



## **FOURTEENTH ANNUAL**

### **ACCOUNTABILITY LEADERSHIP INSTITUTE**

for English Learners  
and Immigrant Students

## **2013 FOCUS**

**Quantum Leaps in English Learner  
Education: Implications for  
Leadership, Instruction, and Systems**

**December 9–10, 2013**

HYATT REGENCY SAN FRANCISCO AIRPORT  
BURLINGAME, CALIFORNIA



*Sponsored by*  
California Department  
of Education

# ACCOUNTABILITY LEADERSHIP INSTITUTE for English Learners and Immigrant Students

Reception  
Invitation  
December 9, 2013  
5:15 p.m.–7 p.m.



## Global Education and Competence for the Future

**M**ultilingualism is critical to preparing students for global competence and college and career success in the twenty-first century.

Be the first to view *Shaping Our Global Future: The Role of Multilingualism*, a video promoting the extraordinary value of learning multiple languages. Hear directly from students, parents, teachers, and community leaders on the importance of language learning opportunities that contribute to student success and achievement.

Santa Clara County Office of Education  
Xavier De La Torre, Ed.D.  
*Santa Clara County Superintendent of Schools*  
Angélica Ramsey, Ed.D.  
*Chief Academic Officer*  
Yee Wan, Ed.D.  
*Director, Multilingual Education Services*

**Date:** December 9, 2013  
**Time:** 5:15 p.m.–7 p.m.  
**Location:** Hyatt Regency San Francisco Airport  
Grand Peninsula Ballroom  
1333 Bayshore Highway  
Burlingame, California 94010

### Featured Entertainment: Gunn Big Band Jazz Ensemble



The Henry M. Gunn High School Big Band Jazz Ensemble is part of the award-winning music program at Palo Alto's Gunn High School, which provides students with well-rounded, multicultural music education. The school's comprehensive instrumental program includes three concert bands, three orchestras, and two jazz ensembles involving more than 300 students. The Big Band Jazz Ensemble is one of the premier high school jazz ensembles in California, having received numerous awards and accolades over the past 25 years and being invited to perform at the prestigious Monterey Jazz Festival. Mr. Keith Hunter, in his first year of teaching at Gunn High School, hopes to uphold the outstanding reputation earned by the jazz band over the years.



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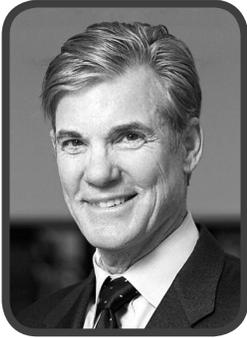
HYATT REGENCY SAN FRANCISCO AIRPORT  
BURLINGAME, CALIFORNIA



CALIFORNIA  
DEPARTMENT OF  
EDUCATION

**TOM TORLAKSON**  
STATE SUPERINTENDENT OF PUBLIC INSTRUCTION

December 9, 2013



Dear Institute Participants:

It is my pleasure to welcome you to the 2013 Accountability Leadership Institute for English Learners and Immigrant Students. This year's theme is "Quantum Leaps in English Learner Education: Implications for Leadership, Instruction, and Systems."

This two-day gathering is designed to assist school and district administrators, program directors and evaluators, superintendents, school board members, instructional leaders, and other English learner (EL) education stakeholders in developing effective policies and providing successful programs for ELs and immigrant students.

There are nearly 1.5 million ELs and approximately 186,000 immigrant students attending California's public schools. One of every four students is an EL, and ELs are enrolled in nearly every school district in the state.

This institute features distinguished state and national leaders and experts on EL issues. Focus areas include Common Core State Standards; assessments; Title III technical assistance; superintendents' best practices and perspectives; technology innovations and online resources for ELs; the Local Control Funding Formula; Professional Learning Modules; ELs and special education; migrant education programs; teaching for global competence; and much more.

This event offers the opportunity to exchange ideas and expand partnerships with colleagues and organizations as we strive to reach our goal of ensuring that ELs and immigrant students achieve English proficiency and meet or exceed state academic standards.

I would like to express my gratitude and appreciation to all for your continued dedication and collaboration, and for partnering with the California Department of Education in our ongoing efforts to provide every child in California with a world-class education.

Sincerely,

A handwritten signature in black ink that reads "Tom Torlakson".

**TOM TORLAKSON**  
*State Superintendent of Public Instruction*



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<b>Tuesday, December 10, 2013</b>	
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# INSTITUTE AT A GLANCE



## SUNDAY, DECEMBER 8

3:00 p.m.–6:00 p.m. Registration (no conference activities)

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## MONDAY, DECEMBER 9

7:00 a.m.–5:00 p.m. Registration

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7:00 a.m.–8:30 a.m. Continental Breakfast

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8:30 a.m.–10:00 a.m. **General Session—Grand Peninsula Ballroom**  
**Opening Ceremony**

*Welcome*

**Lupita Cortez Alcalá**

Deputy Superintendent

Instruction and Learning Support Branch

California Department of Education

*Quantum Leaps in English Learner Education:*

*Implications for Educational Leaders*

**Karen Cadiero-Kaplan, Ph.D.**

Director, English Learner Support Division

California Department of Education

*The Promise and Potential of the New ELA Common Core*

*State Standards and Implications for English Learners*

**Bill Saunders, Ph.D.**

Talking Teaching Network

University of California, Los Angeles

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10:30 a.m.–11:45 a.m. Session A Workshops

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12:15 p.m.–1:30 p.m. **Lunch and General Session—Grand Peninsula Ballroom**

*Personalizing Pedagogy for English Learners:*

*A Children’s Rights Perspective*

**Margaret Heritage, Ph.D.**

University of California, Los Angeles

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2:00 p.m.–3:15 p.m. Session B Workshops



**MONDAY, DECEMBER 9** *(continued)*

3:30 p.m.–4:45 p.m.

