

Agenda

Kennewick, WA • June 19–21

Wednesday, June 19

7:00–8:00 a.m.	Registration	Great Hall Lobby
	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>	Great Hall
9:30–9:45 a.m.	Break	
9:45–11:15 a.m.	Breakout Sessions	See pages 3–4.
11:15 a.m.–12:15 p.m.	Lunch (provided)	Great Hall Lobby
12:15–1:45 p.m.	Breakout Sessions	See pages 3–4.
1:45–2:00 p.m.	Break	
2:00–3:30 p.m.	Breakout Sessions	See pages 3–4.

Thursday, June 20

7:00–8:00 a.m.	Registration	Great Hall Lobby
	Continental Breakfast	
8:00–9:30 a.m.	Keynote —Sharroky Hollie <i>Who Are Your Underserved and Are You Being Culturally Responsive to Them?</i>	Great Hall
9:30–9:45 a.m.	Break	
9:45–11:15 a.m.	Breakout Sessions	See pages 3–4.
11:15 a.m.–12:15 p.m.	Lunch (provided)	Great Hall Lobby
12:15–1:45 p.m.	Breakout Sessions	See pages 3–4.
1:45–2:00 p.m.	Break	
2:00–3:00 p.m.	Panel Discussion	Great Hall

Friday, June 21

7:00–8:00 a.m.	Continental Breakfast	Great Hall Lobby
8:00–10:00 a.m.	In-Depth Seminars	
	• Luis F. Cruz—Time for Change: Using Transformational Leadership to Bolster Achievement for EL Students	Great Hall
	• Rosa Isiah—Improved Instruction for English Learners: Developing a Plan for Success	A–B
	• Hector Montenegro—The Power of Student Voice: Integrating Social–Emotional Learning, Relationships, and Collaboration to Create an Inclusive and Positive Learning Environment	E–F
10:00–10:15 a.m.	Break	
10:15–11:30 a.m.	Keynote —Hector Montenegro <i>The Journey to Eliminating the Gap Through Caring, Compassion, and Possibility Thinking</i>	Great Hall

Agenda is subject to change.

