Oregon Association for Bilingual Education
2015 Summer Conference Program
Bilingual Education: Shaping Our Oregon

June 12 & 13, 2015
Happy Valley Middle School, Happy Valley, Oregon

Sponsors:

[Logos of the sponsors are shown here]
Keynote Presentations:

Edward Tabet-Cubero is a veteran bilingual educator who currently serves as Associate Director of Dual Language Education of New Mexico. DLENM is a non-profit technical assistance that supports schools and policy makers in their efforts to provide emerging bilingual students with equal opportunities to learn by building upon their linguistic and cultural assets. With a BA and MA Ed from New Mexico State University, Edward has promoted bilingual education across the US as a classroom teacher, award winning site administrator at the elementary and secondary levels, district office administrator, and university instructor. In 2014, Edward was selected as a WK Kellogg Leadership Fellow where he is applying his skills in collaboration with a leadership cohort across a variety of sectors to improve outcomes for families in New Mexico. In his role as Secretary for The New Mexico Coalition for the Majority, Edward is frequently called on by legislators to share his expertise regarding educational policy focused on emerging bilingual students. His current focus is on the convergence of best practices in the education of emerging bilingual students, instructional leadership, and public policy.

Fred Genesee is a Professor of psychology at McGill University. He specializes in second language acquisition and bilingualism research. In particular, his research examines the early stages of the acquisition of two languages in order to better understand this form of language acquisition and ascertain the neurocognitive limits of the child's ability to acquire language. Specific topics Genesee has investigated in his research include language representation (lexical and syntactic) in early stages of bilingual acquisition, transfer in bilingual development, structural and functional characteristics of child bilingual code-mixing, and communication skills in young bilingual children. In addition to this, Genesee has investigated in second language acquisition in school and the modalities for effective acquisition in school contexts.

Rosa Molina is the Executive Director of ATDLE, the Association of Two-Way & Dual Language Education (ATDLE) which was founded in March 2012. ATDLE is a spin-off of Two-Way CABE that she helped found over ten years ago. In her most recent work, as Executive Director, Rosa and her team provides technical assistance and professional development to TWBI Programs in California and the Western region of the United States. ATDLE continues to promote the expansion of TWBI education and the Seal of Biliteracy throughout California and the U.S. Before retiring in 2011 to take the lead with ATDLE and Two-Way CABE, Ms. Molina worked as the Assistant Superintendent of Curriculum and Instruction for Ravenswood City School District in East Palo Alto, CA from 2009-2011 after working for San Jose Unified SD for twenty five years. Rosa built her base of expertise by spending years as a bilingual classroom teacher, Title I Resource Teacher, Staff Development District Trainer & Resource Teacher, Manager of Staff Development, Principal, Director of Bilingual Education/Staff Development, and Director of Elementary Education. Her national dissemination work through Project Two-Way, an Academic Excellence Grant from the U.S. Department of Education, helped her found and support the development of more than 30 programs throughout the United States.
Conference at a Glance

**Friday, June 12**

7:30—10:00  Registration

8:00—9:30  Welcome—Matt Utterback, Superintendent, North Clackamas School District

           Keynote—Edward Tabet-Cubero

9:45—12:30  Workshop Sessions

12:30—1:30  Lunch

12:30—1:30  Joseph Santos-Lyons of APANO,

            Legislative issues & ramifications of HB 3499 in room #229

1:45—3:00  Workshop Sessions

**Saturday, June 13**

7:30—10:00  Registration

8:00—9:30  Welcome—David Bautista,

            Keynote—Dr. Fred Genesee

9:45—12:30  Workshop Sessions

12:30—1:30  Lunch

1:45—3:00  Workshop Sessions
On behalf of the executive council, it is my privilege to welcome you to the OABE’s Summer Conference. We are grateful to the North Clackamas School District Superintendent, Matt Utterback and staff members who have graciously agreed to host and sponsor this event.

The conference theme this year is Bilingual Education: Shaping our Oregon. The OABE executive board has worked diligently to provide you with sessions during the conference that reinforce this theme in regards to sheltered instruction, dual language, assessment/academic challenges, and strategies. As you attend sessions during the conference, I encourage you to focus on these and take the great expertise and knowledge gained back to your districts to put into practice.

