

12th Annual Academic Success

for

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

*One-Day Institute
Saturday,
March 8, 2014*

Conference Theme:

***New ELD Standards
and Common Core
State Standards
Integration for English
Language Learners and
Migrant Students***

Preparing Globally Competent Students for 21st Century Success!



Acknowledgements

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Santa Clara County Office of Education

Xavier De La Torre, Ed.D.
County Superintendent of Schools

March 8, 2014

Dear Institute Participants:

I sincerely welcome all of you to the 12th Annual Academic Success Conference, *Success for English Learners and Migrant Students; Using Research-Based Practices in Grades K-12*. I thank you for participating with us today to focus attention on improving instruction for English learners who face extraordinary challenges in our education systems.

Our theme, *New ELD Standards and Common Core State Standards Integration for English Language Learners and Migrant Students*, addresses the goal in our county to provide every child with the opportunity to excel and achieve to their highest potential. Ensuring that all students are college- and career-ready is a tremendous task. You will find that our speakers explain research-based frameworks, instructional practices and tools to inspire and streamline your application of effective strategies. In spite of multiple initiatives and student diversity, presenters will identify why the needs and standards for English learners should be integrated and apply to rigorous Common Core State Standards (CCSS).

Dr. George C. Bunch, our distinguished keynote presenter, linguistics scholar and UC Santa Cruz professor, will integrate research and practical ideas that incorporate and revitalize opportunities for English learners to be academically strong in an age of new standards. This institute has high caliber presenters who are well-known researchers and practitioners across disciplines, educational programs and languages. In all sessions, you will learn about approaches and tools that will help English learners to access the CCSS in classrooms.

I am confident you will learn new practices applicable in daily routines that will allow you to actively prepare for student success in the multilingual and multicultural world. Whether you are a classroom teacher or a planner for programmatic improvement, you will find support and resources today to capitalize on the diversities, languages and curiosities of students. Please take this opportunity to collaborate with your colleagues, affirm your directions and successes together, and continue to examine practices in light of new expectations and understandings you encounter during the Institute.

Sincerely,

Xavier De La Torre, Ed.D.
County Superintendent of Schools

Conference Goals

- **To learn** about practices that support implementation of the ELD and Common Core State Standards.
- **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.

Session Overview

Keynote Address 8:30-10:00 a.m.

Realizing Opportunities for English Learners in an Age of New Standards



George C. Bunch, Ph.D.

Associate Professor, University of California, Santa Cruz

This talk provides an introduction to the language-related challenges associated with the Common Core State Standards in English Language Arts and mathematics and the Next Generation Science Standards—and how opportunities associated with those challenges can be realized for English Learners. Examples will be provided to show how teachers can enact opportunities for ELs' language and literacy development in and through the curricular content, understandings, and activities at the heart of the new standards.

Conference Schedule & Locations

Time	Activities	Location
7:30 a.m. – 8:15 a.m.	Registration/Breakfast	San José/East Side Room
8:15 a.m. – 8:30 a.m.	Welcome	San José/East Side Room
8:30 a.m. – 10:00 a.m.	Keynote	San José/East Side Room
10:00 a.m. – 10:30 a.m.	Break/Publisher Exhibits	Cafeteria
10:30 a.m. – 12:00 noon	Workshop Session A	See Session Locations
12:00 noon – 1:00 p.m.	Lunch/Raffle Prizes	Cafeteria
1:00 p.m. – 2:30 p.m.	Workshop Session B	See Session Locations

