

cabe

California Association for Bilingual Education

PDS

PROFESSIONAL
DEVELOPMENT
SERVICES

PROFESSIONAL DEVELOPMENT SERVICES



Biliteracy and English Learner Consulting and Professional Development

2018-2019

NEW!!!
ELPAC 2.0
Professional
Development
for Teachers

DRAW UPON CABE'S EXPERTISE

The **California Association for Bilingual Education (CABE)** is nationally recognized for its expertise and contributions to research, instructional practice, and policy for English Learners and their families. CABE is widely respected as the **premier provider of cutting edge information and advocacy** through its annual statewide conferences. CABE has now expanded its reach to individual counties, districts, schools, companies, and other organizations that serve teachers, students, and parents of English Learners across the year through **CABE Professional Development Services (PDS)**.

CABE Professional Development Services (PDS) provides expert, customized **consulting and professional development** in the areas of **biliteracy and English Learner education**, including students' academic achievement and language acquisition that:

- **Aligns with the "Every Student Succeeds Act" (ESSA)** as it builds upon a systematic school improvement and/or professional development plan.
- **Aligns with the California Common Core state content standards**, including the **CCSS en Español**, and **English Language Development (ELD) standards**.
- **Includes research- and evidence-based instructional strategies** to increase student achievement and language acquisition.
- **Supports the implementation of instructional programs**, such as Dual Immersion and Integrated ELD.
- **Supports the integration of tasks** from the **English Language Proficiency Assessments (ELPAC)** across the content areas.
- **Is designed collaboratively with district and site staff** based on data and state standards.
- **Aligns with the California Department of Education's "Quality Professional Learning Standards."**



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**For additional CABE PDS references, please visit the PDS References webpage at www.gocabe.org*

CUSTOMIZED CONSULTING AND PROFESSIONAL DEVELOPMENT

Consulting

A hallmark of CABE Professional Development Services (PDS) is expert consulting on biliteracy and English Learner education. Its knowledgeable and highly skilled consultants have extensive experience in classrooms from Pre-K to 12 and beyond. Many also have administrative experience at the elementary, secondary, district, county, and state levels.

The CABE PDS team can provide support for your district/site projects, including

- Conducting a feasibility study for the implementation of
 - Dual Language Immersion programs
 - Long-Term English Learner programs
 - Newcomer programs
- Planning for an elementary Dual Immersion program
- Planning or enhancing the implementation of an existing Dual Language Immersion program at the secondary level

CABE PDS can assist your district/site teams in preparing for:

- The new English Language Proficiency Assessments for California (ELPAC) and how to connect it to instruction in the classroom to support English Learners as we move to this new, high-stakes assessment
- District-wide review of policies, program, and instruction for English Learners

CABE PDS can also facilitate, in collaboration with district teams, the writing of your district's

- English Learner Master Plan
- Dual Language Immersion Master Plan
- Multilingual Pathways plans

In addition, CABE PDS can provide ongoing coaching for administrators and teachers based on your district-adopted:

- English Learner program
- Dual Language Immersion program
- Integrated English Language Development (ELD)/Differentiated Instruction model
- Designated English Language Development (ELD) program

CABE PDS has extensive experience in writing materials, developing curriculum maps, and capacity-building through a “training of trainers” (TOT) model in the areas of:

- English Learner or Dual Language Immersion programs
- Development of A-G and additional courses for Long-Term English Learners
- Training of instructional coaches and lead teachers on how to train others on any of our professional development topics

(full descriptions of the CABE PDS professional development offerings are on the following pages)

Professional Development

Another hallmark of CABE Professional Development Services (PDS) is its high quality and engaging professional development. Its expert consultants have extensive experience in classrooms from Pre-K to 12 and beyond. Many also have administrative experience at the elementary, secondary, district, county, and state levels.

The CABE PDS team embraces a systematic approach to professional development, and can customize and build upon district and site professional development plans and programs.

