

## Thursday, March 9, 2023, 9:45 to 10:45

### **Access to Linguistic Inclusion FAQs, Tools, and Resources**

This presentation will provide a short overview of Access to Linguistic Inclusion, which went into effect January 1, 2022. Since that time ODE has developed tools and resources, including a guidance document and an FAQ that was developed in partnership with the Higher Education Coordinating Commission. This session will share those resources, provide updates to connected programs such as the Biliteracy / Multiliteracy Seals, and will review frequently asked questions around implementation, course coding, credit awarding, and teacher licensure requirements.

### **Cultivating Inclusive Practice Through Co-Teaching**

In this interactive workshop, participants will observe and discuss:

- \*Designing a school-wide schedule for consistent co-teaching among multiple teachers at six different grade levels
- \*Administrative Roles: communicate vision, establish expectations, support implementation
- \*Specialist and Teachers Roles: build rapport among co-teachers and pursue continual co-planning

### **Education in Afghanistan**

Afghanistan is a nation whose education system has been in turmoil for more than 30 years. Hear Nasirullah Safi's first hand account of his education under the Talian regime and then through the war on terror. He became an interpreter for the US military at a very young age. When he finally arrived to the United States he managed to write and publish his story. As a refugee to the United States he provides a unique perspective of the difficulties and challenges on the way to the American Dream. He gives insights into what schooling was like for many of the children who have recently arrived in Oregon schools as well as considerations on how to support Afghan students and families.

### **Strengthening Instruction for Multilingual Learners Through a Comprehensive Approach to Service: Integrated English Language Development and Dual Language Program Alignment in a K-12 District**

Through a comprehensive approach to address the complex language and learning needs of multilingual students identified as English learners, Education Northwest and Canby School District are partnering to strengthen the district's integrated English language development (ELD) service model and conduct a dual language program review. Join us to see how we are collaborating to design and deliver professional learning to build educator capacity and support implementation of an integrated ELD approach in elementary and secondary classrooms, including dual language. Professional learning sessions for classroom teachers, language specialists, and school and district administrators include best practices for integrating language and content instruction, strategies for effective co-teaching, and ways administrators can support integrated instruction in the core content classroom. Coaching through instructional rounds links the learning to classroom practice, allows opportunity for observation and feedback, and ensures effective implementation of evidence-based strategies. The dual language program review includes a process for clearly defining the district's dual language model and assessing program effectiveness through a survey and family focus groups, resulting in a summary of findings and recommendations for program improvements.

### **The Impact of Family-School-Community Connections on Student Attendance, Engagement and Achievement**

Building a shared vision of quality family engagement can move our work forward on the path to equity, especially for our Multilingual students. This presentation will break down the concept of culturally responsive family engagement, including what it means, what it looks like, what essential roles families play in their children's education, and how we can continue strengthening home-school partnerships. This presentation will offer ways to strengthen engagement, meeting the diverse geographic landscape needs of Oregon's students (small, rural, and larger schools). Learn about high-impact family engagement strategies and the tools to build powerful partnerships.

### **CWA's Three Pronged Approach to Learning Which Includes the Student, Family, and Staff**

Clackamas Web Academy serves a wide range of students through a variety of programs and supports. Students participate in Early College Options, English Language Development, SPED, counseling, one on one advisory, and receive differentiated instruction through the use of online tools and classes taught onsite and in the community. Learn how CWA defines its brand of advisory which increases student engagement in school, celebrates the cultural and linguistic assets of its students, and promotes family involvement in student learning.

### **HB 3499, EL Outcomes Program: Indicators and Systemic Interventions**

The HB 3499 EL Outcomes program is a district improvement program designed to identify and support school districts who are struggling to meet the needs of students who are English language learners. Come meet the Oregon Department of Education's HB3499 EL Outcomes Team and learn about what outcome indicators are used to identify districts and determine progress, as well as the systemic intervention categories for improving outcomes for students who are English Learners. During this session,

participants will have the opportunity to consider and discuss their own districts' performance towards these indicators and strategies that improve these outcomes.

### **Ensuring Equity in Dual Language Bilingual Education Programs**

This session will focus on addressing Dual Language Bilingual Education (DLBE) program structure features. This session includes many of the often-asked questions that many dual language program educators and administrators have. We will discuss: Overview of models of dual language education in Oregon Multilingual perspective Challenges and Opportunities in DLBE program design

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### **Engaging Families Through Lectoescritura and Community Cultural Wealth**

We will describe how schools can engage Spanish speaking families through a Lectoescritura program where families learn about effective reading strategies and the writing process to be able to practice with their children using bilingual and multicultural books. We will also share the power of the community cultural wealth framework and how schools can empower families of color to share their collective knowledge, skills, strengths and experiences that are needed in the community.

