THIRTEENTH ANNUAL ACCOUNTABILITY LEADERSHIP INSTITUTE for English Learners and Immigrant Students

2012 FOCUS Moving Forward: English Language Development Standards, Common Core State Standards, and Assessments

December 3–4, 2012
SANTA CLARA MARRIOTT
SANTA CLARA, CALIFORNIA

Sponsored by California Department of Education
December 3, 2012

Dear Institute Participants:

It is my pleasure to welcome you to the 2012 Accountability Leadership Institute for English Learners and Immigrant Students. This year’s theme is “Moving Forward: English Language Development Standards, Common Core State Standards, and Assessments.”

This two-day gathering is designed to assist school and district administrators, program directors and evaluators, superintendents, school board members, instructional leaders, and education stakeholders in developing effective policies and providing successful programs for English learners and immigrant students.

There are nearly 1.5 million English learners and approximately 146,500 immigrant students attending California’s public schools. One of every four students is an English learner, and English learners are enrolled in nearly every school district in the state.

This institute features distinguished speakers from leading teaching and research institutions, as well as state and national experts on English learners. Focus areas include the new English Language Development Standards, and several workshops are dedicated to the implementation of those standards. A key focus will be the Common Core State Standards for English learners in science, mathematics, and English language arts. You will have the opportunity to exchange ideas with colleagues and learn about credentialing, long-term English learners, updates on the Seal of Biliteracy, collaborative partnerships, resources for English learners, and special programs, including the Migrant Education Portal and best practices for English learners with learning disabilities. Our shared goal is to ensure that English learners and immigrant students achieve English proficiency and meet or exceed state academic standards.

I would like to express my gratitude and appreciation to all of you for your continued dedication and collaboration, and for partnering with the California Department of Education in our ongoing efforts to provide every child in California with a world-class education.

Sincerely,

Tom Torlakson
State Superintendent of Public Instruction
Biliteracy: A Critical Campaign Issue for a Future Commander in Chief

Xavier De La Torre, Ed.D.
Superintendent of Schools
Santa Clara County

Date: December 3, 2012
Time: 5:00 p.m. – 7:00 p.m.
Location: Santa Clara Marriott Hotel
Sedona Room
2700 Mission College Boulevard
Santa Clara, CA 95054

The choir program in the Gilroy Unified School District has a tradition of excellence spanning almost 30 years under the masterful direction of Mr. Phil Robb. The chamber singers have performed abroad numerous times in Japan and Korea, and most recently in Germany and the Czech Republic. They have also performed at Carnegie Hall in New York City. With a rich repertoire that is both classical and multicultural, the Gilroy Unified School District Chamber Singers provide a high-quality choral experience and an impressive display of talent.
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- Session D (8:30 a.m.–9:45 a.m.) ..................... 20
- Session E (10:15 a.m.–11:30 a.m.) ............ 23

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## INSTITUTE AT A GLANCE

### SUNDAY, DECEMBER 2

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<tbody>
<tr>
<td>3:00 p.m.–6:00 p.m.</td>
<td>Registration (no conference activities)</td>
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### MONDAY, DECEMBER 3

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<th>Time</th>
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<tr>
<td>7:00 a.m.–5:00 p.m.</td>
<td>Registration</td>
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<tr>
<td>7:00 a.m.–8:30 a.m.</td>
<td>Continental Breakfast</td>
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| 8:30 a.m.–10:00 a.m. | **General Session**—**California Ballroom**  
                    | Opening Ceremony                                              |
|                | Welcome                                                      |
|                | **Lupita Cortez Alcalá**                                     |
|                | Deputy Superintendent                                        |
|                | Instruction and Learning Support Branch                      |
|                | California Department of Education                            |
|                | *What Does Text Complexity Mean for English Learners and Language Minority Students?* |
|                | **Lily Wong Fillmore, Ph.D.**                                 |
|                | Professor of Education                                        |
|                | University of California, Berkeley                           |
| 10:30 a.m.–11:45 a.m. | Session A Workshops                                         |
| 12:15 p.m.–1:30 p.m. | **Lunch and General Session**—**California Ballroom**  
                    | *Fostering College Readiness and Success for Our Nation’s English Learners: A Shared Goal of K–12 and Postsecondary Educators* |
|                | **David Coleman**                                            |
|                | President and CEO                                            |
|                | The College Board                                            |
| 2:00 p.m.–3:15 p.m. | Session B Workshops                                         |
| 3:30 p.m.–4:45 p.m. | Session C Workshops                                         |
### MONDAY, DECEMBER 3 (continued)

