



**FIFTEENTH ANNUAL**  
**ACCOUNTABILITY**  
**LEADERSHIP INSTITUTE**  
for English Learners  
and Immigrant Students

**2014 FOCUS**  
**Rigor by Design:**  
**Leading the Learning of**  
**English Learners**

**December 8–9, 2014**

TOWN AND COUNTRY HOTEL  
AND CONVENTION CENTER  
SAN DIEGO, CALIFORNIA



*Sponsored by the*  
California Department  
of Education

# ACCOUNTABILITY LEADERSHIP INSTITUTE for English Learners and Immigrant Students

**Reception  
Invitation**  
December 8, 2014  
5:15 p.m.–7:00 p.m.  
Town & Country Room



## Rigor by Design: Leading the Learning of English Learners

**T**he 2014 Accountability Leadership Institute will provide a platform for local educational agencies to receive technical assistance, share their best practices, and provide current information regarding English learner issues. The theme of this year's Institute is "Rigor by Design: Leading the Learning of English Learners." The 2010 California Common Core State Standards and the 2012 California English Language Development Standards are being implemented in school districts across California, and California is the first state in the nation to have a combined English Language Arts/English Language Development Curriculum Framework. These standards and the related frameworks present both rigorous academic challenges and exciting and inspiring learning opportunities for California's English learners. Through presentations, workshops, and technical assistance forums, the 2014 Accountability Leadership Institute will provide guidance for implementing effective programs and accountability systems to improve the achievement of English learners and immigrant students.

### Reception: Student Entertainment and Keynote

"Aquí Estoy/Here I am: English Learner  
Youths Exploring Identity Through  
Photography and Poetry"

#### Outside the Lens

"Designing Success for English Learners"

**Joseph F. Johnson, Jr., Ph.D.**

**Dean, College of Education**

San Diego State University

Student Entertainment provided by:



Since 2001, Outside the Lens has provided empowering, transformative photography and digital media education to thousands of San Diego youths, including English learners (ELs). All youths strive to assert their identity and find their place in the world, and this is especially true of ELs, who often struggle with a balance between family and society, between old and new, between honoring their past and moving confidently into the future. Outside the Lens gives these students the tools and the space to explore these elements of their identity. Photography and poetry projects allow them to tell their story. In this performance, students share their stories. Visit <http://outsidethelens.org/beta/> for more information.



**FIFTEENTH ANNUAL  
ACCOUNTABILITY  
LEADERSHIP INSTITUTE**  
for English Learners  
and Immigrant Students

**2014 FOCUS**  
**Rigor by Design:**  
**Leading the Learning of**  
**English Learners**

**December 8–9, 2014**

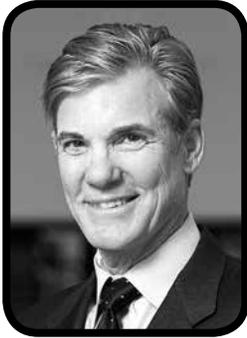
TOWN AND COUNTRY HOTEL  
AND CONVENTION CENTER  
SAN DIEGO, CALIFORNIA



CALIFORNIA  
DEPARTMENT OF  
EDUCATION

**TOM TORLAKSON**  
STATE SUPERINTENDENT OF PUBLIC INSTRUCTION

December 8, 2014



Dear Institute Participants:

It is my pleasure to welcome you to the 2014 Accountability Leadership Institute for English Learners and Immigrant Students. This year's theme is "Rigor by Design: Leading the Learning of English Learners."

This two-day gathering is designed to assist school and district administrators, program directors and evaluators, superintendents, school board members, instructional leaders, and other stakeholders in developing effective policies and providing successful programs for English learners (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 those students are enrolled in every school district in the state.

This institute features distinguished leaders from education and research institutions as well as state and national experts on EL issues. Focus areas include system design for data analysis/evaluation, the *English Language Arts/English Language Development Curriculum Framework* (forthcoming), a new Title III directors strand, biliteracy for California schools so California students achieve global competence, a panel on systems that support ELs, special education and ELs, migrant education programs, and 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 for your continued dedication and collaboration. You are a partner with the California Department of Education in our ongoing efforts to provide every child in California with a world-class education.

Sincerely,

*Tom Torlakson*  
State Superintendent of Public Instruction



## CONTENTS

*Page*

|   |           |
|---|-----------|
| <b>Institute at a Glance .....</b>      | <b>4</b>  |
| <b>Overview of Workshops .....</b>      | <b>6</b>  |
| <b>Keynote Speakers.....</b>            | <b>8</b>  |
| <b>Workshop Sessions</b>                |           |
| <b>Monday, December 8, 2014</b>         |           |
| Session A (10:30 a.m.–11:45 a.m.) ..... | 16        |
| Session B (2:00 p.m.–3:15 p.m.) .....   | 18        |
| Session C (3:30 p.m.–4:45 p.m.) .....   | 21        |
| <b>Tuesday, December 9, 2014</b>        |           |
| Session D (8:30 a.m.–9:45 a.m.) .....   | 24        |
| Session E (11:45 a.m.–1:00 p.m.) .....  | 26        |
| <b>Acknowledgments .....</b>            | <b>28</b> |

# INSTITUTE AT A GLANCE



## SUNDAY, DECEMBER 7

4:00 p.m.–6:00 p.m. Registration and ALI Networking Activity

---

## MONDAY, DECEMBER 8

7:00 a.m.–5:00 p.m. Registration

---

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

---

8:30 a.m.–10:00 a.m. **General Session and Opening Ceremony—Atlas Ballroom  
(Town & Country Room and San Diego Room)**

*Welcome*

**Lupita Cortez Alcalá**

Deputy Superintendent  
Instruction and Learning Support Branch  
California Department of Education

*Rigor by Design: Leading the Learning of English Learners*

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

Director  
English Learner Support Division

*English Language Learners: A Renewed Focus*

**Libia Gil, Ph.D.**

U.S. Department of Education

---

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

---

12:15 p.m.–1:30 p.m. **Lunch and General Session—Atlas Ballroom  
(Town & Country Room and San Diego Room)**

*Supporting English Language Learners in This Era: New Standards,  
New Paradigms, and New Technologies*

**Kenji Hakuta, Ph.D.**

Stanford University

---

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

---

3:30 p.m.–4:45 p.m. Session C Workshops

---



**MONDAY, DECEMBER 8** (*continued*)

5:15 p.m.–7:00 p.m.

**Keynote Speaker and Networking Reception—Atlas Ballroom  
(Town & Country Room and San Diego Room)**

*Aquí estoy/Here I Am: English Learner Youths Exploring Identity  
Through Photography and Poetry*

*Outside the Lens*

*Designing Success for English Learners*

**Joseph F. Johnson, Jr., Ph.D.**

San Diego State University

---

**TUESDAY, DECEMBER 9**

7:00 a.m.–9:00 a.m.