The CABE PDS team can provide customized professional development on many topics pertaining to biliteracy and English Learners, including:

Dual Language Immersion/Biliteracy

1. Dual Language Immersion for New Programs
2. Building/Enhancing a Dual Language Immersion Program at the Secondary Level
3. Developing Spanish Academic Language, TK-5
4. Developing Spanish Academic Language, 6-12
5. How Spanish Works
6. Spanish Language Development for Diverse Learners
7. Cross-Linguistic Transfer: Sound Spelling Transfer for English and Spanish, TK-2
8. Cross-Linguistic Transfer: The Spanish-English Literacy Connection, 3-6

English Learners/Long-Term English Learners (LTELs)

9. Integrated and Designated English Language Development (ELD), TK-12
10. Meeting the Literacy Requirements of CCSS Math and NGSS Science Standards, 6-12
11. English Language Proficiency Assessments for California (ELPAC)
12. English Language Proficiency Assessments for California (ELPAC) 2.0
13. Cross-Linguistic Transfer: Sound Spelling Transfer for English and Spanish, TK-2
14. Cross-Linguistic Transfer: The Spanish-English Literacy Connection, 3-6
15. Preventing the Legacy of Long-Term English Learners
16. Structuring for Success for Secondary Long-Term English Learners

(full descriptions of the CABE PDS professional development offerings are on the following pages)

CUSTOMIZED PROFESSIONAL DEVELOPMENT

These professional development workshops can be customized for your district/site!

Dual Language Immersion/Biliteracy



1. DUAL LANGUAGE IMMERSION FOR NEW PROGRAMS

- 1 to 2 day sessions
- Teams from districts/sites exploring the possibility of starting a program

District/site teams of participants will interact with an experienced educator with extensive experience at many dual language program levels who will provide a critical overview of the planning process and considerations for dual language immersion programs, including definitions, theoretical rationales, instructional models, community engagement, strategic goals, criteria for success, essential teacher qualifications, and critical components for implementation.

2. BUILDING/ENHANCING A DUAL LANGUAGE IMMERSION PROGRAM AT THE SECONDARY LEVEL

- 1 to 2 day sessions
- Teams from districts/sites with existing or future secondary dual immersion programs

District/site teams will be guided by an experienced educator with extensive experience at many dual language program levels in reflecting upon the growth of their program across the grade levels, with a special focus on the transition from an elementary to secondary setting. Implications for secondary master schedule planning and course revisions are discussed, along with staffing and curriculum issues. The possibility of multiple entry points for non-dual language immersion students at the secondary level in courses offered through the program is also explored as a way to address the challenge of small class sizes for the secondary program. Consideration of the Seal of Biliteracy and Pathway awards as incentives for students in the program is discussed and encouraged. Participation is recommended for dual language immersion programs that have reached third grade or beyond.

3. DEVELOPING SPANISH ACADEMIC LANGUAGE, TK-5

- 1 day session
- TK-5 teachers, districts/site administrators

In this session, which will be presented entirely in Spanish, participants will learn how to support the development of their students' academic language in Spanish in the elementary grades as they teach reading and writing. The "CCSS en español" standards are academic language resources not only for students but also for teachers. Participants will analyze literary and informational texts to determine how to integrate academic language in their teaching in order to develop advanced levels of academic language and encourage the students to incorporate it when they speak or write.

4. DEVELOPING SPANISH ACADEMIC LANGUAGE, 6-12

- 1 day session
- 6-12 teachers, district/site administrators

In this session, which will be presented entirely in Spanish, participants will learn how to support the development of their secondary students' academic language in Spanish as they teach across the content areas. The "CCSS en español" standards are academic language resources not only for students but also for teachers. Participants will analyze literary and informational texts to determine how to integrate academic language in their teaching in order to develop advanced levels of academic language and encourage the students to incorporate it when they speak or write.

This year we worked with CABE to assist us in the development and initial implementation of our Two-Way Dual Language Immersion program. Their insight and training was invaluable! With their assistance we were able to engage all stakeholders in critical conversations surrounding all aspects of Dual Language Immersion- e.g. staffing, board policies, curriculum, Spanish mastery for teachers, and overall language development.

*-Lisa Winberg
Director of English Learners
State/ Federal Accountability
Hemet Unified School District*

CUSTOMIZED PROFESSIONAL DEVELOPMENT

These professional development workshops can be customized for your district/site!

Dual Language Immersion/Biliteracy



"We contacted CABE PDS to help us with the implementation of our Dual Language Immersion program. We received great resources, great insight, relevant PD and made some excellent contacts. We are very prepared to embark on this journey and feel that it is due in part to our relationship with CABE PDS."