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<tr>
<th>Time</th>
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| 5:00 p.m.–7:00 p.m. | **Keynote Speaker and Networking Reception**—Sedona Room  
**Biliteracy: A Critical Campaign Issue for a Future Commander in Chief**  
_Xavier De La Torre, Ed.D._  
Superintendent of Schools  
Santa Clara County |

### TUESDAY, DECEMBER 4

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<td>7:00 a.m.–9:00 a.m.</td>
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<tr>
<td>8:30 a.m.–9:45 a.m.</td>
<td>Session D Workshops</td>
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<tr>
<td>10:15 a.m.–11:30 a.m.</td>
<td>Session E Workshops</td>
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### OVERVIEW OF WORKSHOPS

#### MONDAY
December 3

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<tr>
<th>Time</th>
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<th>Rooms</th>
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<tr>
<td>8:30 a.m.–10:00 a.m.</td>
<td>General Session</td>
<td>Lupita Cortez Alcalá, CDE</td>
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<td>Dr. Lily Wong Fillmore</td>
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<td><em>What Does Text Complexity Mean for English Learners and Language Minority Students?</em></td>
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<td>Session A</td>
<td>WRITE Institute: Addressing Common Core Writing for English Learners</td>
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<td></td>
<td>Understanding California’s New ELD Standards and Implications for English Learners and Educators (Also presented in Session D)</td>
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<tr>
<td>12:15 p.m.–1:30 p.m.</td>
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<tr>
<td>2:00 p.m.–3:15 p.m.</td>
<td>Session B</td>
<td>Taking Audacious Actions for Student Success</td>
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<td>Transitioning to the CCSS: Key Shifts in English Language Arts and English Language Development (Also presented in Session E)</td>
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<td>3:30 p.m.–4:45 p.m.</td>
<td>Session C</td>
<td>Seal of Biliteracy</td>
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<td>The Understanding Language Initiative</td>
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<td>8:30 a.m.–9:45 a.m.</td>
<td>Session D</td>
<td>Common Core Mathematics and English Learners</td>
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<td>The Challenges of California County Court Schools to Provide Academic Instruction and English Language Development to English Learners</td>
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<td>10:15 a.m.–11:30 a.m.</td>
<td>Session E</td>
<td>Transitioning to the CCSS: The Future of California’s Assessment System</td>
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<td>How California Educators Connect and Collaborate to Support English Learners</td>
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General Session

Realizing Opportunities for English Learners in the Common Core English Language Arts and Disciplinary Literacy Standards

Realizing Opportunities for English Learners in the Common Core English Language Arts and Disciplinary Literacy Standards

Language Demands and Opportunities in Relation to Next Generation Science Standards for English Learners

Language Demands and Opportunities in Relation to Next Generation Science Standards for English Learners

CELDT/ELD Update

CELDT/ELD Update

Dr. Xavier De La Torre
Biliteracy: A Critical Campaign Issue for a Future Commander in Chief
Student Entertainment

Dr. Xavier De La Torre
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ROOMS

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<th>ROOMS</th>
<th>SEDONA ROOM</th>
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<td>Meeting the Needs of Long-Term English Learners: Research, Tools, Lessons Learned, and Practical Examples</td>
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<td>ELA/ELD and Common Core Standards: The Why and How of Integrating Rich Arts Experiences into Instruction for English Learners</td>
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<td>English Learners with Disabilities: Compliant Best Practices in Assessment and Reclassification</td>
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<td>Preparing Teachers for ELD and SDAIE Instruction</td>
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<tr>
<td>Transitioning to the CCSS: Key Shifts in English Language Arts and English Language Development (Also presented in Session B)</td>
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Lupita Cortez Alcalá is the deputy superintendent of the Instruction and Learning Support Branch at the California Department of Education (CDE). In this capacity, she represents State Superintendent of Public Instruction Tom Torlakson in the program areas of English-language arts; history; visual and performing arts; physical education; teacher support; support for English learners and migrant students; curriculum and instructional resources; early childhood programs; science, technology, engineering, and mathematics; high school initiatives; and career technical education.

