacher in a trifold setting. Our new program focuses on students and a classroom teacher. This new model became our new normal twice a week, with parent interaction as the bonus every Friday. The most distinctive aspect of our classroom census is that most are a Mayan population from Guatemala that primarily speak Mam. Classrooms are multi lingual because of this with lessons and daily conversations spanning across a minimum of three languages. All this and our Family Resource Center support streamlines the learning process.

Digital Argumentation: Perspective Building Through Visualization Room D

Speakers: Alesia Valdez, Aspiring Administrator/EL Specialist, Lake Oswego School District
Miranda Doyle, Teacher-Librarian, Lake Oswego SD

Facilitating difficult conversations may not be your forte. Learn how to traverse these discussions with greater logic and care for students, school professionals, and community discord.

The Oregon State Seal of Biliteracy - Empowering Students in a Linguistically Global WorldRoom E

Speakers: Modesta Minthorn, Education Director, Confederated Tribes of the Umatilla Indian Reservation
Cecelia Monto, Dean of Languages, Chemeketa Community College
Gail Sanchez, Language Department, Chemeketa Community College
Lynne Koenig, Instructional Coach, Woodburn School District
Tracy Patterson, Teacher, Medford School District

The Oregon State Seal of Biliteracy honors students who come to their US academic career speaking a language other than English and students who pursue learning another language, both at the Intermediate High level. Learn how to start a Biliteracy Seal program in your district or how you can expand an existing program. Discover how the growth of the Seal has begun to reach more districts and postsecondary institutions. Celebrate the skills your students bring to their college, career, and technical pursuits.

Expanding Learning Opportunities for ELLs.....Room F

Speakers: Rachael Moser, Director of Systems Capacity & Improvement, Oregon Department of Education
Angela Johnson, Research Scientist, NWEA

How can schools and districts support ELLs to make the most of their learning time? ODE's Office of Education Innovation and Improvement will share an overview of the opportunities to support ELLs through the Student Success Act, with an emphasis on the Student Investment Account, as well as practical examples. Participants will then learn about best practices for extending learning programs for ELLs, as well as recent research on the impact of summer learning programs on ELL high school student outcomes.

10:35 to 10:50 Break

10:50 to 12:00 Breakout Sessions: Round II

A Cross-district Dual Language Program Cadre; Ongoing Collaboration with Oregon's DL Leaders.....Room A

Speakers: Kelli Scardina, Senior Advisor - Equity & Systems Improvement for Multilingual Learners, EdNW
Pam Harrel, DL Coordinator, Tigard-Tualatin SD
Karina Bruzzese, Director of ELL Programs, Gresham-Barlow SD
Emily Grant Molina, DL/ELL TOSA, Beaverton SD
Janna Good, DL Program Specialist, North Clackamas SD

The Dual Language Cadre is a regional grassroots organization developed from a strong desire to collaborate across districts to share research, best practices, experience, and expertise as we address challenges and celebrate successes through the various stages of dual language program implementation and refinement in Oregon. We invite you to hear from some of our district program leaders (coordinators, TOSAs, administrators, lead teachers) about some of the obstacles and resolutions we all face at different phases of dual language program implementation. This cadre welcomes new participants!

Graphic Rubrics for Targeted Feedback and Student Self-Assessment.....Room B

Speaker: Bryan Reed, ELD Coordinator, Springfield Public Schools

By using simple, clear, visually-enhanced rubrics for grammar, conventions, answers, and reading/speaking aloud, we can structure our feedback and empower our students to evaluate their own work. Springfield teachers piloted the use of these "Common Rubrics" (which will be provided to participants) with kindergarten through high school students. Using the embedded sentence frames, students were able to explain the scores they earned on their work. We saw improvements in work quality almost immediately. It makes sense; when the targets are clear and consistent, we all have a better chance of hitting them.

A Multilingual, Multicultural Approach to Teaching & Learning EnglishRoom C

Speakers: Kerrin Moeller, Elementary Multilingual TOSA, Beaverton School District
Carolina Cavedon, Elementary Multilingual TOSA, Beaverton School District

This presentation will focus on our journey and discoveries as we move forward with intentionality toward a multilingual, multicultural approach to teaching and learning English even during distance learning. We will share the specific steps we have taken at the elementary level, recognizing what grounds our work and honoring what has been done so far. In addition, we will discuss how we hope to continue to elevate the strengths of our community and offer opportunities to amplify their voices as we move back into in-person instruction.