Session Overview

8:30 am – 10:00 pm				
Keynote:	Realizing Opportunities for English Learners in an Age of New Standards	George C. Bunch, Ph.D.		San Jose/ East Side Room 1st Floor North
Session	Workshop A 10:30 – 12:00 pm	Presenter(s)	Grade Level	Location
I.	Attending to Language, Engaging in Practice: Apprenticing English Learners into the Common Core English/Language Arts Standards	George C. Bunch, Ph.D.	4-12	San Jose/ East Side Room 1st Floor North
III.	Secondary Strategies for EL Success under the Rigorous CCSS	Elizabeth Jimenez	7-12	Gilroy Room 1st Floor South
IV.	ELs and Special Education: Distinguishing Language Development from Disabilities	Erin Bostick-Mason	K-12	Saratoga Room 1st Floor South
V.	What Skills Are Expected of English Learner Students in the 21st Century, Parent Session	Lorena Tariba	K-12	Cupertino Room 3rd Floor North
VI.	Modeling Integration of Academic English into a Science and Math (STEAM) Lesson for K-5 Teachers	Sandra Yellenberg	K-5	Milpitas Room 2nd Floor North
VII.	Making Mathematical CCSS Accessible to English Learners	Sheila Walters	6-12	Sunnyvale Room 2nd Floor North
VIII.	Next Generation EL Instruction: Reaching the Core	Enrique Montaldo and Janet Sánchez Keller	6-12	Oak Grove Room 2nd Floor South
X.	Guiding the Common Core Standards Unit Planning Process for Dual Immersion Settings	Maritza Salcido	K-8	Morgan Hill Room 3rd Floor South
XI.	Biliteracy of Esperanza [Hope]: Breaking the Cycle of Monolingualism in Public Schools	Celina Torres and Fernando Rodríguez-Valls, Ph.D.	K-12	Board Room 1st Floor North
XIII.	Educating for Global Competence: The Value of Multilingualism	Yee Wan, Ed.D.	K-12	Guadalupe Room 1st Floor South
Session	Workshop B 1:00 – 2:30 pm	Presenter(s)	Grade Level	Location
I.	Attending to Language, Engaging in Practice: Apprenticing English Learners into the Common Core English/Language Arts Standards	George C. Bunch, Ph.D.	4-12	San Jose/ East Side Room 1st Floor North
II.	Elementary Strategies for EL Success under the Rigorous CCSS	Elizabeth Jimenez	K-6	Gilroy Room 1st Floor South
IV.	ELs and Special Education: Distinguishing Language Development from Disabilities	Erin Bostick-Mason	K-12	Saratoga Room 1st Floor South
VIII.	Next Generation EL Instruction: Reaching the Core	Enrique Montaldo and Janet Sánchez Keller	6-12	Oak Grove Room 2nd Floor South
IX.	Modeling Integration of Academic English into a Science and Math (STEAM) Lesson for 6th-12th Grade Teachers	Sandra Yellenberg	6-12	Milpitas Room 2nd Floor North
X.	Guiding the Common Core Standards Unit Planning Process for Dual Immersion Settings	Maritza Salcido	K-8	Morgan Hill Room 3rd Floor South
XII.	Biliteracy of Esperanza [Hope]: Breaking the Cycle of Monolingualism in Public Schools, Parent Session in Spanish	Celina Torres and Fernando Rodríguez-Valls, Ph.D.	K-12	Board Room 1st Floor North
XIV.	Educating for Global Competence: The Value of Multilingualism, Parent Session in Spanish	Lorena Tariba	K-12	Cupertino Room 3rd Floor North

Session Descriptions

□ Session I

Attending to Language, Engaging in Practice: Apprenticing English Learners into the Common Core English/Language Arts Standards (Grades 4 - 12) A.M. & P.M.

Presenter: George C. Bunch, Ph.D., Associate Professor of Education, University of California, Santa Cruz

This session demonstrates learning activities that attend to ELs' language and literacy development in the context of rigorous and meaningful CCSS-based English/Language Arts (ELA) instruction. Participants will be introduced to a middle school ELA unit that calls on students to analyze and produce complex persuasive texts. An array of pedagogical practices in the unit exemplifies the kinds of shifts necessary to deepen and accelerate instruction for ELs to meet the new standards. Guidelines for developing ELA instructional materials for ELs will be shared, as will lessons learned from piloting the unit with 16 teachers in 9 schools throughout the U.S.

□ Session II

Elementary Strategies for EL Success under the Rigorous CCSS (Grades K - 6)

Presenter: Elizabeth Jimenez, Consultant, California Association of Bilingual Educators (CABE) Professional Development Services

Vigorous focus on language development for all students in the Common Core State Standards potentially will have a very positive impact on English Learners. Elementary teams will learn hands-on, high pay-off engagement strategies designed to support and augment academic language development across the curriculum. These include targeted language objectives and eliminating toxic questions that create passivity leading to Long Term English Learners.

□ Session III

Secondary Strategies for EL Success under the Rigorous CCSS (Grades 7 - 12)

Presenter: Elizabeth Jimenez, Consultant, CABE Professional Development Services

As we examine the Common Core State Standards and the new California ELD standards, it is clear that there are real challenges ahead for secondary teachers of English Learners in all content areas. In addition to providing some "implement immediately" content-area techniques, this session will provide secondary faculty with a way to systematically cover all the ELD standards throughout the instructional day and will offer some specific benchmark tools to accelerate the progress of Long Term English Learners.

□ Session IV

ELs and Special Education: Distinguishing Language Development from Disabilities (Grades K - 12) A.M. & P.M.

Presenter: Erin Bostick-Mason, Professor, California State University, San Bernardino and Consultant, CABE Professional Development Services

How do educators, parents and school psychologists distinguish between a learning disability and language development in English Learners? Participants will be introduced to results of a landmark four-year longitudinal, descriptive research study from UC Riverside's Graduate School of Education, funded by the U.S. Department of Education, Institute of Education Sciences. The outcome of this study of 500 Spanish speaking English Learners identifies how to better predict the development of literacy and cognition of children who are Spanish-speaking English Learners.

□ Session V

What Skills Are Expected of English Learner Students in the 21st Century? (Grades K - 12) Parent Session A.M.

Presenter: Lorena Tariba, Coordinator, Multilingual Educational Services, Santa Clara County Office of Education

All districts in California and other states in the U.S. are currently in a transition phase to implement the Common Core State Standards (CCSS) and the 2012 English Language Development (ELD) Standards. These new standards are designed to be essential and relevant to the real world and reflect the knowledge and skills that students need for success in college and careers. Parents will explore and learn the expectations of the 4Cs skill framework (Critical thinking and problem solving, Communication, Collaboration, and Creativity and innovation) a main building block of the new Common Core and ELD Standards that fosters student readiness to compete in the global economy.