*-Dr. Marina Madrid
Director of English Learner Programs
Rialto Unified School District*

5. HOW DOES SPANISH WORK?

- 1 to 2 day sessions
- TK-12 teachers, districts/site administrators

Understanding the structures and patterns that exist in the Spanish Language facilitates its acquisition and development. In this session, which will be presented entirely in Spanish, the presenter and participants will analyze the "Common Core en español" to discern a progression of key language skills at each grade level. Several grammar lessons will be modeled in context to reading literary texts and informative texts which, in turn, will be integrated with oral and written expression. Lesson plans for Spanish instruction and the development of Spanish instruction will be presented and interactive strategies to teach "how Spanish works" will be demonstrated.

6. SPANISH LANGUAGE DEVELOPMENT FOR DIVERSE LEARNERS

- 1 to 2 day sessions
- TK-12 teachers, district/site administrators

Many students in Dual Immersion and biliteracy classrooms are linguistically diverse Spanish Learners, such as native speakers lacking academic Spanish, students new to Spanish, or even students who are multilingual but in other languages. In this session, which will be presented entirely in Spanish, participants will learn how to teach academic Spanish to all levels of language proficiency through Spanish Language Development, the integration of language within content area instruction. This session is designed to provide practical, hands-on, and immediately applicable ideas by exploring strategies and making classroom resources for teaching in Spanish.

7. CROSS-LINGUISTIC TRANSFER: SOUND SPELLING TRANSFER FOR ENGLISH AND SPANISH, TK-2

- 1 to 2 day session
- TK-1 teachers, district/site administrators

Cross-linguistic transfer research affirms that reading ability in a new language is enhanced when students who learn to apply their linguistic knowledge and literacy skills from their first language to reading in the new language. Learn how organize foundational skills from instruction for explicit teaching of skill transference. Transfer routines and strategies that can be adapted and implemented across the various instructional programs models will be demonstrated. Can be presented in English or Spanish.

8. CROSS-LINGUISTIC TRANSFER: THE SPANISH-ENGLISH LITERACY CONNECTION, 3-6

- 1 to 2 day session
- TK-6 teachers, district/site administrators

Rather than assuming that cross-linguistic transfer will occur without explicit teaching, we can organize literacy and language instruction can be organized intentionally and strategically to promote proficient biliteracy. Transfer routines and strategies that can be adapted and implemented across various instructional programs models will be demonstrated. Can be presented in English or Spanish.

"Our educators count on the one-on-one coaching we receive and the annual seminars offered through PDS to help students and parents thrive."

*-Raúl Maldonado
Superintendent
Palmdale School District*



CUSTOMIZED PROFESSIONAL DEVELOPMENT

These professional development workshops can be customized for your district/site!

"I am so thrilled that I can bring the high quality CABE PDS to the educators in Santa Clara County! Participants always appreciate the engaging content, practical strategies, and valuable resources."

-Yee Wan, Ed.D.
Director, Multilingual Education Services
Santa Clara County Office of Education

English Learners Long-Term English Learners (LTEL)

9. MOVING FROM "KNOWING ABOUT" TO "KNOWING HOW": INTEGRATED ELD ACROSS THE CONTENT AREAS, TK-12

- 1 to 2 day sessions
- TK-12 teachers, district/site administrators

Participants who already have foundational knowledge of Integrated ELD will learn a systematic approach to planning and delivering content area Integrated ELD lessons that include content and language objectives and differentiated, leveled sentence frames; identifying cultural and experiential background knowledge; targeting ELD skills to integrate into the content instruction; academic vocabulary as well as multiple-meaning words, idioms, and figurative language; skillfully utilizing cognates; and implementing checking for understanding strategies.

10. MEETING THE LITERACY REQUIREMENTS OF CCSS MATH AND NGSS SCIENCE STANDARDS IN GRADES 6-12

- 1 to 2 day sessions
- 6-12 math and science teachers; district/site administrators

Participants will learn how to differentiate instruction in science and mathematics to promote engaging, active student participation. By using real content examples, the presenter shows teachers different ways to improve literacy skills and build vocabulary using grade-level concepts and addressing the new English Language Development (ELD) Standards, the Next Generation Science Standards (NGSS), the CCSS mathematics standards, and the Mathematical Standards of Practice.



