

2024 Multilingual and English Learner Conference Breakout Sessions

Thursday, March 7, 2024 • 10:15 to 11:15

Bridging the Gap: UDL and ELD Convergence for Inclusive Multilingual Education - This session, aligning with the COSA Equity Stance, explores the intersection of Universal Design for Learning (UDL) and WIDA standards, addressing the exponential growth of Multilingual Learners (MLLs). Attendees gain practical strategies to seamlessly integrate UDL and WIDA, unlocking the potential for MLLs to excel academically. Emphasizing equity, the presentation supports educators in recognizing systemic barriers and addressing race-related challenges. Examining teacher candidates' perceptions provides actionable insights for enhancing teaching practices and fostering an environment where MLLs flourish as confident, self-directed learners. This contributes to transforming systems through anti-racist policies, ensuring educational rigor and opportunities for historically marginalized students.

Unlocking Multiliteracies: Navigating the Why and How of Crosslinguistic Connections - Dive into the dynamic world of multiliteracies with our presentation, 'Unlocking Multiliteracies: Navigating the Why and How of Crosslinguistic Connections.' This engaging session explores the essential 'why' behind fostering crosslinguistic connections and, more importantly, provides practical insights into the 'how.' Discover the significance of translanguaging pedagogy and multiliteracies in empowering educators to address systemic barriers faced by historically marginalized groups.

Unlocking Joy: Empowering Language Learners in Self-Paced Learning Environments - The traditional approach to instruction relies on all students in each classroom being at the same place in their learning journey each day. We know this ideal can be practically impossible to achieve. By leveraging innovative planning and facilitation practices that put students at the center of their learning, educators can create opportunities for truly personalized instruction. In this session, we will explore practical strategies and interactive methods. Join us for an engaging session where empowerment meets self-directed learning, unlocking the potential for linguistic success at your own pace.

Moving Beyond Strategies: Reimagining Sheltered Instructional Professional Development - This approach anchors professional learning in the fundamental understanding of specific practices to increase access for all students. The desired outcome leads to intentional and integrated educator practices by developing student and teacher habits of mind. Moving beyond strategies as the turnkey or quick fix approach to sheltered instruction means moving into practices as the vehicle through which educators develop student cognitive rigor. This session aligns with the COSA Equity Stance because the aim is to close opportunity gaps and improve student outcomes by establishing strong sheltered instruction in Tier 1 for all students. Moving from a place of compliant learning to independent learning. This session is open to K-12 teachers, instructional coaches, TOSAs, and administrators.

Teacher Feedback: An Explicit Strategy to Empower EL Writers - Research shows that writing is a resistant-to-change skill for many English Learners (ELs). ELs often show a persistent pattern of making certain errors in their writing. Such errors could suggest students are not progressing sufficiently toward proficiency in writing as determined by the ELPA. ODE's Literacy Framework advises educators to offer students constructive feedback to ensure students remedy errors. This presentation will introduce participants to a research-based instructional strategy, Written Corrective Feedback, to enable students to detect and self-correct their errors. When educators provide a learner with effective corrective feedback, educators communicate they are holding the learner to high standards.

Wayfinder: Helping ELL Students Align to Their Purpose & Belonging Through SEL & CTE - In this session, Wayfinder presenters will discuss best practices for supporting ELL students in aligning to their identity through curriculum rooted in purpose and belonging.

Raising Student Outcomes Through Elevating Student Voice: Talk Structures, Academic Discussion, and Universal Design in the Inclusive Classroom - This presentation will focus on leadership moves and strategies that highlight the importance of elevating talk structures, academic talk, and universal design to promote language learning from emergent bilinguals but also impact outcomes for all students along the way. By prioritizing oracy through shared professional goals and ensuring that skills and strategies that lift student voice are part of the school culture, positive impact on student sense of belonging and achievement will occur. Ensuring access and participation of all students in daily talk structures that meet each and every child's needs will impact and ensure equitable outcomes for all.

Planning for Belonging and Achievement in Multilingual Classrooms - Delve deeper into the intersection of belonging and academic achievement. This session explores specific practices that foster belonging and propel learning. Participants will examine high-leverage strategies and share their insights, experiences, and expertise. By the end, educators will draft personalized plans to pilot and implement coherent strategies that support both belonging and achievement.