Session C Workshops

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5:15 p.m.–7:00 p.m.

**Keynote Reception and Student Entertainment—Grand Peninsula Ballroom**

*Shaping Our Global Future: The Role of Multilingualism*

**Global Education Team**

Santa Clara County Office of Education

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**TUESDAY, DECEMBER 10**

7:00 a.m.–9:00 a.m.

Registration

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8:00 a.m.–9:15 a.m.

Session D Workshops

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9:45 a.m.–11:15 a.m.

**Brunch**

**General Session—Grand Peninsula Ballroom**

*A Brain-Based Approach to Closing the Achievement Gap*

**Horacio Sánchez**

Resiliency Inc.

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11:45 a.m.–1:00 p.m.

Session E Workshops

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**Adjourn**

# OVERVIEW OF WORKSHOPS

MONDAY December 9	ROOMS	
	GRAND PENINSULA BALLROOM D, E, F, G	GRAND PENINSULA BALLROOM A, B, C
8:30 a.m.–10:00 a.m. <b>General Session</b>	<b>Lupita Cortez Alcalá, CDE</b> <b>Karen Cadiero-Kaplan, Ph.D., CDE</b> <i>The Promise and Potential of the New ELA Common Core State Standards and Implications for English Learners</i> <b>Bill Saunders, Ph.D.</b>	
10:30 a.m.–11:45 a.m. <b>Session A</b>	<b>Ballroom F, G</b> MOOC-Based Professional Development for Improving Classroom Discourse: Lessons We Are Learning	Quantum Tech: How Global Technology Innovations Can Be Used to Meet the Common Core State Standards and English Language Development Standards <b>Janine Warner</b>
12:15 p.m.–1:30 p.m. <b>Lunch</b>	<i>Personalizing Pedagogy for English Learners: A Children’s Rights Perspective</i> <b>Margaret Heritage, Ph.D.</b>	
2:00 p.m.–3:15 p.m. <b>Session B</b>	<b>Ballroom F, G</b> Enacting Powerful Pedagogy for English Learners Using Formative Assessment Practice: Part 1 <b>Margaret Heritage, Ph.D.</b> <b>Robert Linquanti</b>	Decisions, Decisions, Decisions: Who Makes Them? (Superintendent Panel on English Learner Issues and Policy Decisions)
3:30 p.m.–4:45 p.m. <b>Session C</b>	<b>Ballroom F, G</b> Enacting Powerful Pedagogy for English Learners Using Formative Assessment Practice: Part 2 <b>Margaret Heritage, Ph.D.</b> <b>Robert Linquanti</b>	Transitioning to the Common Core: Instructional Shifts in Literacy and English Language Development
5:15 p.m.–7:00 p.m. <b>Reception</b>	<i>Shaping Our Global Future: The Role of Multilingualism</i> <b>Global Education Team, Santa Clara County Office of Education</b> Student Entertainment	
TUESDAY December 10	ROOMS	
	GRAND PENINSULA BALLROOM D, E, F, G	GRAND PENINSULA BALLROOM A, B, C
8:00 a.m.–9:15 a.m. <b>Session D</b>	<b>Ballroom F, G</b> Educating for Global Competence: The Value of Multilingualism	Serving English Learners with Funds from the Elementary and Secondary Education Act, Title III, Part A (Also presented in Session E)
9:45 a.m.–11:15 a.m. <b>Brunch</b>	<i>A Brain-Based Approach to Closing the Achievement Gap</i> <b>Horacio Sánchez</b>	
11:45 a.m.–1:00 p.m. <b>Session E</b>	<b>Ballroom F, G</b> The Seal of Biliteracy Implementation Study and the Value of Bilingualism in the California Labor Market and for College Readiness	Serving English Learners with Funds from the Elementary and Secondary Education Act, Title III, Part A (Also presented in Session D)

## OVERVIEW OF WORKSHOPS

### ROOMS

REGENCY BALLROOM A, B, C	HARBOUR ROOM A, B	SANDPEBBLE ROOM C, D, E	BAYSIDE ROOM A, B
California English Language Development Test and Title III Accountability: Updates and Implications for 2013–14	Promising Practices for English Learners' Success	How to Use the California Accountability and Improvement System for Federal Program Monitoring and Title III Improvement Plans	Technical Assistance (no formal presentation): Title III, Federal Program Monitoring, and California Accountability and Improvement System
California's English Language Arts/English Language Development Framework	Supplement, Not Supplant	Lessons from Around the State: Processes, Practices, and Resources That Promote English-Learner Success	Technical Assistance (no formal presentation): Title III, Federal Program Monitoring, and California Accountability and Improvement System
Professional Learning Modules: Implications for Implementation of the Common Core State Standards	Migrant Education in California: Closing the Achievement Gap for Migrant Students	Title III Program Basics	Technical Assistance (no formal presentation): Title III, Federal Program Monitoring, and California Accountability and Improvement System