Oregon’s Association for Bilingual Education (OABE) has been an affiliate of the National Association for Bilingual Education (NABE) for many years. We are proud that this is the fourth summer institute in a row since OABE’s hiatus and our focus remains the same: IMPROVING OUR PRACTICE & STRENGTHENING OUR ADVOCACY FOR BILINGUAL STUDENTS.

In addition to professional development and networking, OABE takes an active role in working with NABE on priority issues of advocacy. We are all encouraged to remain informed and to provide feedback around how we address the Common Core State Standards, reauthorization of the Elementary and Secondary Education Act (ESEA), and the Federal Consolidated Application that Oregon submits to the US Department of Education. OABE intends to keep members informed as well as prepared for any legislation, ballot measures, or bills that potentially harm bilingual students and their families.

OABE membership includes discounts to many professional development events, newsletters, listserv, and other opportunities to network. Members are also eligible for service on national committees, and receive a discounted rate for NABE annual membership dues. It is our hope that membership serves to better connect us with one another in sharing resources, as well as organizing efforts in more strategic and effective ways that better serve our students and families.

Thank you for joining OABE. Your participation in the Summer Conference and the association will be of benefit to Oregon students!

Best Regards,

Jonathan Fost
OABE President
Map
## Friday Sessions

### Workshop Session A  (Friday 9:45 – 11:00)

| **Multidisciplinary Unit Integrating NGSS, CCSS, GLAD, SIOP & ELPs:**  
**Presenter:** Marianella Rincon Rector  
**Room:** #201 |
<table>
<thead>
<tr>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>This workshop will highlight the integration of Common Core State Standards, Next Generation Science Standards, and the Washington English Language Proficiency Standards (ELP) to show the participants how a multi-disciplinary science unit is developed in a first grade dual language program.</td>
</tr>
</tbody>
</table>

| **Teacher Candidates’ Voices about their Linguistic Skills:**  
**Presenter:** Dr. Carmen Cáceda, Western Oregon University  
**Room:** #202 |
<table>
<thead>
<tr>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>This session will show glimpses of teacher candidates' linguistic learning experiences stemming from an autobiography and a student profile written for a language course. Some topics that emerged were: erasing names, having teachers who encouraged (or discouraged) their linguistic trajectories, deciding whether they had the linguistic skills to be bilingual teachers or not. An implication to consider is that if primary languages are not nurtured along the school system, the shortage of proficient bilingual teachers will continue.</td>
</tr>
</tbody>
</table>

| **Advocating for Native Language Instruction to a Variety of Stakeholders:**  
**Presenter:** Edward Tabet-Cubero  
**Room:** #204 |
<table>
<thead>
<tr>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Break out session with morning key note presenter.</td>
</tr>
</tbody>
</table>

| **Collaborative Process for Teaching Standards-Based Argument Skills to English Learners:**  
**Presenter:** Tammy McArthur, Canby SD  
**Room:** #205 |
<table>
<thead>
<tr>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>To support teachers from Canby School District in their instruction of English Language Proficiency standards, a district team was formed to facilitate professional collaboration and growth. These teachers also participated in last fall's Supporting English Language Learners under New Standards Massive Open Online Course. This course investigated argumentation and addressed how teachers can support students, particularly ELs, in engaging in this key, cross-disciplinary practice, as required by our new ELP standards. An overview of how a collaborative culture of support and trust was created while participants implemented the new strategies for teaching argumentation will be presented.</td>
</tr>
</tbody>
</table>

| **Indigenous Languages in Oregon: Pre-K through 12/Plus Issues:**  
**Presenter:** Antonio Ramos, Oregon Migrant Education Service Center  
**Room:** #207 |
<table>
<thead>
<tr>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Oregon has a large indigenous community from the states of Oaxaca, Guerrero and Michoacán and from other states in Mexico and Latin America that have a great diversity of languages. The purpose of this session is to provide new and useful knowledge based on current practice and data. The participants will share their own experiences as they gain a better understanding and value of migrant farm workers and the importance of empowering migrant students, their families, and communities to work together to improve schools, strengthen families, and enhance student achievement.</td>
</tr>
</tbody>
</table>