Integrating Science and ESL in K-5: How To and Lessons Learned.....Room D

Speakers: Rebecca Levison, ESL TOSA K-8, Portland Public Schools
Jen Scherzinger, K-5 Science TOSA, Portland Public Schools
Kate Yocum, K-8 ESL TOSA, Portland Public Schools
Geoff Stonecipher, K-5 Science TOSA, Portland Public Schools

Portland Public Schools has invested in the writing, piloting, and implementation of an integrated curriculum that addresses both Next Generation Science Standards and Oregon's English Language Proficiency standards. Both sets of standards require shifts towards student-centered, evidence-based teaching practices that center around student interaction. This session focuses on strategies for optimum student interaction and scaffolding in K-5 Science for all learners. Information about PPS' journey developing curriculum and lessons learned will also be provided. Participants will engage in activities that exemplify the integration of Science content and ESL strategies in K-5. Presenters will share classroom video, student work, and other evidence student learning and engagement.

Bilingual Teacher PathwaysRoom E

Speakers: Karen Thompson, Associate Professor, Oregon State University
Cecelia Monto, Dean, Chemeketa Community College
Maria Dantas-Whitney, Professor, Western Oregon University
Julie Esparza Brown, Associate Professor, Portland State University
Esperanza de la Vega, Associate Professor, Portland State University

Faculty from Chemeketa Community College, Western Oregon University, Portland State University,

and Oregon State University will share how they have partnered with local school districts to provide pathways for bilingual educators. Presenters will provide information about their current programs, including specific ways the programs aim to reduce barriers that bilingual educators may face. Presenters will also highlight lessons they have learned from this work.

Ensuring Quality Instructional Materials for English LearnersRoom F

Speaker: Aujalee Moore, Instructional Materials Coordinator, Oregon Department of Education
The use of high-quality instructional materials is a critical component of a robust and effective learning community. This session will include:

- an opportunity to learn about and provide feedback on the English Language Proficiency Instructional Materials Evaluation Criteria
- an overview of the state's instructional materials adoption process
- an overview of the timeline for adopting English Language Proficiency materials
- Q & A

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

1:00 to 2:30 General Session II / Awards

Keynote: Margarita Calderón, Johns Hopkins University

Session: **Beyond Crises: Overcoming Linguistic and Cultural Inequities in Communities, Schools and Classrooms** - Designing and enacting a whole-school approach to the integration of language, literacy and core content instruction is essential in addressing the plight of Multilingual Learners, particularly in preventing Long-Term ELs. The whole-school approach emphasizes collaborative relationships among district and school administrators, teachers and families through comprehensive professional development that sustains growth and momentum for students and educators. Dr. Calderón will present the framework that has yielded great results as highlighted in the books *Beyond Crises: Overcoming Linguistic and Cultural Inequities* and *Breaking Down the Wall: From Language to Language, Literacy and Content*. The five-year evidence-based study on preparing core content, ESL, Dual Language teachers to teach integrated academic language, reading comprehension and academic writing in all subject areas was funded by the Carnegie Corporation of New York and U.S. Department of Education. The popular hybrid professional development components and follow-up teacher support systems for sustainability and student growth will be presented. Later, Margarita will model, and participants will have opportunities to practice selected strategies in one of the workshops.

2:30 to 2:45 Break

2:45 to 4:00 Breakout Sessions: Round III

Integrating Language, Literacy and Content: Modeling and Practice of Key Instructional Strategies.....Room A

Speaker: Margarita Calderón, Professor Emerita, Johns Hopkins University

In this highly interactive workshop, participants will learn a process for integrating vocabulary, reading comprehension, and writing with core content subjects in a virtual or hybrid learning environment. These strategies are ideal for content teachers and co-teaching instruction in secondary schools. Notwithstanding, these strategies are also being used in Dual Language schools. Margarita will demonstrate instructional strategies using a text for participants to practice how to:

- Select academic language using different types of words, phrases, and language structures to address core standards and classroom discourse.
- Teach vocabulary expeditiously before reading, during close reading, and for text-based writing.
- Delve deeper into reading comprehension and overview of follow up close reading strategies.
- Overview of follow up writing, editing, revising after reading.
- Integrate SEL competencies and strategies into the academic framework
- Participants will have copies of handout, and online access to lesson templates, and other teacher and student tools.

