

2017 IABE Conference Program

Crossroads of Languages and Cultures

Friday, February 3, 2017

7:00-8:00 Registration and Networking Breakfast

Welcome: Dr. Margaret Mulhern, IABE President

8:00-9:30 Keynote Presentation

Tools for Addressing the Complex Language Demands of Academic Interaction

Dr. Kate Kinsella

Sponsor: Cengage Learning and National Geographic Learning

To fully engage in topic-focused discussions and inquiry-based collaboration, students must be equipped with both procedural and linguistic knowledge. Rarely, however, are the pragmatics and discrete language tools for advanced classroom interaction explicitly introduced, practiced, and monitored in a thoughtful scope and sequence. Every student in a mixed-ability K-12 classroom serves to benefit from explicit, interactive strategy instruction that addresses the complex array of language functions indicative of college readiness, from effectively stating and supporting claims to comparing, restating, and building upon responses. In this interactive and practical keynote address, participants: 1) analyze the linguistic and pragmatic demands of task-based lesson interactions; 2) understand key language functions for collaborating, contributing and attentively listening in academic contexts; 3) experience modeling of instructional routines and strategies; 4) explore strategies to elicit more confident responses from English learners; and 5) receive print and digital resources to support implementation.

Kate Kinsella, Ed.D. is a teacher educator at San Francisco State University and a highly-sought after speaker and consultant to school districts and state departments throughout the US regarding development of academic language and literacy across the K–12 subject areas. Her 25-year career focus has been equipping youths from diverse backgrounds with the communication, reading and writing skills to be career and college ready. A consummate “teacher’s teacher” Dr. Kinsella maintains active classroom involvement by writing and implementing curriculum, co-teaching lessons, and providing practical mentoring for teachers and instructional coaches. Her extensive publishing record includes articles, chapters, English learners’ dictionaries, English language development curriculum, and reading intervention programs. She is particularly proud of the research validated and extensively implemented programs she has written to support English learners in making academic strides: *READ 180*, *English 3D* and the *Academic Vocabulary Toolkit*. Dr. Kinsella co-authored *Improving Education for English Learners: Research-Based Approaches* and a 2012-2016 featured article series in *Language Magazine* detailing the language demands posed by nationwide college readiness standards and assessments for US language minority youth.

Two-hour workshop 9:45-12:00

Ballroom: Tools for Launching an Academic Competency Focused Vocabulary Campaign

The detailed National Assessment of Educational Progress (NAEP) Vocabulary Report highlighted the dire need for K-12 schools to provide English learners and youths from under-resourced households with informed, consistent vocabulary instruction aligned with critical academic competencies such as comparing, making inferences, and describing causes and effects. Productive word knowledge, the ability to competently use a word in speech and writing, is pivotal to both school and workplace reading comprehension, formal communication, and written response. Drawing on scholarship and extensive classroom experience, Dr. Kinsella introduces research-based instructional principles and practices to prepare mixed-ability classes for the vocabulary demands of text analysis, discussion and written response. She provides a schema for prioritizing vocabulary for robust instruction and illustrates informed word selection with practice texts. She demonstrates explicit instruction of high-utility word families (e.g., *compare, comparison*) underscoring competent academic communication and explains how to design application tasks and formative assessments that deepen productive word knowledge. Participants observe video footage and review sample lessons, note-taking guide formats, and competency aligned word lists to establish a program-wide high-utility vocabulary initiative.

Dr. Kate Kinsella, San Francisco State University

90 minute workshop 9:45-11:15

White Pine: Guiding ELLs to Write Strong Argumentative Essays

Join us for a writing workshop in which participants will learn, through practice, how to implement a simple and yet extremely useful formula for teaching ELLs to write argumentative research essays. This workshop is particularly appropriate for secondary language arts and social studies teachers. We will review CCSS standards, apply them to a rubric that combines them with WIDA standards, practice the *Say, Mean, Matter* formula together, and then view, evaluate, and discuss student work. **6-12**

Presenter: Hester Comstock, Language Arts Teacher, South Junior High School, Boise School District

9:45-10:45 Sessions

Cedar: Migrant/ ELL Parent Community/School Involvement

This workshop will examine practices and activities that encourage the attendance and involvement of ELL/Migrant parents in schools. We will discuss some of the practices that ELL/Migrant teachers and school staff use to; help keep in contact with parents; have effective parent/school interaction; and conduct successful parent meetings. **K-12, Migrant education focus.**

Presenter: Dr. Ernesto Ramirez, ER Educational Consulting

Cottonwood: Putting the Data in Context: An Efficacy Study of OCDE Project GLAD®

OCDE Project GLAD® is a popular instructional model of strategies for integrating content and English language development used nationally and internationally. 30 Idaho schools participated in an efficacy study of the model in 2010-2014. The lead trainer for this study will share study results and will put the data in context with reflections from the field. **Pre-K-12**

Presenter: Jody Bader, OCDE Project GLAD® and ESL Consulting Services, Inc.