### Workshop Session B  (Friday 11:15 – 12:30)

| **Integrating ELP Standards and CCSS Using Action Plan, A Project GLAD Strategy**  
**Presenters:** Lara Smith and Irina Blekhman, Reynolds SD  
**Room:** #201 |
<table>
<thead>
<tr>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Instruction and assessment aligned with the new ELP Standards require teachers to use authentic task-based practices. Reynolds School District has recently launched a sheltered instruction initiative in which all teachers in grades 1-6 receive initial training and on-going implementation support in Project GLAD. The district emphasizes Project GLAD strategy titled Action Plan as a way to design authentic performance tasks that integrate ELP and Common Core State Standards with community based learning. Several teams of general education teachers and ELD specialists have been involved in a pilot project that includes collaborative planning, teaching, and assessment of Action Plans. The presentation describes the process and the results of this pilot.</td>
</tr>
</tbody>
</table>

| **The Oregon State Seal of Biliteracy**  
**Presenter:** Tim Blackburn, ODE  
**Room:** #202 |
<table>
<thead>
<tr>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Colleagues from eight Oregon school districts are collaborating in a project pilot to fine-tune the requirements of the Oregon State Seal of Biliteracy. This session will serve as a project update, as well as an open dialogue to advise ODE staff on the Seal’s future design.</td>
</tr>
</tbody>
</table>

| **Title III Directors Meeting**  
**Room:** #229 |
Workshop Session B                                                                                 Friday 11:15 – 12:30

**What Does Oregon’s Data on ELSWD (English Learning Students with Disabilities) Suggest?**  
Presenters: Dr. Martha Buenrostro  
Room #203

Oregon's statewide data on English Learning Students With Disabilities (ELSWD) will be presented. Participants learn about trends in Oregon's ELSWD data, and how those trends are impacted by special education eligibility processes and instruction. Participants will explore the significance of the data for their students, schools/districts and professional practice.

**Every Child Counts: How Migrant Specialists in the High School Make a Difference**  
Presenters: Brad Capener and Cipriano Manon, Salem-Keizer SD  
Room #204

Salem Keizer School District places Migrant Specialists in high schools to support migrant students in graduating and applying for college and scholarships. The purpose of this presentation is to share 30 years of collective experience in guiding priority for service students through high school. (Presentation to include the voices of an experienced Migrant Specialist and Migrant students) This session will be interactive, and focus on shared storytelling - both in a small and large group setting. Participants will leave with concrete ideas on how to set up similar programs and how to manage large caseloads of students while maintaining a sense of humor.

**Oral Practice Routines**  
Presenters: Teresa Alfaro, Salem-Keizer SD  
Room #205

Oral practice routines is part of the complex output that students need in order to produce and internalize language. Structured Language Practice Routines assist in engaging your students in purposeful and extended discourse while also requiring students to turn in a brief written product to ensure individual accountability.

Workshop Session C                                                                                 Friday 1:45—3:00

**Enhancing Sheltering: Levering Academic Content to Extend Language Development Opportunities through Argumentation**  
Presenter: Tim Blackburn, ODE  
Room #202

Sheltering content is critical in ensuring that our English learner students can access rigorous class content. It’s essential for all teachers to be mindful of creating multiple points of access to class content. However, sheltering attends primarily to supporting our students as they make meaning of input. It’s only part of the equation! What about expressive language? How can we build upon sheltering to extend language development opportunities on hi-leverage academic tasks like argumentation?

**Key Features of Successful Pre-School Dual Language Programs**  
Presenters: Dr. Delis Cuéllar, Mission Neighborhood Centers, CA  
Room #203

The quality of language learning opportunities afforded to dual-language-learning Head Start children is highly dependent on local policies, funding, and access to trained multilingual staff. In this workshop, Dr. Delis Cuéllar will share key features of successful Head Start, dual language classrooms such as: 1) teacher’s language implementation plan, 2) topics of discussion with parents that encourage cultural and bilingual maintenance, 3) didactic seminar topics for professional development and 4) research based pedagogical practices that help young children learn two languages.