Registration and Coffee Service

---

8:30 a.m.–9:45 a.m.

Session D Workshops

---

10:00 a.m.–11:30 a.m.

**Brunch and General Session—Atlas Ballroom  
(Town & Country Room and San Diego Room)**

*Delivering on the Promise of the Common Core  
for English Learners*

**Laurie Olsen, Ph.D.**

Sobrato Early Academic Language (SEAL) initiative for  
English Learners

---

11:45 a.m.–1:00 p.m.

Session E Workshops

---

**Adjourn**

# OVERVIEW OF WORKSHOPS

| MONDAY<br>December 8                           | ROOMS   |   |   |
|--|---|---|---|
|  | TOWN & COUNTRY ROOM<br>SAN DIEGO ROOM   | GOLDEN WEST ROOM  | CALIFORNIA ROOM   |
| 8:30 a.m.–10:00 a.m.<br><b>General Session</b> | Town & Country Room and San Diego Room<br><b>Lupita Cortez Alcalá, CDE—Welcome</b><br><b>Karen Cadiero-Kaplan, Ph.D., CDE—<i>Rigor by Design: Leading the Learning of English Learners</i></b><br><b>Libia Gil, Ph.D.—<i>English Language Learners: A Renewed Focus</i></b> |   |   |
| 10:30 a.m.–11:45 a.m.<br><b>Session A</b>      |   | Local Control and Accountability<br>Actions: Active Language<br>Engagement and Development<br>Required<br>(also presented in Session E)                               | Toward a More Common Definition<br>of <i>English Learner</i> : California’s<br>Responses to a National Dialogue |
| 12:15 p.m.–1:30 p.m.<br><b>Lunch</b>           | Town & Country Room and San Diego Room<br><b>Kenji Hakuta, Ph.D.</b><br><i>Supporting English Language Learners in This Era:<br/>New Standards, New Paradigms, and New Technologies</i>   |   |   |
| 2:00 p.m.–3:15 p.m.<br><b>Session B</b>        |   | A Powerful and Comprehensive<br>PreK–3 Model: Moving Teachers,<br>Schools, and Districts into the<br>Common Core Era with English<br>Learners at the Center (Part I)  | An Overview of the ELA/ELD<br>Framework   |
| 3:30 p.m.–4:45 p.m.<br><b>Session C</b>        |   | A Powerful and Comprehensive<br>PreK–3 Model: Moving Teachers,<br>Schools, and Districts into the<br>Common Core Era with English<br>Learners at the Center (Part II) | Integrated and Designated ELD:<br>Supporting All English Learners to<br>Thrive                                  |
| 5:15 p.m.–7:00 p.m.<br><b>Reception</b>        | Town & Country Room and San Diego Room<br><b>Student Performance<br/>Outside the Lens</b><br><b>Joseph Johnson, Ph.D.—<i>Designing Success for English Learners</i></b>   |   |   |
| TUESDAY<br>December 9                          | ROOMS   |   |   |
|  | TOWN & COUNTRY ROOM<br>SAN DIEGO ROOM   | GOLDEN WEST ROOM  | CALIFORNIA ROOM   |
| 8:30 a.m.–9:45 a.m.<br><b>Session D</b>        |   | Integrated ELD and Designated<br>ELD: “Both,” Not “Or”  | Formative Assessment as an<br>Instructional Practice Supporting<br>English Learners                             |
| 10:00 a.m.–11:30 a.m.<br><b>Brunch</b>         | Town & Country Room and San Diego Room<br><b>Laurie Olsen, Ph.D.</b><br><i>Delivering on the Promise of the Common Core for English Learners</i>  |   |   |
| 11:45 a.m.–1:00 p.m.<br><b>Session E</b>       |   | Digital Chalkboard: Online<br>Resources for English Learners and<br>Immigrant Students  | Honoring the Linguistic Diversity of<br>California’s Students   |

# OVERVIEW OF WORKSHOPS

## ROOMS

| ROYAL PALM SALON ONE, TWO, AND THREE  | ROYAL PALM SALON FOUR, FIVE, AND SIX   | TERRACE SALON THREE  | SUNRISE ROOM  |
|---|--|--|---|
| Free Online Professional Learning Resources for Teachers of English Learners  | Best Practices in Pre-Referral and Identification of ELs for Special Education and Meeting the Diverse Needs of ELs with Dual Identification | Technical Assistance (no formal presentation): Title III, Federal Program Monitoring, and the California Accountability Improvement System | Using State Data for Local Purposes   |
| A Comprehensive Evaluation Process for English Learners   | Moving Forward Together: Transitioning to the English Language Proficiency Assessments for California  | Technical Assistance (no formal presentation): Title III, Federal Program Monitoring, and the California Accountability Improvement System | Aligning All Systems for English Learner Success<br>(also presented in Session C) |
| A Collaborative Professional Development Model: Making Common Core State Standards Accessible to English and Dual Language Learners | Providing Rigor and Relevance to Promote Career and College Readiness for English Learners   | Technical Assistance (no formal presentation): Title III, Federal Program Monitoring, and the California Accountability Improvement System | Aligning All Systems for English Learner Success<br>(also presented in Session B) |

## ROOMS

| ROYAL PALM SALON ONE, TWO, AND THREE   | ROYAL PALM SALON FOUR, FIVE, AND SIX   | TERRACE SALON THREE  | SUNRISE ROOM  |
|--|--|--|---|
| Educating for Global Competence: Biliteracy for California Schools   | Title III Program Basics   | Technical Assistance (no formal presentation): Title III, Federal Program Monitoring, and the California Accountability Improvement System | Uniform Complaints Procedures: Tips and Reminders for Successfully Processing UCP Complaints and Achieving Compliance with UCP Monitoring                         |
| Local Control and Accountability Actions: Active Language Engagement and Development Required<br>(also presented in Session A) | Developing the Local Educational Agency Plan: Having the Basics to Apply for Title III Funding | Technical Assistance (no formal presentation): Title III, Federal Program Monitoring, and the California Accountability Improvement System | Designing Inclusive and Community-Based Local Control Accountability Programs: Biliteracy in ELs Through After School, Supplemental, and Family-Centered Programs |

## KEYNOTE SPEAKERS



**Lupita Cortez Alcalá** is Deputy Superintendent of the Instruction and Learning Support Branch at the California Department of Education (CDE). Ms. Alcalá has been working on English learner issues in state and federal policy for 15 years. She oversees support for English learners and migrant students for the State of California and has recently overseen the development of the *California English Language Development Standards: Kindergarten Through Grade Twelve*, which is aligned with the *California Common Core State Standards: English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects*.

