

Agenda

City of Industry, CA • October 16–18

Tuesday, October 16

6:30–8:00 a.m.	Registration	
	Continental Breakfast	
8:00–9:30 a.m.	Keynote —Luis F. Cruz <i>Why the Urgency to Eliminate the Achievement Gap for Latino and Hispanic Students?</i>	
9:30–9:45 a.m.	Break	
9:45–11:15 a.m.	Breakout Sessions	
11:15 a.m.–12:45 p.m.	Lunch (on your own)	
12:45–2:15 p.m.	Breakout Sessions	
2:15–2:30 p.m.	Break	
2:30–4:00 p.m.	Breakout Sessions	

Wednesday, October 17

7:00–8:00 a.m.	Registration	
	Continental Breakfast	
8:00–9:30 a.m.	Keynote —Anthony Muhammad <i>Overcoming the Achievement Gap Trap: Eliminating Bias and Ensuring Equity</i>	
9:30–9:45 a.m.	Break	
9:45–11:15 a.m.	Breakout Sessions	
11:15 a.m.–12:45 p.m.	Lunch (on your own)	
12:45–2:15 p.m.	Breakout Sessions	
2:15–2:30 p.m.	Break	
2:30–3:30 p.m.	Panel Discussion	

Thursday, October 18

7:00–8:00 a.m.	Continental Breakfast	
8:00–10:00 a.m.	Interactive Keynote —Luis F. Cruz & Hector Montenegro <i>En la Unión Está la Fuerza: Working Together to Eliminate the Achievement Gap for Latino and Hispanic Students</i>	
10:00–10:15 a.m.	Break	
10:15–11:30 a.m.	Interactive Keynote —Luis F. Cruz & Hector Montenegro <i>Closing the Knowing–Doing Gap: Developing Next Steps</i>	

Agenda is subject to change.

Breakouts at a Glance

Presenter & Title	Tuesday, October 16			Wednesday, October 17	
	9:45–11:15 a.m.	12:45–2:15 p.m.	2:30–4:00 p.m.	9:45–11:15 a.m.	12:45–2:15 p.m.
Margarita Espino Calderón					
Teaching Writing to ELs in Grades 2–12	x				
Vocabulario y lenguaje académico para 6 ^º –12 ^º		x			
Vocabulario y lenguaje académico para K–5 ^º			x		
Luis F. Cruz					
What Does an Inclusive, Healthy School Culture Look Like for Latino and Hispanic Students?	x				
Seven Golden Rules for Latino and Hispanic Parents in the 21st Century		x			
A Hands-On Experience: The School We Have Versus the School We Need			x		
The Role of the Site Leader in Predominantly Latino and Hispanic Schools				x	
Ensuring English Learners Learn at High Levels: A Challenge for Culture and Leadership Capacity					x
Diane Kerr					
Stages of Second Language Acquisition 101 ... and What About Those Acronyms?	x				
Cracking the Code: The Importance of Academic Language to the Success of English Learners		x			
Engaging English Learners in the Classroom			x		

Maximizing Student Learning Through Teacher Collaboration: The Key to Success for Diverse Learners				x	
Teaching Reading to English Learners: Modified Guided Reading					x
Linda Mira & Laura Reyes					
From Pictorial to Writing: Using Visuals to Build Vocabulary	x				
Using Tiered Vocabulary to Summarize Informational Text		x			
Student-Driven Text Talk			x		
Visualizing to Comprehend Literature				x	
Using SDAIE Strategies to Support English Learners					x
Hector Montenegro					
Creating Powerful Parents Through Thinking and Learning	x				
Parent–Teacher Home Visits: Ensuring Meaningful Communication With Culturally and Linguistically Diverse Parents		x			
Social Emotional Learning and English Learners: Strategies to Ensure Success for Culturally and Linguistically Diverse Populations			x		
Transform Teaching, Learning, and Leading by Using Video Recording (SWIVL) as an Innovative Coaching Strategy				x	
The Power of One					x
Anthony Muhammad					
All Means All: Creating an Egalitarian Culture				x	
Elephants in the Room: Eliminating Barriers to Effective Collaboration					x

Session Descriptions

Margarita Espino Calderón

Teaching Writing to ELs in Grades 2–12

English learners can develop writing skills from the day they arrive in school. Margarita Espino Calderón presents effective, evidence-based instructional strategies designed to engage beginning writers and their general education peers in collaborative expository and narrative text structures.