**English Learner Pre-Referral Process for Special Education**  
Presenters: Christina Chapman, Salem-Keizer Public Schools  
Room #204

This presentation will lead the participants through an EL/SPED decision making process to use before a student is referred for Special Education evaluation. The process includes identifying high leverage instructional strategies for English learners, analyzing assessment data, considering the bi-literacy zone, engaging in home visits and interpreting the WMLS in order to create a comprehensive student profile. The focus will be on core instruction, the pre-referral process and the implications of uninformed decisions.

**Teaching Linguistics K-8**  
Presenter: Justine Warunek-Lane, Evergreen SD  
Room #205

This presentation will introduce the topic of teaching linguistics to young people by debriefing major research and exploring example linguistics lessons in real classrooms.

**The Matrix, Fully Loaded: Lesson Design which Engages Multiple Intelligences**  
Presenter: Monique Coleman, Clackamas Community College  
Room #207

This fun and fast paced breakout session includes hand-on materials for differentiating your instruction for a diverse population of multiple intelligences. Learn to identify the multiple intelligence types and create instructional strategies to accommodate and celebrate the diversity of the cultures in your classroom for the full range of ability and intelligence in your classroom. Come away from this session with the ability to engage and motivate your students with relevant, responsive and related lesson designs.
Saturday Sessions

Workshop Session D  
Saturday 9:45am—11:00am

<table>
<thead>
<tr>
<th>Topic</th>
<th>Presenter(s)</th>
<th>Room</th>
</tr>
</thead>
<tbody>
<tr>
<td>Equity and Access for English Learners An Introduction to the New English Language Proficiency Standards</td>
<td>Tim Blackburn, ODE</td>
<td>#201</td>
</tr>
<tr>
<td>Build Your Own Folklorico Dance Group and Build Community Engagement and Alliance Along the Way</td>
<td>Cynthia Muñoz, Pat C. Mickiewicz, Myrna A. Salinas, West Linn-Wilsonville SD</td>
<td>#202</td>
</tr>
<tr>
<td>Long-term Outcomes for English Language Learners in Oregon</td>
<td>Guadalupe Diaz and Dr. Karen Thompson, Oregon State University; David Bautista, Assistant Superintendent of ODE Equity Unit</td>
<td>#203</td>
</tr>
<tr>
<td>English Verbs Made Easy</td>
<td>Nicole Safranek, LEP Charter School</td>
<td>#204</td>
</tr>
<tr>
<td>Keynote Break-out Session</td>
<td>Fred Genesee</td>
<td>#205</td>
</tr>
</tbody>
</table>
### Saturday Sessions

**Workshop Session D**

**Saturday 9:45am—11:00am**

*Family Engagement: Promising Practices*

**Presenter:** J. Jesús Sandoval, Oregon Migrant Education Service Center  
**Room #207**

In fact, parents of linguistically diverse students due have high aspirations for their children and want to be involved in promoting their academic success. Now, how can we as educators, parents, and community stakeholders in the 2015 OABE Summer Conference harness this potential for family engagement and ensure it happens? During this session, the participants will recognize and share their current practices, as the presenter guides you to identify new ideas and ensure effective Family and Community Collaboration for student success, using Joyce Epstein’s Model of Family Engagement and it’s Critical Elements for inclusion.

**Workshop Session E**

**Saturday 11:15am – 12:30pm**

*A Spanish Kindergarten Curriculum for Early Reading Intervention*

**Presenters:** Kerry Gavett, Kids Learning for Success LLC  
**Room #201**

"El camino al éxito" is a research-based Spanish Kindergarten curriculum that was developed in 2006 at Metzger Elementary in Oregon, for intervention to at-risk children learning to read in Spanish. The program is the cornerstone curriculum used in the Tigard-Tualatin School District for Response to Intervention (RTI) programming for Dual Language Immersion. "El camino al éxito" is a daily 30-minute program that includes 118 lessons, with explicit teaching routines and fun activities. It can be taught by instructional assistants or certified teachers to small groups. The workshop will present the components of the curriculum and research demonstrating the effectiveness.

