

cabe | **PDS**

California Association for Bilingual Education

PROFESSIONAL
DEVELOPMENT
SERVICES

PROFESSIONAL DEVELOPMENT SERVICES



**Biliteracy
and
English Learner
Consulting
and
Professional
Development**

2016-2017

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).

Customized Consulting

CABE PDS provides customized consulting to support districts and sites in attaining the goals set forth in their Local Control Accountability Plan (LCAP) as well as in the areas of biliteracy and English Learner education. CABE PDS also offers consulting on comprehensive projects such as English Learner academic achievement and language acquisition-related projects, such as multiliteracy initiatives.

Customized Professional Development

In addition, CABE PDS offers standards-based professional development that is aligned with the California Department of Education's "Quality Professional Learning Standards" for administrators, teachers, paraprofessionals, and classified staff. The professional development aligns with the "Every Student Succeeds Act" (ESSA), as it is customized to build upon a district's or site's systematic school improvement and/or professional development plan as outlined in its LCAP. CABE PDS consultants collaborate with district and site administrators as well as teachers in designing the professional development (which is based on all applicable standards, such as content and English Language Development [ELD] standards) and includes research- and evidence-based instructional strategies in response to student achievement and language acquisition data. CABE PDS also offers customized professional development to support the implementation and refinement of instructional programs, such as dual language immersion, English Language Development (ELD), or Spanish Language Development (SLD).



Contact CABE PDS:

 (626) 814-4441 ext. 212

 cabepds@bilingualeducation.org

CABE PDS CONSULTANTS*

KRIS NICHOLLS, Ph.D. CABE PDS Director



Kris Nicholls has extensive experience in all areas of English Learner education. Kris served as the Title III co-lead and Dual Immersion coordinator for Riverside County, and founded its Long-Term English Learner Task Force and Seal of Multiliteracy program. She collaborated on the “Differentiated Instruction through Universal Design” program, a Golden Bell Award winner for reducing the achievement gap for English Learners. Kris has served on the English Language Proficiency Assessments for California (ELPAC) Technical Assistance Group, and the Expert Panel for the Alignment of the Common Core State Standards (CCSS) English Language Arts, Mathematics, Next Generation Science Standards (NGSS), and the English Language Development (ELD) Standards.

SILVIA DORTA-DUQUE DE REYES



Silvia Dorta-Duque de Reyes served as a member of the Expert Panel for the development of the California English Language Development (ELD) Standards and the Curriculum Framework and Evaluation Criteria Committee for the California State Department of Education. She is a well known national consultant in the areas of curriculum design, staff development, and parent involvement. Her area of expertise is biliteracy, with a focus on academic language and the organization of instruction for explicit teaching of Spanish-to-English cross-linguistic transfer. In collaboration with the Council of Chief State School Officers (CCSSO) and the California Department of Education, Silvia coordinated the Spanish translation and linguistic augmentation of the Common Core State Standards, the Common Core en Español, for Language Arts and Mathematics.

ELIZABETH JIMÉNEZ SALINAS



Elizabeth Jiménez Salinas is recognized as a true pioneer in bilingual education and as an expert and tireless advocate for English Learners. Elizabeth has authored several Spanish language children's books as well as handbooks for teachers and English Learner support materials for over 25 K-12 textbooks. In addition to her experience as a bilingual teacher, Elizabeth served as Legislative Aide to California Assembly Member Peter Chacón, working on ground-breaking legislation for English Learners. Elizabeth has helped launch bilingual education in the public schools of Puerto Rico through the Escuela de Idiomas de Puerto Rico. She earned an M.B.A. from Claremont Graduate University and started her own consulting firm, GEMAS Consulting, in 2000. She has lead the start-up and growth of CABE PDS from 2013 to 2015.

**Partial listing*

KAREN CADIERO-KAPLAN, Ph.D.



Karen Cadiero-Kaplan is a Professor at San Diego State University in the Dual Language and English Learner Education Department. She began her career as a special education teacher and teaching English as a Second Language at the high school and community college levels, and is now a professor and a provider of pre-service and in-service teacher professional development. Most recently, Karen Cadiero-Kaplan lead the English Learner Support Division at the California Department of Education, directing all policy and programs for English Learners and presenting on research and policy at meetings at the US Department of Education Title III, Office of English Language Acquisition, as well as on subcommittees focused on English Learners with The Council of Chief State School Officers. Under her leadership, the 2012 English Learner Development Standards (ELD) were adopted.

