

# 6th Annual Academic Success for English Learners & Migrant Students: Using Research-Based Practices • One Day Institute • Saturday, April 12, 2008

**Please Select Two Sessions that you plan to attend:**

- Session I.**  
Featured Session: Developing Academic Discourse Skills Through Mediated Discussion and Writing in Grades 4-12 (Session A Only)  
Presenter: Dr. Kate Kinsella
- Session II.**  
Featured Session: A Research-Informed and Classroom-Tested Instructional Routine for Developing Expressive Word Knowledge in Grades 3-12 (Session B Only)  
Presenter: Dr. Kate Kinsella
- Session III.**  
Featured Session: Teaching the Academic Essentials in Grades 6-12 (Session A Only)  
Presenter: Jim Burke, Author
- Session IV.**  
Techniques for Storytelling and Reading to Students (Grades K-3)  
Presenter: Peter Doering, Santa Clara County Office of Education
- Session V.**  
Scaffolding Compare/Contrast Writing (Grades K-3)  
Presenter: Sharmila Kraft, WRITE Institute, San Diego County Office of Education
- Session VI.**  
One Step, Two Steps: Language and Creative Movement (Grades K-3)  
Presenters: Lilia Agüero and Aimée Ipson Pflederer, Santa Clara County Office of Education
- Session VII.**  
Helping English Learners Find and Love Their Voice Through Writing (Grades K-5)  
Presenter: Kevin Harrigan, Newark Unified School District
- Session VIII.**  
Motivating Our Students to Learn with Art (Grades 3-12)  
Presenter: Simon Silver, World-renowned Artist
- Session IX.**  
Reading/Writing Workshop Differentiated for English Learners (Grades 3-6)  
Presenters: Denise Williams and Rosemary Gellman, Evergreen School District
- Session X.**  
Improving Literacy Through Science (Grades 4-12)  
Presenter: Sandra Yellenberg, Santa Clara County Office of Education
- Session XI.**  
Integrating Language and Science Content Knowledge for Academic Success (Grades 3-8)  
Presenter: Emma Violand-Sanchez, Adjunct Professor at Georgetown University
- Session XII.**  
Using Online Tools and Resources to Boost Academic Achievement for English Learners (Grades 4-12)  
Presenters: Martin Cisneros and Kristi Jud, California Technology Assistance Project (CTAP) Region V
- Session XIII.**  
We are all Language Teachers: Developing Academic Language in Every Lesson (Grades 5-12)  
Presenter: Dr. Jeff Zwiers, Author and Adjunct Faculty at Stanford University
- Session XIV.**  
Voices from the Fields (Grades K-12) (Session A Only)  
Presenter: Gerry Lopez, Migrant Education Program – Region I
- Session XV.**  
All Learning Floats in a Sea of Talk: English Learners in Mathematics  
Presenters: Jane Escobedo and Joni Easterday, Sonoma County Office of Education Grade Level (4 - 12)

**Please register on-line at**

<http://santaclara.k12oms.org/eventdetail.php?gid=200&id=11161>

To download the conference program and handouts from all workshop sessions, please visit our web site after March 3, 2008.

<http://www.sccoe.org/depts/ell/>

**Registration Fee:**

\$85 per participant (Includes breakfast and lunch)

Methods of Payment:

Payable to: SAS/County Schools Service Fund

- PO
- Check
- VISA / Mastercard

Registration Deadline: **March 17, 2008**

**Continuing Education Units (CEUs):**

1. One CEU is available from National Hispanic University (NHU) for \$65.
2. Participants who plan to attend a follow-up forum and complete the assignment can receive a total of 2 CEUs for \$130. Registration for the follow-up forum will be available on Saturday, April 12, 2008 during the conference at the NHU booth.

**Follow-up Forum:**

Date: Tuesday, April 22, 2008

Time: 4:00 – 8:00 p.m.

Location: Santa Clara County Office of Education

**Contacts:**

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# 6th Annual Academic Success



for  
**English Learners and Migrant Students:  
Using Research-Based Practices**

One-Day Institute  
Saturday, April 12, 2008

Conference Theme:

**Developing  
Academic English  
for English Learners**

This year's conference will continue to focus on research-based practices that support English Learners and Migrant students to develop the academic language skills required for their overall academic success.

**Conference Goals:**

- To learn about exemplary models of research-based practices for teaching English Learners and Migrant students.
- To get energized and rejuvenated with hands-on strategies for supporting English Learners and Migrant students in developing academic English.
- To network and celebrate success with other professionals who are working with English Learners and Migrant students.