Session Descriptions

Session VI

Modeling Integration of Academic English into a Science and Math (STEAM) Lesson for K-5 Teachers

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

Experience lessons (and learn how to create them) using a model that provides engaging, integrated experiences for any subject. These lessons are content rich and support academic language development for all students. This short lesson series addresses ELD Standards, Science Standards, and Common Core Standards for Literacy and Mathematics.

Session VII

Making Mathematical CCSS Accessible to English Learners (Grades 6-12) A.M.

Presenter: Sheila Walters, Mathematics and Science Coordinator, Santa Clara County Office of Education

This session demonstrates strategies that create and support learning environments for English learners (ELs) to succeed in acquiring proficiency in the Common Core State Standards in Mathematics. Educators are responsible for making challenging academic standards accessible to students who must learn rigorous academic content while learning the language in which the content is taught. Participants will be introduced to mathematics lessons that call on students to engage in problem solving and produce persuasive text. A variety of research-based practices that accelerate and deepen ELs' grasp of new standards will be shared.

Session VIII

Next Generation EL Instruction: Reaching the Core (Grades 6-12)

Presenters: Enrique Montaldo, English Learner Instructional Coach, San Jose High Academy and Janet Sánchez Keller, English Learner Instructional Coach, Hoover Middle School

The introduction of the new ELD standards as well as the CCSS has brought new shifts to teaching. Effectiveness will no longer be reached in the classroom if the instruction of specific content occurs in isolation and regardless of the audience. The focus of this session centers on strategies derived from the new ELD standards in conjunction with the CCSS to provide literacy to English learners. Participants will have opportunities to interact with strategies that address listening, speaking, reading and writing which are designed to strengthen English learners' skills so they successfully access content in core curriculum disciplines.

Session IX

Modeling Integration of Academic English into a Science and Math (STEAM) Lesson for 6th-12th Grade Teachers

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

Experience lessons (and learn how to create them) using a model that provides engaging, integrated experiences for any subject. These lessons are content rich and support academic language development for all students. This short lesson series addresses ELD Standards, Science Standards, and Common Core Standards for Literacy and Mathematics.

Session X

Guiding the Common Core Standards Unit Planning Process for Dual Immersion Settings (Grades K-8)

Presenter: Maritza Salcido, Teacher on Special Assignment (TOSA) in Dual Immersion, South Valley Middle School

What does unit planning and integrated assessment look like in Dual Immersion classes? Creating balanced and integrated standards-based curriculum and assessment frameworks for Dual Immersion Programs has been an on-going challenge for many schools. The transition to new CA Common Core State Standards and ELD Standards offers new opportunities to modify teacher planning for biliteracy outcomes. This presentation will feature a district's approach to unit planning and development of performance-based tasks in two languages. Essential components of this process are analyzing Depth of Knowledge levels (DOK) and selecting appropriate instructional resources.

Session Descriptions

Session XI

Biliteracy of Esperanza [Hope]: Breaking the Cycle of Monolingualism in Public Schools (Pre K - 12) A.M.

Presenters: Celina Torres, Education Programs Consultant, English Learner Support Division – Migrant Office, California Department of Education and Fernando Rodríguez-Valls, Ph.D., State Administrator, Migrant Education Program, California Department of Education

A decade into the 21st century, transformative educators are looking for effective ways to meet the academic needs of culturally diverse students enrolled in compulsory educational settings. Educators working in these diverse environments have the responsibility to embrace the students and families' cultural and linguistic richness and utilize these assets to create critical, responsive literacy to guarantee equal access to education. In this presentation, we will evaluate the idea of critical, responsive biliteracy and how this nourishes a transdisciplinary pedagogy of reading and a multidimensional methodology of teaching to ensure students and families are gaining academic knowledge while keeping their cultural linguistic roots.

Session XII

Biliteracy of Esperanza [Hope]: Breaking the Cycle of Monolingualism in Public Schools (Pre K - 12) Parent Session in Spanish P.M.

Presenters: Celina Torres, Education Programs Consultant, Migrant Education Program, English Learner Support Division, California Department of Education and Fernando Rodríguez-Valls, Ph.D., State Administrator, Migrant Education Program, California Department of Education

A decade into the 21st century, transformative educators are looking for effective ways to meet the academic needs of culturally diverse students enrolled in compulsory educational settings. Educators working in these diverse environments have the responsibility to embrace the students and families' cultural and linguistic richness and utilize these assets to create critical, responsive literacy to guarantee equal access to education. In this presentation, we will evaluate the idea of critical, responsive biliteracy and how this nourishes a transdisciplinary pedagogy of reading and a multidimensional methodology of teaching to ensure students and families are gaining academic knowledge while keeping their cultural linguistic roots.

Session XIII

Educating for Global Competence: The Value of Multilingualism (Grades K - 12) A.M.

Presenter: Yee Wan, Ed.D., Director, Multilingual Education Services, Santa Clara County Office of Education

The world for which we are preparing our students is qualitatively different from the industrial world in which our schools were created. It is of critical importance that we educate all students to thrive and succeed in the 21st century. To help reduce the achievement gap for traditionally underserved students, bilingual/biliteracy awards and world language programs offer a pathway. This session will introduce a biliteracy/world languages communications toolkit developed by the Santa Clara County Office of Education that is intended to inspire teachers and administrators to take actions in advocating for preparing students for the 21st century global society and economy.