RON ROHAC



Ron Rohac is a veteran high school teacher of math and science who immediately gets teachers engaged with proven, challenging, hands-on techniques that help students capture the content, exercise their critical thinking, and develop the academic language of the Common Core State Standards (CCSS), Next Generation Science Standards (NGSS), and English Language Development (ELD) Standards. Ron's specialties are in science and math along with reading and vocabulary building in content. He is a highly sought after "teacher's teacher," working with school districts throughout the United States to support the needs of English Learners through core content areas. Teachers appreciate his practical approaches to teaching and the success his classroom-tested activities can bring. In his workshops, he provides lesson plans, activities, and video clips to support teachers.

FERNANDO RODRÍGUEZ-VALLS, Ph.D.



Fernando Rodríguez-Valls is Associate Professor at California State University, Fullerton. He has created partnerships with school districts, local educational agencies and universities to develop and implement community-based biliteracy and literacy programs involving parents and their children in dialogic reading practices that explored the linguistic symmetries between languages – Spanish, English, Catalá and **عربى**. He has developed interdisciplinary curriculum supporting language acquisition for English Learners with Visual Arts –e.g., digital collages. Fernando's work focuses on ensuring equitable instructional practices for second language learners and migrant students as well as on the socio-cultural factors affecting their academic achievement, educational continuity, and school engagement.

CABE PDS CONSULTANTS*



JORGE CUEVAS ANTILLÓN

Jorge Cuevas Antillón is the steward of <https://www.commoncore-espanol.com>, the home of the national and state language arts and math standards in Spanish. He is a renowned teacher professional development provider, curriculum writer, an advocate for biliteracy, multilingualism and worldly responsibility. He has accumulated expertise through decades in public school education, as a teacher, as a reading coach, as a school/district administrator, as a graduate school university instructor, as a textbook author and as an educational grant writer manager. Jorge spent a few years founding a small business built on the principles of health for humans, compassion for animals, and sustainability. Right now he is honored to be in the brilliant company of San Diego State University College of Education faculty where he prepares teacher candidates for their biliteracy classrooms.



JAMES ORIHUELA

James Orihuela is a National Board Certified Teacher (NBCT) and consultant with 20 years experience as a 6-8 Spanish Language Arts teacher in a dual language program. His 8th grade students have passed the AP Spanish Language Exam with up to a 91% pass rate. He was the first to receive the "CABE Two-Way Dual Language Teacher of the Year Award" and also received the "Milken National Educator Award." He has served as part-time faculty at Loyola Marymount University and on the Standardized Test in Spanish (STS) Standards Setting, California Subject Examinations for Teachers Languages: Other Than English (CSET: LOTE) panel, the Bilingual Methodology Validity Study Advisory, and the 7th Grade California Standards Tests (CST) Range Finding panel. He has presented at CABE, 2-WAY CABE, Association of Two-Way and Dual Language Educators (ATDLE), La Cosecha Conference, Bilingual Literacy Conference, and Jornada Pedagógica Internacional para la Educación Multilingüe.



LINDA HARDMAN GREENE

Linda Hardman Greene has extensive expertise in dual language education and second language acquisition. She was the Principal of the Orange County Educational Arts Academy (OCEAA), an independent charter school in Santa Ana, California with a Two-Way Bilingual Immersion (TWBI) Program for 8 years. Prior to OCEAA, she was a TWBI classroom Teacher, Program Coordinator and Vice Principal at the Nestor Language Academy in San Diego for 12 years. She has also worked at San Diego State University in the Dual Language Master's Program building capacity for educators. In addition, she helped write the National Dual Language Guiding Principles and has presented at CABE, Association of Two-Way and Dual Language Educators (ATDLE) and National Association for Bilingual Education (NABE) over the past 15 years. She also worked with San Diego County Office of Education supporting schools in developing and refining Dual Language programs.

**Partial listing*



NENETTE ADELSON-RODRIGUEZ

Nnette Adelson-Rodriguez recently retired from the San Diego County Office of Education where she was a director and is best known for beginning and running the Dual Language Network for the past 14 years. Nnette has 33 years of experience working with English Learners, 24 years of which have been focused on professional development. In addition, Nnette has coordinated the development of many dual language tools and resources, including: "Key Features of Successful Dual Language Programs," a video series, and a "Recommended Books in Spanish" publication. Nnette is a passionate dual language education advocate who has helped multiple schools and districts implement research-based dual language programs. Nnette's three children attended the Nestor Language Academy, a well known two-way 90/10 program that she helped start.