Ms. Alcalá is a graduate of Harvard University’s School of Education, where she earned a master’s degree in planning administration and social policy. She earned her bachelor’s degree from the University of California, San Diego, majoring in political science with a minor in Spanish literature. She has more than a decade of experience in government affairs for kindergarten through grade twelve (K–12) and higher education. Ms. Alcalá was formerly the deputy superintendent of the CDE’s Government Affairs and Charter Development Branch and was responsible for the administration of all departmental activities relating to state and federal legislation and funding as well as the provision of guidance, support, and oversight for charter schools.

Prior to joining the CDE, Ms. Alcalá served as the deputy legislative secretary to former California governor Gray Davis. In that capacity, she advised the governor on all K–12 and higher-education legislation and served as a liaison to the education community.
Lily Wong Fillmore is a professor of education at the University of California, Berkeley. Her research has explored the question of why so many language minority students struggle to advance beyond the most basic levels of reading proficiency. Dr. Fillmore began by working with adolescent students—former English learners—to discover what hinders the development of the language skills, reading facility, and fluency that are required for textual understanding. Her present research focuses on discovering how academic English works in school texts and on how teachers can support the development of such language in English learners. Dr. Fillmore has collaborated with educators in New York City, Denver, Sacramento, Boston, Albuquerque, and Beaverton, Oregon.

Her previous research efforts dealt with children’s cognitive and social strategies and sources of variation in second-language learning (1972–1983); the influence of instructional policies and practices on language and academic outcomes (1983–2004); primary-language retention and loss (1990–2004); and socialization for learning across cultures (1972–2004). In addition, Dr. Fillmore conducted research in Yup’ik villages along the lower Yukon River in Alaska from 1999 to 2002, and from 1991 to 2000 she directed a UC Berkeley doctoral program for Native American leaders in several pueblos in New Mexico.
**David Coleman** is the ninth president of the College Board, a mission-driven, not-for-profit organization that connects students to college success and opportunity.

Coleman grew up in a family of educators and has followed them into the field. He attended public schools in New York City before enrolling at Yale University. At Yale, he taught reading to secondary-school students from low-income families in New Haven, Connecticut, and started Branch, an innovative community service program that worked with students at an inner-city New Haven high school. These experiences helped Coleman earn a Rhodes Scholarship to study English literature at Oxford and classical educational philosophy at Cambridge. He went on to work for five years at McKinsey & Company, a global management consulting firm where he led much of the company’s pro-bono work in education.

Coleman then co-founded the Grow Network, an organization committed to making assessment results truly useful for teachers, parents, and students. The Grow Network delivered breakthrough quality reports for parents and teachers as well as individualized learning guides for students. Based on the success of Grow, McGraw-Hill acquired the organization in 2005.

Coleman left McGraw-Hill in 2007 and co-founded Student Achievement Partners, a nonprofit organization that assembles educators and researchers to design actions based on evidence to improve student outcomes. Student Achievement Partners played a leading role in developing the Common Core State Standards in math and literacy, a process that involved input from teachers, states, leaders in business and higher education, and researchers from across the United States. As a founding partner, Coleman led Student Achievement Partners’ work with teachers and policymakers to achieve the promise of the Common Core State Standards. He left Student Achievement Partners in the fall of 2012 to become president of the College Board.

Coleman was recognized as one of *Time* magazine’s “11 Education Activists for 2011” and was recently named by NewSchools Venture Fund as a “Change Agent of the Year” for 2012.
Xavier De La Torre is the Superintendent of Schools for Santa Clara County. He served previously as superintendent of the Socorro Independent School District in El Paso, Texas. While in Texas, his district was a two-time finalist for the prestigious Broad Prize for Excellence in Urban Education. He also led a facilities bond campaign that secured nearly $300 million to build new schools in response to accelerated growth in the Socorro district.

Prior to his time in El Paso, Dr. De La Torre spent four years as the associate superintendent of human resources in the Elk Grove Unified School District and served in a similar capacity in the Fairfield–Suisun Unified School District. In 1999, Dr. De La Torre opened a comprehensive, state-of-the-art high school in Porterville, where he served as the school’s first principal. During his five years in that role, Granite Hills High School increased its Academic Performance Index by nearly 100 points, outperforming neighboring high schools despite serving the most economically disadvantaged area of the city.