Participants discover strategies to help students:

- Compose text-based expository drafts.
- Use those drafts to learn editing and revising strategies through enjoyable, learning-rich activities.
- Write an attention-grabbing title and a powerful conclusion.
- Apply these strategies by composing a creative fictional story.

Vocabulario y lenguaje académico para 6º a 12º

Los programas bilingües inglés-español siguen surgiendo por todo el país. Por esta razón, es imperativo que estos tengan éxito con eficacia y oportunidad.

En esta sesión trabajaremos con un texto en español para practicar:

- Cómo escoger palabras claves que impacten la comprensión de la lectura, enfocándonos en palabras académicas de las categorías 2 y 3
- Cómo enseñar esas palabras
- Cómo utilizar organigramas, plantillas y patrones para facilitar el aprendizaje del vocabulario, la lectura y escritura

Vocabulario y lenguaje académico para K-5º

Los programas bilingües inglés-español siguen surgiendo por todo el país. Por esta razón, es imperativo que estos tengan éxito con eficacia y oportunidad. El aprendizaje del lenguaje de ciencias naturales, ciencias sociales y matemáticas es tan necesario como el lenguaje de literatura y demás contenidos.

En esta sesión trabajaremos con un texto de ciencias en español para practicar:

- Cómo escoger palabras claves que impacten la comprensión de la lectura, enfocándonos en palabras académicas de las categorías 2 y 3
- Cómo enseñar esas palabras
- Cómo utilizar organigramas, plantillas y patrones para facilitar el aprendizaje del vocabulario, la lectura y escritura

Luis F. Cruz

Why the Urgency to Eliminate the Achievement Gap for Latino and Hispanic Students?

Latino and Hispanic student populations continue to grow, yet these students continue to have the highest high school dropout rates of all ethnicities in the U.S. What consequences does this pose for the nation's future? Is there a solution? How must schools and districts reculture and restructure to

meet the needs of all students? Luis F. Cruz makes a strong case that the achievement gap for Latino and Hispanic students must be eliminated—and without delay.

Participants in this session:

- Get a glimpse into the latest research showing why closing the achievement gap for Latino and Hispanic students must be a priority in U.S. schools.
- Become acquainted with best practices to achieve this aim—practices that will be emphasized throughout the institute.
- Gain exposure to a multidimensional approach to eliminating the achievement gap for Latino and Hispanic students.

What Does an Inclusive, Healthy School Culture Look Like for Latino and Hispanic Students?

While a multitude of schools and districts around the nation have focused their efforts on purchasing a “silver bullet” program to instantly increase learning for Latino and Hispanic students, high levels of learning for these students can only be found within the context of an organization’s culture. The key to generating a healthy school culture focused on the achievement of Latino and Hispanic students exists in the collective attitude, expectations, and values adults in the building have toward these students.

How do prevailing sentiments influence policies, practices, and procedures affecting Latino and Hispanic students? How does leadership mold the collective mindset of educators and generate an innate desire to increase learning for Latino and Hispanic students? Luis F. Cruz describes the organizational steps necessary to generate high levels of learning for all students, especially those of Latino or Hispanic descent.

Participants in this session:

- Recognize what is “healthy” and “toxic” in school cultures that positively or negatively affect learning for Latino and Hispanic students.
- Identify how school culture influences the policies, practices, and procedures that work for or against the academic achievement of Latino and Hispanic students.
- Understand how effective leadership ensures the formation of a healthy school culture designed to generate high levels of learning for all students.

Seven Golden Rules for Latino and Hispanic Parents in the 21st Century

The research on Latino and Hispanic student achievement has identified effective parent involvement as a key factor. But what does effective parent involvement look like in the 21st century? How do schools work with diverse Latino and Hispanic parent populations to generate partnerships that promote learning for these students? Do we seek parental involvement or parental empowerment? Luis F. Cruz draws on his experience as an academic scholar and successful educational practitioner to provide participants with simple, yet effective, steps in interacting with parents at the school or district level.