### ROOMS

REGENCY BALLROOM A, B, C	HARBOUR ROOM A, B	SANDPEBBLE ROOM C, D, E	BAYSIDE ROOM A, B
A Model for Professional Learning for Integrated and Designated English Language Development	Assessing English Learners for Special Education and Reclassifying English Learners with Disabilities	Alignment of Items on the California English Language Development Test and Transition to the English Language Proficiency Assessments for California	Project-Based Learning for English Learners: Interdisciplinary Approaches to Teaching with the Next Generation Standards
Scaffolding Academic Language: A Tool for Success!	Online Resources, Collaboration, and Best Practices for Supporting English Learners, Migrant Students, and Their Families	Implementation of the California English Language Development Standards	Technical Assistance (no formal presentation): Title III, Federal Program Monitoring, and California Accountability and Improvement System

## KEYNOTE SPEAKERS



**Lupita Cortez Alcalá** is the deputy superintendent of the Instruction and Learning Support Branch at the California Department of Education (CDE). In this capacity, 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.

Ms. Alcalá is a graduate of Harvard University's School of Education, where she earned a master's degree in planning administration and social policy. She earned her bachelor's degree from the University of California, San Diego, majoring in political science with a minor in Spanish literature. She has more than a decade of experience in government affairs for kindergarten through grade twelve (K–12) and higher education. Ms. Alcalá was formerly the deputy superintendent of the CDE's Government Affairs and Charter Development Branch and was responsible for the administration of all departmental activities relating to state and federal legislation and funding, as well as the provision of guidance, support, and oversight for charter schools.

Prior to joining the CDE, Ms. Alcalá served as the deputy legislative secretary to former California governor Gray Davis. In that capacity, she advised the governor on all K–12 and higher-education legislation and served as a liaison to the education community.



## KEYNOTE SPEAKERS



**Karen Cadiero-Kaplan, Ph.D.**, is the director of the English Learner Support Division at the California Department of Education. She has published numerous works on the role of education and language policies in curriculum development and on teachers' professional development for meeting the needs of English learners and diverse student populations. Her primary concern is how literacy processes are used, developed, and integrated into classroom practice, teacher development, school curriculum, and policy—and how those processes are influenced by political ideologies. Dr. Cadiero-Kaplan earned a bachelor's degree in psychology and elementary education from the University of San Diego; a master's degree in education from San Diego State University; and a doctorate in education from Claremont Graduate University and San Diego State University's joint doctoral program.



**Bill Saunders, Ph.D.**, is the co-founder and co-chair of the Talking Teaching Network and an associate research psychologist at the University of California, Los Angeles (UCLA). He held a similar position at California State University, Long Beach, and is a former high school English teacher and former director of the National Writing Project at the University of Southern California.

Dr. Saunders has published numerous articles and chapters based on several small- and large-scale research studies, research syntheses, and research and development projects focused on school improvement, teacher collaboration, language arts curriculum and instruction, performance assessment, and programs for English learners.

## KEYNOTE SPEAKERS



**Margaret Heritage**, Ph.D., is the assistant director for professional development at the national Center for Research on Evaluation, Standards, and Student Testing (CRESST) at UCLA. She also leads the curriculum, instruction, and formative assessment strand of the federally funded Center on Standards and Assessment Implementation, as well as a 20-state collaborative on formative assessment for the Council of Chief State School Officers.

Prior to joining CRESST, Dr. Heritage gained many years of teaching and leadership experience at schools in the United Kingdom and the United States, including periods serving as a County Inspector of Education in the United Kingdom and as the principal of UCLA's Graduate School of Education Lab School. She has also served on the faculty of the University of Warwick, England, and has taught courses at Stanford University and UCLA.

Dr. Heritage is widely published. She is the author of *Formative Assessment in Practice: A Process of Inquiry and Action* (2013, Harvard Education Press); co-authored "Instruction for Diverse Groups of English Language Learners," a paper published in 2013 by Stanford University; and wrote a chapter on evidence gathering for the *Sage Handbook of Research on Classroom Assessment* (2013, Sage Publications). Dr. Heritage's current research interests focus on the development and use of empirically derived language-learning progressions to support the formative assessment practice of teachers of English learners (ELs) and of formative assessment probes for middle school ELs' understanding of persuasive text.

A stylized lighthouse with a black and white striped tower and a black lantern room, emitting several grey beams of light that fan out across the top of the page.

## KEYNOTE SPEAKERS



**Horacio Sánchez**, president and CEO of Resiliency Inc., has utilized his training as an educator and clinician to focus on the education and treatment of children with severe emotional disorders. The Maladaptive Council (Academy of Science) recognizes him as a leading authority on emotional disorders and resiliency. His approaches are not only based on sound scientific research but have been the foundations of his award-winning mental health and educational programs.

Sánchez earned a dual master's degree in ancient languages and psychology from Duke University. He has been a teacher, school administrator, director for mental health, and consultant to the Pennsylvania Department of Education, North Carolina Public Schools, and education departments in other states. He has presented position papers at the New York Academy of Science, the University of Zürich in Switzerland, and Harvard University and has lectured in 28 states and in eight countries.

Sánchez's diverse education and background have helped him to merge research, science, and practice. His new book, *A Brain-Based Approach to Closing the Achievement Gap*, provides a blueprint to help school districts close the achievement gap.

