LANGUAGE LEARNER SUCCESS
Building on Strengths

CONFERENCE PROGRAM
October 17 – 19, 2013 | Hilton City Center, Milwaukee, WI
Committed to providing educators the necessary assessment tools and resources to develop each student’s potential.
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Welcome from WIDA’s Executive Director

Dear Conference Participants:

Welcome to Milwaukee, Wisconsin for WIDA’s first national conference! I can’t fully describe in words our excitement at being here with you and participating in this event! But I will attempt to highlight a few points worth mentioning:

- We chose Milwaukee for our kick-off conference because it’s a great American city, rich in diversity past and present, with a public school system that has an unwavering commitment to ELLs with quality bilingual and English as a second language programs. It’s also the “home state” for WIDA so we take special pride in beginning here.
- Our theme, Language Learner Success: Building on Strengths, is reflective of WIDA’s core belief that there are rich personal experiences, as well as linguistic and cultural knowledge that language learners bring to our classrooms.
- Our goal in having a conference has always been to provide educators with insights into promising practices for working with language learners nationwide. Looking at the quality of keynote speakers and workshop sessions, I believe you are in for a first rate learning and sharing experience.
- The response to our call for proposals was overwhelming (we could only select 1 in 5 of those submitted). While we couldn’t accommodate all the great presentations, the ones you will see knocked our socks off when we reviewed them and that’s why they were chosen.
- Each keynote speaker was carefully chosen by our selection committee based on personal recommendations. These are national leaders in understanding the role of language and culture in educating our students. Most importantly, they are here with us because they share your passion for educating linguistically and culturally diverse students.
- For several years we’ve talked about having a conference and more than a year of actual planning went into making this happen. Hats off to all those involved in getting us to Milwaukee!

So, now that you have some background and context for appreciating the conference, let me remind you that at the heart of any quality learning experience there is dialogue and interaction around worthwhile ideas. So I encourage you to be an active participant both in sessions, in school visits, and in meeting new friends and colleagues who share your passion to help ELLs succeed.

Looking forward to meeting you!
Yours Truly,

[Signature]

WIDA Executive Director
Housekeeping

Here are a few tips and reminders to help keep the Conference running as smoothly as possible:

• Wear your name badges at all Conference functions, including meals and the evening reception.
• Free WiFi is available throughout the hotel, and is amplified for a stronger signal in the Regency Ballroom, where the exhibitors are located.
• Please help us make next year’s event even better by filling out the electronic survey that will be sent on Monday, October 21.
• If you have any special needs, please find a WIDA staff member, who will be happy to assist you.

Conference Sponsors and Exhibitors

The WIDA 2013 National Conference is made possible through the generous support of our sponsors and exhibitors. We gratefully acknowledge the following contributors, whose generous support has allowed WIDA to produce this conference.

**PLATINUM SPONSORS**

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- DRC
- WCER

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- CAL

**SILVER SPONSOR**

- Benchmark

**EXHIBITORS**

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- Ballard & Tighe
- Caslon
- Ellevation
- ETA Hand2Mind
- Knowledge Unlimited
- National Geographic Learning/Cengage Learning
- Santillana
- Velazquez Press

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Keynote Speakers

The WIDA 2013 National Conference welcomes a renowned group of educational leaders to address the unique needs of language learners.

Dr. Kathy Escamilla
Professor of Education, University of Colorado at Boulder

Improving Literacy/Biliteracy Learning for Emerging Bilingual Students
This presentation will first discuss a new generation of emerging bilingual students who are simultaneous bilinguals. Next, the presentation will discuss a holistic biliteracy framework and how the framework can be used to improve literacy teaching and learning for emerging bilingual children whether they are being taught in one language or two. Finally, the presentation will discuss the need to teach for social justice as a way to engage students in developing literacy/biliteracy.

Dr. Michael Hinojosa
Superintendent, Cobb County (GA) School District

A Family’s Journey to Success: Another Anecdote or Potential Movement?
In one generation, a family moved from the parent’s formal third grade education to grandchildren in the Ivy League schools. Is this just another feel good story or are there lessons to be learned? How did an urban school district’s English language learners (ELL) state assessment passing rates more than double from 2004-2011? How did ELL students outperform other student groups? And how did the ELL four year graduation rate climb to 56.8% during this period of time?