Participants in this session:

- Learn an effective way to serve diverse parent communities through an easy-to-use, color-coding system.
- Explore structures to create partnerships between schools and Latino and Hispanic parents.
- Learn seven essential skills for parents that generate and sustain academic success for their students.

A Hands-On Experience: The School We Have Versus the School We Need

Luis F. Cruz leads participants through a guided experience that takes a hard look at the school or district they represent and envisions the school that students need to be successful.

Participants in this session:

- Examine hard truths within schools that inhibit progress for Latino and Hispanic students.
- Identify key stakeholders in the community who can partner with schools to effect positive changes.
- Acquire strategies for developing a school where *all* students are successful.

The Role of the Site Leader in Predominantly Latino and Hispanic Schools

Research confirms that the role of the principal is essential to ensuring the academic success of Latino and Hispanic students. Principals must make a commitment to distribute leadership throughout the organization. Effective leadership in schools extends beyond the principal to include a team of educators focused on generating influence, productivity, and support throughout the organization. But what does a team of educator leaders look like? And, more importantly, what purpose do members of this team promote? Luis F. Cruz provides insights on the type of site leadership that is needed to generate high evidence of learning for Latino and Hispanic students.

Participants in this session:

- Are encouraged to redefine leadership as a collective, rather than individual, focus.
- Learn what effective leadership entails.
- Recognize the practical steps teams must take to increase specific aspects of learning for Latino and Hispanic students.

Ensuring English Learners Learn at High Levels: A Challenge for Culture and Leadership Capacity

Luis F. Cruz illustrates how schools use PLC strategies to help English learner populations flourish. This session details PLC components administrative and teacher leaders use to close the achievement gap for students learning English as a second language. Dr. Cruz shows how taskforce leadership can reculture and restructure, while introducing best practices to increase learning outcomes for all students.

Participants discover how:

- Teacher-led taskforces increase academic performance for English learners.
- PLC practices can highlight stark realities when English learners are not learning.
- Adults change their expectations and behaviors when listening to the needs of English learners, resulting in significant improvements in student achievement.

Luis F. Cruz & Hector Montenegro

En la Unión Está la Fuerza: Working Together to Eliminate the Achievement Gap for Latino and Hispanic Students

This institute reveals the dire need for schools to use a multifaceted approach to eliminate the achievement gap for Latino and Hispanic students. In this interactive and team-planning session, Luis F. Cruz and Hector Montenegro initiate a conversation with participants to further clarify the importance that leadership, instruction, parent involvement, and social–emotional learning play in increasing academic achievement for Latino, Hispanic, and all students.

Participants in this session:

- Discover means to eliminate the achievement gap for Latino and Hispanic students.
- Gain insights into the role leadership, instruction, parent education, and social–emotional learning play in eliminating the achievement gap for Latino and Hispanic students.
- Initiate the process of developing an action plan and understanding the urgency of reculturing at schools and districts.

Closing the Knowing–Doing Gap: Developing Next Steps

When we fail to plan, we plan to fail. This is the theme of the closing keynote and team-sharing time. Teams have an opportunity to begin formulating an action plan to implement back at their school or district. Luis F. Cruz and Hector Montenegro provide guidance to ensure the learning and strategies gained at this institute are transformed into action when participants return to their sites.

Participants in this session:

- Work collaboratively to develop an action plan for implementation after their return.
- Identify individuals and teams to spearhead the implementation of the knowledge and strategies learned at this institute.
- Gain advice and support from the presenters at the close of the institute.

Diane Kerr

Stages of Second Language Acquisition 101 ... and What About Those Acronyms?

This session is designed for educators who would like to know more about the basics of second language acquisition and the terminology used when discussing the education of English learners. Participants explore the differences between language acquisition stages and how the needs of each English learner vary depending on multiple factors, including their background experiences, amount of formal schooling, and strengths in the four language domains: listening, reading, writing, and speaking. Although students may have similar overall language proficiency levels, their language needs may differ drastically. Participants discover the skills needed to progress from one English proficiency level to the next and compare student profiles and corresponding instructional and programmatic needs. The content applies to elementary and secondary teachers and administrators.

Participants in this session:

- Learn about the stages of second language acquisition and the language associated with this field.
- Discover the skills learners need to progress from one proficiency level to the next.
- Explore student profiles and practice identifying language supports needed to move a student to the next level of English proficiency.