Breakouts at a Glance

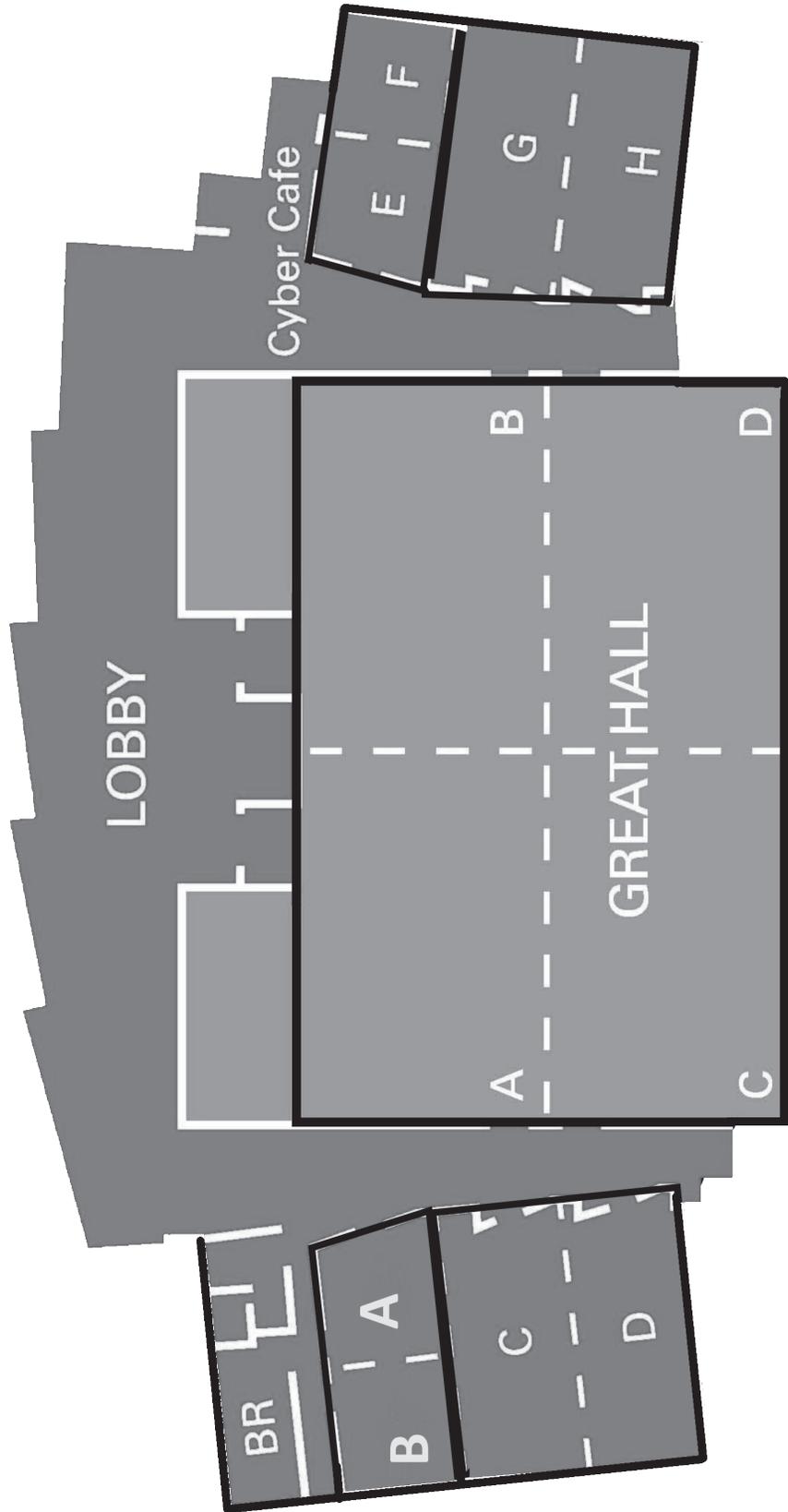
Presenter & Title	Wednesday, June 19			Thursday, June 20	
	9:45–11:15 a.m.	12:15–1:45 p.m.	2:00–3:30 p.m.	9:45–11:15 a.m.	12:15–1:45 p.m.
Luis F. Cruz					
What Does an Inclusive, Healthy School Culture Look Like for Latino and Hispanic Students?	Great Hall				
Seven Golden Rules for Latino and Hispanic Parents in the 21st Century		Great Hall			
A Hands-On Experience: The School We Have Versus the School We Need			Great Hall		
The Role of the Site Leader in Predominantly Latino and Hispanic Schools				Great Hall	
Ensuring English Learners Achieve at High Levels: A Challenge for Culture and Leadership Capacity					Great Hall
Sharroky Hollie					
Culturally Responsive Academic Vocabulary Development				G–H	
Culturally Responsive Classroom Management					G–H
Rosa Isiah					
Funds of Knowledge: Tapping Into the Cultural Capital of Latinx Students and Families	E–F				
The One Doing the Talking Is Doing the Learning! Instructional Strategies That Promote Academic Discourse for Emergent Multilingual Students		E–F			
We’re Actually Widening the Achievement Gap in Schools: Addressing Biases About English Learners			E–F		
A Whole Child, Whole Community Approach: The Key to Achievement for English Learners				E–F	
Four Strategies for Creating a Culture of Success: Smith Elementary School					E–F
Diane Kerr					
Teaching Reading to English Learners: Modified Guided Reading	A–B				
Engaging English Learners in the Classroom		A–B			
Maximizing Student Achievement Through Teacher Collaboration: The Key to Success for Diverse Learners			A–B		