Integrated PD for Language-rich ClassroomsRoom B

Speakers: Rob Hillhouse, Secondary Multilingual TOSA, Beaverton School District - Multilingual Department
Nick Hershman, Secondary Mathematics TOSA, Beaverton School District
Kacy Smith-Paterson, Secondary Language Arts TOSA, Beaverton School District

Kacy, Nick, and Rob warmly invite you to a conversation around Beaverton's decision to deliver Secondary Math and Language Arts PD with an integrated language focus. Attendees will learn about the successes, stances and strategies that are helping make our classrooms more language-rich.

Meaningfully Engaging Linguistically Diverse Families in the Special Education ProcessRoom C

Speakers: Marifer Sager, Director of Language Access, Portland Public Schools District
Ellie Baumgartner, TOSA-ESL, Portland Public Schools
Louise Tollisen, Graphic Designer, Portland Public Schools
Cynthia Velasquez, ELL/ SPED TOSA, Portland SD

An increasing number of culturally and linguistically diverse students entering public schools are referred to Special Education services. This creates the need to develop inclusive and equitable policies and practices to improve the quality of family engagement. This is a toolkit designed to help families navigate and understand the eligibility process for SpEd. This toolkit is unique as it uses language accessibility in English, Spanish, Vietnamese, Chinese, Somali and Russian.

English Learner Students with Disabilities and Opportunities to Learn Room D

Speakers: Jamey Burho, Research Associate, Oregon State University
Karen Thompson, Professor and ESOL/Dual Language Chair, Oregon State University

To what extent do English learner students with disabilities have access to content courses required for graduation? How does reclassification impact ELSWDs' course access? In this session, we will share insight from case studies of six secondary ELSWDs across three Oregon school districts, using the framework of "opportunity to learn" to analyze students' educational experiences. Together with participants, we will share ideas for improving ELSWDs' secondary experience and reflect on:

1. course-taking options;
2. creating space for student and family self-advocacy; and
3. implications of the high rate of ELSWDs earning a modified diploma.

Listening to Parents of English Learners - Using Empathy Interviews to Guide Practice and Policy.....Room E

Speakers: Shelly Reggiani, Executive Director, Equity & Instructional Services, North Clackamas School District
Laurie Meisner, ELD Coordinator, North Clackamas School District

Parents are the first teachers of their children. When we authentically listen to the parents of our English learners, we not only honor their expertise, we create the conditions for partnership and find ways to better meet the educational needs of their children. Participants will hear two different approaches to listening to parent voice as well as the impact parent voice has had on programing and policy for English learners. In this session participants will learn to design questions that are aligned with their organization's or their own equity beliefs and practice empathy interviewing.

Best Practices for Supporting Newcomer Immigrant and Refugee Secondary Students.....Room F

Speakers: Mary Martinez-Wenzl, Leader - Applied Research and Evaluation, Education NW
Karen Pérez-Da Silva, Leader – Systems Improvement for English Learners and Equity, Education NW
Jason Greenberg Motamedi, Practice Expert - Mixed Methods Evaluation and Research, Education NW

Presenters will share a resource toolkit is intended to help educators and other stakeholders identify and use research-based practices, policies, and procedures for welcoming, registering, and supporting newcomer immigrant and refugee students who are attending secondary schools (grades 6-12). The session will explore four areas: welcoming and engaging newcomer immigrant and refugee students, registering newcomer immigrant and refugee students, building educators' capacity to support newcomer immigrant and refugee students, and supporting newcomer immigrant and refugee students.

MAIN CONFERENCE - FRIDAY, MARCH 12, 2021

8:00 to 9:15 General Session III / Announcements

Keynote: Howard C. Stevenson, University of Pennsylvania
Walter Gilliam, Yale University Child Study Center

Session: **Noticing Implicit Racial Bias in Our Stories and Ourselves** - Navigating the stress of racial conflict or conversation is not easy. Recent national tensions regarding race and diversity have led some societal institutions to reform how they address racial injustice. Moreover, the rise in hate has left schools and educators overwhelmed. Less understood and discussed is how racial stress and conflict influence processes essential in teaching and learning. This keynote and workshop will focus on helping educators resolve stressful diversity encounters in schooling relationships.

In the keynote, Drs. Walter Gilliam and Howard Stevenson will share time outlining the key aspects of their research on implicit bias and racial literacy. Through examples and stories, they will explain how unintentional biases and the stress of trying to “do the right thing” in diverse contexts can be overwhelming and yet resolvable.