Cracking the Code: The Importance of Academic Language to the Success of English Learners

Second language acquisition expert Jim Cummins argues that cognitive academic language proficiency (CALP)—the formal academic learning in the four language domains: speaking, reading, writing, and listening—takes on average five to seven years for an English learner to be working on par with their native speaking peers. CALP, or *academic language*, is acquired when a student receives instruction that targets his or her academic language proficiency. Diane Kerr builds on this work and provides educators at the elementary level a systematic process for purposefully integrating academic language teaching into grade-level content instruction.

Participants in this session:

- Recognize the importance of academic language for learning success.
- Practice a standards-based approach to identifying academic language.
- Use a variety of sentence frames to encourage accountable academic language in the classroom.

Engaging English Learners in the Classroom

All learners bring a wealth of experiences and interests to the classroom as well as preferred learning styles, and English learners are no different! As English learners negotiate the English-speaking world and adjust to new cultures and social expectations, they are striving to not only learn grade-level content but also acquire English proficiency. This session illustrates cooperative learning strategies to engage English learners across content areas, appeal to various learning styles, and provide students natural opportunities to develop their language skills.

Participants in this session:

- Discover the basic tenets of cooperative learning and the benefits for English learners.
- Learn and practice strategies that increase student engagement and accountability.
- Gain tools to differentiate engagement strategies for students at varying levels of English proficiency.

Maximizing Student Learning Through Teacher Collaboration: The Key to Success for Diverse Learners

The role of the English language teacher varies from school to school. English learners require explicit language instruction and support throughout the school day to adjust to the culture, learn content, and increase their English proficiency. This immense responsibility cannot rest solely on the shoulders of the English language teacher; it is a collective responsibility. Together, all school staff can make learning at high levels a reality. Administrators, instructional coaches, and teachers at the elementary level learn about a system and process based on collaboration and teamwork that can easily be

implemented in their schools while building the capacity of all teachers to effectively support English learners through job-embedded professional development.

Participants in this session:

- Identify specific schoolwide structures to support collaboration among all staff members.
- Explore various team meeting structures and purposes that enable teams and EL teachers to plan instruction, assess student learning, plan interventions for students who require additional time, and plan extensions for students who have already mastered the content.
- Explore and identify resources for building more collaboration at your school.

Teaching Reading to English Learners: Modified Guided Reading

Developed by reading specialist, reading recovery teacher leader, and staff developer Jan Richardson, Guided Reading is a highly effective component of a balanced literacy approach to teaching reading that provides students with differentiated small-group instruction to target specific skills and strategies. Diane Kerr explains how English learners benefit from an enhanced process called “modified guided reading” which includes literacy and targeted language instruction. This session is for elementary, middle, and high school administrators and staff who teach reading to English learners.

Participants learn:

- How modified guided reading differs from guided reading
- How modified guided reading benefits English learners
- How to analyze a text passage and plan modified guided reading lessons for English learners

Linda Mira & Laura Reyes

From Pictorial to Writing: Using Visuals to Build Vocabulary

Learning vocabulary is an ongoing process for Latino and Hispanic students. Vocabulary building helps students increase their vocabulary through authentic interaction, systematic repetition, and context. Students can retain the vocabulary they find useful and relevant to their subject matter by learning vocabulary through visuals, context, cooperative learning, and the use of technology. Exposure to rich vocabulary and opportunities to interact collaboratively equip students with the tools needed to articulate their thoughts through writing.

Participants learn:

- Simple and effective instructional strategies to build vocabulary using easily accessible visuals
- How to involve students in discussions centered around rich vocabulary
- How to incorporate rich vocabulary and graphic organizers that engage students and provide them the basics they need to develop a strong writing piece

Using Tiered Vocabulary to Summarize Informational Text

Linda Mira and Laura Reyes demonstrate two useful instructional strategies to help close the achievement gap for Latino and Hispanic students. These instructional strategies give Latino and Hispanic students the autonomy they need to build confidence and the certainty to interact and collaborate using deep word knowledge in a classroom setting.

These techniques change students' perspectives on writing, giving them the confidence to articulate their thoughts in writing. This session highlights the use of rich vocabulary and graphic organizers to complete a writing piece Latino and Hispanic students will be proud of.