In addition, Ms. Alcalá represents the State Superintendent of Public Instruction, Tom Torlakson, in the program areas of history, visual and performing arts, and physical education; teacher support; 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 K–12 and higher education. Ms. Alcalá was formerly 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



**Dr. Karen Cadiero-Kaplan** is Director of the English Learner Support Division at the CDE, overseeing programs and policy for English learners and migrant students and families. She is also a professor of education and former chair of the Department of Dual Language and English Learner Education at San Diego State University. Dr. Cadiero-Kaplan has written a range of publications about the role of education and language policies in curriculum development and teachers' need for professional development in regard to English learners and diverse student populations. Her overriding concern is how literacy processes are utilized, developed, and integrated into classroom practices, teacher development, school curriculum, and policy—and how those processes are influenced by political ideologies. She is past president of the California Association of Teachers of English to Speakers of Other Languages (CATESOL) and Californians Together.

## KEYNOTE SPEAKERS



**Libia Gil, Ph.D.**, was named by President Obama to be Assistant Deputy Secretary and Director of the Office of English Language Acquisition (OELA) on September 9, 2013. She is the principal adviser to U.S. Department of Education Secretary Arne Duncan on all matters related to the education of English learners, now estimated to be about 10 percent of the total K–12 enrollment nationwide.

As head of OELA, Dr. Gil administers programs under Title III of the Elementary and Secondary Education Act, which support high-quality instruction for linguistically and culturally diverse students. OELA also supports professional development programs for teachers of English learners.

Dr. Gil is committed to ensuring improvement in English language education through the U.S. Department of Education’s educational initiatives: Race to the Top, Investing in Innovation, and the Teacher Quality Partnership.

Prior to joining OELA, Dr. Gil served as vice president for practice at the Collaborative for Academic, Social, and Emotional Learning in Chicago. She was also a senior fellow and managing director at the American Institutes for Research (AIR), where she developed and co-led the AIR Center for English learners.

Dr. Gil began her career as a teacher in the Los Angeles Unified School District and later was a bilingual resource specialist in the ABC Unified School District in California. In that same district, she served as a bilingual ESL (English as a second language) coordinator, as a desegregation officer designing bilingual (Spanish, Korean, and Chinese) magnet programs for voluntary desegregation efforts and finally as an elementary school principal implementing a Portuguese bilingual maintenance program. She served as an assistant superintendent for curriculum and instruction in the Seattle public schools, where she was responsible for bilingual education services and programs in addition to a multitude of other programs and services. Later she became superintendent of the Chula Vista Elementary School District in California and institutionalized dual language programs in Spanish.

She earned her Ph.D. in curriculum and instruction, with an emphasis on bilingual education, from the University of Washington.

Throughout her career, Dr. Gil has demonstrated leadership in education—beginning in her early career as a bilingual teacher when she created the first Chinese bilingual program south of Los Angeles. As superintendent of the Chula Vista Elementary School District, she was awarded the annual Harold W. McGraw, Jr., Prize in Education for her outstanding leadership in increasing student performance in the school district.

## KEYNOTE SPEAKERS



**Kenji Hakuta, Ph.D.**, is the Lee L. Jacks Professor of Education at Stanford University, where he teaches courses on language development, bilingual education, research methods, and statistics. He currently serves as the co-lead of the Understanding Language Initiative that addresses the challenges and opportunities of the Common Core State Standards and implications for English language learners. Dr. Hakuta is a member of the National Academy of Education, a Fellow of the American Association for the Advancement of Science, and a member of the American Educational Research Association.

Dr. Hakuta's research is in the areas of psycholinguistics, bilingualism, language shift, and the acquisition of English in immigrant students. He is the author and editor of several books, including *Mirror of Language: The Debate on Bilingualism* (1986) and *In Other Words: The Science and Psychology of Second Language Acquisition* (1994).

Dr. Hakuta has been active at many levels of policy and practice in education, particularly regarding language-minority students. Besides research, he is professionally active in the areas of language policy, education of language-minority students, affirmative action in higher education, and improvement of quality in educational research. He has served on the boards of the Spencer Foundation and the Educational Testing Service and chaired the National Educational Research Policy and Priorities Board of the U.S. Department of Education. He currently serves on the boards of the New Teacher Center and the National Academy of Education.

Dr. Hakuta received his Ph.D. in experimental psychology from Harvard University in 1979.

## KEYNOTE SPEAKERS



**Joseph F. Johnson, Jr., Ph.D.**, is Dean of the College of Education at San Diego State University. He is the chief administrative and academic leader for the second-largest college of education in California, employing more than 100 faculty members and serving more than 1,600 students each year. Dr. Johnson also serves as the executive director of the National Center for Urban School Transformation (NCUST) and the Qualcomm professor of urban education at San Diego State University. At the NCUST, he identifies, studies, and promotes the best practices of high-performing urban schools and school districts. Specifically, the NCUST identifies urban schools where every demographic group of students achieves outstanding academic results. The NCUST and Dr. Johnson confer awards, study those schools, and then help other schools to obtain similar results. Previously, he served as a teacher in southeast San Diego, as a school and district administrator in New Mexico, as a state department official in Texas and Ohio, as a researcher at the University of Texas, and as a senior executive service director at the U.S. Department of Education, where he led the nation's largest federal elementary and secondary education programs.

He earned a Ph.D. in educational administration from the University of Texas, a master's degree at San Diego State University, and a bachelor of science degree (*magna cum laude*) from the University of Wisconsin at Oshkosh. He has received Outstanding Educator awards in New Mexico and Texas. Dr. Johnson has published multiple articles, book chapters, and reports. His latest work is a book authored with his wife and colleague, Dr. Cynthia L. Uline, and the associate director of the NCUST, Dr. Lynne Perez. The book, *Teaching Practices from America's Best Urban Schools*, describes teaching practices in urban schools that achieve outstanding results for diverse populations of students. Drs. Johnson and Uline have three adult daughters who have graduated from college and are pursuing careers related to computer programming/information science, museum education, and social work, respectively.

## KEYNOTE SPEAKERS



**Laurie Olsen, Ph.D.**, is Director of the Sobrato Early Academic Language (SEAL) initiative for English Learners, a preK–3 model for preventing the creation of long-term English learners in the Common Core era. Successfully piloted in two districts, the SEAL model is now being replicated in 34 schools and seven school districts throughout the state.

Her career spans more than four decades as a researcher, writer, advocate, and provider of technical assistance and professional development on powerful programs for English learners from preschool through community college. For 23 years, Dr. Olsen led California Tomorrow, a nonprofit organization committed to California’s future as a culturally and linguistically diverse state. Her acclaimed Secondary School Leadership for English Learner Success series has supported hundreds of educators throughout California to address English learner needs. Dr. Olsen designed and directed a nationally acclaimed demonstration project in immigrant education in high schools and served as chief consultant to the PROMISE Initiative (a six-county, six-district collaborative focused on transformative education for English learners from preK to grade twelve in Southern California). She is a sought-after speaker who has published dozens of books, videos, articles, and reports on educational equity, including *Reparable Harm: Fulfilling the Promise of Educational Opportunity for California’s Long Term English Learners*. The book led to innovative state policy and statewide efforts to better meet the needs of this large and at-risk population of students.

