

Please Select Two Sessions That You Plan to Attend:

- Session I. Featured Session: Making a Difference in English Learner's Motivation to Read : Books, Teacher, Talk and Time (Grades 4-12)**
Presenter: Dr. Gay Ivey, Professor and Coordinator of Reading Education at James Madison University
- Session II. Developing Reading Comprehension for Older ELLs (Grades 3-12)**
Presenter: Margarita Calderón, Ph.D., Professor Emeritus, Johns Hopkins University
- Session III. Developing Academic Vocabulary in Two Languages Simultaneously (Grades K-12)**
Presenter: Margarita Calderón, Ph.D., Professor Emeritus, Johns Hopkins University
- Session IV: Considerations when Implementing Response to Intervention for English Learners (Grades K-12)**
Presenter: Janette Klingner, Ph.D., Professor of Bilingual Special Education, University of Colorado at Boulder
- Session V: Putting the Puzzle Together: Teaching English Learners Content and Academic Language (Grades K-6)**
Presenter: Lydia Stack, International English Language Consultant
- Session VI: Best Practices Forum: A Look at Learning (Grades K-12)**
Presenters: Chelsea Toller, District ELD Coordinator, Campbell Union Elementary School District, Yee Wan, Ed.D., Coordinator Multilingual Language Programs, and Denise Williams, Categorical Programs Director, Evergreen School District
- Session VII. Math + Language Development = Success² (Grades 4-8)**
Presenter: Suzanne Damm, Math Coach, Gilroy Unified School District
- Session VIII. Can We Talk? Developing Academic Language through Substantive Conversations (Grades 6-12)**
Presenter: Welton Kwong, Program Administrator for English Learners, Fremont Union High School District and adjunct instructor at Columbia University, Teachers College
- Session IX: Building Cultural and Linguistic Bridges for English Learners and Standard English Learners in Mainstream Classrooms (Grades 6-12)**
Presenter: Ivannia Soto-Hinman, Ph.D., Associate Professor of Education, Whittier College
- Session X. Supporting Migrant Youth: What the Research Tells Us? (Grades 7-12)**
Presenter: Margaret A. (Greta) Gibson, Ph.D., Professor of Education and Anthropology, University of California, Santa Cruz
- Session XI. The Power of Intentionality to Apply Strategies of Developing Academic Language for English Learners (Grades 7-12)**
Presenter: Judie Lee, ELD Teacher and Consultant, Mountain View Los Altos Union High School District

Registration Information

Please register at www.sccoe.org by clicking on "Professional Development Calendar."
To download the conference program and handouts from all workshop sessions, please visit our Web site after February 26, 2010.
<http://www.sccoe.org/depts/ell/>

Registration Fee:

\$95 per participant (Includes breakfast and lunch)

Methods of Payment:

Payable to: SAS/County School Service Fund

- PO
- Check
- VISA / Mastercard

Registration Deadline:

Monday, February 15, 2010

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 6, 2010 during the conference at the NHU booth.

Follow-up Forum:

Date: Tuesday, April 20, 2010

Time: 4:00 p.m.-8:00 p.m.

Location: Santa Clara County Office of Education

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Sponsors:

Educational Services Branch,
Santa Clara County Office of Education



Migrant Education (Region I)

Regional System of District and
School Support (Region V)

8th Annual Academic Success

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



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 academic language skills 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.

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www.sccoe.org

8th Annual Academic Success for English Learners and Migrant Students



Keynote Speaker:
Dr. Gay Ivey, Professor and Coordinator of Reading Education at James Madison University

Keynote Title: An Engagement-First Perspective on Literacy and Literacy-Based Learning

Much is made of the types and amounts of instruction English learners need to develop as readers, writers, and learners from text. Alternatively, this Keynote will focus on setting up literacy engagement as a first order of business for developing thoughtful and proficient readers and writers. In lieu of asking, “What are the skills students need to get better at reading and writing,” we will consider the question, “What kinds of text and support do students need to create and sustain engagement?” True engagement then reveals not only what students know about reading, writing, and speaking, but also their areas of need.