Prior to his career as a school administrator and school leader, Dr. De La Torre spent 10 years as a social studies and Spanish teacher. In 1993 he was honored as Teacher of the Year in the Hamilton Unified School District in Hamilton City, California. He has been named Coach of the Year on four different occasions for his work as a varsity baseball coach and a varsity football coach. He also was the recipient of the 2005 Edgar L. Morphet Award from the National Council of Professors of Educational Administration (NCPEA).

Dr. De La Torre earned a bachelor’s degree from California State University, Chico; a master’s degree from the University of San Francisco; and a doctorate in education from the University of California, Davis. Originally from northern California, Dr. De La Torre is married to an elementary school teacher and personal trainer. He and his wife, Amy, have four children.
Karen Cadiero-Kaplan is the director of the English Learner Support Division at the California Department of Education. She has published numerous works on the role of education and language policies in curriculum development and on teachers’ professional development for meeting the needs of English learners and diverse student populations. Her primary concern is how literacy processes are used, developed, and integrated into classroom practice, teacher development, school curriculum, and policy—and how those processes are influenced by political ideologies. Dr. Cadiero-Kaplan earned a bachelor’s degree in psychology and elementary education from the University of San Diego; a master’s degree in education from San Diego State University; and a doctorate in education from Claremont Graduate University and San Diego State University’s joint doctoral program.
Thomas “Tom” Adams is the director of the Curriculum Frameworks and Instructional Resources Division (CFIRD) at the California Department of Education. He also serves as the executive director of the Instructional Quality Commission (formerly known as the Curriculum Development and Supplemental Materials Commission), an advisory body to the California State Board of Education. CFIRD guides the development of curriculum frameworks and the adoption of K–8 instructional resources. In addition, the division is in charge of the Clearinghouse for Multilingual Documents and the Clearinghouse for Specialized Media and Translations. Adams received his doctorate in modern European history from the University of California, Davis, and earned his undergraduate degree in history from California State University, Chico.
Understanding California’s New ELD Standards and Implications for English Learners and Educators

This session explains the logic and structure of California’s new ELD standards and Proficiency Level Descriptors. In particular, it describes the key shifts that were made to fully align the new ELD standards with the California Common Core State Standards (CCSS); highlights important features of the standards that amplify the social, academic, and discipline-specific language practices found in the CCSS; and provides an overview of appendixes and other support materials to facilitate their understanding and use. The presenters will also discuss implications of the new standards for English learners and their educators.

Presenters: Karen Cadiero-Kaplan, Director, English Learner Support Division, California Department of Education; e-mail: kcadierokaplan@cde.ca.gov
Robert Linquanti, Senior Researcher, California Comprehensive Assistance Center at WestEd; e-mail: rlinqua@wested.org

Grade-level Focus: All

Note: This workshop is also presented in Session D.

WRITE Institute: Addressing Common Core Writing for English Learners

Participants explore the role of writing in the Common Core State Standards and the Next Generation ELD Standards. The WRITE Institute shares research-based, high-leverage practices that will prepare K–12 teachers of English learners to address this new, rigorous, and integrated approach to writing.

Presenter: Laurie Nesrala, Lead Coordinator, WRITE Institute, San Diego County Office of Education; e-mail: nesrala@sdcoe.net

Grade-level Focus: All

Realizing Opportunities for English Learners in the Common Core English Language Arts and Disciplinary Literacy Standards

The new Common Core State Standards present multiple opportunities and challenges for the enactment of quality learning opportunities for English learners. This presentation discusses and models the conceptual and practical shifts needed to avoid pitfalls and to realize the full potential afforded by the new standards.

Presenter: Aida Walqui, Director, Teacher Professional Development Program, WestEd; e-mail: awalqui@wested.org

Grade-level Focus: All
The California Migrant Education Portal

This session provides examples of leading practices to support the development and delivery of high-quality, research-based, video-enhanced professional development resources for educators. Using content-rich online modules to support the needs of English learners, participants will experience meaningful interaction with the Migrant Education Portal Web site. The modules provide examples of effective teaching strategies, professional collaboration models, and instructional content to increase student achievement. Each module offers overviews of specific strategies that may be used in diverse and unique ways. The presentation of this innovative online system will enhance migrant and English-learner programs throughout California.