A consultant on English learner education with hundreds of schools and districts throughout the nation, Dr. Olsen has designed and directed effective change efforts for closing the achievement gap for English learners. Dr. Olsen has a Ph.D. in social and cultural studies in education from the University of California at Berkeley.

## FEATURED SPEAKERS



**Robert Linquanti** is Project Director and Senior Researcher at the California Comprehensive Center (CA CC) at WestEd. He helps states and school districts strengthen their assessment, evaluation, and accountability policies, practices, and systems for English learners (ELs). His current work includes co-leading the CA CC's efforts to support state and local implementation of new content and English language proficiency standards and assessments; advising states on more common processes and tools for defining ELs; developing federal peer review guidance for Title III assessment and accountability systems; and fostering formative assessment as a pedagogical process to assist learning.

He recently co-authored a U.S. Department of Education study to define and measure EL linguistic and academic progress; guidance for the Council of Chief State School Officers (CCSSO) to help states move toward a more common definition of *English learner*; and a policy framework for the CCSSO on supporting formative assessment for deeper learning. He is also co-author, with Margaret Heritage and Aída Walqui, of the forthcoming book, *English Language Learners and the New Standards: Developing Language, Content Knowledge, and Analytical Practices in the Classroom*, to be published by Harvard Education Press in spring, 2015.

Linquanti serves on the Smarter Balanced Assessment Consortium EL Advisory Committee; CCSSO English Language Learner (ELL) Assessment Advisory Committee; Texas State Assessment Technical Advisory Committee; Stanford University's *Understanding Language* initiative; and the national Working Group on ELL Policy.

A graphic of a 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.

## FEATURED SPEAKERS



**Pamela Spycher** co-leads the California Comprehensive Center at WestEd in collaboration with the California Department of Education and regional service providers to support districts in implementing college- and career-ready standards and improving teaching and learning for all students, especially English learners and other culturally and linguistically diverse students. She was a lead writer of the *California English Language Development Standards* (forthcoming) and the *California English Language Arts/English Language Development Curriculum Framework* (forthcoming). Her research has been published in the *Journal of Second Language Writing*, the *Elementary School Journal*, and in the recent TESOL publication *The Common Core State Standards in English Language Arts for English Language Learners: Grades K-5*.



**Nancy S. Brownell** is the Senior Fellow for Local Control and Accountability and Common Core Systems Implementation, with responsibilities for working with both the State Board of Education and the California Department of Education. Ms. Brownell has many years of experience as a teacher, administrator, and educational leader, supporting the goals of increased student achievement and equity for all students. She has taught the elementary grades up to the university level and has administrative experience and expertise in implementing standards-based curricular and instructional programs, developing assessments, and coaching district and school teams. She is also a school board member in Rescue, California.

Prior to working with the State Board of Education and the California Department of Education, Ms. Brownell was Assistant Superintendent of Instructional Services at the Sonoma County Office of Education.

## SESSION A WORKSHOPS

MONDAY, DECEMBER 8, 2014 • 10:30 a.m.–11:45 a.m.



### **Local Control and Accountability Actions: Active Language Engagement and Development Required** (also presented in Session E) **GOLDEN WEST ROOM**

How do the actions and services provided for English learners in your district emphasize specialized instructional support to ensure that they simultaneously have access to a rich curriculum across the disciplines and acquire academic English? This workshop will focus on the instructional and curricular priorities that foster critical and creative thinking, develop students' abilities to question and reason, and promote active engagement with content and peers within the context of disciplinary literacy. Preparing English learners to be college and career ready requires purposeful and thoughtful instructional decisions and actions.

Presenter: **Nancy S. Brownell**, Senior Fellow, Local Control and Accountability, California State Board of Education; e-mail: nbrownell@cde.ca.gov

Grade-level Focus: All

### **Toward a More Common Definition of *English Learner*: California's Responses to a National Dialogue** **CALIFORNIA ROOM**

States participating in federally funded consortia designing new assessments are required to move toward a common definition of *English learner* (EL) in order to strengthen consistency in how ELs are defined and served. A common definition will improve the comparability of assessment results within and across states. As a governing state in Smarter Balanced, California has collaborated in national working sessions convened by the Council of Chief State School Officers (CCSSO). Presenters highlight guidance published by CCSSO, review a four-stage framework that states are using for defining ELs, and describe California's potential use of associated tools and ideas.

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

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

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

Grade-level Focus: All

### **Free Online Professional Learning Resources for Teachers of English Learners** **ROYAL PALM SALON ONE, TWO, AND THREE**

Two online English language development (ELD) professional learning modules will be the focus of the presentation. These two interactive modules—"Getting Started with the California ELD Standards" and "A Deeper Dive into the California ELD Standards"—are part of a series that resulted from collaborative efforts between the California Department of Education and expert content providers to support educators in the transition to the Common Core. The modules are available at no cost in both online and site-based professional learning formats. PowerPoint presentations are featured, and participant packets are available for facilitated sessions.

The workshop will take participants through the two modules featured on the Digital Chalkboard Web site. Use of the modules in collaborative environments will be emphasized to support school- or districtwide transition to the new standards. Participants will leave the workshop with the tools needed to participate immediately in the professional learning activity of choice, either as individuals or in professional learning community groups.



## SESSION A WORKSHOPS

MONDAY, DECEMBER 8, 2014 · 10:30 a.m.–11:45 a.m.

Presenters: **Carrie Roberts**, Director, Professional Learning Support Division, California Department of Education; e-mail: [croberts@cde.ca.gov](mailto:croberts@cde.ca.gov)

**Aileen Allison-Zarea**, Administrator, California Department of Education; e-mail: [aallisonzarea@cde.ca.gov](mailto:aallisonzarea@cde.ca.gov)

Grade-level Focus: All

### **Best Practices in Pre-Referral and Identification of ELs for Special Education and Meeting the Diverse Needs of ELs with Dual Identification**

ROYAL PALM SALON FOUR, FIVE, AND SIX

This workshop provides an overview of pre-referral best practices for meeting the needs of ELs who may be struggling academically when compared with their peers and determining whether the difficulties are due to a disability or a language difference. Participants will also learn about the development of individualized education programs for ELs, as well as best practices for serving dually identified ELs. The workshop will include ELD service delivery models and strategies for meeting the needs of this diverse group of learners.

Presenter: **Jarice Butterfield, Ph.D.**, CBIS and Language Development Specialist; e-mail: [jariceb@sbceo.org](mailto:jariceb@sbceo.org)

Grade-level Focus: All

### **Technical Assistance**

TERRACE SALON THREE

There is no formal presentation. Consultation regarding Title III, Federal Program Monitoring, and the California Accountability Improvement System is provided.