Gay Ivey is a Professor and Coordinator of Reading Education at James Madison University. A former middle school reading specialist, Gay has focused her research on how to reconceptualize classrooms so that they are more responsive to the least experienced readers and writers. She is particularly interested in the role of engagement in literacy development. A recent book she co-authored with Douglas Fisher is *Creating Literacy Rich Schools for Adolescents*.

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: Making a Difference in English Learner’s Motivation to Read : Books, Teacher, Talk and Time (Grades 4-12)

Presenter: Gay Ivey, Ph.D., Professor and Coordinator of Reading Education at James Madison University

For older students who remain novice readers, the motivation to read is not built in a day. In this session we will take a look at how research-based principles for engaging struggling adolescent readers—providing time to read, access to interesting, readable, materials, and opportunities to participate in critical discussions—need to be further developed in order to meet the needs of older beginning readers. We know that students who read more and talk about what they read with teachers and peers have higher literacy achievement, but setting up the context so that struggling readers benefit from these activities requires deliberation and thoughtful planning. In this workshop, participants can expect to receive extensive examples of books that engage inexperienced readers, models of instruction designed to support comprehension and engagement, as well as “plain talk” explanations of the research that supports these ideas. This session is based on work accomplished in diverse middle and high school classrooms where teachers have managed not only to get the least experienced English learners engaged, but also to sustain that engagement over time in order to see notable progress in achievement.

Session II: Developing Reading Comprehension for Older English Learners (Grades 3-12)

Presenter: Margarita Calderón, Ph.D., Professor Emeritus, Johns Hopkins University

The reading skills of adolescent Long-Term English Language Learners (LELLs) and Students with Interrupted Formal Education (SIFE) in 4th through 12th grades range from pre-literate to reading at a 4th grade level in English, and even in their primary language. Yet, schools must be accountable for their progress and graduation. This session will present the latest research and practice on reading comprehension for low-literacy ELLs in 3rd to 12th grades.

Session III: Developing Academic Vocabulary in Two Languages Simultaneously (Grades K-12)

Presenter: Margarita Calderón, Ph.D., Professor Emeritus, Johns Hopkins University

Recent research and effective practices are showing ways to accelerate the development of academic language for ELLs that underpin effective literacy and content domain knowledge in dual-language instruction. Dr. Calderón will share research, a framework, and instructional strategies for developing academic vocabulary in two languages simultaneously.

Session IV: Considerations when Implementing Response to Intervention for English Learners (Grades K-12)

Presenter: Janette Klingner, Ph.D., Professor of Bilingual Special Education, University of Colorado at Boulder

More and more schools are implementing Response to Intervention (RTI) models. Yet we know little from research about what RTI should look like in culturally and linguistically diverse schools. One size does not fit all. In this session the presenter will discuss assumptions underlying RTI that can be problematic in diverse schools, challenges practitioners face, and ways to implement RTI in feasible, effective ways.

Session V: Putting the Puzzle Together: Teaching English Learners Content and Academic Language (Grades K-6)

Presenter: Lydia Stack, International English Language Consultant

Learning academic language through content draws on the experiential interests of young learners and provides them with both increased knowledge of the world as well as access to a new language. Recent work by Dutro and Moran (2003) define academic language as the ability of English learners to construct meaning from oral and written language, relate complex ideas and information, recognize features of different genres and use linguistic strategies to communicate. This workshop will start with a short review of recent research on content and language learning for young learners. Using the theme of habitats, the presenter will demonstrate how to address academic language and content standards in the areas of social studies and literature. Interactive strategies such as pull-a-parts, cooperative structures and sentence frames that help students use academic language to discuss the content of the lesson will be demonstrated. Web-based sources for materials to support language and content teaching will be explored.

Session VI: Best Practices Forum: A Look at Learning (Grades K-12)

Presenters: Chelsea Toller, District ELD Coordinator, Campbell Union Elementary School District, Yee Wan, Coordinator Multilingual Language Programs, and Denise Williams, Categorical Programs Director, Evergreen School District

A Look at Learning is a system approach in improving the academic achievement of all students. This session will share best practices that have been implemented by schools and districts in Santa Clara County. Presenters will share the key elements in ELD and SDAIE and how teachers can implement research-based practices in their classrooms through a job-embedded professional development model.