## FEATURED SPEAKERS



**Janine Warner** is an author, consultant, and technology innovator. The founder of DigitalFamily.com, a full-service interactive design and training agency, she has written more than 25 books, including *Web Sites Do-It-Yourself for Dummies*, *Mobile Web Design for Dummies*, and *Social Media Design for Dummies* (forthcoming in 2014).

Janine has explored online learning and innovations in teaching with technology at a wide array of conferences and universities. She has developed MOOCs (Massive Online Open Classrooms) for universities; created interactive courses for cutting-edge online education companies, including Lynda.com and creativeLIVE.com; and developed an online literacy program for students in Latin America.

Since 2001, Janine has run her own business as an author, Internet consultant, and speaker. Over the years, she has worked in Moscow with one of Russia's largest publishing companies; traveled to New Delhi to speak at Internet World India; and worked with media companies and other businesses in more than a dozen countries, including Brazil, Colombia, El Salvador, Panama, Mexico, Russia, and Spain. She speaks fluent Spanish.

## FEATURED SPEAKERS



**Robert Linquanti** is Project Director and Senior Researcher at WestEd's California Comprehensive Center (CA CC). He helps states and school districts strengthen their assessment, evaluation, and accountability policies, practices, and systems for English learners (ELs) in light of new standards and assessments.

Linquanti co-leads the CA CC's collaboration with the California Department of Education (CDE) and regional service providers to support educators in implementing new standards and assessments for all students, especially ELs. He was part of the WestEd teams that partnered with CDE to produce California's new English language development (ELD) standards and ELD professional learning modules.

Linquanti publishes and presents widely on evaluating EL education policies, assessment, and reclassification; and improving accountability and equity for ELs. His recent work has focused on implementing new content and ELD standards and assessments; moving toward a more common definition of "English learner" within and across states; and supporting formative assessment as pedagogical practice to assist learning. He serves on the Smarter Balanced Assessment Consortium EL Advisory Committee; CCSSO ELL Assessment Advisory Committee; Texas State Assessment Technical Advisory Committee; Stanford University's Understanding Language initiative; and the national Working Group on ELL Policy.

## SESSION A WORKSHOPS

MONDAY, DECEMBER 9, 2013 • 10:30 a.m.–11:45 a.m.



### MOOC-Based Professional Development for Improving Classroom Discourse: Lessons We Are Learning

GRAND PENINSULA BALLROOM F, G

Stanford's first MOOC (massive open online course) addresses how students talk to each other in classrooms. Currently, about 2,000 educators share and analyze their own samples of paired student discourse during lessons. They submit their sample student dialogs, formatively assessing them and learning from them to make changes in instruction. Conversation samples from the course, insights on its value for professional development, and future possibilities are shared. What has been learned so far about the logistical challenges of the MOOC medium is shared. Plans for future MOOCs to support the educational shift to the Common Core and Next Generation Science Standards are discussed.

Presenters: **Kenji Hakuta**, Ph.D., Co-Chair, Understanding Language Initiative, and Professor, Stanford University School of Education; e-mail: [hakuta@stanford.edu](mailto:hakuta@stanford.edu)

**Jeff Zwiers**, Ph.D., Senior Researcher and Professor, Stanford University;  
e-mail: [jzwiers@stanford.edu](mailto:jzwiers@stanford.edu)

Grade-Level Focus: All

### Quantum Tech: How Global Technology Innovations Can Be Used to Meet the Common Core State Standards and English Language Development Standards

GRAND PENINSULA BALLROOM A, B, C

Get an overview of the technology trends of 2013 and then apply it to your own plan for using technology to meet local classroom standards. Janine Warner shares case studies and best practices from around the globe and then reviews how they apply to the Common Core State Standards and English language development standards.

Featured

Speaker: **Janine Warner**, Author, Speaker, and Founder of [DigitalFamily.com](http://DigitalFamily.com); e-mail: [Janine@digitalfamily.com](mailto:Janine@digitalfamily.com)

Grade-Level Focus: All



## SESSION A WORKSHOPS

MONDAY, DECEMBER 9, 2013 • 10:30 a.m.–11:45 a.m.

### California English Language Development Test and Title III

**Accountability: Updates and Implications for 2013–14** REGENCY BALLROOM A, B, C

This presentation describes the 2012–13 California English Language Development Test (CELDT) results and important notices for 2013–14. The 2012–13 Title III Accountability results and trends are highlighted, and implications for district-level internal accountability and improvement efforts are explored.

Presenters: **Lily Roberts**, Ph.D., Administrator, English Language Proficiency Assessments Office, California Department of Education; e-mail: lroberts@cde.ca.gov

**Matt Taylor**, Administrator, Evaluation Research and Analysis Unit, California Department of Education; e-mail: mtaylor@cde.ca.gov

Grade-Level Focus: All

### Promising Practices for English Learners' Success

HARBOUR ROOM A, B

This session provides an overview of findings from a multiyear analysis of data on the English language acquisition and academic achievement of English learners and a summary of promising practices identified through structured interviews with selected Title III school districts. District experiences and recommended strategies related to the implementation of the 2012 English language development standards and the Common Core State Standards are highlighted.

