

## Please Select Two Sessions that You Plan to Attend:

- Session I.**  
Featured Session: Teacher Modeling: Developing Student Expertise in Content and Language (Grades K-12) (Session A Only)  
Presenter: Dr. Douglas Fisher
- Session II.**  
Featured Session: Effective Instructional Strategies for Language and Content Teachers (Grades K-12) (Session A Only)  
Presenter: Dr. Deborah Short
- Session III.**  
Featured Session: Forms and Functions in Daily Instruction: ELD and Content (Grades 2-12)  
Presenter: Dr. Constance Williams
- Session IV.**  
A Look at Learning: Guide to Observation of ELD and SDAIE Settings (Grades K-12)  
Presenter: Dr. Linda J. Carstens
- Session V.**  
Teaching Systematic ELD in the K-5 Classroom  
Presenter: Jessica Boschen
- Session VI.**  
Comprehension Instruction for English Learners (Grades 1-5)  
Presenter: Andrea Butler
- Session VII.**  
Improving Student Achievement by Analyzing CELDT Results (Grades K-12)  
Presenter: Anne H. Davidson, Ed.D.
- Session VIII.**  
Moving Towards Academic Excellence: Differentiation for ELs and Migrant Students (Grades 2-6)  
Presenter: Denise Williams
- Session IX.**  
Engaging, Motivating, and Supporting English Learners and Migrant Students for Academic Success, Grade K-8  
Presenter: Myrna Bodner
- Session X**  
Effort = Academic Success: Engaging Strategies for Student Self-Evaluation and Metacognition in the K-6 Classroom  
Presenter: Joy Wenke
- Session XI.**  
Textbooks with Meaningful Lessons for English Learners in Grades 2-12 (Session B Only)  
Presenter: Sandra Yellenberg
- Session XII.**  
Step Up to Writing (Grades 4-12)  
Presenter: Steve Sinclair
- Session XIII.**  
Reading Strategies for Literacy Development for English Learners in Grades 9-12  
Presenter: Dee-Anna Ramirez
- Session XIV.**  
Digital Storytelling with English Language Learners, Grades K-12  
Presenter: Martin Cisneros

## Registration Information

Please register at <http://santaclara.k12oms.org/eventdetail.php?gid=200&id=16292>

To download the conference program and handouts from all workshop sessions, please visit our web site after February 27, 2009.

<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:

Monday, February 16, 2009

### Continuing Education Units (CEUs):

1. One CEU is available from National Hispanic University (NHU) for \$70.
2. Participants who plan to attend a follow-up forum and complete the assignment can receive a total of 2 CEUs for \$140. Registration for the follow-up forum will be available on Saturday, March 7, 2009 during the conference at the NHU booth.

### Follow-up Forum:

Date: Wednesday, April 15, 2009

Time: 4:00 p.m. – 8:00 p.m.

Location: Santa Clara County Office of Education

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SANTA CLARA COUNTY  OFFICE OF EDUCATION

# 7th Annual Academic Success

for English Learners & Migrant Students:  
Using Research-Based Practices



**One Day Institute**  
**Saturday,**  
**March 7, 2009**

## 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.

## 7th Annual Academic Success for English Learners & Migrant Students



Keynote Speaker:  
Dr. Douglas Fisher, Professor  
San Diego State University

### Better Learning through Structured Teaching

The Keynote will explain a framework based on Gradual Release of Responsibility that consists of:

Focus lessons - establishing purposes in both content and language lessons with modeled thinking

Guided instruction - differentiating instruction for groups of students based on their assessed learning needs

Collaborative learning - allowing student interactions while they apply new learning to unique situations

Independent practice - ensuring that students use what they learn independently

The gradual release of responsibility method demonstrates learning when teachers move from assuming “all the responsibility for performing a task . . . to a situation in which the students assume all of the responsibility” as explained by Duke and Pearson in 2004.

Dr. Douglas Fisher is a faculty member at San Diego State University whose entire career has been focused on English learners and students who live in poverty. He has developed practices around the theory of Gradual Release of Responsibility. First proposed as an alternative to student independent study and worksheets, the practices he describes help move learning responsibilities from teacher to student.