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Implementing Integrated ELD: Lessons from Oregon Districts - By more fully linking content and language learning and by reducing barriers to enrollment in core content and elective courses, Integrated ELD has the potential to expand students' educational opportunities. Leaders from a variety of Oregon districts will share strategies and lessons learned about implementing Integrated ELD, including information about different Integrated ELD program structures and related staffing models, professional development approaches, curriculum resources, assessment practices, and more. We will describe how we addressed a variety of challenges that arose when implementing Integrated ELD in our districts, as well as reflect on next steps.

Elevating Multilingual Learners through a K-12 Integrated Approach in Portland Public Schools - In this session, Portland Public Schools Multilingual Learners Program Leaders share about the ongoing journey towards a transformational shift in serving K-12 Multilingual Learners from an Integrated ELD Program Model. Integrated ELD is the practice of developing important academic language and providing students access to, engagement with and mastery of the core academic program. The focal standards for Integrated ELD are the content standards. In PPS, ELD and core educators collectively ensure that Language Arts and ELP standards align to the adopted K-12 Language Arts curriculum. Participants will learn about how the PPS Multilingual Learner Program prepares all educators with the perspectives and resources needed to implement culturally sustaining practices that value linguistic diversity and inclusion. Through professional development opportunities and high quality instructional materials, educators develop skills and knowledge to support language development, literacy, and access to grade level core instruction for MLL's districtwide.

Meeting the Needs of Newcomer Students - Using culturally responsive pedagogy, relationship building, social support, and high expectations, our Newcomer Program develops English language acquisition, confidence, and resilience in our most vulnerable students (who endured discrimination based on race, ethnicity, culture, family economics, language, and academic proficiencies). Please join us as we discuss our Newcomer Program model! Included in the discussion are the whole-child supports that we use to develop relationships and create a culture of belonging, to cultivate self-awareness and responsible decision making, and the educational strategies to increase student achievement.

Unlocking Potential: A Deep Dive into EL Data Profiles - The EL Outcomes Program (formerly known as HB 3499) identifies districts in need of support with serving students who are English Learners. Our District Data Profiles include the ratings criteria and system used to identify districts for support through the EL Outcomes Program. These profiles provide an annual snapshot of district performance and improvement, as well as highlight indicators with notable, some, and/or limited progress from year to year based on outcomes for Current, Former, Ever, and Never English Learner students. Come join the EL Outcomes Program Team from The Oregon Department of Education's Office of Equity, Diversity, and Inclusion and cross office partners to learn about how districts can use the EL District Data Profiles to plan instruction, evaluate programs, and implement strategic interventions for ELs, along with the EL Legislative Report.

Honoring the Civil Rights of Culturally and Linguistically Diverse Students - Closely aligning to Cosa's Equity Stance around staying student centered, members of the Multilingual and Migrant Team at ODE will use data gained during community engagement sessions in the Spring 2023 with Migrant families across the state, to outline the civil rights most discussed by our students and families. Administrators will gain an opportunity to deepen their understanding of the civil rights in place to protect culturally & linguistically diverse students which can include Migrant students, Multilingual students, and other underserved communities across the state. We will offer resources and suggestions to preemptively keep these civil rights in mind while planning service.

English Language Development is Core Content Too: Aligning Systems for Standards-Based EL Instruction - In the 2021-2022 school year, unsatisfied with the academic success and growth in language proficiency of their EL students, Hermiston School District elementary EL teachers, instructional coaches, and administrators wrote a vision for the future of their EL program. The driving force of the vision was to rightfully place ELP standards, content, and assessment at the center of EL instruction for multilingual students. Spurred on by the state adoption for EL materials, the Hermiston team developed a list of priorities and created an action plan to build a system that would do this. Partial implementation of that plan was rolled out in the 2022-2023 school year, to which marked growth in EL proficiency was realized. This school year, the bulk of that plan is now in place. This includes prioritization of ELP standards, standards-based instruction, standards-based grading, an EL benchmark assessment system, and prioritization of professional development for EL teachers. The most promising aspect of this work is that it is teacher-led within a collaborative shared leadership model.

Access to Linguistic Inclusion: Beaverton's Journey - Oregon's Access to Linguistic Inclusion law is a groundbreaking legislative achievement that helps schools honor and support student multilingualism. In this presentation you'll learn what steps the Beaverton School District took to implement the law, their policy, and what they've learned along the way. This presentation is aligned to the COSA Equity Stance because Access to Linguistic Inclusion recognizes and cultivates students' languages and cultures.