Breakouts at a Glance

Presenter & Title	Wednesday, June 19			Thursday, June 20	
	9:45–11:15 a.m.	12:15–1:45 p.m.	2:00–3:30 p.m.	9:45–11:15 a.m.	12:15–1:45 p.m.
Linda Mira & Laura Reyes					
Using Visuals to Build Vocabulary: Supporting Students in Content Classes, K–12	C–D				
Student-Driven Text Talk, K–12		C–D			
Visualizing to Comprehend Text, K–12			C–D		
Using SDAIE Strategies to Support English Learners, K–12				C–D	
Going Beyond Surface Knowledge: Diving Deep Into the Curriculum, K–12					C–D
Hector Montenegro					
Social–Emotional Learning and English Learners (Part 1): Introduction to the Five SEL Core Competencies and Strategies to Ensure Success for Culturally and Linguistically Diverse Populations	G–H				
Social–Emotional Learning and English Learners (Part 2): Integration of SEL Into Mindfulness, Restorative Practices, and Morning/Community Meetings		G–H			
Engaging and Empowering Parents Through Collective Thinking and Learning			G–H		
SEL and Mindfulness Practices for District and School Staff, Self-Care, and Student Well-Being				A–B	
Using Swivl as an Innovative Coaching Strategy to Transform Teaching, Learning, and Leading					A–B

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Three Rivers Convention Center



Session Descriptions – Day 1

Keynote [8:00–9:30 a.m.]

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.
- Gain exposure to a multidimensional approach to eliminating the achievement gap for Latino and Hispanic students.

Breakout Sessions [9:45–11:15 a.m.]

Luis F. Cruz

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.

Session Descriptions – Day 1

Rosa Isiah

Funds of Knowledge: Tapping Into the Cultural Capital of Latinx Students and Families

The cultural and linguistic experiences that many students bring to school are often perceived to be deficits that require rectification, when in fact they are strengths and sources of knowledge. Participants in this session tap into the role this cultural capital can play in the academic identity and success of Latinx students and families.

Outcomes for this session include:

- Gaining an understanding of *funds of knowledge* and *cultural capital* in the Latino and Hispanic community
- Examining the biases that feed into our perceptions about language and culture
- Leaving with strategies to help create a more inclusive learning environment for all students

Diane Kerr

Teaching Reading to English Learners: Modified Guided Reading

Developed by leading reading expert Jan Richardson, guided reading is a highly effective component of a balanced literacy approach to teaching reading. It 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 that 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

Using Visuals to Build Vocabulary: Supporting Students in Content Classes, K–12

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

Participants in this session learn:

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

Session Descriptions – Day 1

Hector Montenegro

Social-Emotional Learning and English Learners (Part 1): Introduction to the Five SEL Core Competencies and Strategies to Ensure Success for Culturally and Linguistically Diverse Populations

This session introduces the five SEL core competencies and demonstrates how to integrate these competencies into adult interactions and into every classroom. Focusing on adult social and emotional development while ensuring that all students feel their cultures and languages are valued increases a sense of belonging for all and provides adults and students opportunities to contribute to their schools.

Outcomes for this session include:

- Understanding SEL core competencies and their importance to student achievement
- Recognizing school-based structures that create an inclusive culture for Latino and Hispanic EL students
- Focusing on incorporating SEL competencies into a personal and professional context

Breakout Sessions [12:15–1:45 p.m.]

Luis F. Cruz

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

The research on Latino and Hispanic student achievement has identified 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.

Session Descriptions – Day 1

Rosa Isiah

The One Doing the Talking Is Doing the Learning! Instructional Strategies That Promote Academic Discourse for Emergent Multilingual Students

We've often heard in education that whoever does the talking does the learning. This is especially true for emergent multilingual students. English learners must simultaneously learn content *and* language. They need instructional support as they work to achieve the monumental task of developing language in various content areas. Teachers can provide this support by explicitly and intentionally creating opportunities for discourse and language development in the classroom.

Participants in this session:

- Understand the role that academic discourse has on achievement and language development.
- Gain instructional strategies to assist English learners in developing academic discourse and academic vocabulary.