Session XIV

Educating for Global Competence: The Value of Multilingualism (Grades K - 12) Parent Session P.M. Session will be presented in Spanish

Presenter: Lorena Tariba, Coordinator, Multilingual Educational Services, Santa Clara County Office of Education

This session will introduce a biliteracy/world languages communications toolkit developed by the Santa Clara County Office of Education that is intended to inspire parents to take actions in advocating for preparing students for the 21st century global society and economy. Parents will learn about the role of language in becoming globally competent, data trends in language learning, the types of awards available for students who have attained language proficiency and resources that support language instruction.

Presenters' Biographies



George C. Bunch

George C. Bunch, Ph.D.

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George Bunch, Ph.D., is Associate Professor of Education at the University of California, Santa Cruz and a founding partner of the Understanding Language Initiative (ell.stanford.edu), designed to heighten awareness of the role that language and literacy play in the Common Core State Standards and Next Generation Science Standards and for use of the new standards to improve English Learners' education across grades and content areas. His research focuses on language and literacy challenges and opportunities for language minority students in K-12 and higher education, and on policies and practices designed to serve such students. An experienced K-12 and adult education and teacher educator, he holds a Ph.D. in educational linguistics from Stanford University and a M.A. in bilingual education and teaching English to speakers of other languages (TESOL) from the University of Maryland. He recently served on the English Learner Authorization Advisory Panel for the California Commission on Teacher Credentialing.



Erin Bostick Mason

Erin Bostick Mason

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Erin Bostick Mason serves county English learners as both adjunct professor at California State University, San Bernardino, and as consultant with the California Association for Bilingual Education (CABE). She coordinates the intervention program at the Norton Space and Aeronautics Academy, a dual immersion charter school, building on her teaching, administrative and research experience. These have included preschool through university curriculum development and federal grant and research study management related to dual language development. Her particular expertise and skills are distinguishing language development from learning disabilities, ELD and SDAIE, assessment, program design, policy and systemic reform, biliteracy, and multicultural education emphasizing elements of dual immersion, foreign language immersion and heritage language revitalization. She earned a B.A. from the University of California, San Diego, and an M.A. from the California State University, San Bernardino.



Elizabeth Jimenez

Elizabeth Jimenez

execjimenez@aol.com

Elizabeth Jimenez is a professional English Learner expert having worked with all grades preparing teachers and their students and parents for the new common core. She is also a pioneer in the field of English Learner Education, shepherding AB 507 legislation as one of California's early bilingual education laws. Elizabeth has authored Spanish language children's books and English learner supports for several textbooks in Mathematics, ELA and in English Language Development. She has worked throughout the United States and Puerto Rico providing professional development, classroom coaching and consultation while serving as a consultant to CABE to launch and grow CABE Professional Development Services.



Enrique Montaldo

Enrique Montaldo

emontaldo@sjusd.org

Enrique Montaldo has been teaching English for 31 years, and his first experiences were in Chile instructing K-12 students and adults in English as a Foreign Language (EFL). In San Jose Unified School District Mr. Montaldo has taught ELD and been an English Language Program Coordinator. In 2009 as English Learner Instructional Coach, he provided professional development and instructional support to teachers in San Jose High School. He began coordinating the International Academy's newcomer center in 2012, a program designed to meet needs of immigrant students who have been in the U.S. for no longer than 4 years. Mr. Montaldo appreciates his experience as an early collaborator with *A Look at Learning's* development. He obtained a B.A. in Teaching of English as a Foreign Language from the University of Chile in 1982 and a B.A. in Translation English/Spanish/French.

Presenters' Biographies



Fernando
Rodríguez-Valls

Fernando Rodríguez-Valls Ph.D.

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Fernando Rodríguez-Valls, Ph.D., is an expert in biliteracy instruction, curriculum and assessment and serves California as its State Administrator for the Migrant Education Program. Prior to this, Dr. Rodríguez-Valls was Chair and Associate Professor at the Division of Education in San Diego State University-IV Campus. In Spain, Los Angeles and the Imperial Valley, Dr. Rodríguez-Valls has created partnerships with school districts, local educational agencies and universities to develop and implement community-based biliteracy programs involving migrant parents and their children. Innovative programs have included dialogic reading practices that explored the linguistic symmetries between languages –Spanish, English, Catalán and Arabic. He has also designed Language Arts and Visual Arts interdisciplinary curriculum for migrant students ages three to fifteen years old.



Maritza Salcido

Maritza Salcido

maritza.salcido@gilroyunified.org

Maritza Ramos Salcido has been a dual immersion teacher in Gilroy Unified School District for the past nine years. In addition to her current responsibilities as a sixth grade part-time classroom teacher at South Valley Middle School, she serves as a district expert for the K-12 dual immersion program. After being educated in a bilingual program herself, she has experienced most bilingual models in her career and including maintenance, transitional and dual immersion positions. Ms. Salcido earned her Bachelor's degree at California State University at Monterey Bay and her Master's Degree at San Jose State University. In 2012 she was honored as Gilroy's Teacher of the Year, and she proudly works to afford all students opportunities to realize their highest potential, enthusiastically enjoying their accomplishments in two languages.