Participants learn:

- Simple and effective instructional strategies that equip students with the skills necessary to summarize informational text by analyzing text structure
- How to involve students in discussions centered around rich vocabulary
- How to incorporate tiered vocabulary in rich discussions that engage students and provide them with a knowledge base for writing

Student-Driven Text Talk

Providing high levels of communication and collaborative learning in the classroom are two effective practices proven to increase learning for Latino and Hispanic students. This session provides participants with ideas about how to create student-driven discussions that increase students' opportunities to communicate and collaborate. Student-driven discussions create a rigorous learning environment in which students think critically and build on one another's ideas. Environments full of rich, student-driven discussions increase learning for elementary-level Latino and Hispanic students.

Participants learn:

- Effective ways to create an environment full of rich, student-led discussion
- How to get all students involved in collaborative, student-driven discussions by having them build on one another's ideas
- New strategies to facilitate focused, content-rich discussions that increase student engagement and participation

Visualizing to Comprehend Literature

This session provides participants with a variety of visualizing tasks to help increase reading comprehension for Latino and Hispanic students. Visualizing is among the most effective strategies to facilitate reading comprehension. Students gain a better understanding of the text they are reading by using words to create mental images. Students who visualize as they read have a richer reading experience and can recall what they have read for longer periods of time. This makes for a more meaningful reading experience and encourages Latino and Hispanic students to continue reading.

Participants in this session:

- Learn ways to incorporate visualizing strategies to enhance reading comprehension.
- Discover how to get their students actively engaged with text by visualizing what they are reading.
- Are provided hands-on, visualizing activities that make reading enjoyable to take back to their classrooms and implement into their reading programs.

Using SDAIE Strategies to Support English Learners

SDAIE (specially designed academic instruction in English) strategies are effective and specifically target English learners. This session exposes participants to various SDAIE strategies that can be used to move students *into*, *through*, and *beyond* instruction. These strategies enable educators to provide their

Latino and Hispanic students access to core curriculum and make content instruction comprehensible to them. The strategies allow students to engage in multiple opportunities to communicate in a safe environment where they have confidence to share and collaborate with peers by lowering their affective filter.

Participants learn:

- Effective SDAIE strategies that can be used across the curriculum
- Strategies that give Latino and Hispanic students confidence to move into, through, and beyond a lesson
- How to provide students access to curriculum by implementing strategies that effectively promote communication, collaboration, and critical thinking in core instruction

Hector Montenegro

Creating Powerful Parents Through Thinking and Learning

Increasing the levels of parent engagement among underserved EL populations has gone largely unaddressed by key educational reforms. Too few capacity-building models result in sustainable knowledge and equitable partnerships among Latino and Hispanic parents, their EL children, and the schools their children attend. This session focuses on parent training through brain-based learning and engagement. Hector Montenegro shares how these practices have become life-changing for parents, based on their testimonials about the new thinking and learning, and how they have created a secondary impact on learning for their EL children and families.

Participants learn:

- Strategies to effectively engage school communities and Latino and Hispanic parents in thinking and learning improvements for their EL children
- Interactive, practical, and brain-focused activities that build on how the brain thinks and develops learning using a myriad of quick and easy activities—from high tech to low tech.
- How to scaffold brain-based learning activities with key strategies to help parents build purpose, develop social and emotional responsibility, and focus on building thinking skills to benefit their children

Parent–Teacher Home Visits: Ensuring Meaningful Communication With Culturally and Linguistically Diverse Parents

Based on Title VI of the Civil Rights Act of 1964 and the Equal Educational Opportunities Act of 1974, school districts must take affirmative steps to ensure that students with limited English proficiency can meaningfully participate in educational programs and services. Consequently, school districts and schools feel responsible to develop meaningful communication with parents of ELs in a language they can understand and to adequately notify parents of information about programs and services available in the school. In districts across the country, teachers are participating in model in-home visits. Unlike home visit programs that focus on truancy and behavioral issues, these visits are aimed exclusively at opening communications with parents of EL students and culturally diverse populations. This new focus seeks to narrow the teacher–parent divide while providing teachers glimpses into factors that shape student learning before and after school.

Participants in this session:

- Identify the evidence-based process for model parent–teacher home visits.
- Recognize the resources that make this program successful.
- Gain strategies to ensure their program has success similar to that shown by preliminary research: better attendance, higher test scores for ELs and diverse populations, greater parental involvement, fewer suspensions and expulsions, and increased parent–teacher trust.