Presenters:  Steve Klein, Butte County Office of Education; e-mail: sklein@bcoe.org
            Elizabeth Golchert, Education Programs Consultant, Migrant Education Office, California Department of Education; e-mail: egolchert@cde.ca.gov

Grade-level Focus: All

Informing Policy and Legislation under the State Leadership

This presentation provides valuable information on the policy priorities for the 2013 legislative year and the results of Proposition 30.

Presenter:  Alejandro Espinoza, Legislative Representative, California Department of Education; e-mail: aespinoza@cde.ca.gov

Grade-level Focus: All
Transitioning to the CCSS: Key Shifts in English Language Arts and English Language Development

This workshop offers an overview of the Common Core Standards (CCSS), with a specific look at key shifts related to English language arts and English language development and the impact of those shifts on other content areas. Participants engage in activities designed to understand the important changes that will enhance English-learner teaching and learning.

Presenters: Tom Adams, Director, Curriculum Frameworks and Instructional Resources Division, California Department of Education; e-mail: tadams@cde.ca.gov
Karen Cadiero-Kaplan, Director, English Learner Support Division, California Department of Education; e-mail: kcadierokaplan@cde.ca.gov

Grade-level Focus: All
Note: This workshop is also presented in Session E.

Taking Audacious Actions for Student Success

Instructional leaders can build toward college and career success for all English learners by taking courageous actions. They do this by creating systems and partnerships around districts’ professional development initiatives.

Panelists describe how the professional development system at the Santa Clara County Office of Education, A Look at Learning (A.L.L.), has built partnerships with more than 12 districts, 11 county offices of education, Stanford University, and San Jose State University in order to achieve this ambitious goal. Presenters also describe how their roles and actions are part of an implementation system that is integrated with other district and county initiatives and improvement efforts.

Moderator: Norm Gold, Education Consultant, Norm Gold Associates; e-mail: norm@normgoldassociates.com

Presenters: Ruth Bareket, Associate Superintendent, Campbell Union School District; e-mail: rbareket@campbellusd.org
Xavier De La Torre, Superintendent of Schools, Santa Clara County; e-mail: xavier_delatorre@sccoe.org
Yee Wan, A Look at Learning Project Lead, Santa Clara County Office of Education; e-mail: yee_wan@sccoe.org

Grade-level Focus: All
Language Demands and Opportunities in Relation to Next Generation Science Standards for English Learners

The Next Generation Science Standards highlight science and engineering practices that are language intensive. This session addresses language demands and opportunities that English learners (ELs) will face with the Next Generation Science Standards. The presenter will discuss emerging research literature on effective classroom strategies for promoting science and language learning in ELs.

Presenter: Okhee Lee, Professor of Education, New York University; e-mail: olee@nyu.edu
Grade-level Focus: All

Common Core en Español!

Celebrate and learn about the official, recently issued Spanish translation of the Common Core State Standards (CCSS) for language arts and mathematics—a document that guides instructional rigor and equitable assessment for dual-language programs. The presenter discusses instructional implications and will showcase classroom applications. Integration and alignment with the CCSS and the new ELD standards will also be discussed, and a strategic plan for statewide dissemination and professional development will be presented.

Presenters: Silvia Dorta-Duque de Reyes, Language Arts Coordinator, San Diego County Office of Education; e-mail: sreyes@sdcoe.net
Grade-level Focus: All

CDE English Learner Integrated Action Team Project

The California Department of Education (CDE) is positioning itself to become a leader in providing support for English learners (ELs). Members of the CDE’s English Learner Integrated Action Team Project present project deliverables that are designed to enhance the CDE’s capacity for learning about and disseminating EL best practices to educators, schools, and districts across the state.

Presenters: Dianna Gutiérrez, Consultant, College Prep and Postsecondary Programs Office, California Department of Education; e-mail: dgutierrez@cde.ca.gov
Michelle Magyar, Consultant, College Prep and Postsecondary Programs Office, California Department of Education; e-mail: mmagyar@cde.ca.gov
María Romo, Associate Governmental Program Analyst, English Learner Support Division, California Department of Education; e-mail: mromo@cde.ca.gov
Grade-level Focus: All
The Understanding Language Initiative

The Understanding Language initiative aims to improve education for all students—especially English learners (ELs)—in math, science, and English language arts. This session focuses on the role of language in subject-area learning, with an emphasis on helping ELs meet the new Common Core State Standards and Next Generation Science Standards.