Janet Keller-Sánchez

Janet Keller-Sánchez

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Janet Keller-Sánchez has been an English Learner Instructional Coach and teacher at Hoover Middle School in San José Unified since 2009. In this role she coordinates services for English Learners and provides professional development to teachers through instructional coaching cycles. Prior to arriving at SJUSD, Ms. Keller-Sánchez worked as a Spanish bilingual immersion and ELD teacher from grades 6 – 12 in California and Illinois. She is an active member of CAFE and ATDLE and holds a M.A. degree in Administrative Education from Santa Clara University and B.S. degree in the teaching of Spanish and English as a Second Language from the University of Illinois. As an English learner herself, Ms. Keller-Sánchez is particularly interested in promoting academic success and high quality instruction for English learners.



Lorena Tariba

Lorena Tariba

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Ms. Tariba currently serves as a Coordinator of Multilingual Programs and Title III district support at the Santa Clara County Office of Education. She obtained both Bachelor and Master's Degrees from Utah State University and her Administration Credential from San Jose State University. For the last 20 years, Lorena has worked in Hollister, Morgan Hill and Gilroy Unified School Districts in the capacities of Bilingual Teacher, and ELD Resource Teacher. Also, she served as EL Coordinator and K-12 Administrator of Migrant Education, EL Programs' Accountability and Services, and Adult Education principal. Lorena has performed extensive work with parents as a Family Literacy Coordinator and DELAC facilitator during her 12 year tenure with the Gilroy Unified School District. At the university level, Lorena provided staff development and coaching in ELD and Science integration under the UC Santa Cruz, National Science Foundation project.

Presenters' Biographies



Celina Torres

Celina Torres

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Celina Torres has worked as a bilingual teacher, education policy analyst, and state level administrator of programs for at-risk youth in Texas, Hawaii and California during the past fifteen years. Currently as a Consultant for the Migrant Education Program at the California Department of Education, Celina is developing methods of preschool program evaluation and reviewing services administered by local educational agencies that receive migrant education program funds.



Sheila Walters

Sheila Walters

Sheila_Walters@sccoe.org

Sheila Walters serves as Mathematics and Science Coordinator at Santa Clara County Office of Education. Prior to her Coordinator position she was an AVID Regional Coordinator for four counties in Region V as a coach and professional developer. Sheila has worked in the Campbell Union School District as a District Math Coordinator and Assistant Principal at the middle level. Beginning her teaching career as a 6th grade teacher in San Diego, she was also a middle school teacher in Phoenix Arizona and at Columbia Middle School in Sunnyvale School District. Sheila has presented workshops at national, state and local levels in areas such as College Readiness, Common Core State Standards and mathematics. Sheila has a M.S. in Educational Administration and a B.A. from San Diego State University. A commitment to equity and student-centered instruction is at the center of Sheila's educational philosophy.



Yee Wan

Yee Wan, Ed.D.

Yee_Wan@sccoe.org

Yee Wan, Ed.D. is director of Multilingual Education Services at the Santa Clara County Office of Education (SCCOE). She is serving her second term as a National Association for Bilingual Education (NABE) Board member. Over the past 20 years, Yee has worked as a bilingual teacher, assistant professor, and administrator of English learner programs. Yee leads the *A Look at Learning (A.L.L.)* collaborative which builds a district's capacity to install professional development and create systemic changes leading to increased academic achievement of English learners. Recently, Yee led the SCCOE's initiative in creating a communication toolkit to promote biliteracy and pathway awards and the study of languages and cultures which is intended to prepare students for 21st century global competencies.



Sandy Yellenberg

Sandra Yellenberg

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Sandra Yellenberg applies her 27 years in education to her position of Science Coordinator at the Santa Clara County Office of Education. In addition to science content and pedagogy trainings, she has offered State and national conference trainings in ELD, inquiry science, leadership, and in incorporating technology to enhance learning. She has proven herself in the classroom and as a resource teacher, receiving her district's Teacher of the Year award in 2004. Sandra received her master's degree in Education from Santa Clara University, and her bachelor's degree from Washington University in St. Louis, Missouri.

Directions for Continuing Education Unit(s)

March 8, 2014

From: Dr. Yee Wan

To: 2014 Academic Success Conference Participants

Re: Directions for Obtaining One or Two Continuing Education Units (CEU) for the Institute, "Academic Success for English Learners and Migrant Students: Using Research-Based Practices"

Option 1 – 1 CEU

1. Required Assignment: Please describe the ways you will implement the information you have learned from the keynote speech. Your description should be clear and specific enough for the reader to know you have given the topic careful consideration.
2. Please do two additional writings, one for each of the sessions you attended. Please list the title of the session and describe the ways you will apply the information you have learned. The three (3) summaries may be neatly hand-written or typed.
3. The due date for submitting the assignment is March 26, 2014.
4. Complete the Continuing Education Units Application
5. Write a check for \$79 to NHU for the CEU and the transcript.
6. Mail the assignment, the Continuing Education Units Application, and the \$79 check to
Patricia Ho
Administrative Assistant
Multilingual Education Services
Santa Clara County Office of Education
1290 Ridder Park Drive
San Jose, CA 95131-2304
Telephone (408) 453-4345; Fax (408) 453-3684
7. For any questions regarding the CEU, please contact Patricia Ho at patricia_ho@sccoe.org or (408) 453-4345