#### Conference Schedule

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

#### □ Session I. Featured Session: Teacher Modeling: Developing Student Expertise in Content and Language (Session A Only)

Presenter: Dr. Douglas Fisher, Professor, San Diego State University (Grades K-12)

In this session various kinds of modeling will be explored that assist students to increase their academic language use. This session will emphasize reading for meaning. Participants will examine the instructional challenges for teaching comprehension, word solving, and some text structures that pose issues for English learners. Participants will see how teacher modeling becomes a pathway for student learning as they become increasingly proficient language users.

#### □ Session II. Featured Session: Effective Instructional Strategies for Language and Content Teachers (Grades K-12) (Session A Only)

Presenter: Dr. Deborah Short, Educational Consultant

Drawing on recent literature reviews and research reports from EL panelists, Dr. Short will identify assessment and instructional practices that are currently in use. She will show how ELs have been successful, and she will explain the pathways that exist for success to occur. The key finding is that school systems and content and language teachers must match their instructional models and implemented practice to student needs. She will highlight those literacy and academic vocabulary development factors that qualify as effective practice for younger students and adolescent ELs.

#### □ Session III. Featured Session: Forms and Functions in Daily Instruction: ELD and Content (Grades 2-12)

Presenter: Dr. Constance Williams, Educational Consultant and English Learner Specialist

In this workshop participants will receive a tool for integrating the explicit teaching of English development into daily lessons. The application of this practical forms and functions tool links language use to specific grammar. Then students use language frames to practice and master increasingly complex language structures.

#### □ Session IV. A Look at Learning: Guide to Observation of ELD and SDAIE Settings (Grades K-12)

Presenter: Dr. Linda J. Carstens, Director of Professional Learning, Stanford University

A Look at Learning is designed to make explicit the elements of effective English Language Development (ELD) and Specially Designed Academic Instruction in English (SDAIE) instruction. This workshop will provide a comprehensive overview of effective ELD and SDAIE instruction. Most importantly, participants will have the opportunity to view videos and have in-depth discussion on exemplary classroom instruction for English learners.

#### □ Session V. Teaching Systematic ELD in the K-5 Classroom

Presenter: Jessica Boschen, EL Curriculum Coach, Sunnyvale School District

Providing instruction in English as its own subject area, Systematic English Language Development (ELD) equips English learners with “the language they did not learn before coming to school, will not be taught in any other content area, and are expected to use every day.” Through explicit instruction using engaging topics, students learn how to use and manipulate language for a wide range of purposes appropriate to their level of English proficiency. Participants will explore what ELD looks like in a K-5 classroom, the components of good Systematic ELD lessons, and strategies that prompt students to practice the newly taught language.

#### □ Session VI. Comprehension Instruction for English Learners (Grades 1-5)

Presenter: Andrea Butler, Reading Language Arts Staff Development Coordinator, Santa Clara County Office of Education

In this workshop, the presenter will explicitly demonstrate how to teach Grade 1-5 students to comprehend using the “gradual release model” outlined by the keynote speaker. Read Alouds and Interactive Read-Alouds (which require students to try the strategies with a partner), will be demonstrated so that ALL students gain access to the “in-the-head” comprehension strategies used by competent readers.

#### □ Session VII. Improving Student Achievement by Analyzing CELDT Results (Grades K-12)

Presenter: Anne H. Davidson, Ed.D., Research Scientist, CTB/McGraw-Hill

The California English Language Development Test (CELDT) is a standardized, summative assessment of English language proficiency (ELP) given annually to English language learners (ELL). The test is aligned to the California English Language Development (ELD) Standards. CELDT provides and constrains test score use to broadly describe students’ overall performance and the language modalities of Listening, Speaking, Reading, and Writing. Educators are discouraged from drawing inferences about students’ abilities about specific standards or from specific test items. However, CELDT scores are relevant to educational decisions, and educators should use detailed information from standardized measures. This presentation proposes a framework to interpret CELDT scores in light of classroom-level decision making. It builds on standards-based education literature to recommend appropriate connections among ELD Standards, curriculum development, and CELDT scores.