Consultants: **Geoffrey Ndirangu**, Education Programs Consultant, Language Policy and Leadership Office; e-mail: [gndirang@cde.ca.gov](mailto:gndirang@cde.ca.gov)

**Sonia Petrozello**, Administrator, Technical Assistance and Monitoring Office; e-mail: [spetrozello@cde.ca.gov](mailto:spetrozello@cde.ca.gov)

### **Using State Data for Local Purposes**

SUNRISE ROOM

This session provides an update regarding recently available State EL data and features district experts who will share ideas and practices for using the data to improve services for ELs. Presentation topics include examples of locally designed data reports; use of EL data in PLCs, with leadership teams and during observations; tips for providing related professional development and support; and a video featuring the voices of students who will benefit from our focused efforts.

Facilitator: **Jan Mayer**, Title III Regional Lead, Sacramento County Office of Education; e-mail: [jmayer@scoe.net](mailto:jmayer@scoe.net)

Presenters: **Mil Elliott**, Coordinator of Instructional Programs, Yuba City Unified School District; e-mail: [melliott@ycusd.k12.ca.us](mailto:melliott@ycusd.k12.ca.us)

**Eric Antuna**, Coordinator of English Learner Programs, Palm Springs Unified School District; e-mail: [eantuna@psusd.us](mailto:eantuna@psusd.us)

Grade-level Focus: All

## SESSION B WORKSHOPS

MONDAY, DECEMBER 8, 2014 · 2:00 p.m.–3:15 p.m.



### **A Powerful and Comprehensive PreK–3 Model: Moving Teachers, Schools, and Districts into the Common Core Era with English Learners at the Center (Part I)**

**GOLDEN WEST ROOM**

This workshop shares a highly effective, research-based model that results in standards-based thematic units and quality implementation of high-leverage instructional strategies. English learners and all students become engaged in rigorous Common Core curriculum. Elementary school and district leaders will gain a framework for building programs and effective practices to create powerful language and early literacy programs that prevent the creation of long-term English learners. Focusing on a case study of the Sobrato Early Academic Language (SEAL) model, participants will learn how to implement rich, intensive language development for young English learners across the curriculum and an approach to implementing the notion of “designated” and “integrated” ELD called for in the new ELA/ELD Framework. The presenter also addresses the issue of how to build school-site and cross-district coherence, articulation, and consistency.

Presenter: **Laurie Olsen, Ph.D.**, Director of the Sobrato Early Academic Language (SEAL) initiative for English learners; e-mail: lolaurieo@gmail.com

Grade-level Focus: All

### **An Overview of the ELA/ELD Framework**

**CALIFORNIA ROOM**

Curriculum frameworks are valuable resources to help guide administrators, curriculum leaders, and teachers to implement standards. The ELA/ELD Framework (forthcoming) is the first framework in the nation that incorporates two sets of standards—the *California Common Core State Standards: English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects* and the CA ELD Standards. It provides support to address the needs of California’s diverse student population. The framework provides descriptions of the standards by grade span and level and includes information on the qualities of effective professional development, technology for instruction and learning, and a discussion on the different purposes and use of assessments.

Presenters: **Carrie Roberts**, Director, Professional Learning Support Division, California Department of Education; e-mail: croberts@cde.ca.gov

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

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

Grade-level Focus: All



## SESSION B WORKSHOPS

MONDAY, DECEMBER 8, 2014 · 2:00 p.m.–3:15 p.m.

### **A Comprehensive Evaluation Process for English Learners**

ROYAL PALM SALON ONE, TWO, AND THREE

This workshop presents a uniform approach for the appropriate referral and identification of English learners for special education services. The presenters developed a comprehensive process that aligns responsibilities between general and special education by using a collaborative model of best practices, culturally responsive strategies, and evidence-based methods. Workshop attendees will leave the workshop able to describe why a uniform process for referring and identifying English learners for special education services may be warranted; discuss the components of a comprehensive evaluation process; and consider implementation of a comprehensive evaluation process to determine special education eligibility and services in their own practice.

Presenters: **Timothy Tipton, M.A.**, CCC-SLP, Senior Speech-Language Pathologist, San Diego Unified School District; e-mail: [tтиpton@sandi.net](mailto:tтиpton@sandi.net)

**Angela M. Gaviria, Ed.S.**, Education Specialist, San Diego Unified School District; e-mail: [agaviria@sandi.net](mailto:agaviria@sandi.net)

Grade-level Focus: All

### **Moving Forward Together: Transitioning to the English Language Proficiency Assessments for California**

ROYAL PALM SALON FOUR, FIVE, AND SIX

As the state moves from the California English Language Development Test (CELDT) to the English Language Proficiency Assessments for California (ELPAC), the latest information in this transition will be presented. New federal guidance will be provided regarding the assessment of English learners with disabilities. Information regarding current reclassification guidelines as well as updates to the 2014–15 CELDT Information Guide will also be provided. Participants will have the opportunity to provide input on potential dates for the ELPAC spring testing window.

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

**Gaye Lauritzen**, Education Programs Consultant, English Language Proficiency and Alternate Assessments Office, California Department of Education; e-mail: [glauritzen@cde.ca.gov](mailto:glauritzen@cde.ca.gov)

Grade-level Focus: All

## SESSION B WORKSHOPS

MONDAY, DECEMBER 8, 2014 • 2:00 p.m.–3:15 p.m.



### Technical Assistance

TERRACE SALON THREE

There is no formal presentation. Consultation regarding Title III, Federal Program Monitoring, and the California Accountability Improvement System is provided.

Consultants: **Geoffrey Ndirangu**, Education Programs Consultant, Language Policy and Leadership Office; e-mail: [gndirang@cde.ca.gov](mailto:gndirang@cde.ca.gov)

**Sonia Petrozello**, Administrator, Technical Assistance and Monitoring Office;  
e-mail: [spetrozello@cde.ca.gov](mailto:spetrozello@cde.ca.gov)

### Aligning All Systems for English Learner Success

(also presented in Session C)

SUNRISE ROOM

This workshop will focus on services and support systems that are aligned with district and school goals to ensure English learners attain English proficiency, achieve at high levels in core academic subjects, and meet Common Core State Standards for college and career readiness. The presentation will highlight the Chula Vista Elementary School District's accountability system and instructional programs that resulted in "No Findings" for English learners during Federal Program Monitoring (FPM). Presenters will share the process and lessons learned from the FPM review.