Social Emotional Learning and English Learners: Strategies to Ensure Success for Culturally and Linguistically Diverse Populations

It is essential to focus on students’ social and emotional development and the learning preferences of ELs while also maintaining rigorous standards. All students need to feel their cultures and languages are valued while school staff ensures their sense of belonging and provides them opportunities to contribute to their schools. Instructional approaches that allow students practice SEL competencies result in intrinsic motivation, a safe and caring learning environment, peer and family engagement, and improved classroom management and teaching practices. This session introduces the five SEL core competencies and demonstrates how to integrate these competencies into every classroom.

Participants in this session:

- Understand SEL core competencies and their importance on student achievement.
- Recognize school-based structures that produce an inclusive culture for ELs.
- Acquire strategies to integrate self-management, relationship skills, and decision making in the classroom.

Transform Teaching, Learning, and Leading by Using Video Recording (SWIVL) as an Innovative Coaching Strategy

This session focuses on instructional coaching and the impact that video recorded lessons have on transforming teaching, learning, and leading. Innovative coaching strategies and the use of SWIVL to video record the delivery of a lesson have had a positive impact in helping teachers be more reflective of practice and providing them with constructive feedback in a timely manner. Hector Montenegro covers topics that include translating quality professional development into practice that is sustained over time; enhancing the quality of classroom observations through video recording; coaching as a shared responsibility among peers and administrators; and using video recordings in professional development for further growth and teacher development.

Participants in this session:

- Become fully engaged in learning about a research-based coaching cycle.
- Take part in recording a lesson.
- Explore ways to safely and effectively use video recording as an instructional tool to help others implement instructional strategies.

The Power of One

It only takes one positive role model to make a difference in the life of a child. This is especially true for EL students. “The power of one” begins with the fundamental belief that all children can succeed, followed by action to ensure a more inclusive culture that nurtures and supports all stakeholders. Our words have power—even silence can be deafening if we idly sit by and watch a child fail. Adult role

modeling is crucial. Caring and supportive adults need to teach children social skills and engage in conversations to help children reflect on behavior rather than being punished for not participating. As noted child psychiatrist James Comer said, "No significant learning occurs without a significant relationship."

Participants in this session:

- Discuss classroom practices that promote "the power of one."
- Engage in restorative practices to build a sense of school community and resolve conflict by repairing harm and restoring positive relationships.
- Practice conducting classroom circles (morning meetings) where students work together to set academic goals, explore the curriculum, and develop core values for the classroom community.

Anthony Muhammad

Overcoming the Achievement Gap Trap: Eliminating Bias and Ensuring Equity

Anthony Muhammad addresses the reality of social biases manifested in educational practice. The achievement gaps we observe in schools indicate a larger social bias which, if not acknowledged and addressed, will continue to leave millions of children behind. Race and culture do not determine student success, but educator attitudes and assumptions about race and culture doubtlessly have a bearing on student success.

Learning objectives include:

- Understanding how socially constructed norms create school expectations for Latino and Hispanic students
- Recognizing how biased policies and structures perpetuate achievement gaps
- Acquiring strategies to challenge and change these norms in theory and practice

All Means All: Creating an Egalitarian Culture

This session addresses the behaviors of a transformational leader. Anthony Muhammad discusses the issue of staff resistance to change and the leader's role in building consensus. He addresses four key areas: communication, emotional intelligence, training support, and accountability.

Participants learn:

- How to build consensus for change
- How to construct and protect productive collaborative relationships
- How to find the balance between support and accountability

Elephants in the Room: Eliminating Barriers to Effective Collaboration

Many educators are placed into teams but, due to personal and professional drama that prevents them from focusing on students' needs, they may never make progress. A house divided cannot stand! Anthony Muhammad leads an examination of psychological and sociological barriers that often surface and interfere with a school's or team's ability to move forward. Participants in this session gain a clear understanding of what it takes to create a highly collaborative culture.

Other outcomes include:

- Recognizing the barriers to effective collaboration

- Exploring strategies on how to prevent and overcome these barriers
- Leaving with practical tools to immediately address issues that hinder progress in schools and districts