### **Tribal Language Pilot Project: A Collaborative Approach to Indigenous Language Course Inclusion**

The Tribal Language Pilot Project is a collaborative research and course offering endeavor that seeks to gather and synthesize promising practices and identify problems of practice. A component of this work is establishing Chinuk Wawa course offerings within the Beaverton School District to provide a roadmap and resource for additional districts. Partners include: the Education Department of the Confederated Tribes of Grand Ronde, the Multilingual Department of the Beaverton School District and ODE's Office of Indian Education. The American Indian/Alaska Native SSA Plan (Goal 3, Objective 1) seeks to support the development, inclusion and support of Indigenous languages within the State of Oregon's curriculum and course offerings.

### **Creating Inclusive Services in an Emerging Latino Community: How el Centro de Bienvenida (Welcome Center) helped evolve Greater Albany Public Schools**

Greater Albany Public Schools (GAPS) has experienced an acceleration in Latino student demographics that's vastly out-paced the diversity of the city and the region it serves. That growth exposed to GAPS needed services and measures necessary to serve both students and families in a linguistically and culturally responsive way. The Centro de Bienvenida (Welcome Center) model can serve as a great template and a how-to for other communities looking to respond to their own increasingly diverse, and more Latino, communities. Learning from successes and challenges were all part of the process that continues to shape Greater Albany Public Schools.

### **Integrated ELD: A District Panel Shares, Celebrations and Challenges**

Integrated English Language Development (ELD) is a powerful way for English learners to gain English Language Proficiency. This session is intended for districts that are either implementing integrated ELD and/or districts that are looking into having integrated ELD. In this session districts that are employing integrated ELD, will share some of the celebrations as well as challenges that they have had as they implemented an integrated ELD class. Participants will also have the opportunity to ask questions and garner from the unique knowledge and experiences from these districts.

### **We're Glad You're Here: Improving Systems of Support for Recent Arrivers at the Secondary Level**

Our recent arrives and/or newcomers arrive with varied educational backgrounds, language experiences, and social-emotional needs. Their needs also vary depending upon their age/grade. How do we best support each newcomer in meeting their goals, whether that be a HS diploma, learning English and developing a social network, earning a GED, entering the workforce, or attending a vocational trade school or a college/university? This is the question we have been asking ourselves. We will share our process for implementing and/or improving systems at the secondary level to support this unique and growing group of learners.

### **TransACT Parent Notices: Purchased for all K-12 Educators by ODE**

The Oregon Department of Education purchases TransACT ParentNotices for K-12 educators. ParentNotices is an unlimited, LEA-wide subscription that LEAs across the state can use to manage their parent notification requirements in multiple languages. ParentNotices provides software and expertise to manage federal and state-level communications more efficiently. Translations provided by ParentNotices tend to attract the interest of Title III and EL Coordinators; however, many other administrators and educators can benefit by using the available notifications in the available collections. Dr. Holbrook will provide an overview of the ParentNotices program and help those interested sign up for an account.

### **‘Ōlelo Hawai‘i: A Language Living in Diaspora**

This presentation will offer an opportunity for our community leaders and educators to learn more about the Pacific Islanders and our languages. Hawai‘i, the only other indigenous group in the United States also suffers from language oppression. Language is health. Health is culture. How can we encourage this growth here in Oregon.

### **Promoting Equity, Inclusion, and Academic Excellence Using Technology-Supported Small-Group Instruction**

Educators can promote equity, inclusion, and academic excellence through well-designed small-group instruction. These pedagogical techniques break down barriers among students, reduce bias and prejudice, and promote positive peer relations, social-emotional skill development, and academic achievement. For small-group instruction to be successful, however, the lesson design must adhere to a set of specific design principles regarding contingencies, roles, and supports. During this workshop, participants will take part in an authentic small-group lesson that will illustrate these key design principles. In addition, a new technology will be demonstrated that supports teachers in implementing these evidence-based practices in an accessible, scalable manner.

## **Thursday, March 9, 2023, 1:15 to 2:15**

### **Culturally Sustaining, Accessible, and Inclusive Language Acquisition: Lessons from Community-Based Organizing**

The Corvallis Multicultural Literacy Center offers English literacy and speaking classes, primarily to adults, alongside a host of social wellbeing services including legal residency support, multilingual kid classes, workplace advancement, and heritage celebration. This approach allows a person to learn a new language, in a way that is safe, and culturally respectful, and creates a resilient multicultural community. CMLC will share success and failures in horizontal community organizing and language acquisition.