Presenter: Kenji Hakuta, Ph.D., Co-chair of the Understanding Language Initiative and Professor at the Stanford University School of Education; e-mail: hakuta@stanford.edu

Grade-level Focus: All

Seal of Biliteracy

This session describes local and statewide efforts to implement a Seal of Biliteracy and the State Seal of Biliteracy: rationale and benefits, establishment of state and district criteria, the recognition process, and collaboration with businesses and chambers of commerce. Californians Together has created sample board policy, administrative regulations, and various tools for elementary, middle, and secondary-level principals, central office staff, co-administrators, and superintendents to implement the Seal of Biliteracy.

Presenter: Shelly Spiegel-Coleman, Executive Director, Californians Together; e-mail: shelly@californiansttogether.org

Grade-level Focus: All

CELDT/ELD Update

This session focuses on changes to the California English Language Development Test (CELDT) that are based on the adoption of new ELD standards. The presentation also highlights changes to kindergarten and grade one (K–1), providing an overview of the report to the Legislature on the K–1 early literacy assessment. The presenter discusses the report’s recommendation to separate the K–1 grade-span test and summarizes the outcomes of the CELDT K–1 Separation Educators’ Meeting held on October 11, 2012. As part of the California Department of Education’s ongoing efforts to collect stakeholder input, the presenter will also solicit audience feedback on assessable standards identified by attendees of the CELDT K–1 Separation Educators’ Meeting.

Presenter: Lily Roberts, Administrator, English Language Proficiency Assessments Unit, California Department of Education; e-mail: lroberts@cde.ca.gov

Grade-level Focus: Primary
Preventing the Creation of Long-Term English Learners

In order to prevent the creation of long-term English learners (LTELs), educators and policymakers must begin with a foundational overview of LTELEs: what we have learned about the conditions in elementary education that need to change, and the characteristics of LTELEs as they develop through the elementary-school years. The presenter offers new data on the 108,000-plus English learners in grades three through five, providing a picture of students who are at risk of becoming LTELEs. This is followed by a review of key elements of the most recent research on effective practices for English-learner education. Taken together, these two bodies of research define a framework for minimizing the number of LTELEs. This workshop makes connections with the Common Core State Standards (CCSS), helps sites and districts prepare for CCSS-based English-learner education, and discusses case studies of various elementary-school approaches.

Presenter: Laurie Olsen, Researcher; e-mail: lolaurieo@gmail.com

Grade-level Focus: Primary

Lessons From Around the State: Processes, Practices, and Resources that Promote English-Learner Success

Throughout California, Title III County Office of Education Regional Leads work with districts, charter schools, and consortia to identify the needs of English learners in their schools and implement effective improvement practices. This session highlights issues that surface through data analyses, actions that lead to improvement, resources for use at the local level, and strategies for coordination with other improvement efforts.

Presenters: Holly Ahmadi, English Language Development Coordinator, Butte County Office of Education; e-mail: hamadi@bcoe.org

Jan Mayer, Curriculum Specialist for English Learners, Sacramento County Office of Education; e-mail: jmayer@scoe.net

Antonio Mora, Director, English Learner and Support Services Learning Resources, San Diego County Office of Education; e-mail: amora@sdoe.net

Maritza Rodriguez, Administrator, Regional School Improvement Unit, Riverside County Office of Education; e-mail: mrodriguez@rcoe.us

Grade-level Focus: All
**Common Core Mathematics and English Learners**

This workshop features two different speakers. Phil Daro discusses Common Core State Standards in mathematics and the “Chance and the Challenge for English Learners.” Judit Moschkovich discusses “Recommendations for Mathematics Instruction for English learners Aligned with the Common Core.”

