

SCOE English Learner Leadership Conference | January 15, 2016

Session Descriptions

Morning Breakouts | 10:00 - 11:30

Administrator Focus | Redwood B

Planning Smarter Balanced Assessment Supports for English Learners

Rick Phelan

This session will help school leaders understand accessibility supports for daily instruction and the SBAC. Participants will develop understanding about universal tools, designated supports, and accommodations (UDA). The purpose and importance of consistent accessibility opportunities will be considered for different student groups including English learners.

Elementary Focus | Oaks DE

"She Looks Like ME!": Literature Representing Diverse Perspectives

Kelly Matteri

This workshop is for elementary educators who want to explore the use of children's literature representing diverse perspectives in their classroom. Participants will consider the importance of students interacting with stories that reflect a wide variety of experiences and perspectives. They will learn how to identify and select high-quality texts that represent diverse perspectives for use in the classroom. Additionally, strategies for facilitating students' meaningful engagement with texts that represent diverse perspectives will be shared.

Secondary Focus | Redwood A

Secondary Success for EL Learners

Kris Menlove

Learning academic content as well as learning the English language is doubly challenging for English Learners. In this workshop, participants will learn how instructional practices can be integrated to assist ELs to build language skills in order to be successful in content classrooms.

K-12 Focus | Redwood C

Parents as Partners: Fostering Family Leadership in Your Classroom

Veronica Flores Malagon

Parents are a child's first and most important teacher. This workshop will focus on strategies to invite wisdom from the home into the classroom and engage families as learning partners and leaders.

All conference materials can be found at: www.scoe.org/elleadership

Afternoon Breakouts | 2:00 - 3:30

K-12 and Administrator Focus | Redwood C

The Write To Go Home

Dr. Vajra Watson, Jennifer Vargas Esquivel

Sacramento Area Youth Speaks (SAYS) is an innovative literacy program out of UC Davis that focuses on student, teacher, and community empowerment through culturally relevant common core instruction and lessons that nurture the whole student: socially, emotionally, and academically. In this workshop, SAYS Poet-Mentor Educators will guide participants through a brief history of the program and provide participants with curricular tools. Participants will also experience a snapshot of a SAYS writing workshop that delves into personal story as the basis for becoming an author of your own life and an agent of change. SAYS.UCDAVIS.EDU

Elementary Focus | Oaks DE

Integrated ELD - More Than Just "Good Teaching"

Kathy Harris

In this session participants will use strategies and activities that generate thinking, talking, reading and writing with a focus on ELD and academic language. We will dig into the ELA/ELD framework as a source for professional learning and as complex text for exploration and understanding. We will look at student work samples and work in grade level teams to tailor strategies to developmental, grade and language proficiency levels.

Secondary Focus | Redwood A

"She Looks Like ME!": Literature Representing Diverse Perspectives

Kelly Matteri

This workshop is for secondary educators who want to explore the use of literature representing diverse perspectives in their classroom. Participants will consider the importance of students interacting with stories that reflect a wide variety of experiences and perspectives. They will learn how to identify and select high-quality texts that represent diverse perspectives for use in the classroom. Additionally, strategies for facilitating students' meaningful engagement with texts that represent diverse perspectives will be shared.

K-12 Focus | Redwood B

Thinking strategically and collaboratively before considering an EL for Special Education Eligibility

Sharen Bertrando

The process of identifying students with learning disabilities (LD) is challenging and even more so when the student is an English Learner. Research based effective procedures for identifying, assessing, and supporting ELs who may have learning disabilities will be shared following discussions regarding how this information can support educators in better identification of students from culturally or linguistically diverse backgrounds while avoiding the risk of over identification.

K-12 Focus | Design Lab

Using Maker Education to Leverage Language Opportunities for English Learners

Casey Shea, Matt O'Donnell, Jenn Guerrero

This hands-on workshop will demonstrate the power of maker education to authentically engage ELs while simultaneously building language proficiency. Maker education weaves together hands-on learning, problem solving, collaboration, oral and written communication to ensure that EL students become deeply immersed and invested in the curriculum. Workshop participants will engage in a hands-on maker activity while experiencing the critical role language plays in this process.