

DAY 1 BREAKOUT DESCRIPTIONS

Breaking the Language Barrier*

Anna Vitucci, ESL Educator, Copperas Cove ISD

Tobi Sheon, Librarian, Copperas Cove ISD

A breakout that focuses on differentiation for ELL learners and struggling readers.

Building Blocks for Understanding Your ELL Population

Zaida Saldivar, Director of the English language learner, Garland ISD

Deb Tietjen, Coordinator, Garland ISD

Administrators, join us as we share a creative and impactful professional development session focused on meeting the needs of your ELLs. We will provide everything you need to replicate this session and engage your staff in an interactive professional learning experience centered on the needs of your ELL population. We will focus on six building blocks including: Who?, ELL=ALL, Data that Speaks, PLDs, Linguistic Goals and Equity.

Classroom Meetings: Sharing Leads to Learning

Maria Reyna Mendoza, Dual Language Educator, Harlandale ISD

Participants will learn how innovative classroom meetings enable positive learning environments and motivate students for greater academic success. Attendees will discover that a safe and joyful learning community leads to high-quality education for every child. This unique session shares research-based practices that demonstrate the value of creating a space in the instructional day specifically dedicated to empowering young language learners. First, participants will explore classroom meetings in a community of multilingual learners. Next, the teachers will learn how to effectively design active and interactive meeting lessons aligned with curriculum and 21st century skills that promote academic and social growth. Finally, attendees will create an action plan for their class around their unique culture and goals. Digital and concrete visuals will be available during the presentation and discussion. The attendees will have the opportunity to participate in interactive activities to effectively learn how to empower students to achieve academic and personal success.

Connecting Content and Language*

Terri Watson, ESL Instructional Coordinator, Eagle Mountain-Saginaw ISD

ELLs need content strategies that also build language. This presentation will model instructional strategies that teachers can use to teach content while promoting language development. Participants will walk away with strategies they can immediately implement into their classrooms. Teachers will learn how every teacher is a language teacher.

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Covering the Middle Ground: New Courses for 7th and 8th grade English Learners*

Amberly Walker, Title III Education Specialist, ESC Region 12

Liz Aguirre, Dual Language Secondary Specialist, NorthEast ISD

Tracey Jones, Spanish Lecturer, Baylor University

Margret Schaefer, Middle School ESL Teacher, Round Rock ISD

What happens to English Learners in Middle School? When the ELAR/SLAR TEKS Review Committees convened in 2016, it was clear that Middle School coursework for English learners needed some direction. So, new courses were created and have been approved by the SBOE for launch in 2018. Come hear how you can advocate for your English Learners to sail through Middle School by providing ongoing support.

Curriculum Updates

Jessica Synder (TEA) & Shelly Ramos (TEA)

Staff from the Curriculum Standards and Student Support Division will share the latest curriculum updates, including updates on the recent review and revision of the Texas Essential Knowledge and Skills for Spanish language arts and reading and English as a second language.

Differentiating Instruction for ELLs*

Velma Salazar, Bilingual and ESL Specialist, ESC Region 2

Dr. Kay Smith, Special Education Specialist, ESC Region 2

Overview of essential topics related to effectively differentiating instruction for ELLs.

ELL Data: Can You Dig It?

Angelina Chapa, & Raquel Oxford, Bilingual/ESL Specialists, ESC Region 9

Do you want to help teachers and administrators use TELPAS data to better serve the English Learners in your school or district? Join us for an overview of a simple and practical process to analyze TELPAS data and use the information to help students gain language proficiency.

Empowering Leaders: The Transformative Power of EL Education

Karina Chapa, Language Proficiency, Biliteracy and Cultural Diversity Director, ESC Region 1

As per Steve Murdock (2013), "In the absence of change, the Texas labor force as a whole will be less-educated, work in lower-status occupations, and have lower incomes in 2050 than 2010". So what does it take to change a whole educational system that serves close to 1 million ELLs? Come join us to learn how Region One ESC's ELL Leadership Academy is developing educational leaders who are transforming the future of thousands of ELs in deep South Texas!

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English Language Learners and Gifted Education

Monica Brewer (TEA)

Gifted/Talented (G/T) students come from a variety of cultural, linguistic, and socioeconomic backgrounds. Ensuring equitable access to G/T services is a critical charge for Texas educators. In this session, we will discuss meeting the G/T needs of ELL students, including tools for identification and assessment, G/T services, and parental involvement.