The goals of this keynote are to inspire:

1. Interest in current research on racial bias and disparities in early childhood classroom experiences for teachers and children
2. interest in how racial stress can impair effective teaching during classroom and school interactions;
3. motivation to try mindfulness approaches to resolve diversity conflicts while teaching

9:15 to 9:30 Break

9:30 to 10:30..... Breakout Sessions: Round IV

Disrupting Blindness: What Racial Literacy Can Teach Us to SeeRoom A

Speakers: Howard Stevenson, University of Pennsylvania
Walter Gilliam, Yale University Child Study Center

In the workshop, we build on the material presented in the keynote and will practice mindfulness approaches to identify and notice reactions to stressful racial and other diversity encounters that may interfere with learning. Participants will

1. learn the research support for engaging racial encounters directly on behalf of early childhood parent and teacher training
2. increase engagement rather than avoidant-racial coping behaviors during racially stressful moments at work and in therapeutic sessions
3. improve participant understanding and practicing of in-the-moment racial stress reduction strategies
4. practice racial literacy strategies of storytelling and emotional regulation to use in face-to-face encounters with parents, colleagues, and students with diverse life experiences

Using Games to Attain Meaningful Learning in SLA & ESOL PD.....Room B

Speakers: Maranda Turner, Assistant Professor, George Fox University
Tatiana Cevallos, Associate Professor, George Fox University

This interactive presentation will use games and other strategies to engage teachers of ELs in ongoing professional development around key concepts of second language acquisition such as English Language Proficiency Levels, language continuum, and more. Participants will experience first hand how an engaging and participatory game can lead to a clearer understanding and long-lasting recall of second language theory and concepts for inservice K-12 educators. The session will encourage participants to share additional ideas and strategies that have been successful for increasing teacher implementation of knowledge gained from professional development.

Improving our Sociocultural Competence to Engage Our Marginalized Families During CDL.....Room C

Speaker: David Jaimes, Assistant Principal, Newberg School District

CDL has magnified the inequities that are suffered by our students on the fringes. This has carried over to families as well. We will explore how increasing our sociocultural competence will help us successfully engage our marginalized families.

Collaborating for Meaningful Engagement of ELs through Integration of ELP and Social Studies

Standards Room D

Speakers: Araceli Farias, EL Teacher, Highland Elementary
Amanda Jensen, 3rd Grade Teacher, Highland Elementary
Karina Bruzzese, Director of English Learner Programs, Gresham Barlow School District

We will share our approach to integrating Oregon's ELP and current Social Science Standards with an emphasis on ethnic studies and representation to ensure our Emerging Bilingual/Multilingual students continue to develop language and literacy on grade level. Our grade-level teams and EL teachers are planning together to increase student academic engagement during CDL through embedded language development instruction. Lessons include reading, writing, speaking, and listening as well as honor the cultures and multiple perspectives in our community.

Increasing Language Learning Opportunities with Technology Room E

Speaker: Myrna Munoz, Spanish Reading Interventionist at Lent School, Portland Public Schools
Cynthia Branger-Munoz, Bilingual Instructional Coach, Nelly Muir Elementary School, Woodburn SD

Presenters will focus on supporting language learners in blended learning environments. We'll describe how we implement ideas and strategies learned from Caitlin Tucker's book, "Balance with Blended Learning" focusing on our adaptations and extensions for use in all languages learned and used by the community. Our session will include human development, socio-emotional learning and academic needs as we addressed them when they arise. We'll share resources and examples so participants will leave feeling ready to implement at least one strategy to improve desired outcomes.

Highlighting Academic Supports and Enrichment Opportunities for our Migrant Students Room F

Speakers: Susy Mekarski, Education Specialist 2, Federal Systems Team, Oregon Department of Education
Liz Ross, Federal Systems Team Director, Oregon Department of Education

The State of Oregon has the third largest student migrant population in the country. This session will highlight some of the strategic and comprehensive work that our 18 migrant regions in Oregon are undertaking towards supporting our migrant students academically. In this session you will hear about strategies for before and after school academic supports, innovative summer enrichment opportunities, and engaging opportunities for communication with our migrant parents.