Presenters: **Francisco Escobedo, Ed.D.**, Superintendent, Chula Vista Elementary School District;  
e-mail: [francisco.escobedo@cvesd.org](mailto:francisco.escobedo@cvesd.org)

**Emma Sanchez**, Executive Director, Language Acquisition and Development Services and Support, Chula Vista Elementary School District; e-mail: [emma.sanchez@cvesd.org](mailto:emma.sanchez@cvesd.org)

**Ernesto Villanueva**, Executive Director, Operations and Instruction Services and Support, Chula Vista Elementary School District; e-mail: [ernesto.villanueva@cvesd.org](mailto:ernesto.villanueva@cvesd.org)

**Patricia Pimentel**, Project Specialist, Language Acquisition and Development Services and Support, Chula Vista Elementary School District; e-mail: [patricia.pimentel@cvesd.org](mailto:patricia.pimentel@cvesd.org)

**Nancy Rojas**, Project Specialist, Language Acquisition and Development Services and Support, Chula Vista Elementary School District; e-mail: [nancy.rojas@cvesd.org](mailto:nancy.rojas@cvesd.org)

**Cecilia Chacon**, Supervisor, English Learner Services and Support, Chula Vista Elementary School District; e-mail: [cecilia.chacon@cvesd.org](mailto:cecilia.chacon@cvesd.org)

Grade-level Focus: All



## SESSION C WORKSHOPS

MONDAY, DECEMBER 8, 2014 · 3:30 p.m.–4:45 p.m.

### **A Powerful and Comprehensive PreK–3 Model: Moving Teachers, Schools, and Districts into the Common Core Era with English Learners at the Center (Part II)**

GOLDEN WEST ROOM

This workshop shares a highly effective, research-based model that results in standards-based thematic units and quality implementation of high-leverage instructional strategies. English learners and all students become engaged in rigorous Common Core curriculum. Elementary school and district leaders will gain a framework for building programs and effective practices to create powerful language and early literacy programs that prevent the creation of long-term English learners. Focusing on a case study of the Sobrato Early Academic Language (SEAL) model, participants will learn how to implement rich, intensive language development for young English learners across the curriculum and an approach to implementing the notion of “designated” and “integrated” ELD called for in the new ELA/ELD Framework. The presenter also addresses the issue of how to build school-site and cross-district coherence, articulation, and consistency.

Presenter: **Laurie Olsen, Ph.D.**, Director of the Sobrato Early Academic Language (SEAL) initiative for English learners; e-mail: lolaurieo@gmail.com

Grade-level Focus: All

### **Integrated and Designated ELD: Supporting All English Learners to Thrive**

CALIFORNIA ROOM

California’s new ELA/ELD Framework breaks new ground and leads the nation by integrating the CA CCSS for ELA/Literacy and the CA ELD Standards. Clear guidance is provided to teachers and leaders on instructional practices and programs that support English learners (ELs) to develop advanced disciplinary knowledge while they simultaneously develop in English as an additional language. The ELA/ELD Framework promotes a comprehensive approach to English language development (ELD), which includes both integrated and designated ELD. Participants will learn how *content instruction* with *integrated ELD* and *designated ELD* work together to ensure that all ELs are prepared for college, careers, and engaged civic life.

Presenters: **Pamela Spycher**, Senior Research Associate, California Comprehensive Center at WestEd; e-mail: pspycher@wested.org

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

**Karin Linn-Nieves**, Director, Multilingual Education, San Joaquin County Office of Education; e-mail: klinnnieves@sjcoe.net

**María Larios-Horton**, Director, Multilingual and Migrant Education Programs, Santa Maria Joint Union High School District; e-mail: mlarios-horton@smjuhsd.org

**Vanessa Girard**, Director, Multilingual Literacy, Sacramento City Unified School District; e-mail: vanessa-girard@scusd.edu

Grade-level Focus: All

## SESSION C WORKSHOPS

MONDAY, DECEMBER 8, 2014 · 3:30 p.m.–4:45 p.m.



### **A Collaborative Professional Development Model: Making Common Core State Standards Accessible to English and Dual Language Learners**

ROYAL PALM SALON ONE, TWO, AND THREE

Join the conversation on the Common Core for English and dual language learners and learn about an innovative, triangular collaborative model of professional development in the Common Core era. The presenter will describe the design, guiding principles, and implementation of the project; discuss the project's impact on participants' knowledge of the *California Common Core State Standards: English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects* and the *California English Language Development Standards* (adopted in 2012). Examples and commentary on practical application for the twenty-first-century classroom will be provided.

Presenter: **Cristina Alfaro, Ph.D.**, Chair, Dual Language and English Learner Education  
Department, College of Education, San Diego State University; e-mail:  
calfaro@mail.sdsu.edu

Grade-level Focus: Leaders, teachers, and educators of teachers in K–16

### **Providing Rigor and Relevance to Promote Career and College Readiness for English Learners**

ROYAL PALM SALON FOUR, FIVE, AND SIX

High schools and adult education programs provide English learners with a rigorous and relevant curriculum in career technical education (CTE) aligned with the Common Core State Standards (CCSS) and through the CCSS to the ELA/ELD Framework. The presenters will share statewide data on student participation in CTE and adult education programs. Participants will also learn of promising practices for serving English learners in both CTE and adult education programs.

Presenters: **Dom Gagliardi**, Principal of Adult and Career Technical Education, Escondido Union High School District; e-mail: dgagliardi@euhsd.k12.ca.us  
**Carolyn Zachry, Ed.D.**, Education Administrator, Career and College Transition Division, California Department of Education; e-mail: czachry@cde.ca.gov

Grade-level Focus: All



## SESSION C WORKSHOPS

MONDAY, DECEMBER 8, 2014 · 3:30 p.m.–4:45 p.m.

### Technical Assistance

TERRACE SALON THREE

There is no formal presentation. Consultation regarding Title III, Federal Program Monitoring, and the California Accountability Improvement System is provided.

Consultants: **Geoffrey Ndirangu**, Education Programs Consultant, Language Policy and Leadership Office; e-mail: [gndirang@cde.ca.gov](mailto:gndirang@cde.ca.gov)

**Sonia Petrozello**, Administrator, Technical Assistance and Monitoring Office;  
e-mail: [spetrozello@cde.ca.gov](mailto:spetrozello@cde.ca.gov)

### Aligning All Systems for English Learner Success

(also presented in Session B)

SUNRISE ROOM

This workshop will focus on services and support systems that are aligned with district and school goals to ensure English learners attain English proficiency, achieve at high levels in core academic subjects, and meet Common Core State Standards for college and career readiness. The presentation will highlight the Chula Vista Elementary School District's accountability system and instructional programs that resulted in "No Findings" for English learners during Federal Program Monitoring (FPM). Presenters will share the process and lessons learned from the FPM review.