MARCIA VARGAS

Marcia Vargas has provided professional development and advocated for dual immersion programs for over 25 years, retiring as Director of 2-Way CABE, an affiliate of the CABE that works specifically with dual immersion programs. Prior to her position with 2-Way CABE, Ms. Vargas worked as Curriculum Coordinator for Dual Immersion Programs for the San Bernardino County Superintendent of Schools. She is a much sought after resource for the new and existing dual language immersion programs. She began her work with dual immersion programs while working as a senior professional development specialist at the Center for Language Minority Education and Research (CLMER) at California State University, Long Beach. In addition, during her educational career, she worked as a bilingual classroom teacher, bilingual resource teacher, and district bilingual coordinator.



ERASMO 'MEMO' MENDEZ

Memo Mendez earned a B.A. from the University of Redlands and M.A. in Administration from University of California Riverside (UCR). He has been in education since 1973 as teacher, administrator, and Supervisor of Teacher Education/Lecturer at UCR, and consultant with California Department of Education and county offices of education. Currently he is a Trustee for the Jurupa Unified School District and California School Board Association (CSBA) Delegate. Memo's professional activities include: founding member and president of the Riverside CABE Chapter, CABE Director of Financial Affairs; presentations at Association of California School Administrators (ACSA), California Educational Research Association (CERA), CABE, and keynote speaker for the Graduate School of Education at UCR. He has also received recognitions and awards such as Administrator of the Year for the Jurupa Unified School District and California PTA Honorary Service Awards.

CABE PDS CONSULTANTS*



JODY WIENCEK

Jody Wiencek is an expert dual language consultant with 25 years of experience in developing new and refining established programs. In 1992, she developed and directed one of the first Two-Way Language Immersion Programs in Orange County, CA. As a result, she was invited by The Center for Language Minority Education and Research at California State University, Long Beach, to consult with emerging Two-Way Programs nationally. Jody enjoys coaching teachers, administrators, and parents to refine their knowledge and instructional skills for developing biliteracy in all students as well as create cultural connections between schools and their families. As a program facilitator, she knows how to implement effective dual language programs and believes that biliteracy allows us to communicate and connect Withdiverse communities.

ERIN BOSTICK MASON



Erin Bostick Mason, M.A., is an enthusiastic educator with teaching, administrative and research experience at school, district and county levels. She has designed curriculum and instruction, professional development, and policies to address the needs of language learners for preschool through university levels. Erin has unique expertise in dual immersion and heritage language programs. Erin holds a Multiple Subject Teaching Credential with a Bilingual Cross-cultural, Language, and Academic Development (BCLAD) in Spanish, an Administrative Services Credential, as well as certificates in Gifted and Talented Education (GATE) and Two-Way Biliteracy. Currently, she is an adjunct professor at the California State University, San Bernardino, and coordinates the Response to Intervention (RTI) program at the Norton Space and Aeronautics Academy, a public K-8 dual immersion charter school.

ELENA CASTRO



Elena Castro began as a bilingual teacher in Calexico, Ca. After 19 years in the classroom, she became the Coordinator of Curriculum, providing staff development on effective classroom instruction and later became a principal and Assisntant Superintendent for the same district where she was responsible for all instructional programs. She joined the Imperial County Office of Education as Asst. Superintendent for Educational Services where she assisted districts on current issues concerning Literacy, English Learner's (EL), Local Control Accountability Plan (LCAP), English Language Development (ELD), Parent Involvement and Common Core State Standards (CCSS). Elena is the co-author of the Piñata Literacy Series, written for bilingual students. Her work was featured in the book by Mike Rose titled, "Possible Lives: The Promise of Public Education in America."

**Partial listing*

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CUSTOMIZED CONSULTING AND PROFESSIONAL DEVELOPMENT

Consulting

A hallmark of CAFE Professional Development Services (PDS) is expert consulting on biliteracy and English Learners. 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 CAFE PDS team can provide support for your district/site projects, including

- Conducting a feasibility study, developing, and planning for the implementation of
 - Dual Language Immersion programs
 - Long-Term English Learner programs
- Building or enhancing the implementation of a Dual Language Immersion program at the secondary level

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

- District-wide review of policies and instructional practices for English Learners
- Other internal or external program reviews, reports, and site visits

CAFE PDS can also facilitate, in collaboration with district teams, the writing of your district

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

In addition, CAFE 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

CAFE PDS has extensive experience in writing materials, developing curriculum maps, as well as a focus on 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 CAFE PDS professional development offerings are on the following pages)

Professional Development

Another hallmark of CAFE 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 CAFE PDS team embraces a systematic approach to professional development, and can customize and build upon district and site professional development plans and work.