**Talk**,** Write**,** Learn**

**Presenter:** David Irwin, Language Development Opportunities LLC  
**Room #203**

This workshop connects comprehensible input and complex text structures to academic conversation to writing. Academic conversation allows students to develop deeper understanding of content topics while practicing academic language. Learn the conversation skills students will use with each other, the instructional strategies used to teach them, and how to make the shift from oral to written language. Links to CCSS Listening/Speaking/Writing and ELPA 21 ELP Standards. Active participation required -- you will "use it on Monday."

*Bilingual Program Options and What Each Programmatic Option Means in a K-12 School Experience for Both Parents and Teachers*

**Presenter:** Rosa Molina  
**Room #204**
### Infusing the Perfect Language Objectives into your Math Lesson: How to Use the New ELP Standards
**Presenters:** Alayna Mateja, Pat C. Mickiewicz, Myrna A. Salinas, West Linn-Wilsonville SD  
**Room #201**  
In this workshop, you will hear how we learned to infuse language objectives into content objectives in math workshop using the new ELP standards.

### Movement and Metaphor with Milagro
**Presenter:** Dañel Malán, Miracle Theater Group  
**Room #202**  
The Milagro workshop will explore cultural identity through movement and metaphor. Using the “Journeys” curriculum of Ser, Familia y Comunidad, participants will engage in a dialog around socio-political issues through physical theater, the creation of comedic archetypes and rhythmic interplay with metaphor and verse.

### Are the Needs of Unaccompanied Children Met in Your School?
**Presenters:** Franky Stebbins, LEP Public HS; Bernal Cruz-Munoz & Donna Carbajal, Morrison Child & Family Services  
**Room #203**  
Are the educational needs of unaccompanied children and adolescents different than other newcomer students? Are the needs of unaccompanied children/youth being met in your school? To promote equity in a learning environment it is imperative to understand the lived experiences, current challenges, and the current system inequities that inhibit academic achievement and development. This workshop aims to collaboratively identify the challenges facing unaccompanied children and adolescents (primarily from Central America) in the learning environment as well as to learn ways we can improve processes and transitions for students entering the schools.

### Integrating edTPA into ESOL Endorsement Programs: Sharing Questions and Possibilities (Higher Ed)
**Presenters:** Kena Avila & Pamela Pearson, Linfield College  
**Room #204**  
This is a roundtable discussion that is open to all but specifically for higher education faculty who are incorporating new requirements for edTPA with existing ESOL endorsements. This is a space for sharing questions and possibilities in Teacher Education Programs in Oregon. The presenters will open up the discussion so that we can all share ideas of what works or might work. Please come share your ideas and experiences.

### Gestión didáctica en la enseñanza de la lectoescritura en educación básica
**Presenters:** Dr. Alicia Rivera Morales and Dr. Antonio Carrillo Avelar de la Universidad Pedagógica Nacional de México  
**Room #207**  
Presentarán sobre las estrategias pedagógicas aplicables a la enseñanza a lectores principiantes con un enfoque en cómo ayudar a los estudiantes que tienen dificultades en la lectura.

---

**Saturday Sessions**

**Workshop Session F**

**Saturday 1:45pm—3:00pm**

**Very Special Thanks to Our Host:**

**North Clackamas School District**
# Thank You!

## 2015 OABE Institutional Members

<table>
<thead>
<tr>
<th>Institution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beaverton School District</td>
</tr>
<tr>
<td>Bend-LaPine School District</td>
</tr>
<tr>
<td>Canby School District</td>
</tr>
<tr>
<td>Centennial School District</td>
</tr>
<tr>
<td>Four Rivers Community School</td>
</tr>
<tr>
<td>North Clackamas School district</td>
</tr>
<tr>
<td>Oregon Association of Latino Administrators</td>
</tr>
<tr>
<td>Oregon City School District</td>
</tr>
<tr>
<td>Oregon State University</td>
</tr>
<tr>
<td>Oregon TESOL</td>
</tr>
<tr>
<td>Reynolds School District</td>
</tr>
<tr>
<td>River Road-Camino del Rio Elementary</td>
</tr>
<tr>
<td>Southern Oregon Education Service District</td>
</tr>
<tr>
<td>West Linn-Wilsonville School District</td>
</tr>
<tr>
<td>Western Oregon University</td>
</tr>
</tbody>
</table>

---

**OABE 2015—Save the Date!**

**June & , 2015**