### **Lifting Translanguaging and Academic Talk in a Dual Language 2nd Grade Classroom Through a Collaborative Coaching Approach**

Level up the languaging! Join us to experience our learnings from a 6-week collaborative coaching cycle focused on increasing translanguaging and academic student talk in a Spanish/English 2nd grade dual language classroom. You will come away with ideas, strategies, and tweaks for efficient collaborative planning, teaching and assessing with intentional and purposeful oracy development and cross-linguistic connection that facilitate language skill transfer. The focus is on our imperfect “messy middle” process and how we learn from each other to keep on iterating our practice.

### **Affirming Linguistic Assets Through Proficiency-Based Crediting**

In this presentation, we will share how the Salem Keizer School District uses crediting systems and processes that allow our multilingual students to earn credits by demonstrating proficiency in their L1. Through this initiative, we have awarded thousands of world languages and hundreds of language arts credits to students in fifteen languages, so far. We will describe how we used ACFL guidelines and the ODE Access to Linguistic Inclusion policy to inform our crediting guidelines, describe our systems of communicating with students and families, explain how we coordinate testing in buildings, and share how we process and automate crediting.

### **Unleashing Assets: Leveraging SEL to Create Inclusive Learning Environments that Enable EL Students to Thrive**

School is a challenging place for most students to feel successful, both personally and academically. As we’ve grown increasingly beholden to narrow, testable metrics of academic excellence, students have become increasingly disconnected from themselves as learners and their learning communities, leading to disengagement and decreased academic performance. This can be especially true for EL students, whose cultural and linguistic diversity are often disregarded or suppressed in the name of achievement. If we want EL students to be successful in academics and life, schools need to be inclusive spaces that uplift and enrich their unique experiences and identities. Join colleagues from across the state for a dynamic discussion on leveraging SEL and durable skill-building to enable EL students to thrive. Unpack the research that links SEL to improved outcomes for EL students and learn best practices and strategies that can empower students to harness their unique cultural identities into an asset for learning and life.

### **Deaf Bilinguals Thrive When We Support their First Language, Culture, and Family**

This presentation covers the following key topics: supporting students' first language, supporting culture in the classroom, supporting and involving families of bilingual children, simultaneous and sequential acquisition of bilingualism, and routes to bilingualism.

### **Is the GATE Closed?: Gifted and Talented Education for Latinx Students**

This presentation highlights one aspect of a longitudinal study of a dual immersion program in the Western United States: the current lack of diversity in the Gifted and Talented Education (GATE) program and how it is being addressed. In the entirety of this school district, there were zero English Learner or Hispanic students in the GATE program which runs from grades 3-5. Of the five elementary schools in the district, four had GATE programs, and all had dual immersion programs. This lack of diversity has been a topic of conversation among educators in this school district for 20+ years.

### **Making Summer Meaningful**

Language development is supported by students' finding relevance in what they are learning. If students are to take up new vocabulary words and make them their own, the words need to have meaning for them in their world. This session will explore vocabulary strategies that give life to both discipline-specific and academic vocabulary words with practical ideas to use to support summer learning.

### **ELPA Standards Report**

ODE will show districts the latest draft of the "ELPA Standards Report" currently in development. This report breaks down school-level performance on the ELPA by domain and ELP standard, and provides a new way to look at data which will help schools and districts evaluate their instructional program and effectiveness of service provision. Following the presentation, ODE will invite district feedback on the Standards Report (such as how these data might best be presented and used).

## **Thursday, March 9, 2023, 2:30 to 3:30**

### **School-Wide English Learning (SWEL)**

School-Wide English Learning (SWEL) is a teacher leadership model premised on the belief that all teachers need to take part in language instruction in order for Emergent Bilinguals to reach their academic potential. EB 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. EB teacher leaders will be discussing the implementation of the SWEL model within the unique context of their school site. HB3499 ESD EL Specialists will share supports for implementation through a continuous improvement cycle.

### **Collaboration, Consistency and Connection: One District's Surprising Journey to Improve Results for English Learners.**

McMinnville's elementary student scores for On Track to English Language Proficiency (OTELP) climbed over 6% between 2017 and 2019 and were more than 11% above the state average last spring. District EL teachers will share what they believe to be the reasons for the success they've experienced.