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

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. A Systematic Approach to Differentiating Instruction for Diverse Learners
12. Reflecting on your Local Control Accountability Plan (LCAP): Providing Increased and Improved Services for English Learners
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 CAFE 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

"We contacted CABE PDS to help up 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."

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

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 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 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 program. Consideration of the Seal of Biliteracy and Pathway awards as incentives for students in the program is encouraged. Participation is recommended for dual immersion programs that have reached third grade and 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.

CUSTOMIZED PROFESSIONAL DEVELOPMENT

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

Dual Language Immersion/Biliteracy



"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
Assistant Superintendent of Student Achievement
Baldwin Park 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 matter 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 English is enhanced when students whose first language is Spanish learn to apply their linguistic knowledge and literacy skills to reading in English. Learn how organize foundational skills instruction for explicit teaching of skill transference. Transfer routines and strategies that can be adapted and implemented across the various biliteracy 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 the various biliteracy 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."

*-Raul Maldonado
Superintendent
Palmdale School District*

CUSTOMIZED PROFESSIONAL DEVELOPMENT

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



English Learners Long-Term English Learners (LTEL)

9. MAKING THE CONNECTION: INTEGRATED AND DESIGNATED ENGLISH LANGUAGE DEVELOPMENT (ELD), TK-12

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

Participants will analyze the connection between Integrated ELD and Designated ELD instruction and how to apply each to raise students' academic English proficiency. Participants will also learn how to integrate evidence-based ELD skills/strategies intentionally to support the rigor of instruction and students' mastery of the content and ELD standards, and how to design Designated ELD that builds into and beyond content area instruction to focus on further developing students' academic English to support attainment of higher levels of English proficiency.

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. A SYSTEMATIC APPROACH TO DIFFERENTIATING INSTRUCTION FOR DIVERSE LEARNERS

- TK-12 teachers, district and site administrators
- 4-5 day sessions, with 5 days of implementation support for teachers and site administrators per site across the year

In this series, teachers, along with district and site administrators, learn how to powerfully connect selected research-based strategies to differentiate instruction for diverse students along the language content acquisition continuums. The sessions are conducted at least one month apart with teachers (either by grade level or department) and district/site administrators. Implementation support, including site administrator and teacher coaching, is provided between workshops on the skills that were learned in previous workshops. A reflection rubric, with concrete examples of what the next higher level of implementation would look like for each of the particular components of the system, is used by teachers to set goals for professional growth towards higher levels of implementation throughout the year.

12. REFLECTING ON YOUR LOCAL CONTROL ACCOUNTABILITY PLAN (LCAP): PROVIDING INCREASED AND IMPROVED SERVICES FOR ENGLISH LEARNERS

- Teams of district and site administrators who are responsible for writing the district's LCAP
- 1 day session

Does your LCAP reflect all that your district is doing to support English Learners? Would you like to be able to enhance your LCAP to meet the needs of your English Learners? In this workshop, the findings, including local and state recommendations, from a report on data gathered on programs and services for English Learners from 29 LCAPs from across California is shared with district teams to help them self-assess their current plan and identify areas for enhancement and improvement. Participants receive a copy of the report and a tool, consisting of 10 research-aligned rubrics through the lens of English Learners, to take back to their districts to help strengthen their goals and strategies for English Learners in their LCAP.

"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

CUSTOMIZED PROFESSIONAL DEVELOPMENT

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

CABE PDS provides high quality professional learning that is tailored to the needs of individual districts. AUHSD is proud to partner with CABE/PDS as they help guide us in realizing the dream of a biliterate/bicultural citizenry in our community and world.

-Cynthia Vásquez Pettit
Director, English Learner and Multilingual Services
Anaheim Union High School District

English Learners Long-Term English Learners (LTEL)

13. 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 English is enhanced when students whose first language is Spanish learn to apply their linguistic knowledge and literacy skills to reading in English. Learn how to organize foundational skills instruction for explicit teaching of skill transference. Transfer routines and strategies that can be adapted and implemented across the various biliteracy 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 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 to be organized intentionally and strategically to promote proficient biliteracy. Transfer routines and strategies that can be adapted and implemented across the various biliteracy 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 English Learners.

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

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

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.





PROFESSIONAL DEVELOPMENT SERVICES



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