Presenters: **Rachel Perry**, Director, Center for Student Achievement and Program Accountability, Sacramento County Office of Education; e-mail: rperry@scoe.net

**Jan Mayer**, Curriculum Specialist (English Learners) and Title III, Regional Lead, Sacramento County Office of Education; e-mail: jmayer@scoe.net

Grade-Level Focus: All

### How to Use the California Accountability and Improvement System for Federal Program Monitoring and Title III Improvement Plans

SANDPEBBLE ROOM C, D, E

This session demonstrates how the California Accountability and Improvement System (CAIS) is used to monitor an English learner program before, during, and after a Federal Program Monitoring Review. Participants also learn how local educational agencies use the CAIS to submit and track the implementation of Title III Year 2 and Year 4 Improvement Plans.

Presenters: **Ramiro Nava**, Education Programs Consultant, Federal Program Monitoring Office, California Department of Education; e-mail: rnava@cde.ca.gov

**Mary Tribbey**, Program Associate, California Comprehensive Center at WestEd; e-mail: mtribbey@wested.org

Grade-Level Focus: All

## SESSION B WORKSHOPS

MONDAY, DECEMBER 9, 2013 · 2:00 p.m.–3:15 p.m.



### Enacting Powerful Pedagogy for English Learners Using Formative Assessment Practice: Part 1

GRAND PENINSULA BALLROOM F, G

In this double workshop that builds on Margaret Heritage's keynote speech, presenters share and unpack instances of powerful pedagogy that utilize formative assessment practice and include high levels of discourse in the context of rigorous academic tasks and opportunities for self-directed learning and student reflection and feedback. Structures, support, and dispositions enabling such practice are discussed, as are implications for leadership, systems, and policy to support teachers in developing powerful pedagogy.

Featured

Speakers: **Margaret Heritage**, Ph.D., Assistant Director for Professional Development, National Center for Research on Evaluation, Standards and Student Testing (CRESST) at UCLA; e-mail: mheritag@ucla.edu

**Robert Linquanti**, Project Director and Senior Researcher, California Comprehensive Center at WestEd; e-mail: rlinqua@wested.org

Presenters: **Gabriela Cárdenas**, Demonstration Teacher, University of California, Los Angeles Lab School

**Olivia Lozano**, Demonstration Teacher, University of California, Los Angeles Lab School

Grade-Level Focus: All

### Decisions, Decisions, Decisions: Who Makes Them? Superintendent Panel on English Learner Issues and Policy Decisions

GRAND PENINSULA BALLROOM A, B, C

Superintendents are responsible for making decisions daily that affect the lives and futures of English learners (ELs). This panel highlights superintendents and policymakers who discuss how federal, state, and local policy decisions affect their efforts to serve ELs and close the persistent achievement gap. Discussion topics include Common Core State Standards, Local Control Funding Formula; Assessment and Accountability pending changes, and, maintaining the focus on students through ongoing fiscal challenges.

Moderator: **Alice Petrossian**, former President, Association of California School Administrators; former Deputy Superintendent, Glendale Unified School District (USD) and Pasadena USD; e-mail: petrossian@gmail.com

Presenters: **Elizabeth Blanco**, Assistant Superintendent, Special Education Services, San Francisco Unified School District; e-mail: blancocoe@sfusd.edu



**SESSION B WORKSHOPS**  
**MONDAY, DECEMBER 9, 2013 · 2:00 p.m.–3:15 p.m.**

Presenters (*continued*):

**David Gómez**, Executive Director, California Association of Latino Superintendents and Administrators, former superintendent of Santa Paula Union High School District; e-mail: drdavidgomez@sbcglobal.net

**Alejandro Hogan**, Superintendent, South San Francisco Unified School District; e-mail: ahogan@ssfusd.org

**Mary Sieu**, Superintendent, ABC Unified School District; e-mail: mary.sieu@abcusd.us

Grade-Level Focus: All

**California’s English Language Arts/English Language Development Framework**

REGENCY BALLROOM A, B, C

One critical resource for implementation of the California Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science and Technical Subjects (CA CCSS for ELA/Literacy) and the California English Language Development (CA ELD) Standards will be California’s ELA/ELD Framework. This document weaves the integration of the ELA and the ELD standards into the context of California’s schools and provides guidance in the areas of elementary, middle, and high school curriculum. This session shares updates and discusses California’s ELA/ELD Framework.

Presenters: **Tom Adams**, Ph.D., Director, Curriculum Frameworks and Instructional Resources Division, California Department of Education; e-mail: tadams@cde.ca.gov

**Kristen Cruz Allen**, Administrator, Curriculum Frameworks Unit, California Department of Education; e-mail: kcruzallen@cde.ca.gov

**Cynthia Gunderson**, Consultant, Curriculum Frameworks Unit, California Department of Education; e-mail: cgunderson@cde.ca.gov

Grade-Level Focus: All

**Supplement, Not Supplant**

HARBOUR ROOM A, B

This workshop provides an overview of the rules that govern the federal requirement to “supplement, not supplant” and discusses what practices, if any, need to be changed or introduced to ensure categorical funds are used to supplement the “core” in light of new funding and the Local Control Funding Formula.

Presenter: **Ann Marie Hern**, Education Finance Specialist, California Comprehensive Center at WestEd; e-mail: ahern@wested.org

Grade-Level Focus: All

## SESSION B WORKSHOPS

MONDAY, DECEMBER 9, 2013 • 2:00 p.m.–3:15 p.m.