<b>Schedule:</b>	
7:45 a.m. - 8:30 a.m.	Registration/Breakfast
8:30 a.m. - 10:00 a.m.	Keynote Address
10:00 a.m. - 10:30 a.m.	Publishers Exhibits
10:30 a.m. - 12:00 noon	Workshop Session A
12:00 noon - 12:45 p.m.	Lunch
12:45 p.m. - 1:00 p.m.	Raffle Prizes
1:00 p.m. - 2:30 p.m.	Workshop Session B

SANTA CLARA COUNTY  OFFICE OF EDUCATION

Sponsors: Instructional Services Branch, Santa Clara County Office of Education  
Migrant Education (Region I) • Regional System of District and School Support (Region V)

# 6th Annual Academic Success for English Learners & Migrant Students



## Keynote Speaker: Dr. Kate Kinsella

Kate Kinsella, Ed.D. is an adjunct faculty member in Secondary Education at San Francisco State University and provides consultancy nationally regarding effective instruction of adolescent English Learners. Dr. Kinsella has authored numerous books, articles, and curricula for secondary English learners., Dr. Kinsella has received numerous awards, including the 2005 California Department of Education's Award of Excellence for her contributions to improving the education of immigrant youth throughout the state.



Jim Burke, Author

- **Keynote Title:** Bolstering Language Proficiency for English Learners Through Structured Academic Interaction  
Academic oral language is vital for both reading comprehension and writing proficiency, but EL student performance indicates that it is routinely overlooked in K-12 curricula and instruction at every grade level. Further, English learners are frequently passive observers during critical lesson discussions and rarely flex their academic language muscles. Using compelling lesson footage and hands-on demonstration, Dr. Kinsella illustrates the critical features of structured academic discussion necessary for an English learner or striving reader to fully engage in demanding lesson interactions. She provides a model lesson and explicit guidelines in: 1) designing appropriate tasks; 2) analyzing the vocabulary and syntax demands of discussion tasks; 3) providing and modeling relevant response frames; 4) assigning focused, accountable listening tasks; and 5) effectively partnering students to maximize interaction. She guides participants in critiquing taped lessons using a focused observation and feedback instrument and closes by sharing practical resources for colleagues to effectively implement structured academic discussions and skillfully adapt published curricula.
- **Session I.** Featured Session: Developing Academic Discourse Skills Through Mediated Discussion and Writing in Grades 4-12 (Session A Only)  
**Presenter:** Dr. Kate Kinsella  
This workshop provides participants with a dynamic instructional process for structuring rigorous and accountable academic discussion as a springboard to relatively brief, routine doses of teacher-mediated academic writing practice. Using hands-on demonstration, Dr. Kinsella illustrates the transition from scaffolded “academic talk” to mediated writing of “five-minute paragraphs” “ten-minute paragraphs” that serve as the building blocks for subsequent multiple-paragraph papers. Dr. Kinsella demonstrates the process of guiding students in utilizing discussion content to write competently, moving from “I’ll do it” to “We’ll do it” to “You’ll do it” to “You do it.” Participants leave with extensive guidelines, model lessons, and reproducible resources to implement this practical academic discourse strategy school-wide.
- **Session II.** Featured Session: A Research-Informed and Classroom-Tested Instructional Routine for Developing Expressive Word Knowledge in Grades 3-12 (Session B Only)  
**Presenter:** Dr. Kate Kinsella  
Many instructional practices leave English learners with enhanced understanding of a critical lesson term but no linguistic competence in actually utilizing it in 4-12 academic contexts. This workshop provides participants with a research-informed yet highly practical instructional

routine for developing students’ expressive academic word knowledge—the ability to apply words effectively in speaking and writing. The presenter introduces this explicit routine through demonstration, compelling lesson footage, and detailed guidelines. Participants leave with extensive practical resources and a lesson observation protocol to implement this dynamic routine school-wide.

- **Session III.** Featured Session: Teaching the Academic Essentials in Grades 6-12 (Session A Only)  
**Presenter:** Jim Burke, Author  
Participants will learn about the Academic Essentials: eight key academic competencies that help all students improve their performance in class and on state exams. Participants will use materials they can adapt for immediate use in their own class. Participants will:
  - Learn what the reading process is and how to use it to improve instruction and student performance
  - Use “Tools for Thought” to help students read, discuss, and write about a range of texts
  - Learn about and apply the “Academic Essentials” to their own classes, especially those essentials related to taking notes and taking tests
- **Session IV.** Techniques for Storytelling and Reading to Students (Grades K-3)  
**Presenter:** Peter Doering, Santa Clara County Office of Education  
Storytelling and reading to children is an art that must be learned and practiced. It is an effective way to engage English learners and provide opportunities for them to develop their listening, speaking and reading skills as a foundation for building academic vocabulary. In this session, participants will learn about different techniques and props that can be used to make any book come alive. Most importantly, strategies that include students at the beginning, early intermediate, intermediate, early advanced, and advanced English proficiency levels will be discussed. Participants will receive resources on how to create their own storytelling props and kits for their schools. Come join the fun as we make stories come to life!
- **Session V.** Scaffolding Compare/Contrast Writing (Grades K-3)  
**Presenter:** Sharmila Kraft, WRITE Institute, San Diego County Office of Education  
This session will provide participants with differentiated writing strategies to support compare/contrast writing. Participants will experience interactive strategies to help English learners and struggling students improve their academic writing skills and then on-demand writing.

