

Please Select Two Sessions That You Plan to Attend:

- Session I.** Featured Session: Bolstering Competent Vocabulary Use Through Explicit Instruction and Scaffolded Application (Grades 3-12) A.M. Only
Presenter: Kate Kinsella, Ed.D.
- Session II.** Featured Session: Preventing Long-Term ELs: Instructional Features Shared by K-12 Schools (Grades K-12) A.M. Only
Presenter: Margarita Calderon, Ph.D.
- Session III.** Getting Them All Engaged: Inclusive Active Participation in the Elementary School (Grades K-6) A.M. Only
Presenter: Anita Archer, Ph.D.
- Session IV.** The LSE Dilemma: Combating the Mentality of Poverty (Grades K-12) A.M. and P.M.
Presenter: Gerry Lopez
- Session V.** Writing Linguistically Appropriate IEP Goals for English Learners (Grades K-12) A.M. and P.M.
Presenter: Jarice Butterfield, Ph.D.
- Session VI.** How Literacy and Vocabulary in Mathematics Impedes or Enhances the Achievement for ELs (Grades K-6) A.M. Only
Presenter: Maria Trejo, Ph.D.
- Session VII.** Putting the Pieces Together: Connecting Language to the Visual Arts, Developing English Language Skills through Visual Arts Observation and Exploration (Grades K-3) A.M. Only
Presenter: Chernel Paige
- Session VIII.** Featured Session: Writing Language Objectives – Practical Tools for Guiding Lesson Development with a Language Focus (Grades 3-12) P.M. Only
Presenter: Kate Kinsella, Ed.D.
- Session IX.** Featured Session: Engaging Them All: Active Participation Strategies in Middle School and High School Classes (Grades 6-12) P.M. Only
Presenter: Anita Archer, Ph.D.
- Session X.** Closing the Vocabulary Gap: Vocabulary Building Strategies in Action (Grades K-12) P.M. Only
Presenter: Sandra Yellenberg
- Session XI.** Making Meaning through Art: Using Art as a Tool to Explore Language (Grades 2-6) P.M. Only
Presenter: Jenay Kiddoo
- Session XII.** Academic Discussion and Debate in the Classroom (Grades 9-12) P.M. Only
Presenters: Patrick Hurley and Elaine Mo, Ed.D.

Registration Information

Please register at:
<http://santaclara.k12oms.org/1054-54460>
To download the conference program and handouts from all workshop sessions, please visit our web site after March 1, 2012.
<http://www.sccoe.org/depts/ell/>

Registration Fee:
\$100 per participant (Includes breakfast and lunch)

Methods of Payment:
Payable to:
Santa Clara County Office of Education

- PO
- Check
- VISA / Mastercard

Registration Deadline:
Friday, February 24, 2012

Continuing Education Units (CEUs):
1. One CEU is available from National Hispanic University (NHU) for \$75.
2. Participants who plan to attend a follow-up forum and complete the assignment can receive a total of 2 CEUs for \$150.

Follow-up Forum:
Date: Wednesday, April 4, 2012
Time: 4:00 p.m.-8:00 p.m.
Location: Santa Clara County Office of Education

Contacts:
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Sponsors:

Educational Services Branch,
Santa Clara County Office of Education



Migrant Education (Region I)



The National Hispanic University



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Santa Clara County  Office of Education

1290 Ridder Park Drive, San Jose, CA 95131-2304
www.sccoe.org

10th Annual Academic Success

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



One Day Institute
Saturday,
March 17, 2012

Theme:
Supporting
Long Term
English Learners

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.

10th Annual Academic Success for English Learners and Migrant Students

Keynote Speaker:

Kate Kinsella, Ed.D.,

San Francisco State University, Center for Teacher Efficacy

Keynote:

Dynamically Increasing Verbal Engagement in Linguistically Diverse K-12 Classrooms

This keynote will present an overview of existing research. Across all grade levels one of the greatest challenges teachers face is eliciting verbal responses from underprepared and apprehensive students who have years of acclimation to a more passive role. Oral language proficiency which includes students' agility with target vocabulary, grammar and sentence structures underscores reading comprehension and writing competence. Unless students become more articulate and dynamic communicators during lessons, their literacy gains will be disappointing. Drawing from extensive experience teaching English Learners and struggling readers, Dr. Kinsella models evidence-based strategies to bolster students' communicative confidence and competence. She details how to write, assign, and model appropriate use of response frames that guide accurate oral fluency. She also provides practical guidelines to set up and monitor productive student interactions. She addresses common challenges, including how to encourage use of an audible "public voice", provide appropriate feedback on verbal production errors, and elicit more democratic responses, while not discouraging "professional participants."

Conference Schedule

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|-------------------------|--------------------------|
| 7:30 a.m. – 8:00 a.m. | Registration/Breakfast |
| 8:00 a.m. – 10:00 a.m. | Keynote |
| 10:00 a.m. – 10:30 a.m. | Break/Publisher Exhibits |
| 10:30 a.m. – 12:00 p.m. | Workshop Session A |
| 12:00 p.m. – 1:00 p.m. | Lunch/Raffle Prizes |
| 1:00 p.m. – 2:30 p.m. | Workshop Session B |

□ Session I. Featured Session: Bolstering Competent Vocabulary Use Through Explicit Instruction and Scaffolded Application (Grades 3-12) A.M. Only

Presenter: Kate Kinsella, Ed.D., San Francisco State University

Participants will learn a research-informed and classroom-tested instructional routine for developing students' expressive word knowledge. The presenter will demonstrate explicit teaching of high-priority lesson terms that students will add to their academic vocabulary tool kits. Participants experience how to productively check for comprehension by structuring competent usage with carefully scaffolded application tasks.