10:30 to 10:45 Break

10:45 to 11:45 Breakout Sessions: Round V

Seven Co-teaching Models to Support English Language Acquisition Room A

Speaker: Andrea Honigsfeld, Professor in the School of Education and Human Services, Molloy College, Rockville Centre, New York

The purpose of this workshop is to review, evaluate, and adapt seven co-teaching models that promote an integrated service delivery for the sake of ELLs/MLLs in K-12 instructional settings. It is highly recommended that co-teaching pairs attend this workshop together. Participants will

- Determine how specific co-teaching practices can accommodate the needs of diverse ELLs/MLLs and enhance collaboration between co-teachers
- Identify, describe, and evaluate seven co-teaching models; view and analyze video clips of co-teaching in authentic and realistic situations.
- Compare the advantages and challenges of each of the seven arrangements for the ELD context
- Select, adapt, and combine co-teaching arrangements presented that would be feasible for their own teaching situation including identifying specific types of classroom practices that work best in combination with various co-teaching models

School Wide English Learning: Peer Coaching for English Learner Success Room B

Speakers: Brittany Deckard, English Learner Specialist, Willamette ESD
Ashley Harsin, English Learner Specialist, InterMountain ESD
Katie Agee, English Learner Specialist, Willamette ESD

School-Wide English Learning (SWEL) is an ELD teacher leadership model premised on the belief that all teachers need to take part in language instruction in order for Emerging Bilinguals to reach

their academic potential. ELD teachers, who are currently classroom teachers, are prepared to become instructional leaders through providing coaching and professional development to their peers. The SWEL Model seeks to ensure that promising practices for Emerging Bilinguals are utilized throughout the school day by all teachers. ELD teacher leaders will be discussing the implementation of the SWEL model within the unique context of their school site.

Developing a Multilingual, Asset-Based Approach in ALL Schools.....Room C

Speakers: Leah Hinkle, Education Specialist, Clackamas Education Service District
 Elaine Merighi-Morelock, Community Outreach/Equity TOSA, Oregon City SD
 Elisa Lee, Dual Language/ELD Coordinator, West Linn-Wilsonville SD
 Karina Bruzzese, Director of English Learner Programs, Gresham-Barlow SD
 Danielle Reynolds, Coordinator of Teaching and Learning, Canby SD

While bilingual education is blossoming in pockets across the nation and our state, the majority of students (and staff) find themselves in a linguistic desert, where the only language left standing is English. How do we recognize and eliminate language bias, bias that even exists in dual language programs? We will learn ways to tend language gardens and create a multilingual landscape within monolingual and bilingual school systems.

Teachers in the TEAMS Project Strengthen Partnerships with Multilingual Families during COVID-19..... Room D

Speakers: Kathryn McIntosh, Associate Professor, Oregon State University
 Cory Buxton, Professor, Chair of Double Degree and MS Programs, Oregon State University
 Lizbeth Hernandez, Education, Oregon State University
 Barbara Ettenauer, PhD Student, Oregon State University
 Jamey Burho, Research Associate, Oregon State University

Teachers Educating All Multilingual Students (TEAMS) provides access to ESOL and Dual Language preparation for Oregon teachers, connecting schools with communities to enhance multilingual learning. A key component of TEAMS is to deepen partnerships between districts and community organizations working with multilingual families and communities. This session will: (1) discuss pre-pandemic and current teacher agency in multilingual family engagement in participating districts, (2) provide research-based principles for framing types of engagement, and (3) discuss relationship between teacher and school/district roles in engagement practices. Participants will expand ideas for family engagement shared from research and generated through discussion in the session.

Instructional Look-Fors in a Language-Rich ClassroomRoom E

Speakers: Shelly Reggiani, Executive Director, Equity & Instructional Services, North Clackamas School District
 Andrea Bryant, ELD Instructional Coach, North Clackamas School District
 Nicole Patrick, ELD Instructional Coach, North Clackamas School District
 Laurie Meisner, ELD Coordinator, North Clackamas School District
 Jessica Oberg, ELD Instructional Coach, North Clackamas School District

Language For All: An inclusive, language-rich classroom Language For All is an innovative instructional approach where English Learners and English only students learn academic English and content side by side in the K-2 classroom. This heterogeneous, inclusive approach blends English Language Proficiency standards with Social Studies and Science for all Kindergarten – 2nd grade students. Participants will learn key lesson design components, language-based engagement techniques, strategies for making meaning through discourse as well as look for in observation aligned to the Danielson's Framework.

EL Policy News and Updates for 2021-22..... Room F

Speakers: Ben Wolcott, ELP Assessment Specialist, Oregon Department of Education
 Susan Mekarski, Title III Specialist, Oregon Department of Education
 Kim Miller, English Learner Specialist, Oregon Department of Education
 Josh Rew, Lead Psychometrician, Oregon Department of Education

ODE will review news and updates for EL assessment and identification policy. Topics will include Language Use Survey, development of an Alt-ELPA, ELPA Screener and Summative testing in 2020-21 and 21-22, data/reporting, updates from USEd, and On Track to ELP. There will be time for questions and answers as time permits.