### **Recognizing and Understanding English Learners' Title VI and Section 504 Federal Civil Rights**

English Learners are protected by federal civil rights laws that entitle them to equal treatment. This session will focus on two protected classes: national origin and disability. Title VI of the Civil Rights Act prohibits discrimination based on national origin and applies directly to ELs. Section 504 protects students with disabilities; however ELs are systemically underidentified as belonging to this protected class. This session will explore how to effectively protect English Learners' federal civil rights. Participants will walk through the complaints and appeals process for education civil rights violations.

### **Co-Planning in Integrated ELD: Research to Practice**

Co-planning and co-teaching are key elements of an Integrated ELD approach. Effective co-planning can extend the power of co-teaching. We will share how one district focuses on inclusive practices and has partnered with a university to translate the research about best practices for Integrated ELD into instructional practices, then developed job-embedded professional learning to practice co-planning. Participants will look at tools and practices as they collaboratively craft starting points or next steps for their schools/districts.

### **The Impacts of Dual-Language Program: Evaluating Beaverton's Dual-Language**

Education Northwest partnered with Beaverton School District to conduct a longitudinal dual language program evaluation, examining the effects of participation in the district's Spanish-English dual language program on student outcomes, including assessment scores, reclassification rates, graduation, and post-secondary participation. This research continues our long-standing partnership identifying the English language development program models that are most effective at improving student educational outcomes. The presentation will summarize national level research on dual language programs, share our findings in Beaverton, and discuss how the school district will use this information to possibly expand their dual language programming.

### **Hood River Migrant Education Camp with Wylde Wind & Water**

WW&W provides water sports education, water safety and water quality awareness with community based programs in Hood River. Of the 311 unduplicated kids in our 2022 summer programs, 22.5% were Hispanic with Spanish being their first language. Thanks to an OAESD grant we ran a 3 week program with 53 kids with Hood River's Migrant Education Program in English and Spanish. One highlight of the program was creating a paid intern program for 6 teenagers from that community to participate as campers while learning a new industry that can lead to future employment in the watersports industry. It was the first job for these 6 kids outside

of agricultural jobs to help support their families. My presentation will detail the structure of this program that made it such a huge success.

### **Grow Your Own & Visiting Teachers**

This presentation will shine light to Hillsboro School District's implementation of the grow your own model to diversify the educator workforce from within. We do this to ensure cultural responsive educators in every school. To further create diversity in our district we bring in visiting teachers that reflect on student demographics.

### **Language and Math in the Classroom**

Learning math language involves more than a list of vocabulary words. Using evidence based math practices, this session will cover how to work with math teachers or implement a math language focus in the classroom.

## **Friday, March 10, 2023, 9:45 to 10:45**

### **Refugee Resettlement and Support: Highlighting Community Partnerships**

In this presentation we will highlight a community-based organization that is serving our student population with refugee designation. We will hear from the Director of Salem for Refugees about refugee resettlement in Oregon, discussion their school partnerships to support enrollment, attendance and culturally specific services, and well as hear from case-managers serving students and families from a variety of culture and language backgrounds including Afghanistan, Dem. Rep. of Congo, Cambodia, Ukraine, and more. We will tie the conversations to regional work on initiatives HB3499 and SIA.

### **Access to Linguistic Inclusion: Beaverton School District's Implementation Process & Policy**

The Beaverton School District has been steadily developing an implementation plan for Access to Linguistic Inclusion (HB2056). We will share the process we used, the decisions we made, and what we learned along the way.

### **Reflections and Resources to Improve Language Acknowledgement and Documentation of Our Multilingual Students**

In 2020, the Oregon Department of Education launched an effort to revise its list of source language codes to include the languages of Oregon's nine federally recognized Indian tribes, as well as Mesoamerican languages. With the support of the University of Oregon Language Revitalization Laboratory a pilot project gathered some district partners. Co presenters, ODE personnel, linguistic consultant, and district partner will discuss the efforts, reflections and resources to improve the source language documentation of our students who multilingual with indigenous languages. Ultimately, the participants will commit to further honoring the linguistic diversity of our students within a concrete praxis.

### **Panel: Multilingual against the odds. How can we cultivate student voices?**

Multilingual students (K-12 and Higher Education), who are or have participated in Dual Language (DL) programs in Oregon will share about their experiences in DL programs. The purpose of the panel is to share their views and experiences with teachers and educational leaders through interactive dialogue. Oregon educators will have the opportunity to see the world through the students' eyes as we explore and evaluate Dual Language programs' goals, practices and benefits.