Diane Kerr

Engaging English Learners in the Classroom

All learners bring a wealth of experiences, interests, and preferred learning styles to the classroom—and English learners are no exception. As English learners negotiate the English-speaking world and adjust to new cultures and social expectations, they strive to not only learn grade-level content but also acquire English proficiency. This session provides participants with cooperative learning strategies to engage English learners across content areas and provide natural opportunities to develop their language skills and address their sense of community and belonging.

Participants in this session:

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

Linda Mira & Laura Reyes

Student-Driven Text Talk, K–12

Providing high levels of communication and collaborative learning in the classroom are two practices proven to increase learning for Latino and Hispanic students at all grade levels. This session provides participants with ideas about how to create student-driven discussions that increase their 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 all Latino and Hispanic students.

Participants in this session learn:

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

Session Descriptions – Day 1

Hector Montenegro

Social-Emotional Learning and English Learners (Part 2): Integration of SEL Into Mindfulness, Restorative Practices, and Morning/Community Meetings

This session reinforces the five SEL core competencies and demonstrates how to integrate these competencies into every classroom through explicit instruction, SEL standards development and academic integration, morning meetings and “community circles,” restorative and mindfulness practices. It is essential to focus on students’ social and emotional development while also maintaining rigorous standards. Instructional approaches that allow students practice with SEL competencies result in intrinsic motivation, a safe and caring learning environment, peer and family engagement, and improved classroom management and teaching practices.

Participants in this session:

- Learn about SEL core competencies and their importance to student achievement.
- Review examples of SEL standards and their integration into the core instructional framework.
- Practice key SEL strategies such as morning meetings, community circles, restorative and mindfulness practices.

Breakout Sessions [2:00–3:30 p.m.]

Luis F. Cruz

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.

Rosa Isiah

We’re Actually Widening the Achievement Gap in Schools: Addressing Biases About English Learners

Are we lacking the *skill* to close achievement gaps or the *will* to do so? Eliminating the achievement gap and creating equitable learning opportunities for students requires a shift in adult beliefs and behaviors. This shift is challenging and includes the acknowledgement that our own implicit biases result in achievement and opportunity gaps for emergent, multilingual, diverse, marginalized students.

Participants in this session:

- Explore implicit bias and its impact on student success.
- Examine their own beliefs and behaviors and their role in creating a healthy and equitable school culture.
- Leave with practical strategies that can be used to recognize, understand, and change their own biases.

Session Descriptions – Day 1

Diane Kerr

Maximizing Student Achievement 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. Rather, 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.
- 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.

Linda Mira & Laura Reyes

Visualizing to Comprehend Text, K–12

This session provides participants with 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 text 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 students actively engaged with text by visualizing what they read.
- Receive hands-on visualizing activities to implement in their reading programs.

Session Descriptions – Day 1

Hector Montenegro

Engaging and Empowering Parents Through Collective Thinking and Learning

Increasing 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 these children attend. This session focuses on “creating” a systemic approach to empowering parents to become more engaged in their childrens’ success by conducting a *resource and needs assessment*, considering parent–teacher home visits, providing parent social and emotional learning (SEL) academies and brain-based learning and engagement strategies, and coordinating SEL parent and family nights. Grounded in research and scores of testimonials, these practices in “new teaching and learning” have become life-changing for parents and have created a substantive impact on learning for their EL children and families.

Participants in this session:

- Gain strategies to effectively assess, plan, and engage faculty and staff in increasing Latino and Hispanic parents in thinking and learning activities that will ultimately improve their children’s academic achievement.
- Engage in interactive, practical, and focused activities that build on how we think and learn using a myriad of engaging activities.
- Identify 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.

Session Descriptions – Day 2

Keynote [8:00–9:30 a.m.]

Sharroky Hollie

Who Are Your Underserved and Are You Being Culturally Responsive to Them?

Probably the most critical aspect of cultural responsiveness is determining who are the students receiving “bad customer service” because the school, as an institution, is not being culturally responsive to their needs.