Explicit Instruction: What Works for Struggling Learners*

Dr. Kay Smith, Special Education Specialist, ESC Region 2

This session will summarize the elements of explicit instruction. Participants will learn how to use instruction that is systematic, direct, engaging and success oriented. While helpful for normally progressing learners, it is necessary for struggling ELL students.

Got ELLs? Techno to Grow the Know!*

Tracy Dennis, Director of Instruction, Flour Bluff ISD

English language learners (ELLs) struggle to keep up with the fast pace curriculum. Learn about websites that will support ELLs in the classroom, as well as websites that will teach teachers on how to provide sheltered instruction.

How to Implement & Sustain an Academic Vocabulary Program Campus or District Wide*

***Cheryholly Baron, Language Acquisition and BIL/ESL
Administrator, Lewisville ISD***

Esther Montanez, Dual Language Educator, Lewisville ISD

The Academic Vocabulary Program in Lewisville is a sustained systematic approach, using Robert Marzano's research, in supporting and enhancing vocabulary acquisition embedded in curriculum for second language learners. We believe in using the six step process integrated with other instructional initiatives to build FUN into language learning in all of our compliance programs. We are currently active in 27 out of 40 schools and increasing yearly. Program materials are built in-house to support all campus teachers Kindergarten through fifth grade in both English and Spanish for language arts, science, mathematics, and social studies.

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I Have A VOICE! Making Sure Your ESL Learners Have A "VOICE" in the Classroom*

Karen Davis, ESL Coordinator & Reading Interventionist, Commerce ISD

This session is to show teachers how to get all students to participate in group work. ESL students tend to shy away from a group because they are not comfortable sharing and creating ideas. During the session, we'll look at ways to make ALL students feel confident and a part of the group. We'll use STEM lessons mixed with reading strategies to help our kids think outside of the box and feel successful while functioning within a group. I will also add in ELPS and the TELPAS Domains to help our ESL students find their voice in the classroom. When a student feels safe and comfortable in their surroundings they will become risk-takers. The purpose of this breakout is to explore opportunities to help make all students feel like they can contribute and be an important part of the class. If students know you believe in them, there is nothing they will not try and do for you! I think it is important for every student to have a voice in the classroom.

I have ELLs in my class, what do I do?*

Semra Oz-Ekmen, Associate Director of Special Programs, Harmony

This training is prepared for content area teachers to equip them with strategies that they can use with the ELLs in their classroom while teaching them some second language acquisition theories.

Inference More Than Just a Thought*

Sharon Kay Snowton, Bilingual Teacher, Cedar Hill ISD

This breakout helps educators with 25 different ways to help second language learners how to develop the skill of Inference. This skill is one of the most difficult for our students to understand. Using the research of Robert Marzano, Ms. Snowton introduces 25 linguistic and non-linguistic ways to help students master this skill.

It's not just about the test: Using TELPAS data to help students with instruction*

Altagracia Delgado, Director of Language Acquisition, Brazosport ISD

The state's language assessment (TELPAS) is a tool that measures students' language acquisition from year to year. In addition, it should help administrators and teachers make instructional recommendations for English language learners. By using this data, stakeholders can implement language structures and scaffolds that can help students attain the English language. In this presentation, you will discover how a district is working to create awareness of the importance of developing targeted language strategies that can help students during instruction. Ideas and recommendations for classroom strategies will be shared with participants as a way to connect with students, and help improve instruction.

DAY 1 BREAKOUT DESCRIPTIONS

Keep Calm and Tech-on: Unleashing The Power of Technology in Your ELL Classroom*

Ariadne Paredes, & Kimberly Nelson, Secondary Multilingual Programs Specialists, Houston ISD

Can't get your students off their phones? Put that technology obsession to work by adapting your teaching for the next generation of students. This session will highlight how you can incorporate technology within your lesson to build an effective digital learning environment for your ELL scholars. The presenters will showcase specific apps, sites, QR codes, and other resources that foster creativity and collaboration within your content area. Participants will leave his session with a packet of resources.

Linguistic Accommodations in Social Studies

LaTonya Amboree, Social Studies Education Specialist, ESC Region 4

With a large increase in the number and percentage of ELLs in our social studies classrooms, it is pertinent that teachers have the tools to meet the needs of those students. Join us as we build a toolbox of linguistic accommodations for newcomer, intermediate, and advanced English language learners, and we identify allowable accommodations for assessments that are aligned to classroom instruction.