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Building Intentional Metalinguistic Awareness: A Collaborative ELD Partnership - Multilingual learners who understand how their languages are similar and different achieve higher levels of academic success, so how do we provide opportunities for these critical linguistic analysis skills? Join us in an immersive classroom experience designed to build your own meta-linguistic awareness, so you can build capacity for creating structured activities to do the same with your multilingual learners! These structured activities truly celebrate the linguistic diversity and language strengths that our multilingual learners bring as resources into the classroom.

We're Glad You're Here: Improving Systems of Support for Recent Arrivers - Our recent arrivers come 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 recent arriver 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 continue to ask ourselves. We will share our ongoing (and continued) process for implementing and improving systems to support this unique and growing group of learners.

Cruzando puentes: Preparing Migrants for Successful Integration and Inclusion - Join us in exploring a comprehensive coaching program designed to equip migrants for seamless integration into new communities. This session will delve into post-arrival orientation (PAO), a pivotal component addressing immigrants' unique needs and expectations. Emphasizing the importance of cultural competence, language acquisition, and life skills, our workshop aligns with COSA's Equity Stance by fostering inclusivity and dismantling systemic barriers. Learn how this coaching program not only supports migrants' success but also contributes to a more diverse and enriched educational environment. Alignment with COSA Equity Stance: Our workshop aligns with COSA's Equity Stance by actively promoting the inclusion and success of historically marginalized groups. By preparing educators to support immigrants through targeted coaching, we contribute to dismantling systemic barriers. This aligns with COSA's commitment to race-centered equity work, transforming systems, and cultivating the unique gifts of every student.

ELPA Testing Updates (including Kindergarten Screening) - This presentation will update educators on new developments in ELPA testing. Topics will include but are not limited to: Future K/Grade K Screening, ELPA Summative scoring, best practices for testing and monitoring. Future K/Grade K updates will include testing data showing the impact of ODE's 2023 cut score change, and news on future verification studies for the Future K/Grade K Screeners. The presentation includes a recruiting opportunity for educator participation in the verification study. Relevant presentation for: District ML/EL Administrators, ELPA test administrators, and educators

Tropisms & Adaptations: Leveraging Science Exploration to Accelerate Language Development - With 40% of students receiving ELD services, Gervais Elementary understands the impact a language development program can have on a student body. However, as our upper-grade ELs approached middle school, many began to believe the false-narrative they'd be a forever-EL. Motivating them to invest in their language-learning process has not been easy. This year, GES resolved to change that. Raul Gomez (ELD Teacher) and Stephanie So (STEM TOSA) are excited to share a unique program they created. Come learn how our ELD/Science hybrid course has changed the narrative and why our EL students now take pride in "talking like scientists."

Phonics Instruction and Multilingual Learners - Participants will: 1) Discover a range of high-utility instructional routines to ensure multilingual learners develop phonics skills; 2) Consider instructional routines for maximum engagement

Accessibility: Empowering All Learners - Given the range of learning styles and abilities of students today, educators need technology and resources to accommodate and personalize learning. Apple builds accessibility features into every product, so everyone can use them in ways that work best for them. Join us to discuss how Apple allows all students and teachers to explore, communicate, and create.

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Integrating Language, Literacy, and Content Through Co-Teaching with The SIOP Model - This presentation discusses a co-teaching model in primary classrooms that utilizes the SIOP Model to ensure explicit English Language Development (ELD) instruction closely aligns with content and literacy instruction. The presenters will provide examples of lessons, instructional routines, and student work in addition to an explanation of how all four language domains are incorporated into instruction. Presenters will share how the transition to co-teaching has established high expectations for all learners, produced outcomes for multilingual learners that are commensurate with their English-speaking peers, and provides multilingual learners with rich language instruction within the context of their own classroom.

Fostering Belonging, Embracing Cultural Richness Through SEL and Family Engagement - Join us in this presentation as we delve into three essential goals aimed at fostering a supportive and inclusive educational environment for multilingual students. 1. Promote Cultural Celebration: Explore the importance of creating an environment that actively celebrates and values the cultural richness of multilingual students. Discover strategies to encourage a sense of pride and belonging in their diverse backgrounds, fostering a school community that embraces and honors cultural diversity. 2. Enhance Social-Emotional Well-being: Delve into the implementation of innovative strategies and programs centered around Social-Emotional Learning (SEL). Learn how these initiatives are designed to support the emotional well-being of multilingual students, fostering resilience, self-awareness, and essential interpersonal skills crucial for both academic and personal success. 3. Strengthen Family-School Partnerships: Gain insights into the development and implementation of initiatives that actively involve families in the educational journey of multilingual students. Explore the importance of establishing strong partnerships between schools and families, and learn practical approaches to supporting academic success and overall well-being through collaborative efforts. This presentation offers a comprehensive overview of these three interconnected goals, providing practical insights and actionable strategies for educators, administrators, and community members committed to creating a nurturing and inclusive educational environment for multilingual students. Join us in fostering a sense of belonging, supporting social-emotional growth, and building strong family-school partnerships to empower multilingual student success.