This session poses the questions:

- Who are the underserved in your school?
- Are you being culturally responsive to who they are culturally, not just racially?
- Do you know who the students are in your classrooms, schools, and districts?

Breakout Sessions [9:45–11:15 a.m.]

Luis F. Cruz

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? 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.

Sharroky Hollie

Culturally Responsive Academic Vocabulary Development

Classroom teachers discover how to build academic vocabulary while affirming and validating students’ cultural vocabularies. Sharroky Hollie focuses on strategies in areas such as synonym development, context clues, and the purpose of slang, while highlighting culturally and linguistically responsive (CLR) academic tools such as personal thesauri and personal dictionaries.

Session Descriptions – Day 2

Rosa Isiah

A Whole Child, Whole Community Approach: The Key to Achievement for English Learners

How might a whole child, whole community approach in schools impact academic achievement for English learners? Students thrive when we include parents and the community as partners in learning. Those partnerships have a significant impact on achievement, school culture, wellness, and academic excellence.

Participants in this session:

- Gain an understanding of the social–emotional needs of Hispanic and Latino EL students.
- Reach a clear understanding about the importance of the social–emotional needs of students and families, and the impact on school culture.
- Learn strategies on building trust with students and increasing the level of parent engagement.
- Gain strategies to create a whole child, whole community approach to learning.

Linda Mira & Laura Reyes

Using SDAIE Strategies to Support English Learners, K–12

SDAIE (specially designed academic instruction in English) strategies are effective and specifically target English learners. This session exposes participants to various SDAIE strategies that move students *into*, *through*, and *beyond* instruction. Educators can use these tactics with students to make core curriculum accessible and content comprehensible. Through SDAIE, students can engage in a safe environment where they share and collaborate freely.

Participants in this session learn:

- SDAIE strategies that can be used across the curriculum
- Approaches 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 promote communication, collaboration, and critical thinking in core instruction

Hector Montenegro

SEL and Mindfulness Practices for District and School Staff, Self-Care, and Student Well-Being

Positive relationships are at the heart of a healthy and positive school climate, engaging and inclusive classroom environment, and a healthy lifestyle. Yet the pressures of work, family, non-stop technology communications, and our high-speed mobile society mean that establishing and sustaining healthy relationships is a daily challenge. Focusing on SEL (social–emotional learning) competency of relationship skills through mindfulness practices can result in greater self-compassion and improved relations with students and adults. This is the key to creating an inclusive classroom where adults show greater appreciation and acceptance toward the diversity of students in their schools. Latino and Hispanic students, especially ELs, need adult role models who demonstrate high levels of sensitivity to, and acceptance of, their language, culture, and economic status.

Participants in this sessions learn:

- Practical mindful skills for cultivating self-care that supports loving, fulfilling, and lasting relationships with others.
- Greater sensitivity toward valuing diversity and showing empathy toward others.
- Strategies on how to teach students to use calming and mindful strategies that will result in better classroom behavior, increased SEL skills, and greater academic achievement.

Session Descriptions – Day 2

Breakout Sessions [12:15–1:45 p.m.]

Luis F. Cruz

Ensuring English Learners Achieve 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 that 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.

Sharroky Hollie

Culturally Responsive Classroom Management

Situational appropriateness is the concept of determining what cultural or linguistic behavior is most appropriate for the situation. Students are allowed to make choices around cultural and linguistic behaviors, dependent on the situation, without sacrificing what they consider to be their base cultures or languages. Participants gain insight into situational appropriateness and will acquire a toolkit of culturally responsive classroom management techniques that will lead to a stronger classroom community and increased achievement.

Outcomes for this session include:

- Learning how to use attention signals strategically
- Acquiring protocols for responding to and discussing these signals
- Gaining a toolbox of movement activities
- Experiencing the use of extended collaboration activities

Rosa Isiah

Four Strategies for Creating a Culture of Success: Smith Elementary School

School communities are charged with creating a culture of success for all students, but moving beyond “gap gazing” to actively closing achievement gaps for Hispanic and Latinx requires more than wishful thinking. Where might we begin the journey toward a culture of success? The journey can begin with four proven strategies.