Presenters: **Francisco Escobedo, Ed.D.**, Superintendent, Chula Vista Elementary School District;  
e-mail: [francisco.escobedo@cvesd.org](mailto:francisco.escobedo@cvesd.org)

**Emma Sanchez**, Executive Director, Language Acquisition and Development Services and Support, Chula Vista Elementary School District; e-mail: [emma.sanchez@cvesd.org](mailto:emma.sanchez@cvesd.org)

**Ernesto Villanueva**, Executive Director, Operations and Instruction Services and Support, Chula Vista Elementary School District; e-mail: [ernesto.villanueva@cvesd.org](mailto:ernesto.villanueva@cvesd.org)

**Patricia Pimentel**, Project Specialist, Language Acquisition and Development Services and Support, Chula Vista Elementary School District; e-mail: [patricia.pimentel@cvesd.org](mailto:patricia.pimentel@cvesd.org)

**Nancy Rojas**, Project Specialist, Language Acquisition and Development Services and Support, Chula Vista Elementary School District; e-mail: [nancy.rojas@cvesd.org](mailto:nancy.rojas@cvesd.org)

**Cecilia Chacon**, Supervisor, English Learner Services and Support, Chula Vista Elementary School District; e-mail: [cecilia.chacon@cvesd.org](mailto:cecilia.chacon@cvesd.org)

Grade-level Focus: All

## SESSION D WORKSHOPS

TUESDAY, DECEMBER 9, 2014 • 8:30 a.m.–9:45 a.m.



### **Integrated ELD and Designated ELD: “Both,” Not “Or”**

**GOLDEN WEST ROOM**

This workshop will explore the key elements of integrated ELD and designated ELD introduced in the newly adopted ELA/ELD Framework. English learners who are acquiring English are also learning grade-level content through English. Classroom videos taped in the Montebello Unified School District provide an opportunity to highlight specific practices as well as ELD standards in both settings. A matrix developed by the presenter and titled “A Quick Look into Designated ELD/Integrated ELD Vignettes” will be helpful in professional learning settings.

Presenter: **Magdalena Ruz Gonzalez**, Project Director III, Multilingual Academic Support Unit, Curriculum and Instructional Services, Los Angeles County Office of Education; e-mail: Ruz-Gonzalez\_Magda@lacoedu

Grade-level Focus: All

### **Formative Assessment as an Instructional Practice Supporting English Learners**

**CALIFORNIA ROOM**

The forthcoming ELA/ELD Curriculum Framework places special emphasis on formative assessment, or assessment for learning. Presenters examine formative assessment as a process in which teachers and students provide immediate feedback to adjust ongoing teaching and learning so that students move forward in meeting learning goals. Key practices of formative assessment are illustrated using video and vignettes of practice drawn from the Framework. Participants will (1) discuss how these practices can be used to simultaneously develop EL students’ academic uses of language and content knowledge; and (2) consider implications for local policy regarding teacher and administrator professional learning.

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

**Pamela Spycher**, Senior Research Associate, California Comprehensive Center at WestEd; e-mail: pspycher@wested.org

Grade-level Focus: All

### **Educating for Global Competence: Biliteracy for California Schools**

**ROYAL PALM SALON ONE, TWO, AND THREE**

What does it mean to lead with a vision and passion toward biliteracy for *all*? The Seal of Biliteracy and Pathway Awards Initiative in Santa Clara County, recipient of the 2014 Golden Bell Award Program, supports the goal of cultivating global competence for all students to succeed in the twenty-first century. This workshop demonstrates a program that builds awareness about the importance of world languages in developing global competence. Strategies will be shared to help districts or county offices of education to replicate this effort.

Presenters: **Angelica Ramsey, Ed.D.**, Chief Academic Officer, Santa Clara County Office of Education; e-mail: Angelica\_ramsey@sccoe.org

**Yee Wan, Ed.D.**, Director, Multilingual Education Services, Santa Clara County Office of Education; e-mail: Yee\_wan@sccoe.org

Grade-level Focus: All



## SESSION D WORKSHOPS

TUESDAY, DECEMBER 9, 2014 • 8:30 a.m.–9:45 a.m.

### Title III Program Basics

ROYAL PALM SALON FOUR, FIVE, AND SIX

This workshop provides an overview of (1) federal legal obligations that form the basis of 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: **Elena Fajardo**, Administrator; Language Policy and Leadership Office, California Department of Education; e-mail: efajardo@cde.ca.gov

**Sonia Petrozello**, Administrator, Technical Assistance and Monitoring Office;  
e-mail: spetrozello@cde.ca.gov

Grade-level Focus: New Title III directors

### Technical Assistance

TERRACE SALON THREE

There is no formal presentation. Consultation regarding Title III, Federal Program Monitoring, and the California Accountability Improvement System is provided.

Consultant: **Geoffrey Ndirangu**, Education Programs Consultant, Language Policy and Leadership Office; e-mail: gndirang@cde.ca.gov

### Uniform Complaints Procedures: Tips and Reminders for Successfully Processing UCP Complaints and Achieving Compliance with UCP Monitoring

SUNRISE ROOM

This workshop provides an overview of the Uniform Complaints Procedures (UCP), including the roles and responsibilities of each participant in the complaints process. In recent years, new laws have expanded the scope of the UCP in areas such as unlawful pupil fees (AB 1575) and the Local Control Funding Formula. This workshop will cover topics such as the importance of meeting complaint time-lines, overview of the requirements for a local complaint investigation to be deemed in compliance, types of errors in processing complaints that often result in appeals to the state, and suggestions for handling local complaints from start to finish.

Presenters: **Celina Arias-Romero**, Administrator, Categorical Programs Complaints Management Office; e-mail: cariasromero@cde.ca.gov

**Shanine Coats**, Education Programs Consultant, Categorical Programs Complaints Management Office; e-mail: scoats@cde.ca.gov

**Raquel Castellon**, Education Programs Consultant, Categorical Programs Complaints Management Office; e-mail: rcastellon@cde.ca.gov

Grade-level Focus: Administrators in K–12 schools

## SESSION E WORKSHOPS

TUESDAY, DECEMBER 9, 2014 • 11:45 a.m.–1:00 p.m.



### Digital Chalkboard: Online Resources for English Learners and Immigrant Students

GOLDEN WEST ROOM

This workshop focuses on Web-based digital resources and community group collaboration available to county, district, and school staff members who support English learners and migrant education program students. The California Department of Education (CDE) recently re-launched the California online resource—Digital Chalkboard—available at <https://www.mydigitalchalkboard.org> (formerly Brokers of Expertise). CDE leaders will demonstrate how to create, participate in, and find digital resources and educator groups at the Digital Chalkboard site. Participants will understand how to navigate the site and review participant ideas for resources, focusing specifically on sharing the digital needs of the English learner community. The workshop will conclude with information on the long-term approach to making continued digital resources available to the California educator community.

Presenters: **Steve Smith**, Education Programs Consultant, Educational Data Management Division, California Department of Education; e-mail: [stsmith@cde.ca.gov](mailto:stsmith@cde.ca.gov)

**Karen Holst**, Education Technology Fellow, Educational Data Management Division, California Department of Education; e-mail: [kholst@cde.ca.gov](mailto:kholst@cde.ca.gov)

Grade-level Focus: All

### Honoring the Linguistic Diversity of California's Students

CALIFORNIA ROOM

How are students' rich linguistic heritages honored and their development of academic uses of English supported? The ELA/ELD Framework supports educators to elevate their own understanding of linguistic diversity and also provides ideas for raising students' awareness about how to "shift register" to meet the expectations of different contexts. In this highly interactive workshop, participants will discuss learning environments in which all learners thrive.