Presenters:  
**Phil Daro**, Site Director, Strategic Education Research Partnership (SERP), San Francisco Unified School District; e-mail: pdaro@serpinsstitute.org  
**Judit Moschkovich**, Professor, Mathematics Education, University of California, Santa Cruz; e-mail: jmoschko@ucsc.edu

Grade-level Focus: All

**The Challenges of California County Court Schools to Provide Academic Instruction and English Language Development to English Learners**

This session describes how effective instructional strategies for English learners (ELs) can be modified for implementation in county court schools. Several instructional strategies are demonstrated to engage the audience and make evident how ELs are significantly impacted by the restrictive dual roles of court schools to promote safety and security and provide academic instruction. Workshop participants will experience many of the challenges teachers face, yet overcome, when implementing effective instructional strategies for ELs in court school classrooms. The presentation draws on experiences from the *English Learner Instructional Training and Technical Assistance in County Court and Division of Juvenile Justice Schools* project, which is funded by the California Department of Education. Evidence presented in this workshop was derived from three site visits to each court school in California, court school interviews, survey results, institute evaluations, and current school-level data maintained by the state.

Presenter:  
**Sam Nofziger**, Coordinator, English Learner Program Support, Fresno County Office of Education; e-mail: snofziger@fcoe.org

Grade-level Focus: High School/Alternative Education
Understanding California’s New ELD Standards and Implications for English Learners and Educators

This session explains the logic and structure of California’s new ELD standards and Proficiency Level Descriptors. In particular, it describes the key shifts that were made to fully align the new ELD standards with the California Common Core State Standards (CCSS); highlights important features of the standards that amplify the social, academic, and discipline-specific language practices found in the CCSS; and provides an overview of appendixes and other support materials to facilitate their understanding and use. The presenters will also discuss implications of the new standards for English learners and their educators.

Presenters:  
Karen Cadiero-Kaplan, Director, English Learner Support Division, California Department of Education; e-mail: kcadierokaplan@cde.ca.gov
Robert Linquanti, Senior Researcher, California Comprehensive Assistance Center at WestEd; e-mail: rlinqua@wested.org

Grade-level Focus: All
Note: This workshop is also presented in Session A.

ELA/ELD and Common Core Standards: The Why and How of Integrating Rich Arts Experiences into Instruction for English Learners

The arts engage students, help English learners obtain relevant twenty-first-century skills, and reinforce the four C’s: creativity, communication, collaboration, and critical thinking. But from a pedagogical and instructional perspective, how do educators begin to move a system to incorporate the arts? The presenters of this workshop share examples and research about how the arts—dance and movement, music, theater, and visual arts—can complement the Common Core State Standards in authentic, thoughtful, and meaningful ways that support English learners and all students.

Presenters:  
Lisa Gonzales, Ed.D., Visual and Performing Arts Coordinator, Department of Curriculum and Instruction, Santa Clara County Office of Education; e-mail: lisa_gonzales@sccoe.org
Nora Guerra, Director of Educational Innovation and Development, Oak Grove School District; e-mail: nguerra@ogsd.k12.ca.us

Grade-level Focus: All
Preparing Teachers for ELD and SDAIE Instruction

Commission on Teacher Credentialing (CTC) staff and members of the English Learner Authorizations Advisory Panel will provide an overview of the work of the Panel, the new ELD Subject Matter Content Standards adopted by the CTC, and the new credential area that will authorize K–12 departmentalized instruction in ELD. The presentation also discusses implications of a revised authorization structure for future teachers, as well as proposed revisions to current teacher preparation standards. Panelists have been involved in the work with Common Core State Standards and the development of California’s ELD Standards. They will address efforts to ensure preparation of teachers for future classrooms.

Presenters:  
George Bunch, English Learner Authorizations Advisory Panel;  
e-mail: gbunch@ucsc.edu  
Paula Jacobs, Consultant, California Commission on Teacher Credentialing;  
e-mail: pjacobs@ctc.ca.gov  
Magaly Lavadenz, English Learner Authorizations Advisory Panel;  
e-mail: magaly.lavadenz@lmu.edu  
Magdalena Ruz-Gonzalez, English Learner Authorizations Advisory Panel;  
e-mail: mruzgonzalez@aol.com

Grade-level Focus: All
Transitioning to the CCSS: The Future of California’s Assessment System

This workshop focuses on California’s transition to a future assessment system. California has joined the SMARTER Balanced Assessment Consortium (SBAC) as a governing state, and the presenters offer updates on the SBAC Technical Readiness Survey, sample technology-enhanced test items, key attributes of the consortium, and how to get involved. In addition, the speakers will provide an overview of the ELPA21 project, including updates on recommendations and plans for transitioning to a new assessment system.