Lost in Data: How to make Data Rich Decisions

Jaime Cervantes (TEA)

The breakout session will facilitate a discussion on the use of Performance-Based Monitoring Analysis System (PBMAS) and State Accountability data to help drive district and campus goals to achieve student performance outcomes. The session will include a focus on English Language Learner state-wide, regional, and district data and the performance gaps across all LEAs. Participants will be provided access to a contribution tool that was developed to understand the connection between district level data and ELL students.

McKinney-Vento Homeless Assistance Program Helps Homeless ELL Students to Achieve Educational Stability*

Jeanne Stamp, The Texas Homeless Education Office, The University of Texas

Many English language learners are also homeless; some are living unaccompanied, i.e., not with a parent or legal guardian. The numbers of homeless students grow each year. In the 2014-15 school year over 113,000 students in Texas were identified as homeless. These highly mobile students face a number of challenges in accessing and succeeding in Texas' public schools including language barriers and cultural differences. This session will address the federal and state laws with which school districts must comply in providing a free and appropriate public education (FAPE) to all homeless students, implementation suggestions that address some of the special needs of ELL students living in homeless situations, as well as the best practices that result in improved educational outcomes for these students and for school districts throughout Texas.

DAY 1 BREAKOUT DESCRIPTIONS

Neuroscience and Authentic Early Reading in Spanish

Mari Vaso, Bilingual Curriculum Specialist, Leander ISD

Armandina Alejandro, Bilingual Teacher, Bastrop ISD

Participants will experience a revolutionary early reading method that uses all senses to access print. Following "Metodología Multisensorial de Lectura" by Neuropsychologist, Andres Marin, we will explore the early reading process, how phonological awareness is developed differently in Spanish and its critical effects on short and long-term comprehension. Novice readers can create their own relationship with sound and print to understand meaning using all senses. Presentation will include videos from Pre-kinder reader's.

Not Us vs. Them: Tips and Tricks or Integrating ELPS Across Content Area*

Jeana Clary, District Bilingual/ESL Program Manager, Life School Oak Cliff

Carlene Thomas, ESL/Migrant Consultant, ESC Region 10

Have you ever competed for professional development time at your campus or district? Do you sometimes feel like your bilingual/ESL "world" seems foreign to everyone else? This session is designed for school administrators, district and campus bilingual/ESL coordinators, and instructional specialists who are looking for practical ways to develop an instructional framework that incorporates ELPS and linguistic accommodations in all core content areas.

O.L.D. Builds A.L.P.: Building Academic Language Proficiency Through Oral Language Development*

Clarissa Dovalina, Educational Specialist for Research and Development, ESC Region 20

Veronica Garza, Research and Development, ESC Region 20

English language learners (ELLs) require purposefully-planned opportunities for practicing content vocabulary and language needed to fully comprehend concepts being taught. Through the routine implementation of authentic low-prep, high-yield strategies and games, ELLs will be immersed in an environment valuing structured talk and play with language. Learn today and implement tomorrow!

Oracy in the Classroom: Where Does it Fit?*

Valentina Gonzalez, Professional Development Specialist, Katy ISD

What role does student talk play in the language development of our English language learners? During this presentation, participants will explore the vital role of oracy or talk in the classroom. We will delve into research and practical classroom experiences that provide us with the foundation to support talk in all content areas. Participants will engage in and leave with sound practices and structures for effective talk in K-5 classrooms that will benefit their students in reading, writing, listening and speaking for life!

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Planning Language Development for Long-Term ELLs

Karen Lewis, Professional Development Specialist for English Language Learners, Katy ISD

Planning for long-term language learners requires intentional use of each student's Proficiency Level Descriptors to target language development and provide linguistic supports that advance academic language in all content areas. This session will share ideas for content teachers to support academic language development using ELPS and PLDs to help students break through language plateaus at Advanced and Advanced High Proficiency levels.

Reading Strategies to Make Thinking Visible*

Adriana Paola Pineda Flecha, Elementary Bilingual Instructional Coach, Dayton ISD

Suzanne Hicks, Secondary ESL Instructional Coach, Dayton ISD

This session will provide concrete reading strategies and activities to help your students to better understand what they read. Participants will learn how to create a thinking/reading rich classroom by engaging students with concrete and sensory experiences that will help them to become proficient readers.*

Strategies to address the Underrepresentation of ELL Students in G/T services

Rolando Ruvalcaba, Advanced Academic Specialist, ESC Region 20

Claudia Vargas-Ramirez, Bilingual/ESL/LOTE Specialist, ESC Region 20

How does the ELL brain learn? What are the best practices for identification of gifted ELL students? Come learn about characteristics of Gifted ELL Children and how you can help contribute to their effective education. This session is designed to explore how the ELL brain learns based on David Sousa's book and some best practices associated with identifying, retaining, and serving gifted learners in this special population.