11. ENGLISH LANGUAGE PROFICIENCY ASSESSMENTS FOR CALIFORNIA (ELPAC)

- 1 to 2 day sessions
- K-12 teachers, district/site administrators

Participants learn about the content of the new English Language Proficiency Assessments for California (ELPAC) assessment and how it is similar to/different from the previous California English Language Development Test (CELDT). The English Language Development (ELD) standards assessed on the ELPAC are highlighted, along with how they are linked to and can be integrated into instruction across the content areas. The various tasks that make up the ELPAC are also analyzed, with a focus on how to integrate similar tasks in instruction across the content areas to provide English Learners the opportunity to engage in the tasks in the context of their classroom environment to help them better engage with the tasks when presented on the ELPAC.

12. ENGLISH LANGUAGE PROFICIENCY ASSESSMENTS FOR CALIFORNIA (ELPAC) 2.0

- 1 to 2 day sessions
- TK-12 teachers, district/site administrators

Participants learn about the English Language Proficiency Assessments for California (ELPAC), and the high-leverage instructional strategies that can help prepare English Learners for success on the ELPAC tasks. The instructional strategies will be described and embedded in a model lesson. Their alignment with the California ELD standards and the ELPAC tasks will be shared. One ELPAC task from each domain (listening, speaking, reading, writing) will be integrated in the model lesson, with a focus on how to integrate ELPAC-like tasks in instruction across the content areas. This will provide English Learners the opportunity to employ the strategies as they perform the ELPAC-like tasks in the context of their classroom environment to help them better engage with the actual tasks when presented during the administration of the ELPAC.

CUSTOMIZED PROFESSIONAL DEVELOPMENT

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English Learners Long-Term English Learners (LTEL)

"Baldwin Park Unified School District has been seeking diverse opportunities to provide the best possible structure for professional development in the area of Dual Language and English Language Development. CABE PDS has been instrumental in providing the professional development resource that was needed."

-Madalena L. Arellano
Former Assistant Superintendent of Student Achievement
Baldwin Park Unified School District



13. CROSS-LINGUISTIC TRANSFER: SOUND SPELLING TRANSFER FOR ENGLISH AND SPANISH, TK-2

- 1 to 2 day sessions
- TK-1 teachers, district/site administrators

Cross-linguistic transfer research affirms that reading ability in a new language is enhanced when students who learn to apply their linguistic knowledge and literacy skills from their first language to reading in the new language. Learn how to organize foundational skills from instruction for explicit teaching of skill transference. Transfer routines and strategies that can be adapted and implemented across the various instructional programs models will be demonstrated. Can be presented in English or Spanish.

14. CROSS-LINGUISTIC TRANSFER: THE SPANISH-ENGLISH LITERACY CONNECTION, 3-6

- 1 to 2 day sessions
- TK-6 teachers, district/site administrators

Rather than assuming that cross-linguistic transfer will occur without explicit teaching, we can organize literacy and language instruction intentionally and strategically to promote proficient high levels of biliteracy. Transfer routines and strategies that can be adapted and implemented across various instructional programs models will be demonstrated. Can be presented in English or Spanish.

15. PREVENTING THE LEGACY OF LONG-TERM ENGLISH LEARNER

- 1 day session
- K-12 Teachers, district/site administrators, counselors

This session blends the research on Long-Term English Learners while modeling evidence-based techniques and strategies that work with all students, especially English Learners. It includes a new view of content and language objectives, an exercise for developing sentence frames and a foundational linguistic skills section which leads to benchmarking oral language development and writing for Long-Term English Learners.

16. STRUCTURING FOR SUCCESS FOR SECONDARY LONG-TERM ENGLISH LEARNERS

- 2-day session, with 2 follow-up sessions across the year
- 6-12 teachers and teams of district/site administrators

In these sessions, based on Dr. Laurie Olsen's "Secondary School Courses Designed to Address the Language Needs and Academic Gaps of Long Term English Learners," teams analyze student data to identify Long-Term English Learners (LTELs) and the specific academic and linguistic skills that need to be strengthened to move them toward reclassification as Fluent English Proficient (RFEP). Teams are then guided in considering the possibility of creating courses to strengthen the identified LTEL skills and to provide learning opportunities to support higher student engagement and improved academic achievement. Master schedule implications are also examined.



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