Dr. Gloria Ladson-Billings
Assistant Vice Chancellor of Academic Affairs, University of Wisconsin-Madison

Escaping the ‘Gap’ Language: Revitalizing Urban Education One Teacher at a Time
How we talk and think about urban education has a profound impact on how we respond to its perceived challenges. Rather than focus on what students of color and students who are bi-lingual and multi-lingual lack we have to start looking at the academic, cultural, and social resources they bring to the classroom and learn to capitalize on their strengths and assets.

Dr. Aída Walqui
Director, Teacher Professional Development Program, WestEd

Scaffolding: The Metaphor, and the Pedagogical Application
The Common Core State Standards (CCSS), the Next Generation Science Standards (NGSS), and the amplified WIDA English Language Development Standards have placed heightened demands on what English language learners must do with language as they engage in content-area practices. New standards also make parallel demands of teachers, who must now deepen their expertise how to teach students at higher levels with deliberately constructed support. In this presentation Aída Walqui will unpack and illustrate the pivotal pedagogical concept of scaffolding.
## Agenda at-a-Glance

### WEDNESDAY, OCTOBER 16

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
<th>Location</th>
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<tbody>
<tr>
<td>4:00 – 7:00</td>
<td>Early Registration</td>
<td>Registration Center – 4th floor</td>
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<tr>
<td>4:00 – 7:00</td>
<td>Exhibitor Area Open</td>
<td>Regency Ballroom – 5th floor</td>
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### THURSDAY, OCTOBER 17

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<th>Event</th>
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<tbody>
<tr>
<td>6:45 – 7:20</td>
<td>Breakfast for Milwaukee Public School site visitors*</td>
<td>Empire Ballroom – 2nd floor</td>
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<tr>
<td>7:30 – 5:00</td>
<td>Registration</td>
<td>Registration Center – 4th floor</td>
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<tr>
<td>7:30</td>
<td>Buses depart for Milwaukee Public School site visits*</td>
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<td>registration desk on 2nd floor)</td>
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<tr>
<td>7:30 – 8:15</td>
<td>Breakfast for attendees of Pre-Conference Institutes*</td>
<td>Empire Ballroom – 2nd floor</td>
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<tr>
<td>7:30 – 11:30</td>
<td>Exhibitor area open</td>
<td>Regency Ballroom – 5th floor</td>
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<tr>
<td>8:30 – 11:30</td>
<td>WIDA 101*</td>
<td>Wright Ballroom A – 4th floor</td>
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<tr>
<td>8:30 – 11:30</td>
<td>Academic Language in School Contexts*</td>
<td>Wright Ballrooms B-C – 4th floor</td>
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<tr>
<td>11:45 – 12:45</td>
<td>Welcome &amp; lunch</td>
<td>Crystal Ballroom – 5th floor</td>
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<tr>
<td>12:45 – 1:30</td>
<td>Keynote address: Dr. Gloria Ladson-Billings</td>
<td>Crystal Ballroom – 5th floor</td>
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<tr>
<td>1:30 – 1:45</td>
<td>Break</td>
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<tr>
<td>1:30 – 5:30</td>
<td>Exhibitor area open</td>
<td>Regency Ballroom – 5th floor</td>
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<tr>
<td>1:45 – 3:00</td>
<td>Concurrent breakout sessions</td>
<td>See Breakout Session Descriptions</td>
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<tr>
<td>3:00 – 3:15</td>
<td>Break</td>
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<td>3:15 – 4:30</td>
<td>Concurrent breakout sessions</td>
<td>See Breakout Session Descriptions</td>
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<tr>
<td>5:30 – 7:30</td>
<td>Welcome Reception</td>
<td>Crystal Ballroom – 5th floor</td>
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### FRIDAY, OCTOBER 18

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<td>Breakfast</td>
<td>Crystal Ballroom – 5th floor</td>
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<tr>
<td>8:30 – 9:15</td>
<td>Keynote address: Dr. Aida Walqui</td>
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<tr>
<td>9:15 – 9:30</td>
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<td>Regency Ballroom – 5th floor</td>
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<td>Concurrent breakout sessions</td>
<td>See Breakout Session Descriptions</td>
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<td>Break</td>
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<td>See Breakout Session Descriptions</td>
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<td>Lunch</td>
<td>Crystal Ballroom – 5th floor</td>
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<tr>
<td>1:00 – 1:45</td>
<td>Keynote address: Dr. Michael Hinojosa</td>
<td>Crystal Ballroom – 5th floor</td>
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<td>1:45 – 2:00</td>
<td>Break</td>
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<td>Regency Ballroom – 5th floor</td>
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<td>Concurrent breakout sessions</td>
<td>See Breakout Session Descriptions</td>
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<tr>
<td>3:30 – 4:45</td>
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### SATURDAY, OCTOBER 19