Strategies to Improve Vocabulary Instruction

Terri Watson, ESL Instructional Coordinator, Eagle Mountain-Saginaw ISD

High-quality vocabulary instruction is a critical need for English language learners, and this presentation focuses on practical strategies and activities that teachers can incorporate into their classrooms. During this session, teachers will have the opportunity to actively participate in vocabulary building activities.

Students with Interrupted or Minimal Education: Boosting Achievement of our SIFE

Carol Salva, ESL/Bilingual Teacher and Trainer, Spring Branch ISD

This session will demonstrate user-friendly techniques that close achievement gaps for Under-schooled Learners. We will review practices such as language experience approach (LEA) (Allen, 1976; Coate & Castle, 1989; Hall, 1978) and research on its effectiveness with second language learners (Barr & Johnson, 1997).

Practical strategies for comprehensible input, phonological awareness and sight word recognition will be modeled. Techniques such as shared writing, choral

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reading and tracking print with high-interest text will be showed in video and experienced by participants. A focus on the importance of explicit instruction of metacognitive strategies will be explained.

It is possible to empower all students to work at grade-level. It is possible to create learning experiences that hold our international students in high regard. It is possible to highlight the advantages they bring to our communities and deepen the learning experiences of every student in the class. Attendees will leave the session with a clear notion about scaffolding strategies utilized in the session for English Learners without compromising the content.

Students with Interrupted or Minimal Education: Leveraging the Gifts of our SIFE

Carol Salva, ESL/Bilingual Teacher and Trainer, Spring Branch ISD

Secondary and Adult Educators need support for educating students with minimal or interrupted education. This demographic is growing due to events in our world and our secondary educators need a research based approach to educating this population.

Participants will learn how current research supports our ability to accelerate language and learning for SIFE. Gain insight that will help you boost the learning of all students in your classroom and capitalize on the gifts of a diverse learning community.

We can maximize the impact for all learners including our SIFE and non-English speakers. Culturally responsive teaching benefits all learners. Participants will learn about this and how current research on Grit by Angela Duckworth and Growth Mindset by Carol Dweck supports our ability to accelerate the language and learning of SIFE. In addition, the work of Jane M. Healy and Nicholas Carr suggests that a lack of technology may actually have advantages for developing cognitive function. This is important because many of our SIFE students were living in conditions that did not afford them devices or access to the internet.

Today's educators need this type of innovative approach. With the proper mindset, and an understanding of foundations of literacy, we are able to help these learners thrive academically.

Talking Eyes, Talking Pencils

Liz Aguirre, Bilingual/Dual Language/ESL, Northeast ISD

Bernice Coronado, Bilingual/Dual Language/ESL, Northeast ISD

Data has historically shown the struggle of the development of literacy skills for the ELL population. The big question is, "what's the right approach to achieve literacy development?" We might have just the right approach for you. TRTW (Talk Read, Talk Write) by Nancy Motley is a researched-based framework that develops literacy skills for all students. Her learning strategies allow for cross-curricular lessons that engage students to practice and develop transferable literacy skills needed to be successful in any content area.

DAY 1 BREAKOUT DESCRIPTIONS

TELPAS: Writing in the Content Areas

Laurie Shaw (TEA) & Vanessa Gallardo (TEA)

This session focuses on writing during content area instruction and how teachers can contribute writing samples to use for TELPAS writing collections that accurately depict their students' ability to communicate in writing in English. Writing collection and other TELPAS assessment policies will also be discussed.

TELPAS Updates

Esmeralda Cavasoz (TEA), Juanita Juarez (TEA) & Vanessa Gallardo (TEA)

This session will provide participants with an overview of TELPAS policies and some insight of the TELPAS program beginning with the 2018 administration. In addition, participants will receive 2017 TELPAS assessment results.

Teaching with Culturally Relevant Literature

Dr. Jessica Salazar, Bilingual/ESL Instructional Specialist, Eagle Mountain-Saginaw ISD

Through rich, authentic literature participants will make connections to their own culture and background. Participants will gain an insight to the importance of integrating relevant literature that will capture the attention of all students. Allowing students to share where they come from and who they are will elicit more learning.