#### □ Session VIII. Moving Towards Academic Excellence: Differentiation for ELs and Migrant Students (Grades 2-6)

Presenter: Denise Williams, Director of Categorical Programs, Evergreen School District

This workshop will show EL specialist participants how to maintain high expectations for their learners while developing students’ language proficiency. The presenter will demonstrate use of core curricula that allow students to develop within the context of the regular classroom, rather than relying on compensatory and remedial education to meet their needs. Participants will expand their own knowledge about differentiation for EL and migrant students by examining the importance and implementation of Shared Reading and Systematic and Explicit ELD in content areas.

#### □ Session IX. Engaging, Motivating, and Supporting English Learners and Migrant Students for Academic Success, Grade K-8

Presenter: Myrna Bodner, District Coordinator of English Language Development, Alum Rock Union Elementary School District

This interactive workshop uses research-based instructional strategies to help accelerate the development of academic language and content knowledge for second language learners. It will promote an understanding of practices, students’ learning preferences and intelligences to better reach and motivate them.

#### □ Session X. Effort = Academic Success: Engaging Strategies for Student Self-Evaluation and Metacognition in the K-6 Classroom

Presenter: Joy Wenke, English Language Development Facilitator and Teacher, Franklin-McKinley School District

This workshop will demonstrate ways that students can effectively evaluate themselves and improve their academic vocabulary simultaneously. Participants will learn specific steps to develop a safe learning environment that in-

cludes the critical component of self evaluation as described by Marzano. Using these techniques, students get the “big idea” that links academic success with their own metacognitive strategy use. These ideas can apply in your classroom tomorrow, especially with English learners.

#### □ Session XI. Textbooks with Meaningful Lessons for English Learners in Grades 2-12 (Session B Only)

Presenter: Sandra Yellenberg, Science Coordinator, Santa Clara County Office of Education

This interactive workshop will provide participants with specific strategies to convert conventional textbook lessons into highly comprehensible and meaningful lessons for English learners. These lessons involve all domains—listening, speaking, reading and writing. The techniques modeled can be easily adapted for any grade across content areas.

#### □ Session XII. Step Up to Writing (Grades 4-12)

Presenter: Steve Sinclair, English Language Arts Coordinator, Santa Clara County Office of Education

Experienced ELD teachers will demonstrate how Step Up to Writing has informed their instruction and prompted students’ increased writing achievement. After a brief overview of the Step Up to Writing program, high school teachers will engage participants by reviewing student work and applying the CAHSEE writing rubric to analyze language strengths and challenges. The application of these techniques enables students to concentrate on language forms and academic vocabulary that will improve their writing for both communication and assessment purposes.

#### □ Session XIII. Reading Strategies for Literacy Development for English Learners in Grades 9-12

Presenter: Dee-Anna Ramirez, Teacher and Presenter with The Greater Bay Area Foreign Language Project at Stanford University School of Education

This session is designed to give participants strategies to front-load contextualized vocabulary and idioms for English learners. Participants will also experience a variety of reciprocal reading strategies that help students extract meaning from text.

#### □ Session XIV. Digital Storytelling with English Language Learners, Grades K-12

Presenter: Martin Cisneros, Staff Development Coordinator, Santa Clara County Office of Education

Digital Storytelling revolves around the idea of combining the longstanding art of telling stories with any of a variety of available multimedia tools, including graphics, audio, video animation, and Web publishing. Digital storytelling can introduce new material for student research, synthesize large amounts of content and prepare students to use digital communication and authoring tools. This workshop provides practical ideas for equipping teachers and students with the “on and offline” tech tools needed for diverse teaching and learning styles. Participants will learn how to generate interest, attention and motivation for the “digital generation” of English learners in our classrooms. Explore how to capitalize on the creative talents of your own students as they begin to research and tell stories of their own. Publish student work on the Internet for viewing and critiquing by others.