Presenters: **María Larios-Horton**, Director, Multilingual and Migrant Education Programs, Santa Maria Joint Union High School District; e-mail: [mlarios-horton@smjuhsd.org](mailto:mlarios-horton@smjuhsd.org)

**Pamela Spycher**, Senior Research Associate, California Comprehensive Center at WestEd; e-mail: [pspycher@wested.org](mailto:pspycher@wested.org)

Grade-level Focus: All

### Local Control and Accountability Actions: Active Language Engagement and Development Required

(also presented in Session A)

ROYAL PALM SALON ONE, TWO, AND THREE

How do the actions and services provided for English learners in your district emphasize specialized instructional support to ensure that they simultaneously have access to a rich curriculum across the disciplines and acquire academic English? This workshop will focus on the instructional and curricular priorities that foster critical and creative thinking, develop students' abilities to question and reason, and promote active engagement with content and peers within the context of disciplinary literacy. Preparing English learners to be college and career ready requires purposeful and thoughtful instructional decisions and actions.

Presenter: **Nancy S. Brownell**, Senior Fellow, Local Control and Accountability, California State Board of Education; e-mail: [nbrownell@cde.ca.gov](mailto:nbrownell@cde.ca.gov)

Grade-level Focus: All



## SESSION E WORKSHOPS

TUESDAY, DECEMBER 9, 2014 · 11:45 a.m.–1:00 p.m.

### **Developing the Local Educational Agency Plan: Having the Basics to Apply for Title III Funding**

ROYAL PALM SALON FOUR, FIVE, AND SIX

The Elementary and Secondary Education Act, Title III, Limited English Proficient and Immigrant Student program statutes require participating local educational agencies (LEAs) to have an approved LEA Plan, including the budget (ESEA, Title III, Part A, Section 3116) when applying for funding for a fiscal year. Participants will learn how to develop an acceptable LEA Plan.

Presenters: **Lilia Sanchez**, Education Programs Consultant, Language Policy and Leadership Office; e-mail: lsanchez@cde.ca.gov

**Geoffrey Ndirangu**, Education Programs Consultant, Language Policy and Leadership Office; e-mail: gndirang@cde.ca.gov

Grade-level Focus: All

### **Technical Assistance**

TERRACE SALON THREE

There is no formal presentation. Consultation regarding Title III, Federal Program Monitoring, and the California Accountability Improvement System is provided.

Consultant: **Sonia Petrozello**, Administrator, Technical Assistance and Monitoring Office; e-mail: spetrozello@cde.ca.gov

### **Designing Inclusive and Community-Based Local Control Accountability Programs: Biliteracy in ELs Through After-School, Supplemental, and Family-Centered Programs**

SUNRISE ROOM

This workshop will focus on how to design, implement, and evaluate inclusive after-school biliteracy programs to close the academic achievement and social gaps that exist between EL students and their peers and increase parental involvement and empowerment. Participants will identify how they can plan and implement an inclusive after-school biliteracy program for EL students, their peers, and all families. Participants will share challenges, and success stories will be presented as well as resources that support inclusive after-school biliteracy programs as a key component for school and community leaders designing Local Control Accountability Plans.

Presenters: **Fernando Rodríguez-Valls**, Associate Professor of Secondary Education, California State University, Fullerton; e-mail: frodriguez-valls@exchange.fullerton.edu

**Celina Torres**, Administrator, English Learner Support Division, California Department of Education; e-mail: ctorres@cde.ca.gov

Grade-level Focus: Preschool and Primary Grades

## ACKNOWLEDGMENTS



This institute has been made possible through the assistance and support of the individuals and organizations named below. We gratefully acknowledge their efforts.

### ***Sponsor***

California Department of Education, English Learner Support Division

### ***Planning Committee***

**Edgar Lampkin**, Yolo County Office of Education  
**María Larios-Horton**, Santa Barbara County Education Office  
**Robert Linqanti**, California Comprehensive Center at WestEd  
**Martín Macías**, Stanislaus County Office of Education  
**Jan Mayer**, Sacramento County Office of Education  
**Mónica Nava**, San Diego County Office of Education  
**Yee Wan**, Santa Clara County Office of Education

### ***Institute Coordination***

**Elizabeth Johnson**, Coordinator  
Conference Planning Office, California Department of Education  
**Norma Rodriguez**, Coordinator  
Conference Planning Office, California Department of Education  
**Chunxia Wang**, Institute Chair  
Language Policy and Leadership Office, California Department of Education

### ***Instruction and Learning Support Branch, California Department of Education***

**Lupita Cortez Alcalá**, Deputy Superintendent

### ***English Learner Support Division, California Department of Education***

**Karen Cadiero-Kaplan**, Director

**Language Policy and Leadership Office**  
**Elena Fajardo**, Administrator  
**Sonia Petrozello**, Administrator  
**Sal Arriaga**, Education Programs Consultant (Retired Annuitant)  
**Deborah Busch**, Education Programs Consultant  
**Sandra Covarrubias**, Education Programs Consultant  
**Gustavo González**, Education Programs Consultant  
**Noelia Hernández**, Education Programs Consultant  
**Geoffrey Ndirangu**, Education Programs Consultant  
**Pilo Salas**, Education Programs Consultant (Retired Annuitant)  
**Lilia Sánchez**, Bilingual/Migrant Education Consultant



## ACKNOWLEDGMENTS

**Christopher Smith**, Education Programs Consultant  
**William Vang**, Education Programs Consultant  
**Chunxia Wang**, Education Programs Consultant  
**Jennifer Córdova**, Associate Governmental Program Analyst  
**Pam Lucas**, Associate Governmental Program Analyst  
**Angela Rivers**, Associate Governmental Program Analyst  
**Patty Stevens**, Associate Governmental Program Analyst  
**Barbara García**, Office Technician  
**Juan Marmolejo**, Office Assistant

**Migrant Education Office**

**Celina Torres**, Administrator  
**Prakash Chand**, Associate Governmental Program Analyst  
**Jamie Contreras**, Education Programs Consultant  
**Flori Huitt**, Education Programs Consultant  
**Nancy Zarenda**, Education Programs Consultant  
**Angela McCauley-Johnson**, Office Technician  
**Elvia McGuire**, Education Programs Consultant  
**Ralph Miranda, Jr.**, Staff Services Analyst  
**Silvia Sataray**, Office Technician

***Professional Learning Support Division, California Department of Education***

**Laine Smith**, Associate Governmental Program Analyst

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

The 2014 Accountability Leadership Institute provides free Internet access to its attendees. Below is the information to gain access.

Conference Network Name: **AALI2014**

Password: **aliattendee**