Texas Performance Standards Project (TPSP)

Monica Brewer (TEA)

The Texas Performance Standards Project (TPSP) is a resource for providing differentiated instruction to gifted/talented (G/T) students. The TPSP provides a coherent package of standards, curriculum, and assessments for use in G/T programs from kindergarten through high school. This session will provide ways to incorporate the TPSP in your classroom.

Tools for the Trade: Making MOY Assessment Decisions Easy Breezy*

***Patricia Sanchez, Compliance Manager, Houston ISD
Walter Valenzuela & Xochitl Lege, Multilingual Program Specialists, Houston ISD***

Participants will learn to use a variety of resources, created by the Houston Independent School District Multilingual Dept., that will help teachers, administrators and the LPAC focus on and carry out, with ease, the decision making process for the Texas assessment system. Presenters will share tools that simplify the use and selection of Designated Supports, clarify Dictionary use, and serve as a digital platform for recording assessment and linguistic accommodations decisions.

T-TESS + Sheltered Instruction = Distinguished Achievement
*Dr. Julissa Liendo & Dr. Maria Thelma Solis, Language Acquisition
Program Instructional Coordinators, United ISD*

Teachers will be able to make connections between the current evaluation system, Texas-Teacher Evaluation and Support System (T-TESS) and Sheltered Instruction Strategies. Participants will be able to take ready to use practices that can support distinguished rating and academic gains of all English language learners to include Special Education - Gifted Talented Students.

Using the TELPAS to Improve Instruction: A User's Guide*
*Seth Herrington, Program Manger/Bilingual & ESL Specialist, ESC
Region 13*

Data from the TELPAS language assessments ELLs take every year can help strengthen your instruction and the rate at which your ELLs are acquiring English. This session is designed to build participant expertise in using TELPAS data as a launching point for monitoring language growth throughout the school year. Tools will be provided to help administrators and classroom teachers alike design systems for tracking language growth. The end result will be a less stressful "TELPAS season" for everyone - administrators, teachers, and most importantly, the ELLs you serve.

DAY 2 BREAKOUT DESCRIPTIONS

Building Partnerships to be in Compliance as we Serve ELLs

Luisa Hernandez & Alma Valdez, Elementary Bilingual Compliance Coordinators, Austin ISD

Come and learn how two elementary coordinators service 83 elementary campuses. During our campus visits, we will share documents in how we maintain compliance for campuses with new and experienced LPAC Chairs. We work on closing gaps through collaboration with the LPAC Chairs and empower teachers with resources and knowledge.

Building Mental Health and Education Collaboration to Strengthen Student Success

Julie Wayman (TEA)

This session will include information on student mental health, including a discussion on promoting the wellbeing of English language learners. Presenters will share an overview of the Texas Systems of Care, research on trauma and learning, resilience and discuss collaborative education-mental health initiatives that are designed to improve student achievement for all students.

Connecting Content and Language*

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If You Build Engagement, They Will Learn*

Tracy Dennis, Director of Instruction, Flour Bluff ISD

An interactive session on how to build a routine to increase learning time will full engagement using brain-based strategies; and how to add novelty to that routine that increases motivation and builds a social network of learning.

It's not just about the test: Using TELPAS data to help students with instruction*

Altagracia Delgado, Director of Language Acquisition, Brazosport ISD

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Math Strategies that Work with ELL Students

Alex Kajitani, California Teacher of the Year

The ability to speak, read, and write is now an essential part of math class. In this dynamic and entertaining session, participants will learn high-leverage strategies that are easy to implement, and will get our ELL students on the path toward achievement in math. By the end of this session, you will know how to get ELL students: Talking about math in a way that is meaningful and relevant to their lives; Writing about math to clearly communicate and deepen their ideas; Reading word problems and persevere in solving them; and Understanding the importance of math in our everyday lives!

Not Us vs. Them: Tips and Tricks for Integrating ELPS Across Content Areas*

Not Us vs. Them: Tips and Tricks or Integrating ELPS Across Content Area*

Jeanne Clary, District Bilingual/ESL Program Manager, Life School Oak Cliff

Carlene Thomas, ESL/Migrant Consultant, ESC Region 10

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Project Based Learning is More Than a Poster

Sharon Kay Snowton, Bilingual Teacher, Cedar Hill ISD

Project Based Learning (PBL) has been around for years as an alternative for student learning. It allows students to work in small groups and to develop 21st century skills as they work with real-life problems and find real-life solutions. Many times, students create a poster and feel they have done their job. Using current research, I will introduce educators to a new way to help your students as they work in PBLs.