- **Session VI.** One Step, Two Steps: Language and Creative Movement (Grades K-3)  
**Presenters:** Lilia Agüero and Aimée Ipson Pflederer, Santa Clara County Office of Education  
Dance and creative movement offer captivating, differentiated entry points through which learners can strengthen and develop their linguistic proficiency and deepen their understanding. Join us for an arts-integrated workshop that focuses on the powerful role that dance and creative movement can play in promoting language development, as well as creative expression. Participants will engage in hands-on, interactive learning with a seasoned educator/teaching artist with expertise in integrated arts and ELD curriculum. Discussion will include approaches for managing a classroom setting that supports scaffolded learning in dance and language development.
- **Session VII.** Helping English Learners Find and Love Their Voice Through Writing (Grades K-5)  
**Presenter:** Kevin Harrigan, Newark Unified School District  
Participants will explore a research-based approach to teaching writing that is proving successful with English learners in the Newark School District. This approach uses literature to study genre and author’s craft, shows the impact of direct skill instruction to teach the stages of the writing process, and uses a sequence of mini-lessons to teach mechanics and conventions. The most powerful integration that makes this approach so successful, though, is the use of partner work to build a community of writers in the classroom—developing the students’ sense of belonging, autonomy, competence, and personal responsibility for their own learning.
- **Session VIII.** Motivating Our Students to Learn with Art (Grades 3-12)  
**Presenter:** Simon Silver, World-renowned Artist  
Through the use of images and sample work of students, participants will be encouraged to use art as a means of motivating students to learn and to think. Participants will hear personal antidotes from world renowned artist Simon Silva and will also have an opportunity to do a couple of hands on projects. A discussion of materials presented will be encouraged as well.
- **Session IX.** Reading/Writing Workshop Differentiated for English Learners (Grades 3-6)  
**Presenters:** Denise Williams and Rosemary Gellman, Evergreen School District  
This session will emphasize the importance of English learners participating in the Reading and Writing Workshop model. It models the balance between Reading and Writing and is structured for providing a more comprehensible format for English Learners. It also will focus on expository text and the how critical it is to develop academic language. Participants will receive a wealth of resources.
- **Session X.** Improving Literacy Through Science (Grades 4-12)  
**Presenter:** Sandra Yellenberg, Santa Clara County Office of Education  
Learn how to use the enthusiasm and curiosity generated by hands-on science lessons to provide opportunities for students to practice their reading, writing, and oral skills. You will leave with many techniques that you can use in your class on Monday.
- **Session XI.** Integrating Language and Science Content Knowledge for Academic Success (Grades 3-8)  
**Presenter:** Emma Violand-Sanchez, Adjunct Professor at Georgetown University

Learn how to integrate language within content-based lessons that empower English learners to use academic vocabulary and language with confidence. This presentation will introduce research-based content-area literacy practices that engage English learners (ELs) at all language proficiency levels in order to communicate information, ideas, and concepts in science. The presenter will model activities and lessons that help ELs develop academic vocabulary, build background knowledge, understand critical concepts in science, and develop target language skills and strategies.

- **Session XII.** Using Online Tools and Resources to Boost Academic Achievement for English Learners (Grades 4-12)  
**Presenters:** Martin Cisneros and Kristi Jud, California Technology Assistance Project (CTAP) Region V  
This workshop will share technology resources and tools that support teachers to scaffold content-area instruction and build background knowledge for English learners. Participants will engage in interactive, hands-on activities that are ready to be implemented in the classrooms.
- **Session XIII.** We Are All Language Teachers: Developing Academic Language in Every Lesson (Grades 5-12)  
**Presenter:** Dr. Jeff Zwiers, Author and Adjunct Faculty at Stanford University  
This workshop provides practical ideas for equipping students with the linguistic tools they need for the tasks, tests, and texts of school. We will begin by analyzing three key principles of language teaching and five important features of academic language that support learning in different content areas. The “body” of the workshop will then focus on practical ways to integrate the principles and features into daily lessons. Examples and language samples from science, math, language arts, and history classes will be presented. We will (a) discuss the important role of oral academic language along with ways to improve whole class and small group discussions; (b) practice reading and writing activities that develop students’ academic grammar; (c) experience what diverse students experience in school; (d) look at ways to formatively assess language as we weave its development into the teaching of content, thinking, and literacy.
- **Session XIV.** Voices from the Fields (Grades K-12) (Session A Only)  
**Presenter:** Gerry Lopez, Migrant Education Program – Region I  
The migrant experience will come alive as students tell their personal stories. Participants will learn some background and history of the Migrant Education Program, and get a unique glimpse into the daily life of a migrant student. In the process, participants will better understand both the strengths and challenges inherent in the migrant lifestyle.
- **Session XV.** All Learning Floats in a Sea of Talk: English Learners in Mathematics  
**Presenters:** Jane Escobedo and Joni Easterday, Sonoma County Office of Education Grade Level (4 - 12)  
This workshop will focus on using the lesson study process to improve student achievement in Mathematics. The presenters will review the lesson study process and share lessons learned while working with school districts in Sonoma County with high populations of English learners. Strategies for discourse to engage students in representing, justifying and generalizing mathematical concepts across linguistic proficiencies will be demonstrated.