Participants in this session explore:

- The four strategies Smith Elementary School implemented to create a culture of academic success for all students
- Effective ways to apply these strategies
- How school culture impacts academic achievement

Session Descriptions – Day 2

Linda Mira & Laura Reyes

Going Beyond Surface Knowledge: Diving Deep Into the Curriculum, K-12

This presentation shows teachers how to get students beyond surface knowledge by diving deep into the curriculum. There is a process students must go through to build a deep understanding of the content they are learning. This process includes preparing for instruction, meeting students' instructional needs *into*, *through*, and *beyond* a unit, and assessing their mastery of content. This presentation outlines effective strategies to use at each stage of the process. Spending more time on the target content at each stage provides students with the skills they need to engage in the learning process and have meaningful experiences.

Participants in this session:

- Learn how to use essential standards and an essential question to drive their instruction.
- Learn the importance of bypassing surface knowledge and diving deeper into the curriculum.
- Discover how to structure a unit that digs deep into the curriculum and as a result meets the needs of all students, and English learners in particular.
- Explore ways to integrate content into English language arts to allow for more instructional time.

Hector Montenegro

Using Swivl as an Innovative Coaching Strategy to Transform Teaching, Learning, and Leading

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 become more reflective of practice by 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 teacher professional development and growth.

Participants in this session:

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

Session Descriptions – Day 3

In-Depth Seminars [8:00–10:00 a.m.]

Luis F. Cruz

Time for Change: Using Transformational Leadership to Bolster Achievement for EL Students

Transformational leadership converts the outcomes from this institute into actions to benefit students learning English as a second language. Luis F. Cruz, coauthor of *Time for Change: Four Essential Skills for Transformational School and District Leaders* (Solution Tree Press, 2019), combines the book's big ideas with the major themes of this institute. Dr. Cruz illustrates what implementing the practical ideas in the book look like so participants can return to their schools and districts with a clear and detailed approach to leadership that ensures actions to positively and immediately impact student learning.

NOTE: Participants are urged to bring their copy of *Time for Change*, the book provided with registration, to this seminar.

Rosa Isiah

Improved Instruction for English Learners: Developing a Plan for Success

Institute attendees have an opportunity to transform their learning into actionable commitments in their approach to instruction for students who are currently acquiring English as a second language. Participants assess their program's current reality, develop next steps for success, and create common agreements and commitments as they embark on a journey of success for English learners.

Hector Montenegro

The Power of Student Voice: Integrating Social–Emotional Learning, Relationships, and Collaboration to Create an Inclusive and Positive Learning Environment

In this engaging and interactive session, participants have the opportunity to learn about social and emotional learning and explore themes and topics of interest to them and to students in a collaborative and participatory way. The focus of this session is to ensure all students have a voice and that there is a process in place to establish healthy and productive peer networks. Hector Montenegro introduces three signature SEL practices for adults and classrooms as well as welcoming routines and rituals, engaging pedagogy, and optimistic closure.

Participants in this session learn:

- How to implement the five core SEL competencies in creating an inclusive, engaging, and positive environment
- How to implement a process that ensures all students know how to become involved and participate in collaborative and supportive peer relationships
- How to gather and use critical feedback from students that informs and improves class structures, communications, and behaviors.

Keynote [10:15–11:30 a.m.]

Hector Montenegro

The Journey to Eliminating the Gap Through Caring, Compassion, and Possibility Thinking

The ways we think and believe shape the decisions we make. Believing all students can achieve and be successful is foundational to establishing structures, systems, and practices that are collaborative, inclusive, and empowering to all stakeholders. Through a personal story, with learning benchmarks along the way, Hector Montenegro highlights themes and topics from the Soluciones institute to emphasize the common thread that has brought us all together. The gap can be eliminated but system barriers and silos need to be dismantled and replaced with interdependent networks before the vision and goal of all children achieving at high standards can be realized.