Reading Strategies to Make Thinking Visible*

Adriana Paola Pineda Flecha, Elementary Bilingual Instructional Coach, Dayton ISD

Suzanne Hicks, Secondary ESL Instructional Coach, Dayton ISD

This session will provide concrete reading strategies and activities to help your students to better understand what they read. Participants will learn how to create a thinking/reading rich classroom by engaging students with concrete and sensory experiences that will help them to become proficient readers.*

Scaffolding.... YOU can do it!

Aisha Ansari, Language Instructional Specialist, Klein ISD

Brandy Madrid, ESL Educator, Klein ISD

Elena Ruiz, ESL Educator, Klein ISD

Scaffolding is more than showing pictures or making gestures. Participants will experience being language learners and understand how teachers need to make their lessons focused and targeted using engaging strategies that facilitate comprehension by utilizing visuals, repetition and other easy to implement tips while keeping instruction rigorous.

The attendees will experience being second language learners while participating in a lesson taught in Urdu. At the beginning of the lesson, the facilitator models the presentation of the content and language objectives and has the participants take note of the learning intentions for the lesson. Then, the presenter will teach the participants about the first four presidents without any second language support. The presenter will ask the audience questions and expect appropriate responses. When they are unable to answer, she will show her frustration and then turns the lesson around by including scaffolding strategies and differentiating for the different language proficiencies. She shows the participants pictures of the first four presidents and uses repetition, Total Physical Response (TPR) to teach the names and order of their terms. The presenter teaches and uses sentence stems, word banks, and structured conversations to make the content comprehensible. In addition, the presenter models and engages the participants in differentiated assessment.

DAY 2 BREAKOUT DESCRIPTIONS

Stand Up! For What?*

Rosemary Anthony, ESL Lead Teacher, Katy ISD

Have you ever wondered what you can do in your classroom, school, district, community, city, state, nation, and world to support ELLs? This interactive session will review research and literature focused on the significance and implementation of ELL advocacy. Participants will appreciate research-based and practical approaches to advocate for ELLs who are often the brightest and most creative students in our classrooms. Attendees will leave this session with an urgency to positively shape the brainpower and energy of ELLs in our communities. After this session, individuals will know how to create effective change for a rapidly growing and diverse population.

Strategies to Improve Vocabulary Instruction

Terri Watson, ESL Instructional Coordinator, Eagle Mountain-Saginaw ISD

High-quality vocabulary instruction is a critical need for English language learners, and this presentation focuses on practical strategies and activities that teachers can incorporate into their classrooms. During this session, teachers will have the opportunity to actively participate in vocabulary building activities.

Teaching with Culturally Relevant Literature

Dr. Jessica Salazar, Bilingual/ESL Instructional Specialist, Eagle Mountain-Saginaw ISD

Through rich, authentic literature participants will make connections to their own culture and background. Participants will gain an insight to the importance of integrating relevant literature that will capture the attention of all students. Allowing students to share where they come from and who they are will elicit more learning.

TEKS, STAAR, and Dictado

Armandina Alejandro, Bilingual Teacher, Leander ISD

Mari Vaso, Bilingual Curriculum Specialist, Bastrop ISD

Participants will experience the basic Biliteracy strategy, Dictado, as shared by Dr. Kathy Escamilla in her book, *Biliteracy from the Start*. Presentation will include a video from actual classroom implementation, teacher and student artifacts, and an interactive slide show with model dictados extracted from authentic mentor texts and explicit connections to ensure success in standardized test application.

The Writing Recipe: Quality Ingredients for Organic Thoughts on Paper

Dorina Sackman, Florida Teacher of the Year

Description: Producing quality writing that demonstrates a solid understanding of the English language is crucial to a student's academic success and educational journey. However, teachers often struggle to find high-quality strategies to differentiate instruction in writing and meet the needs of the varying linguistic levels of English language learners. Proficient writing increases academic language literacy and language acquisition in ELL; and how this writing is adequately and equitably presented to ELLs is an ongoing challenge. Throughout this dynamic workshop, the presenter will demonstrate how the Writing Recipe is a proven and effective pattern of writing for ELLs at any level.