### **Lessons from Around the State: Processes, Practices, and Resources That Promote English-Learner Success**

SANDPEBBLE ROOM C, D, E

Throughout California, Title III County Office of Education regional leads work with districts, charter schools, and consortia to identify the needs of English learners in their schools and implement effective improvement practices. This session highlights issues that surface through data analyses, actions that lead to improvement, resources for use at the local level, and strategies for coordination with other improvement efforts.

Presenters: **Antonio Mora**, Director, English Learner and Support Services, San Diego County Office of Education; e-mail: [amora@sdcoe.net](mailto:amora@sdcoe.net)

**Karla Groth**, Principal-In-Residence, English Learner and Support Services/Assessment  
San Diego County Office of Education; e-mail: [kgroth@sdcoe.net](mailto:kgroth@sdcoe.net)

Grade-Level Focus: All



## SESSION C WORKSHOPS

MONDAY, DECEMBER 9, 2013 · 3:30 p.m.–4:45 p.m.

### Enacting Powerful Pedagogy for English Learners

#### Using Formative Assessment Practice: Part 2

GRAND PENINSULA BALLROOM F, G

In this double workshop that builds on Margaret Heritage's keynote speech, presenters share and unpack instances of powerful pedagogy that utilize formative assessment practice and include high levels of discourse in the context of rigorous academic tasks and opportunities for self-directed learning and student reflection and feedback. Structures, support, and dispositions enabling such practice are discussed, as are implications for leadership, systems, and policy to support teachers in developing powerful pedagogy.

Featured

Speakers: **Margaret Heritage**, Ph.D., Assistant Director for Professional Development, National Center for Research on Evaluation, Standards and Student Testing (CRESST) at UCLA; e-mail: mheritag@ucla.edu

**Robert Linquanti**, Project Director and Senior Researcher, California Comprehensive Center at WestEd; e-mail: rlinqua@wested.org

Presenters: **Gabriela Cárdenas**, Demonstration Teacher, University of California, Los Angeles Lab School

**Olivia Lozano**, Demonstration Teacher, University of California, Los Angeles Lab School

Grade-Level Focus: All

### Transitioning to the Common Core:

#### Instructional Shifts in Literacy and English Language Development

GRAND PENINSULA BALLROOM A, B, C

This session provides insight into how the CA CCSS for ELA and Literacy and English language development standards both emphasize the integration of language conventions, vocabulary, and knowledge about how English works in support of comprehension and expression. Strategies for planning and implementing intellectually rich and engaging instruction are shared.

Presenters: **Nancy Brownell**, Senior Fellow, California Department of Education and California State Board of Education; e-mail: nbrownell@cde.ca.gov

**Karen Cadiero-Kaplan**, Ph.D., Director, English Learner Support Division, California Department of Education; e-mail: kcadierokaplan@cde.ca.gov

Grade-Level Focus: All

## SESSION C WORKSHOPS

MONDAY, DECEMBER 9, 2013 • 3:30 p.m.–4:45 p.m.



### **Professional Learning Modules: Implications for Implementation of the Common Core State Standards** REGENCY BALLROOM A, B, C

This workshop introduces participants to the Professional Learning Modules developed to assist California educators with the implementation of the Common Core State Standards. Highlights of each module are shared, as well as information on how they can be used for independent professional learning and group professional learning.

Presenter: **Carrie Roberts**, Administrator, Literacy, History and Arts Leadership Office, California Department of Education; e-mail: [croberts@cde.ca.gov](mailto:croberts@cde.ca.gov)

Grade-Level Focus: All

### **Migrant Education in California: Closing the Achievement Gap for Migrant Students** HARBOUR ROOM A, B

This workshop provides an overview of the California Migrant Education Program and the current measures to close the achievement gap for migrant students. It also provides a general description of the state's Migrant Regional Application, which captures the main components of migrant programs across the state.

Presenters: **Fernando Rodriguez-Valls**, State Migrant Education Director; California Department of Education; e-mail: [frodriguezvalls@cde.ca.gov](mailto:frodriguezvalls@cde.ca.gov)

**Flori Centeno**, Education Programs Consultant, Migrant Education Office, California Department of Education; e-mail: [fcenteno@cde.ca.gov](mailto:fcenteno@cde.ca.gov)

Grade-Level Focus: All

### **Title III Program Basics** SANDPEBBLE ROOM C, D, E

This workshop provides an overview of (1) federal legal obligations that provide the basis for English learner programs; (2) requirements that local educational agencies (LEAs) must fulfill if they receive Title III limited English proficient (LEP) or immigrant student program subgrant(s); (3) technical assistance for working with private schools so that ELs enrolled there receive an opportunity for equitable services; and (4) insights for federal program monitoring preparation as it relates to the topics above.

Presenters: **Sandra Covarrubias**, Education Programs Consultant, Language Policy and Leadership Office, California Department of Education; e-mail: [scovarrubias@cde.ca.gov](mailto:scovarrubias@cde.ca.gov)

**Elena Fajardo**, Administrator; Language Policy and Leadership Office, California Department of Education; e-mail: [efajardo@cde.ca.gov](mailto:efajardo@cde.ca.gov)

**Sonia Petrozello**, Education Programs Consultant, Language Policy and Leadership Office; e-mail: [spetrozello@cde.ca.gov](mailto:spetrozello@cde.ca.gov)

Grade-Level Focus: All



## SESSION D WORKSHOPS

TUESDAY, DECEMBER 10, 2013 • 8:00 a.m.–9:15 a.m.