### **Pre-K-12 Dual Language Program Implementation**

In this presentation we will share our process for how the Salem Keizer School District engaged in leadership and program development for the implementation of K-12 Dual Language program. Our partnership with Dual Language of New Mexico, the Bueno Center and other consultants support and guide our work. We will share how our equity plan and data informed our decision to expand dual language opportunities and transition from a Bilingual program to a Dual Language program. The processes of how we identify teachers, implement leadership structures at the district and site levels, and professional development plans will be highlighted in our presentation.

### **Authentic Engagement with Diverse Populations...Even When It's Tough!**

More than 10 percent of St. Helens families are Spanish-speaking; many students are also served by several district and federal programs to meet families' resource needs. We will show where St. Helens started in its family engagement process, where we are now, and that the work is ongoing. We will demonstrate to smaller districts in particular that the work can be overwhelming, and that this may cause educators not to want to take the first steps. Lastly, we will accentuate the rewards of staying engaged in this work as we see families break the poverty cycle and witness students creating their own success pathways, despite overwhelming odds.

### **Centering Multilingual Learners in Oregon's Literacy Framework**

In this session you will learn about the most recent updates to the Oregon Literacy Framework, to be released in 2023. This session will highlight the ways that teaching for multilingual learners is centered in Oregon's revised Literacy Framework. Through the principle of Universal Design for Learning, all students can benefit from teaching practices that are sometimes used as interventions for multilingual learners; strong teaching for multilingual students can lift up teaching for all. The workshop will differentiate literacy education practices for teaching multilingual learners in English compared to teaching reading in home languages. Participants will also be invited to share feedback about priorities in literacy education for multilingual learners and emerging bilingual students.

### **It's All Connected: Social-Emotional Learning and English Language Development Part 2**

Social-Emotional Learning is critically important to language acquisition. Consistency of language support across all content areas will build confidence and enhance the learning experience of all learners. This session will empower educators by providing strategies that support the development of social-emotional skills and English language acquisition simultaneously. Attendees will be equipped with tools and insights to support students develop essential SEL and language skills.

**Friday, March 10, 2023, 11:00 to 12:00**

### **Teaching Sin Fronteras. Our Names Matter!**

In this bilingual workshop we will share and discuss personal experiences around the importance of our name and personal identity. We'll also discuss and analyze effective strategies to explore our identity and to build strong relationships with our students. In this bilingual workshop we will discuss and plan how to build a respectful and caring culture in school communities that values diversity. We will also review some amazing picture books related to the importance of names. Participants will explore hands on activities. Participants will write a beautiful, powerful and personal poem that will represent specific moments in their lives. Participants will have some activities that can be implemented right away in their instruction. This workshop will be conducted in Spanish and English.

### **Student and Community Voice**

In this session participants will learn about the experiences of one district in actively creating brave and caring spaces for our BIPOC students and families to be in affinity. The intention and vision of these groups is to celebrate the community and cultural wealth of each individual as well as create brave spaces for folks to develop in their agency, voice and leadership. Attendees will learn about our Students Advocating For Equity (SAFE), our District Equity Leadership Team Advisory (DELTA) group and our District Equity Diversity Inclusion (DEDI) groups. They will get hands on accounts of the collective impact of these groups how they began as well as what district continues to do to make these groups central to the district's racial equity vision and core values.

### **Open Your Resources, Open Your Practice: Leveraging Open Educational Resources (OER) to Support Language Development**

What makes open educational resources (OER) different from other instructional resources, and what are the key components that need to be included in OER lessons and units to effectively support students who are multilingual and English learners? In this session, we will explore examples of high-quality OER designed for use in ELD, content area, and dual language classrooms that are housed on the Oregon Open Learning Hub, Oregon's K-12 repository for OER. Join us to learn more about how administrators, coaches, and practitioners can use the resources in the Multilingual/English Learner Resource Bank to introduce and reinforce high-leverage pedagogical practices.

### **ELD Directors - Responsive Roundtable: Deepening the Conversation Around ELPA**

Come sit around the table for an extended conversation about ELPA. In this session, ODE leaders will share themes we have heard from practitioners and leaders across the state related to the ELPA and the Kindergarten Screener. We will briefly share updates and actions, but will spend the majority of the time deepening the conversation and listening to understand.

### **Supporting a K-12 Integrated EL Service Model Through Effective Professional Learning**

Moving to an inclusive, integrated EL Service modeling is challenging. Come hear about our journey and the professional learning strategies we have used to support K-12 classroom teachers, ELD Specialists and school administrators. Participants will learn about Instructional Rounds and Facilitated Team Coaching as effective tools to implement and sustain an inclusive and integrated K-12 EL Service model.