Option 2 – 2 CEUs

1. Attend the follow-up meeting on Wednesday, March 26, 2014 from 4:00 – 8:00 p.m. at the Santa Clara County Office of Education, Gilroy Room.
2. Required Assignment:
 - a. Try one or two strategies that you learned from the workshop sessions in your classroom.
 - b. Write a reflection to evaluate these strategies and the modifications that were needed in your classroom.
 - c. Include an example of student work along with your reflection.
 - d. Present your strategies and share your reflection at the March 26, 2014 follow-up meeting.
3. The due date for submitting the assignment is March 26, 2014 in person at the follow-up meeting.
4. Complete the Continuing Education Units Application.
5. Write a check for \$154 to NHU for the 2 CEUs and the transcript.
6. Submit the assignment, the Continuing Education Units Application, and the \$154 check to Patricia Ho on March 26, 2014 at the follow-up meeting.
7. For any questions regarding the CEUs, please contact Patricia Ho at patricia_ho@sccoe.org or (408) 453-4345.

Follow-Up Meeting

Date: Wednesday, March 26, 2014

Time: 4:00 – 8:00 p.m.

Location: Santa Clara County Office of Education

Gilroy Room

1290 Ridder Park Drive

San Jose, CA 95131-2304

Instructor: Margaret Douglas

Contact: Patricia Ho at patricia_ho@sccoe.org or (408) 453-4345

The follow-up forum is designed for school or district team members who attended the institute to share what they have implemented. Participants are also encouraged to share how they plan to continue to work with their team members. This project requires that conference participants try one or two strategies in their classrooms. It promotes implementation of ideas and strategies learned, and reflects research-based practices.

The National Hispanic University

Continuing Education Units Application – One Unit

Program: Twelfth Annual Academic Success Institute for English Learners and Migrant Students 2014

Please print using a blue or black pen

Last 4 Digits of Your Social Security Number # _____ Month: _____ Year: _____

Name: _____
Last First Middle

Address: _____

City: _____ State: _____ ZIP: _____

Telephone: Day: _____ Evening: _____

E-mail: _____ Date of Birth: _____ ☐ Male ☐ Female

HIGHEST CLASS LEVEL ACHIEVED OR DEGREE OBTAINED

- ☐ 0. No prior college ☐ 2. Sophomore (30-59 units) ☐ 4. Senior (90+ units) ☐ 6. Master's Degree
☐ 1. Freshman (1-29 units) ☐ 3. Junior (60-89 units) ☐ 5. Bachelor's Degree ☐ 7. Doctoral Degree

PLEASE CHECK, IF APPLICABLE

- ☐ A. I am clearing a preliminary credential ☐ B. I am currently matriculated in a credential program ☐ C. I am not yet admitted to a credential program

ETHNIC ORIGIN

- ☐ 1. American Indian or Alaskan Native ☐ 4. Other Hispanic ☐ 7. White Non-Hispanic
☐ 2. Black Non-Hispanic ☐ 5. Asian ☐ 8. No response
☐ 3. Chicano, Mexican-American ☐ 6. Pacific Islander ☐ 9. Filipino

CLASS REQUEST

Add	Drop	Dates	Days	Instructor's Name	Course Title	# of Units	Fee
X		3/08/2014 – 3/08/2014	SAT	TBD	Academic Success for ELs & Migrant Students: Using Research-Based Practices	1.0 CEU	\$75.00
Official NHU Transcripts \$4/ regular order							\$4.00
Total							\$79.00

PAYMENT:

- ☐ Check (Print student name, address, and last 4 digits of your SSN on front of check.)

NOTE: Make check payable to NHU.