### **Educating for Global Competence: The Value of Multilingualism**

GRAND PENINSULA BALLROOM F, G

The world for which we are preparing our students is qualitatively different from the industrial world in which our schools were created. It is critical that we educate our students to thrive and succeed in the twenty-first century. Because of the persistent challenge of an achievement gap, the Santa Clara County Board of Education is committed to eliminating this gap through multiple strategies. This workshop introduces a biliteracy/world languages communications toolkit developed by the Santa Clara County Office of Education intended to inspire educational leaders to take action in preparing students to meet the demands of a twenty-first-century global society and economy.

Presenters: **Angélica Ramsey**, Ed.D., Chief Academic Officer, Santa Clara County Office of Education; e-mail: [angelica\\_ramsey@sccoe.org](mailto:angelica_ramsey@sccoe.org)

**Yee Wan**, Ed.D., Director of Multilingual Educational Services, Santa Clara County Office of Education; Board Member of the National Association for Bilingual Education (NABE); e-mail: [yee\\_wan@sccoe.org](mailto:yee_wan@sccoe.org)

Grade-Level Focus: All

### **Serving English Learners with Funds from the Elementary and Secondary Education Act, Title III, Part A**

GRAND PENINSULA BALLROOM A, B, C

This workshop reviews how the funds from the Elementary and Secondary Education Act, Title III, Part A may be used to serve English learners (ELs). Common findings are reviewed, and the “harder-to-fix” area of Title III, Part A findings—the “supplement, not supplant” requirement—are examined. As part of this review, varying obligations to serve ELs, such as those under the Civil Rights Act and other federal programs such as Title I-A, which impact the way agencies may make use of Title III-A funds, will also be considered.

Presenter: **Jennifer Mauskapf**, Attorney, Brustein & Manasevit; e-mail: [jmauskapf@bruman.com](mailto:jmauskapf@bruman.com)

Grade-Level Focus: All

**Note:** This workshop is also presented in Session E.

## SESSION D WORKSHOPS

TUESDAY, DECEMBER 10, 2013 · 8:00 a.m.–9:15 a.m.



### **A Model for Professional Learning for Integrated and Designated English Language Development**

REGENCY BALLROOM A, B, C

This workshop shares how professional learning was provided to K–6 teachers on using the California Common Core State Standards for ELA/Literacy and the California ELD standards in tandem. Teachers from multiple districts have begun to implement integrated and designated ELD in practical ways. The professional learning included modeling of instructional approaches, extended discussions about instructional practice, and collaborative planning between teachers across school districts. Through a Web site created by collaborators, teachers had a countywide community of practice for sharing and support as they began implementation.

Presenters: **María Larios-Horton**, Santa Barbara County Education Office;  
e-mail: mlarios-horton@sbceo.org

**Pam Spycher**, California Comprehensive Center at WestEd; e-mail: pspycher@wested.org

Grade-Level Focus: All

### **Assessing English Learners for Special Education and Reclassifying English Learners with Disabilities**

HARBOUR ROOM A, B

The presenter discusses best practices and legal requirements for determining when and how to appropriately assess English learners (ELs) to determine eligibility for special education. The workshop also presents compliant practices for determining if ELs in special education have met the reclassification guidelines in order to be reclassified to RFEP (Reclassification to Fluent English Proficient).

Presenter: **Jarice Butterfield**, Ph.D., Special Education Local Plan Area (SELPA) Director,  
Santa Barbara County Education Office; e-mail: jariceb@sbceo.org

Grade-Level Focus: All



**Alignment of Items on the California English Language  
Development Test and Transition to the English  
Language Proficiency Assessments for California**

SANDPEBBLE ROOM C, D, E

This workshop describes the 2013 study of the alignment of items on the California English Language Development Test (CELDT) and results. The study was conducted to determine if any CELDT items are aligned with the 2012 English language development standards. This study is the first step in the development of the assessment system that will replace the CELDT. The transition to the new English Language Proficiency Assessments for California (ELPAC) system will be discussed.

Presenters: **Lily Roberts**, Ph.D., Administrator, English Language Proficiency Assessments Office, California Department of Education; e-mail: lroberts@cde.ca.gov

**Richard Critchfield**, Education Programs Consultant, English Language Proficiency Assessments Office, California Department of Education; e-mail: rcritchfield@cde.ca.gov

Grade-Level Focus: All

**Project-Based Learning for English Learners:  
Interdisciplinary Approaches to Teaching with  
the Next Generation Standards**

BAYSIDE ROOM A, B

Because of the new focus on oral language and productive abilities for English learners (ELs), this workshop focuses on operationalizing the definition of project-based learning and interdisciplinary instruction for ELs through examples of collaborative university–district partnerships. Participants gain knowledge and learn about concrete examples through interactive and focused activities that provide new insights into the translation of the new English language development standards into practice.

Presenters: **Elvira Armas**, Ed.D., Associate Director of the Center for Equity for English Learners, Loyola Marymount University; e-mail: Elvira.Armass@lmu.edu

**Magaly Lavadenz**, Ph.D., Professor, Department of Educational Leadership, Founding Director of the Center for Equity for English Learners, Loyola Marymount University; e-mail: Magaly.Lavadenz@lmu.edu

Grade-Level Focus: All

## SESSION E WORKSHOPS

TUESDAY, DECEMBER 10, 2013 · 11:45 a.m.–1:00 p.m.