Session VII: Math + Language Development = Success? (Grades 4-8)

Presenter: Suzanne Damm, Math Coach, Gilroy Unified School District

This workshop will focus on fun and engaging activities to offer students rich experiences to think and communicate mathematically. We will explore the development of academic language through vocabulary development, mental math, math talks, and writing in math. Menu math (Fulton and Lombard) will serve as a catalyst for our discussion. We will also explore additional ways to support English learners in mathematics.

Session VIII: Can We Talk? Developing Academic Language through Substantive Conversations (Grades 6-12)

Presenter: Welton Kwong, Program Administrator for English Learners, Fremont Union High School District and adjunct instructor at Columbia University, Teachers College

The presenter in this session explores a 2-part notion: English learners need academic language to succeed; acquisition of academic language requires student engagement in substantive conversations or quality talk. While this concept may sound self-evident, designing and implementing the how is the complex work demanded of educators. As an introduction, the presenter will highlight key aspects of the current research on academic language and quality talk. The heart of the workshop is a demo lesson to underscore how academic language, quality talk, content standards and assessment can all be integrated. Participants role-play students and perform tasks requiring substantive interactive talk to negotiate and co-construct meaning. Handouts will be provided at the end of the session.

Session IX: Building Cultural and Linguistic Bridges for English Learners and Standard English Learners in Mainstream Classrooms (Grades 6-12)

Presenter: Ivannia Soto-Hinman, Ph.D., Associate Professor of Education, Whittier College

In this session, Dr. Ivannia Soto-Hinman, co-author of *The Literacy Gaps: Building Bridges for ELLs and SELs*, will unpack one of the three literacy gaps that impact achievement with ELLs—the gap between the teacher and the student. The session will begin with an introduction to the linguistic similarities and differences between ELLs and Standard English Learners (SELs), as well as how to accelerate academic language instruction with both groups. The objectives for this session will include an introduction to: (1) the linguistic and cultural similarities of ELLs and SELs; (2) practical strategies for accelerating academic instruction for these two groups; (3) a 4-step lesson plan design for meeting their cultural and linguistic needs; and (4) a video demonstration of the lesson design in practice.

Session X: Supporting Migrant Youth: What the Research Tells Us? (Grades 7-12)

Presenter: Margaret A. (Greta) Gibson, Ph.D., Professor of Education and Anthropology, University of California, Santa Cruz
Many of the obstacles that migrant students face are similar to those that confront other immigrant children, particularly those whose families must cope with severe economic hardships. However, some obstacles related to their parents’ migratory lifestyle are unique to the migrant child. The presentation, which draws from the Gibson’s research in 6 California high schools, focuses on the multiple roles played by MEP staff and their impact on student performance. The analysis centers on the nature of the relationships that develop between migrant students and migrant teachers, including the teachers’ multiple roles as mentors, counselors, advocates, and role models, and on the kinds of support provided to students that help them navigate through high school. Gibson connects her findings to other research on increasing high school graduation rates and college access for immigrant youth from low-income families, pointing to key elements of the Migrant Education Program that appear to be essential to its success.

Session XI: The Power of Intentionality to Apply Strategies of Developing Academic Language for English Learners (Grades 7-12)

Presenter: Judie Lee, ELD Teacher and Consultant, Mountain View Los Altos Union High School District

How does it feel to be immersed in a new language? What specifically is so challenging about being an English learner? This workshop will explicitly demonstrate the need to be ‘intentional’ in focusing our teaching practice with strategies to develop academic English in addition to the objective of learning ‘content’. Participants will be given ‘hands on’ examples of strategies they can practically apply in their math, science, social studies or English classrooms to focus student engagement. Topics include being intentional about ‘frontloading’, ‘distinguishing and mediating academic language’, ‘orientating students to active learner norms’, and ‘implementing equitable opportunities’ for English learners.