Business Office: _____ Office of the Registrar: _____
Processed

Amount Paid: _____

Initial: _____ Initial: _____

Date: _____ Date: _____

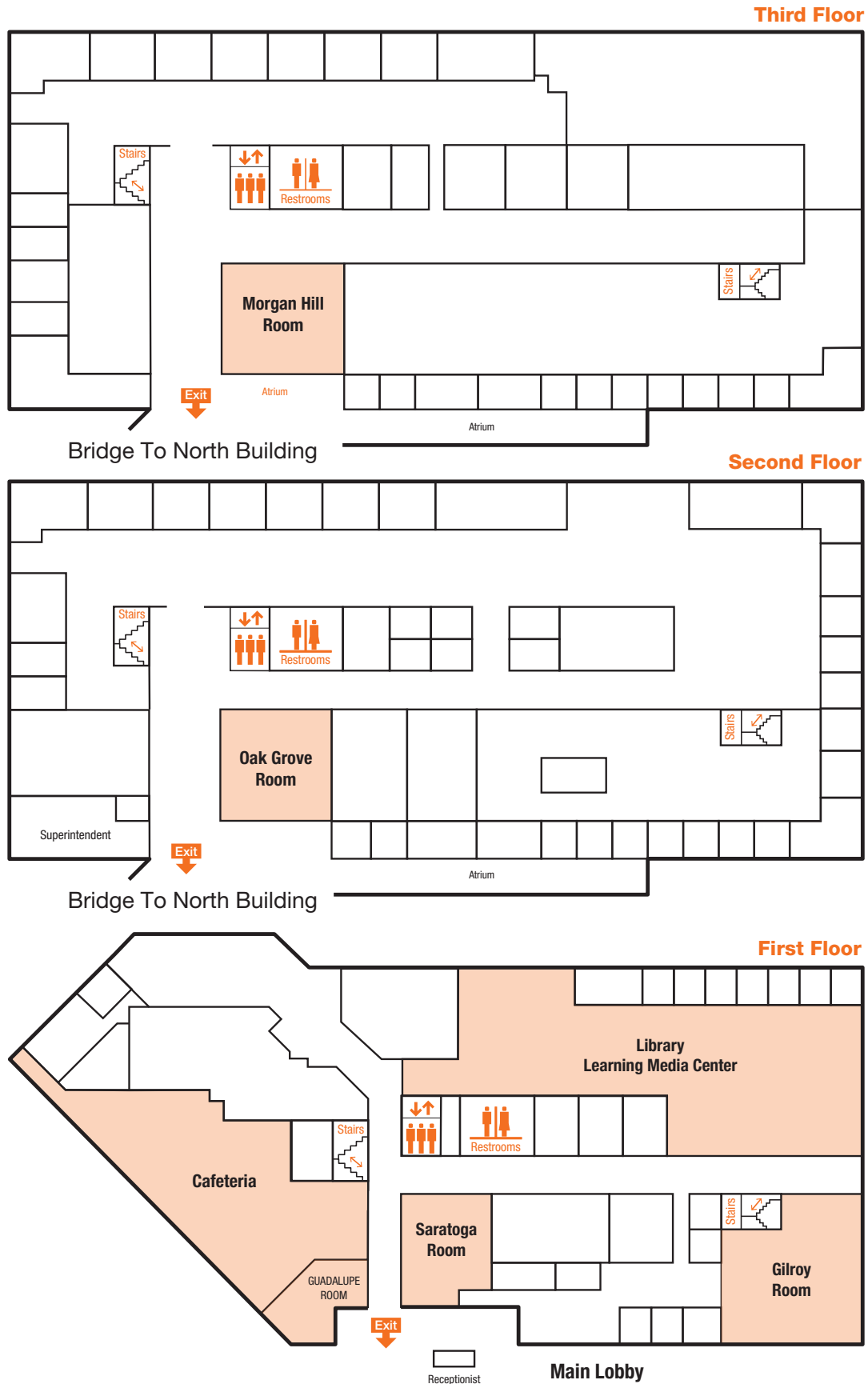
TRANSCRIPT REQUEST

* Students who desire an official transcript of their academic record must submit, in compliance with Family Educational Rights and Privacy Act (FERPA) of 1974, a written request to the NHU Registrar. I AGREE TO ABIDE BY THE ACADEMIC, PAYMENT AND REFUND POLICIES GOVERNING THESE COURSES. I understand these are Continuing Education Units.