**Presenters:**
- **Patrick Traynor,** Director, Assessment Development and Administration Division, California Department of Education; e-mail: ptraynor@cde.ca.gov
- **Lily Roberts,** Administrator, English Language Proficiency Assessments Unit, California Department of Education; e-mail: lroberts@cde.ca.gov

Grade-level Focus: All

How California Educators Connect and Collaborate to Support English Learners

How does the nation’s most culturally and geographically diverse state support collaboration among its 300,000-plus educators? Join us to learn how the California Department of Education’s Web portal, Brokers of Expertise (http://www.myboe.org/), allows administrators and educators throughout the state to share best practices for supporting all learners and to access instructionally rich resources. In this dynamic presentation, participants will learn how to connect and collaborate with other educators in the English Language Development Community Group and to access digital resources and online professional development centered on supporting the needs of all students.

**Presenter:** **Jon Knolle,** Center for the Advancement of Digital Resources in Education (CADRE), Butte County Office of Education, and Adjunct Faculty Member at California State University, Chico; e-mail: jknolle@bcoe.org

Grade-level Focus: All
Meeting the Needs of Long-Term English Learners: Research, Tools, Lessons Learned, and Practical Examples

There are more than 175,000 English learners in grades six through twelve in California, and 59 percent of them are Long-Term English Learners (LTELs). This presentation provides an overview of the characteristics of LTELs, what is known about how they have become LTELs, and their academic, linguistic, and social needs. A framework for building programs and effective practices to meet the needs of LTELs is shared, followed by case studies and tools from school and district pilot efforts across the state. New guidance and tools are shared for creating middle- and high-school classes that address the specific needs of LTELs. The presentation also offers tools for site and district planning and inquiry.

Presenter: Laurie Olsen, Researcher; e-mail: lolaurieo@gmail.com

Grade-level Focus: All

English Learners with Disabilities: Compliant Best Practices in Assessment and Reclassification

This presentation will provide a brief overview of compliant best practices related to English learners with disabilities. Guidelines and strategies for assessing English learners with disabilities will be shared. Participants will also learn about when and how to appropriately determine if a student with disabilities should be reclassified to fluent English proficient (RFEP).

Presenter: Jarice Butterfield, SELPA Director and Certified Brain Injury Specialist; e-mail: jariceb@sbceo.org

Grade-level Focus: All

Transitioning to the CCSS: Key Shifts in English Language Arts and English Language Development

This workshop offers an overview of the Common Core Standards (CCSS), with a specific look at key shifts related to English language arts and English language development and the impact of those shifts on other content areas. Participants engage in activities designed to understand the important changes that will enhance English-learner teaching and learning.

Presenter: Karen Cadiero-Kaplan, Director, English Learner Support Division, California Department of Education; e-mail: kcadierokaplan@cde.ca.gov

Grade-level Focus: All

Note: This workshop is also presented in Session B.
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Sponsor
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Planning Committee
Judy Cunningham, Kings County Office of Education
Rindy DeVolle, Butte County Office of Education
Edgar Lampkin, Yolo County Office of Education
Robert Linquanti, California Comprehensive Assistance Center at WestEd
Martin Macias, Stanislaus County Office of Education
Silvina Rubinstein, Los Angeles County Office of Education
Yee Wan, Santa Clara County Office of Education

Institute Coordination
Dina Fong, Coordinator
   Conference Planning Office, California Department of Education
Nancy Zarenda, Institute Chair
   Language Policy and Leadership Office, California Department of Education

English Learner Support Division, California Department of Education
Karen Cadiero-Kaplan, Director
   Language Policy and Leadership Office
   Carlos Rivera, Administrator
   Gustavo Gonzalez, Consultant
   Lilia Sánchez, Consultant
   Serene Yee, Consultant
   Will Lee, Associate Governmental Program Analyst
   Pam Lucas, Associate Governmental Program Analyst
   Patty Stevens, Associate Governmental Program Analyst
   Geoffrey Ndirangu, Education Programs Assistant
   Juan Marmolejo, Office Assistant

Professional Learning Support Division, California Department of Education
Laine Smith, Associate Governmental Program Analyst

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