11:45 to 12:30 Lunch

12:30 to 1:30 General Session IV

Keynote: Andrea Honigsfeld, Professor in the School of Education and Human Services, Molloy College, Rockville Centre, New York

Session: **Collaboration and Co-teaching: Integrated ELD Service Delivery** - One of the 21st century competencies proclaimed by the Partnership for 21st Century Skills is collaboration. In Edutopia, Will Richardson has claimed that the Information Age is now being replaced by the Collaboration Age. This workshop takes a broad-based look at what effective teacher collaboration looks like, what essential frameworks need to be established for ELD and mainstream teachers to work together, and how integrated approaches to ELD services benefit all stakeholders.

Participants will:

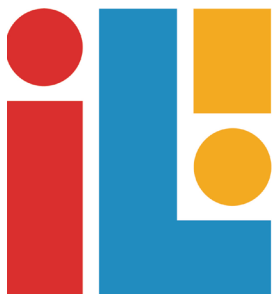
- become familiar with various types of instructional and non-instructional collaborative practices among ELD and mainstream teachers
- explore how teacher collaboration may yield the most effective instruction to meet the diverse academic and language development needs of ELLs/MLLs
- learn how to implement various co-teaching models to enhance differentiation of instruction for ELLs/MLLs
- evaluate vignettes and video clips of collaborative practices

1:30 Adjourn Conference

THIS EVENT SPONSORED BY:



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2020 2021

CALENDAR OF EVENTS

LAST UPDATED: MARCH 4, 2021

COALITION OF OREGON SCHOOL ADMINISTRATORS

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SEPTEMBER 2020

8	2020 NCCE Google Classroom Superstar (beginning)	(virtual)
18	2020-2021 OACOA Seminar Series	(virtual)
21	2020 NCCE Google Classroom Superstar II (beginning)	(virtual)
21	2020 NCCE Google Classroom Superstar Cohort II	(virtual)
23	2020-2021 New Superintendents Academy	(virtual)
23-24	Statewide Educator Equity Summit	(virtual)
30	2020 Distance Learning Academy (beginning)	(virtual)

OCTOBER 2020

1-2	ODE/COSA Special Education Fall Conference	(virtual)
18	2020-2021 New Principals Academy	(virtual)
18-19	Annual Principals Conference	(virtual)
28	2020 NCCE Google Classroom Superstar III (beginning)	(virtual)

NOVEMBER 2020

3	2020-2021 New Superintendents Academy	(virtual)
6	2020-2021 New Special Education Directors Academy	(virtual)
9	2020 Distance Learning Playbook Academy Cohort II (beginning)	(virtual)
10	2020-2021 OESPA "Let's Talk" (beginning)	(virtual)
18	2020-2021 Aspiring Superintendent Seminar (beginning)	(virtual)

DECEMBER 2020

2	2020-2021 New Principals Academy	(virtual)
2	2020-2021 Equity Academy I & II for Educators	(virtual)
2-4	Oregon School Law Conference	(virtual)
4	2020-2021 New Superintendents Academy	(virtual)

JANUARY 2021

21	UDL Andratesha Fitzgerald Book Study (beginning)	(virtual)
27	2020-2021 OACOA Seminar Series	(virtual)
28	2020-2021 New Superintendents Academy	(virtual)
28-29	OASE/OACOA Winter Conference	(virtual)

FEBRUARY 2021

1	PrincipalED Book Study (beginning)	(virtual)
4	2021 Diversity, Equity and Inclusion Seminar (beginning)	(virtual)
10	2020-2021 Aspiring Superintendent Seminar	(virtual)
17	2020-2021 New Special Education Directors Academy	(virtual)
25	2020-2021 New Superintendents Academy	(virtual)

MARCH 2021

10	2020-2021 New Principals Academy	Graduate Eugene
10	2020-2021 OACOA Seminar Series	Graduate Eugene
10	2020-2021 Equity Academy I & II for Educators	Graduate Eugene
10-12	Statewide English Learners Alliance Conference	Graduate Eugene

APRIL 2021

8	UDL Andratesha Fitzgerald Book Study (beginning)	(virtual)
29-30	2021 Oregon Small Schools Conference	Salishan Coastal Lodge

MAY 2021

5	2020-2021 Equity Academy I & II for Educators	Graduate Eugene
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JUNE 2021

23-25	Annual COSA Seaside Conference	Seaside Civic & Convention Center, Seaside
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