□ Session II. Featured Session: Preventing Long-Term ELs: Instructional Features Shared by K-12 Schools (Grades K-12) A.M. Only

Presenter: Margarita Calderon, Ph.D., Professor Emerita, Johns Hopkins University

Participants will experience national models and illustrations showing how elementary schools can prevent huge numbers of LTELs entering middle and high schools by implementing instructional and school structural features. Also, the presenter shows how secondary schools' strategies can accelerate English learners' language, literacy, and content learning.

□ Session III. Getting Them All Engaged: Inclusive Active Participation in the Elementary School (Grades K-6) A.M. Only

Presenter: Anita Archer, Ph.D., Education Consultant

Do you have students who are not attending or participating during your lessons? In this session, Dr. Archer will present research validated procedures for actively involving ALL students in instruction, including the use of verbal responses, written responses, and action responses. In addition procedures for involving all students in the reading of classroom materials will be presented.

□ Session IV. The LSE Dilemma: Combating the Mentality of Poverty (Grades K-12) A.M. and P.M.

Presenter: Gerry Lopez, Program Manager, Migrant Education, Region 1

Most Migrant students come from Low Socio-Economic (LSE) levels and live in a world very different than their educators of middle class backgrounds. This interactive presentation will allow participants to view the mentality, language, economy, and world outlook that LSE students experience and realize why so many of our educational efforts are fruitless. Knowing our limitations as educational interpreters helps to combat a culture of poverty.

□ Session V. Writing Linguistically Appropriate IEP Goals for English Learners (Grades K-12) A.M. and P.M.

Presenter: Jarice Butterfield, Ph.D., Santa Barbara County Special Education Local Planning Area (SELPA)

This session will provide a brief overview of legal requirements for English learners with disabilities while presenting guidelines and strategies for drafting linguistically appropriate IEP goals for English learners with disabilities. Participants will learn about best practices for writing linguistically appropriate goals in IEPs aligned to students' assessed language needs, implementing the goals, and using formative assessments for monitoring students' progress.

□ Session VI. How Literacy and Vocabulary in Mathematics Impedes or Enhances the Achievement for ELs (Grades K-6) A.M. Only

Presenter: Maria Trejo, Ph.D., Education Consultant

This practical session will present examples of unique vocabulary and mathematical word problem issues ELs have because of language, symbol, and process challenges in subject matter and texts. Teachers will be provided with activities and strategies to expedite mathematical achievement for ELs.

□ Session VII. Putting the Pieces Together: Connecting Language to the Visual Arts, Developing English Language Skills through Visual Arts Observation and Exploration (Grades K –3) A.M. Only

Presenter: Chernel Paige, Education Consultant

Participants will observe how students can use their five senses to explore art works and learn how to create a visual arts "focus wall" to extend and develop English learners' English language skills and visual arts knowledge.

□ Session VIII. Featured Session: Writing Language Objectives--Practical Tools for Guiding Lesson Development with a Language Focus (Grades 3-12) P.M. Only

Presenter: Kate Kinsella, Ed.D., San Francisco State University

This workshop will provide participants with the knowledge and tools needed to design lessons with complementary content and language objectives. The step-by-step process and set of tools for analyzing lessons to identify, write, and deliver appropriate language objectives help students accomplish standards-based lesson tasks. Sample lessons and planning tools will be provided.

□ Session IX. Featured Session: Engaging Them All: Active Participation Strategies in Middle School and High School Classes (Grades 6-12) P.M. Only

Presenter: Anita Archer, Ph.D., Education Consultant

Do you have students who are not attending or participating during your lessons? In this session, Dr. Archer will present research validated procedures for actively involving ALL students in instruction including the use of verbal responses, written responses, and action responses. In addition procedures for involving all students in the reading of classroom materials will be presented.

□ Session X. Closing the Vocabulary Gap: Vocabulary Building Strategies in Action (Grades K-12) P.M. Only

Presenter: Sandra Yellenberg, Science Coordinator, Curriculum and Instruction, Department, Santa Clara County Office of Education

Experience research-based strategies which blend engagement strategies, integrating literacy with understanding concepts, and building academic vocabulary in ways that promote student understanding and use of the new words. See the strategies in this session, then use them with your English learners and Migrant students on Monday morning.

□ Session XI. Making Meaning through Art: Using Art as a Tool to Explore Language (Grades 2-6) P.M. Only

Presenter: Jenay Kiddoo, Coordinator, Educational Services Department, Oak Grove School District

Participants will use meaningful language experience to discuss various cultures' art works, and gain strategic skills in open-ended questioning, and using descriptive language at students' language proficiency levels. Using art and the five senses, the presenter will model student engagement strategies to build content knowledge and English language.

□ Session XII. Academic Discussion and Debate in the Classroom (Grades 9-12) P.M. Only

Presenters: Patrick Hurley teacher-in-residence for the Strategic Educational Research Partnership Elaine Mo, Ed.D., Assistant Professor in Curriculum and Instruction, the University of the Pacific

In this session, we will examine web-based resources that can be used to engage students in academic discourse around high-interest topics such as cyberbullying, athletes' salaries and school uniforms. Participants will practice identifying language demands and the essential academic vocabulary that will yield productive, academic talk.