Cedar: Connecting Enactive/Iconic/Symbolic Models to Mathematical Problem Types for Addition and Subtraction

The goal for this workshop is to help teachers develop mathematical word problems for the variety of problem types in addition and subtraction using the enactive, iconic and symbolic mathematical models. Teachers will have an opportunity to develop their own contextual problems using a visual approach to mathematics instruction that supports English learners. **K-5**

Presenters: Kelli Rich, first-grade dual language teacher; Emilie Eisenberger, third grade teacher, Whittier Elementary, Boise School District

Cottonwood: Introduction to Project GLAD® Strategies

Project GLAD® is a model of professional development in the area of language acquisition and literacy that teaches clear, practical strategies promoting positive, effective interactions among students and between teachers and student that promote English language acquisition, academic achievement, and cross-cultural skills. The goal of this presentation is to introduce participants to Project GLAD® through a high energy and fast paced demonstration of some of the instructional strategies, including vocabulary-based strategies. Participants will walk away from this presentation feeling energized to return to their schools and work with ELLs with confidence, knowing they are employing best practice. **PreK-12**

Presenter: Jody Bader, OCDE Project GLAD® and ESL Consulting Services, Inc

Bannock 2nd Floor: Mindful Awareness Practices for Educators

Studies indicate that many teachers experience a high level of daily stress. Join us to learn how mindful awareness practices invite more calm and ease, reducing stress and anxiety. We will share resources that you can easily integrate into your daily schedule. **K-12**

Presenters: Michele Tae, Mindfulness Center Idaho; Dr. Margaret Mulhern, Department of Literacy, Language and Culture, Boise State University

12:00-1:30 Lunch

Welcome: Dr. Christina Nava, Director of English Learners Program, State of Idaho

Recognition Awards: Presented by Zulema Macias, IABE Treasurer

Awardees: Virginia Montalvan, West Jefferson SD; Ines Guenther, Idaho Falls SD

Scholarship Award: Presented by Marta Hernandez, IABE Secretary

Awardee: Brenn Caldwell, Boise State University

Ballroom: ESSA and English Learners

Come hear about the changes coming to Title III and EL programs in Idaho as we implement the new Every Student Succeeds Act (ESSA). Topics will include the current state of our stakeholder working groups, Idaho's standardized entrance and exit criteria, accountability changes for English learners, and a time for questions and answers. **K-12**

Presenter: Alissa Meztler, Title III Coordinator, Idaho State Department of Education

Cedar: Make it Real, Repetitive & Rockin'! --Teaching Language to Emergent Learners through Literacy and Fun!

Learn several fun strategies to make a new language *comprehensible* to emergent learners. Through emergent readers, even those who have never read can learn to listen, comprehend, speak and read their new language. These strategies are successful with learners from children to adults. **K-12, adults**

Presenter: Tammy Munk, Dual immersion teacher, Jefferson Elementary, Jerome School District

Spokane 2nd Floor: Community Schools: Thinking Outside the Box for Family & Community Engagement

Title I schools serving under-resourced communities must begin to "think outside the box" when it comes to family and community engagement. Whittier Elementary School has embarked on a more purposeful and meaningful way to involve and engage its families and community. Informed by the research of Dr. Donna Beegle and the Coalition for Community Schools, Whittier has shifted to a more holistic and equitable approach to supporting the academic and social needs of its students and families. **K-12**

Presenters: Dr. Fernanda Brendefur, Principal; Maritza Romero, Community Schools Coordinator, Whittier Elementary, Boise School District

White Pine: Building Biliteracy through Purposeful Use of Transferable Skills

Knowledge is transferred from students' first language into the cognitive and linguistic tasks in the second language. We, as teachers, should use this cross-linguistic transfer to aid in the development of emergent bilingual students' language proficiency. In this session, we will work to develop a common understanding of transferability between English and Spanish, learn about transferability as a continuum, and become familiar with transferable and non-transferable skills in both languages. Participants will engage with language dependent learning tasks that focus on transferable language skills and features in order to implement them in their own settings. **K-5**

Presenters: Molly Lansing, Dual Language Specialist; Deiysi Monjara, First grade dual immersion teacher, Gretchen Weber; Third-grade dual immersion Program, Alturas Elementary, Blaine Co. School District

Cottonwood: Using the WIDA Features of Academic Language to Differentiate Instruction in a Co-taught Classroom

In this session, we will take you through the process of effective co-planning around creating language targets in order to differentiate for ELLs. Using the WIDA features of academic language, participants will gain strategies for unpacking a content target and creating a lesson or unit that includes the language essential for learning the content. **6-12**