### **The Seal of Biliteracy Implementation Study and the Value of Bilingualism in the California Labor Market and for College Readiness**

GRAND PENINSULA BALLROOM F, G

This workshop presents implementation information on the State Seal of Biliteracy (SSB) and the most recent data on the 2012 graduates who received the SSB. Interest from around the nation about the Seal of Biliteracy is growing. Presenters examine the value of bilingualism in the California labor market based on a recent study and what new learnings around district implementation of the SSB are being reported from a recent dissertation. A preview of a new effort to build upon the momentum of the SSB in California school districts to create multiple pathways to biliteracy is also shared.

Presenters: **Shelly Spiegel-Coleman**, Executive Director, Californians Together; e-mail: Shelly@californianstogether.org

**Magaly Lavadenz**, Ph.D. Professor, Department of Educational Leadership, and Director, Center for Equity for English Learners, Loyola Marymount University; e-mail: mlavaden@lmu.edu

Grade-Level Focus: All

### **Serving English Learners with Funds from the Elementary and Secondary Education Act, Title III, Part A**

GRAND PENINSULA BALLROOM A, B, C

This workshop reviews how funds from the Elementary and Secondary Education Act, Title III, Part A may be used to serve English learners (ELs). Common findings are reviewed, and the “harder-to-fix” area of Title III, Part A findings—the “supplement, not supplant” requirement—is examined. As part of this review, varying obligations to serve ELs, such as those under the Civil Rights Act and other federal programs such as Title I-A, which impact the way agencies may make use of Title III-A funds, are considered.

Presenter: **Jennifer Mauskapf**, Attorney, Brustein & Manasevit; e-mail: jmauskapf@bruman.com

Grade-Level Focus: All

**Note:** This workshop is also presented in Session D.



## SESSION E WORKSHOPS

TUESDAY, DECEMBER 10, 2013 • 11:45 a.m.–1:00 p.m.

### **Scaffolding Academic Language: A Tool for Success!**

REGENCY BALLROOM A, B, C

Scaffolding plays a major role in the English language development (ELD) standards supporting English learners' (ELs) access to academic language. "A Tool to Scaffold Instruction for English Learners" is organized by proficiency levels, questions, and sentence frames. Sections are scaffolded by rigor according to Bloom's Taxonomy and Depth of Knowledge, which are linked to ELD purposes. Come learn about the other features of this instructional tool to raise the rigor for our ELs!

Presenters: **Magdalena Ruz González**, Project Director III, Multilingual Academic Support Unit, Division of Curriculum and Instructional Services, Los Angeles County Office of Education; e-mail: ruz-gonzalez\_magda@lacoedu.edu

**Leolyn Boyer**, Consultant, Multilingual Academic Support Unit, Division of Curriculum and Instructional Services, Los Angeles County Office of Education; e-mail: lmboyer2@aol.com

Grade-Level Focus: All

### **Online Resources, Collaboration, and Best Practices for Supporting English Learners, Migrant Students, and Their Families**

HARBOUR ROOM A, B

This workshop focuses on the many new resources available to improve instruction and systems of support for English learners (ELs) and migrant students and families. Participants will access the new California English Language Development (ELD) Standards Database that links corresponding CCSS for ELA standards with matched professional development and classroom resources, resources for migrant parents, ELD and Common Core professional learning modules, online EL community groups, video examples of Migrant Education Program best practices, and more. New guidance and ideas for using online resources and community groups in the Brokers of Expertise and Migrant Education portal sites are shared for creating and supporting professional learning to address the specific needs of ELs and migrant students.

Presenters: **Steve Klein**, Administrator, Butte County Office of Education; e-mail: sklein@bcoe.org

**Holly Ahmadi**, English Language Development Coordinator, Butte County Office of Education; e-mail: hahmadi@bcoe.org

Grade-Level Focus: All

## SESSION E WORKSHOPS

TUESDAY, DECEMBER 10, 2013 • 11:45 a.m.–1:00 p.m.



### Implementation of the California English Language Development Standards

SANDPEBBLE ROOM C, D, E

This workshop covers the California English Language Development (ELD) Standards Implementation Plan and how the forthcoming ELD standards publication can assist local educational agencies (LEAs) in implementing the standards. Opportunities are provided to participate interactively during this session and ask questions to better understand what is necessary to successfully implement the ELD standards in the Common Core classroom and as a designated ELD course.

Presenters: **Sandra Covarrubias**, Education Programs Consultant, Language Policy and Leadership Office, California Department of Education; e-mail: [scovarrubias@cde.ca.gov](mailto:scovarrubias@cde.ca.gov)

**Gustavo González**, Education Programs Consultant, Language Policy and Leadership Office, California Department of Education; e-mail: [ggonzalez@cde.ca.gov](mailto:ggonzalez@cde.ca.gov)

Grade-Level Focus: All



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We extend a special “thank you” to the Santa Clara County Office of Education for posting session presentations at <http://mes.sccoe.org/mes/Pages/default.aspx>.



A large, empty rectangular box with rounded corners and a thin grey border, intended for writing notes.

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