Using Generative AI to Support Multilingual and English Learners - Generative AI can be leveraged for use in education in a variety of ways including providing support with designing learning experiences and assessments for students, as a teaching tool, as a support for instruction and differentiation, as a tutor, and as a virtual assistant. This session will provide examples and demonstrations of how generative AI tools can be used to specifically support multilingual and English learners.

Transformative Pedagogies of Voice: Challenging the Erasure of Student Voice in Writing - The use of formulas is common for multilingual student writers but can limit their voices and use of diverse cultural and linguistic resources. Alternatively, transformative pedagogies of voice describe three textual elements of voice to help teachers and students understand how to negotiate voice in each text. In this workshop, participants will learn about the elements of voice and use student writing to explore them in various disciplines. Participants will also consider how to use a planning tool to introduce the elements or revise a writing lesson to address voice. Facilitators will provide sample assignments and student writing, but participants are invited to bring their own to make the session most meaningful.

Oregon Multilingual Learner State Strategic Plan - The Oregon Department of Education, in partnership with district leadership, educators, families, students and community organizations has embarked on the important work of developing a new Multilingual Learner State Strategic Plan. This session will share a preliminary draft outline and session participants will have an opportunity to give input as to the strategic plan's goals and provide valuable feedback for the development of this important initiative.

Early Literacy from a Multilingual Perspective: A Course for Growing Instructional Practice - Oregon State University and the West Linn-Wilsonville School District have partnered to create and offer a course for classroom teachers and language specialists based on implementing Oregon's Early Literacy Framework with a culturally responsive and multilingual lens. Session participants will engage in key learning activities from the course and collaborate to generate ways to apply them to their own practice. Areas of emphasis include: knowing students' learning needs, translating that understanding into instructional practices and integrating models for teaching early literacy with multilingual approaches and strategies.

Expanding Course Access for MS & HS ELs - In this interactive session we will present recent analyses using statewide Oregon data of the prevalence of families choosing to waive EL services and schools providing ELs with extra instructional time. We will explore trends in these levers over recent years as well as who, among EL students, use these levers. Finally, we will provide data on the extent to which these levers are associated with greater academic course access among secondary ELs, including enrollment in courses required for graduation. The session will include facilitated small group discussions around the use of these two levers.

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Clarity in the Classroom: The Power of Learning Targets - Explore the significance of well-defined learning targets in our breakout session, "Clarity in Classroom: The Power of Learning Targets." Discover how communicating these targets can benefit students, particularly English learners. The more students are able to articulate what they are learning, the more likely they are to engage with and understand the content. We'll delve into practical approaches for effectively incorporating learning objectives, fostering a conducive learning environment, and enhancing student outcomes. Join us for an insightful discussion on the essential role of learning targets to engage English Language Learners.

The Power of Structured Partner Talk in an Elementary Classroom - Join us in an interactive session to explore the transformative impact of structured partner talk on student engagement and learning. Delve into strategies enhancing communication skills while fostering a supportive environment for EL / Multilingual Learners. Participate in engaging partner talk activities, showcasing how structured partner talk promotes language acquisition, critical thinking, and cultural connections. Participants will gain insights into adapting curriculum to meet diverse needs and creating an inclusive classroom where every voice is heard. Don't miss this opportunity to revolutionize your teaching methods and empower students through purposeful dialogue. Join us in reshaping the future of multilingual education!

Connected Relationships for Learning - We share practical and immediately applicable strategies to build belonging by successfully navigating challenging behaviors. Together, we examine students' unexpected behaviors with a focus on how to prevent them from occurring in the first place, support educators in recognizing the danger of power struggles, and provide you with practical tools for how to avoid them without losing your cool. Additionally, we will dive into the specific techniques of having Connected Conversations that are trauma informed and culturally responsive. Join us for some immediately applicable techniques that will live in your back pocket for the communication opportunities coming your way!