Presenters: Luigi Novoa, ENL Co-teacher; Jesse Rhodes, Social Studies Co-teacher, West Middle School, Nampa

Bannock 2nd Floor: Graduation Specialists: Making All the Difference for Migrant Students

Whether you call them Graduation Specialists, Migrant Case Managers or Migrant Advocates, these people make all the difference in providing migrant students with the help they need to succeed in school and beyond. But what exactly do these people do? Come find out how this program works on the ground in schools and what a difference it makes in students' lives. **K-12, migrant education focus**

Presenter: Sarah Seamount, Migrant Education Coordinator, Idaho State Department of Education

2:45-3:45 Sessions

Ballroom: Increasing Oral Language during Writing Instruction in a Co-teaching Model

This panel discussion is focused on a co-teaching approach to writing. We will discuss how we use two professionals to plan, organize, instruct, and assess students in the area of writing. The focus will be on increasing oral language using models, pictures and Thinking Maps, as well as utilizing wait time. **K-5**

Presenters: Heather Yarbrough, Instructional Coach; Dominic De La Paz, Principal; Sarah Wang, Co-teacher; Sarah Ziemer, Co-teacher; Molly Hillier, Co-teacher, Endeavor Elementary, Nampa School District

Cedar: Migrant Education Pre-School Initiative

Idaho is one of 10 states that was awarded a Pre-School incentive grant to assist states to ensure more quality educational services are provided to migrant and migrant ELL children ages 3-5. The goal of the grant is to identify promising practices and helpful resources that will lead to improved outcomes for PK children and families. During 2016-17 the State will support 4 pre-school sites that have volunteered to "field test" their curriculum, resources, assessments and parent involvement. This panel discussion will provide a brief overview of Pre-School Initiative grant; culturally relevant curriculum, language and literacy assessments and activities will be highlighted. **PreK-2, migrant education focus**

Presenters: Irene Chavolla, Migrant Pre-School Idaho Grant Coordinator; Maria Renz, Pre-school teacher, Minidoka School District; Raquel Cervantes, EL Coach/Migrant Coordinator, Vallivue School District

Spokane 2nd Floor: RtI for ELLs: Creating Programs and Procedures to Support Diverse Learners

One of the most difficult issues to navigate in public education for ELLs currently is determining which programs prove most beneficial for struggling learners. This session will address creating general education support programs for ELLs, research-based intervention programs for struggling students, and strategies for students who may need to move forward to Special Education Services. **K-12**

Presenter: Todd Zollinger, ESL Coach/Coordinator, Jefferson Joint School District

White Pine: Spanish Language Development: Tracking and Reporting Progress

In our 50:50 Spanish/English Dual Language program, we believe it is important to monitor and track the progress of our students' Spanish language development. This will be an overview of the formal and informal Spanish assessments that our district has adopted and/or developed. We will share our Spanish language proficiency targets, our observational checklists aligned to those targets, and which external formal assessments we use. Participants will reflect on their own Spanish language tracking and engage in conversation about their experiences in order to learn from each other. **K-5**

Presenter: Molly Lansing, Dual Language Specialist, Alturas Elementary, Blaine County School District

Cottonwood: Small Group Reading Instruction for ELs: Incorporating Strategies into a Successful Routine

In this session, we will share our model for enhancing small group core reading instruction for English learners. Participants will see how we organized a regular weekly routine incorporating research based reading, writing, listening, and speaking strategies. We will share student work and evidence to show how this process fostered confidence and reading success in our English learners. **K-5**

Presenters: Sarah Cherry, first-grade teacher; Angela Lee, Instructional Coach, Idaho Falls School District

Bannock 2nd Floor: Bridging the Communication Gap

Attendees will learn how to use Class Dojo, a free app that connects teachers with students and parents to build amazing classroom communities. Teachers can encourage students for any skill or value—whether it's working hard, being kind, helping others or something else. Class Dojo is better than email—it is more consistent and gives instant positive communication. Parents are more engaged in their child's learning, and parents and teachers work as a team. There are other amazing opportunities that will be showcased, so please come prepared to participate and have fun. **PreK-8**

Presenter: Jamie Arteaga, teacher, White Pine Elementary, Cassia School District

4:00 Ballroom: Business Meeting and Raffle

Handouts and slide presentations are available on the IABE website under "Resources"

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Idaho Association of Bilingual Education 2017 Conference Committee

Margaret Mulhern, Boise State University: Proposals, Program

Kelee Robinson, Kuna School District: Thursday Presentation, Venue

Zulema Macias, Cassia School District: Registration, Recognition Awards, Raffle

Marta Hernandez, Cassia School District: Professional Development, Elections, Scholarship Award

Mary Garcia, Minidoka School District: Website, Technology support, Raffle

Volunteers: Irene Chavolla; Boise State Bilingual Education and TESOL/ENL Students

Thank you to the board members, presenters and volunteers!