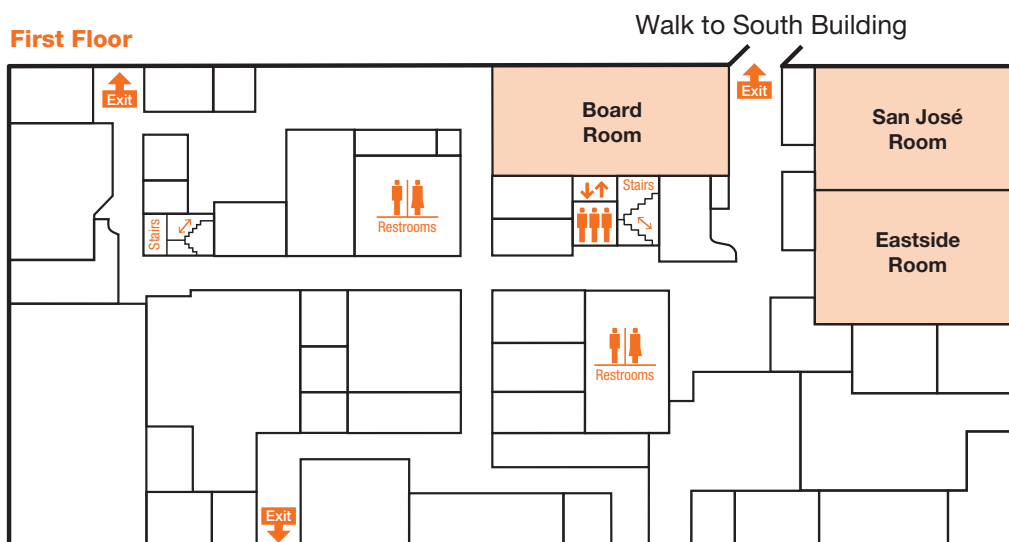
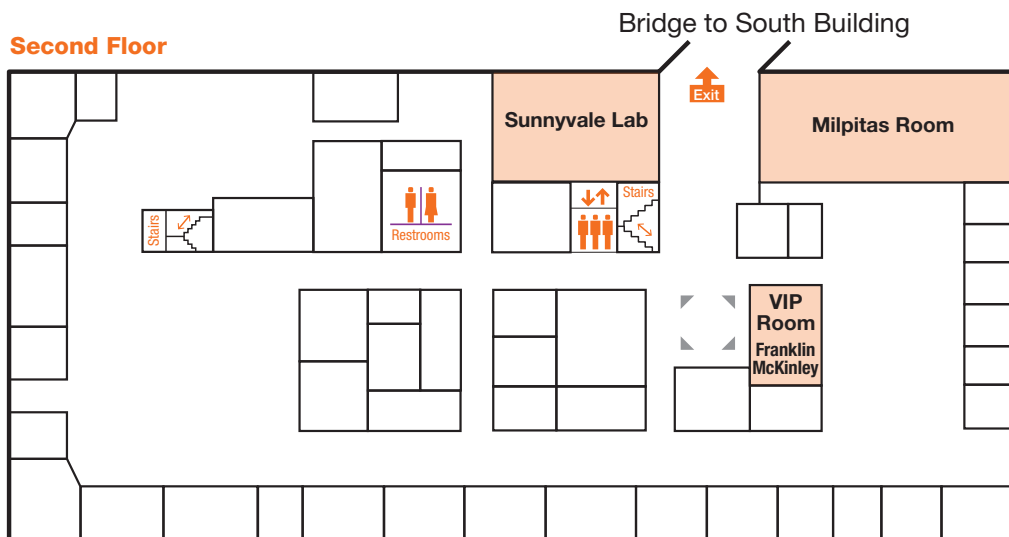
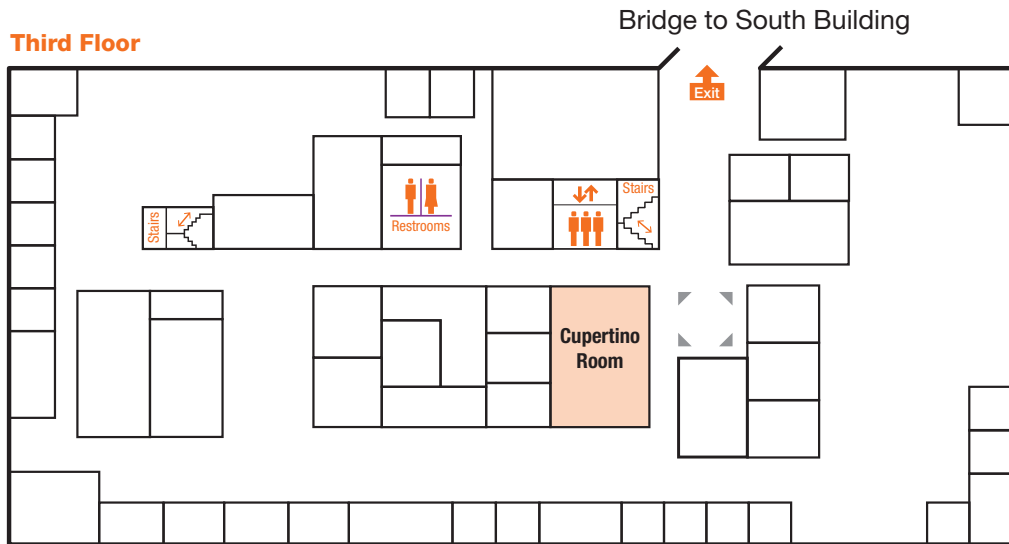
Signature

Date

Map of Conference Rooms - South Building



Map of Conference Rooms - North Building



Notes

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SHOWCASE 2014

Celebrating EL Achievement: The Power of Teamwork

Tuesday, April 29, 2014 • 3:00 - 6:00 p.m.

Santa Clara County Office of Education

**Teachers, Administrators, Superintendents, Board Members, Parents,
Community and University Partners are invited to join us as we
*Celebrate and Showcase District, School, and Student Achievement***



Provide

a forum for *A Look at Learning* collaborators to share lessons learned in supporting student achievement

Celebrate

teachers, leaders, and collaborators who have demonstrated their commitment to maximizing English language acquisition and academic achievement for all English learners

Build

county, district, and site capacity to implement *A Look at Learning*

Featured Guest: Lupita Cortez Alcalá



Lupita Cortez Alcalá is the deputy superintendent of the Instruction and Learning Support Branch at the California Department of Education (CDE). She represents State Superintendent of Public Instruction Tom Torlakson, in the program areas of English-language arts; history; visual and performing arts; physical education; teacher support; support for English learners and migrant students; curriculum and instructional resources; early childhood programs; science, technology, engineering, and mathematics; high school initiatives; and career technical education.

Hosted by: Xavier De La Torre, Ed.D., Santa Clara County Superintendent of Schools

For additional information, please visit www.alookatlearning.org or call (408) 453-6690

On-line Registration: <http://santaclara.k12oms.org/1054-75005>

The
SOBRATO
Family Foundation

Santa Clara County  Office of Education
Xavier De La Torre, Ed.D.
County Superintendent of Schools


SAN JOSÉ STATE
UNIVERSITY

For information:
Multilingual Education Services
(408) 453-4345
www.sccoe.org/depts/ell

Santa Clara County Office of Education

Board of Education

Leon F. Beauchman

Michael Chang

Joseph Di Salvo

Darcie Green

Julia Hover-Smoot

Grace H. Mah

Anna Song

County Superintendent of Schools

Xavier De La Torre, Ed.D.



1290 Ridder Park Drive, MC 237
San Jose, CA 95131-2304

www.sccoe.org

A Champion for Children, Schools, and Community