Building Capacity to Support Recently Arrived Students through a Trauma Informed Lens - This workshop will provide participants with shared language around trauma, and trauma-informed practices that support newcomers and recently arrived students through workshoping, self reflection, and identifying practices that may support students by focusing on student's lived experience and the radical shifts to their environment, language, and the culture. A focus on trauma informed practices is rooted in anti-oppressive ideals. One goal for this conversation is the identification and creation of inclusive frameworks that resonate in the diverse and unique contexts across districts and schools.

Family Literacy for Equitable Family Engagement: A New Lens for Engaging with Multilingual Families - Family literacy is a unique and essential aspect of family engagement. So how do educators recognize and build upon the unique knowledge families bring to their child's learning? In this presentation, we will discuss stories about students' family literacy practices shared by dual language and ESOL teachers from across Oregon. We will engage attendees in conversations about how to expand the family literacies they invite into their classrooms, especially those of historically minoritized communities. We will invite attendees to think critically about family literacy to disrupt systemic inequities and collaboratively shift our understanding of family literacy in K-12 spaces.

Legal Requirements for Communicating in Parents' Preferred Language - All schools and school districts have a Civil Rights obligation to communicate to parents in a language they understand. Districts that receive federal funding have required notifications that must be sent to parents. ESSA indicates that written notifications must, "to the extent practicable," be provided in a language that parents understand. This presentation helps educators understand the legal requirements for providing communications to parents in a language they understand as outlined in the Civil Rights Act of 1964, associated case law and guidance, and by ESSA to ensure meaningful, equitable communication to parents of all backgrounds.

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Equitable Resource Allocation to Support ML Success - Building the capacity to strategically budget for multilingual and English learner (ML/EL) education is critical and has numerous policy and budget mechanisms that determine the level of funding available. Internal-external partners within school systems need to be sufficiently informed and empowered to participate in budget planning processes for funding streams impacting ML. This presentation supports the COSA Equity stance by: (1) Continuing to examine how current policies, budgets, programs impact Oregon students, especially among our students who are members of historically-and-currently marginalized groups; and (2) promotes active disruption to dismantle institutionalized racism in our systems and institutions that perpetuate inequities through proactive fiscal stewardship. Participants will enhance their knowledge of funding-stream budgeting and best practices. In addition, participants will walk away with strategies to identify needs and a draft plan to advocate for equitable multilingual funding and resource allocation.

Igniting Differentiation and Scaffolding in the Classroom - Differentiation and scaffolding are two instructional strategies that provide students with access to academic content and amplify teacher practice. This session will review differences, similarities and applications of differentiation and scaffolding.

Student Success Plans Serving Students Who Are English Learners - The Oregon Department of Education's Student Success Plans establish goals and a set of strategies to improve educational outcomes for African American/Black; American Indian/Alaska Native; Latino/a/x & Indigenous; Lesbian, Gay, Bisexual, Transgender/Non-binary, Queer/Questioning, Two-Spirit, Intersex, Asexual,+; and Native Hawaiian/Pacific Islander students. The success plans include investments in community-based organizations, school districts, early learning providers, educational service districts, Tribal governments, and higher education partners. Come join staff from The

Oregon Department of Education's Office of Equity, Diversity, and Inclusion to learn about how students who are English Learners are served through Oregon's various Student Success Plans. During this session, participants will have the opportunity to learn about the various Student Success Plans that are being implemented in Oregon and how they serve students who are English Learners.

Building Capacity through Collaboration and Integrated Instruction: Lessons for School and District Leaders - To support leaders implementing language program models that integrate the teaching of ELD into content-area instruction, we share insights from recent research into key district, school, and classroom practices and policies that support the equitable implementation of these models. Using vignettes to illustrate how one district has implemented such a program over multiple decades, participants will discuss key tensions in their own work leading collaborative program models and develop their own next step for building instructional and organizational capacity at their sites to support equitable opportunities for multilingual learners.

Dual-Language Administrator and Educator Panel - Dual-Language (DL) teachers are in high demand due to the rise of DL programs in public schools. However, despite the high demand, it is challenging to find and retain qualified DL teachers. To address the shortage of DL teachers, various recruitment methods have been employed, including tapping into paraprofessional pools and hiring foreign-trained bilingual teachers. Nevertheless, these teachers need help in meeting the state teacher certification requirements. In this panel, educators and school administrators come together to discuss and explore the opportunities and challenges associated with DL teacher recruitment and retention.

Tribal Language Revitalization: A Siletz Perspective - Siletz Tribal Language Instructor Nick Viles discusses tribal language revitalization efforts-- including the impact of language loss, teaching and learning strategies, and ways that the public education system can support tribal language learners and teachers.