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<td>Breakfast</td>
<td>Crystal Ballroom – 5th floor</td>
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<tr>
<td>8:30 – 9:15</td>
<td>Keynote address: Dr. Kathy Escamilla</td>
<td>Crystal Ballroom – 5th floor</td>
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<td>9:15 – 11:00</td>
<td>Exhibitor area open</td>
<td>Regency Ballroom – 5th floor</td>
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<td>Concurrent breakout sessions</td>
<td>See Breakout Session Descriptions</td>
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<td>Break</td>
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<tr>
<td>11:00 – 12:00</td>
<td>Closing</td>
<td>Crystal Ballroom – 5th floor</td>
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*Open only to those attendees who pre-registered for these events*
Hotel Floor Plans

Events will take place on three floors at the Hilton Milwaukee City Center.

SECOND FLOOR
1. Empire Ballroom: Breakout sessions, breakfast for pre-conference site visit and institute attendees

FOURTH FLOOR
Breakout rooms:
1. Wright Ballroom A
2. Wright Ballroom B
3. Wright Ballroom C
4. MacArthur
5. Mitchell
6. Walker

WIDA Conference Registration
FIFTH FLOOR
Breakout rooms:
1. Kilbourn
2. Juneau
3. Oak
4. Crystal Ballroom:
   - All meals
   - Thursday evening reception
   - Keynote addresses
   - Roundtable sessions
5. Regency Ballroom:
   - Exhibitors and amplified WiFi

CAL RESOURCES FOR EDUCATORS WORKING WITH ENGLISH LANGUAGE LEARNERS

CAL has been a leader for decades in providing research-based resources and services for educators working with English language learners. Connect with CAL to learn how we can partner with you to customize services that best meet your needs and budget.

Featured Resources

- **SIOP in Action: Instructional Videos Featuring Complete SIOP Lessons**
  Comes with a companion viewers guide and lesson plans for educators.

- **Hot Topics in ELL Education**
  Authentic classroom videos and facilitators guides on key topics for educators working with English language learners.

- **CAL Practitioner Brief**
  Implementing the Common Core for English Learners: Responses to Common Questions.

- **CAL Institutes**
  Check out our schedule of professional development institutes held in DC.

CAL is proud to celebrate over ten years of collaboration with the WIDA Consortium to enhance opportunities for English learners.
Pre-Conference Institute Session Descriptions

**Developing Academic Language, Literacy, and Understandings to and through Talk**  
Presented by Dr. Jeff Zwiers  
Thursday, October 17, 8:30-11:30, Wright Ballrooms B & C – 4th floor

The focus of this workshop is to zoom in on practical ways to develop language, literacy, and thinking by fostering students' constructive conversation skills. We will analyze video clips and transcripts to explore how talk across disciplines can be fortified to meet and exceed the WIDA ELD, Common Core, and Next Generation Science standards. We will also explore ways to design lessons that “put the pieces together” so that students learn to work with whole and meaning-filled ideas valued the discipline. Participants will actively experience the learning activities and reflect on how to adapt them in different settings. We will end with a look at how to develop yearlong and system-wide capacity to support the success of bulking up classroom talk.

**WIDA 101: Introduction to WIDA Standards & Assessments**  
Presented by Dr. Margo Gottlieb and Jen Wilfrid  
Thursday, October 17, 8:30-11:30, Wright Ballrooms A – 4th floor

This session provides an overview of the WIDA ELD Standards and assessment framework and is designed for educators new to learning about WIDA. Participants will:

- Learn about WIDA’s theoretical foundations and student-centered focus.
- Explore the connection between academic language and the five WIDA standards, as well as their representation within the four language domains.
- Describe the structure of the standards framework, discuss the six levels of language proficiency and their performance criteria, and recognize the elements of model performance indicators.
- Examine the relationship between model performance indicators and test items as well as the basic structure of WIDA assessments.
Detailed Concurrent Breakout Session Descriptions

THURSDAY, OCTOBER 17, 2013
1:45PM-3:00PM

Using Non-Fiction to Develop Student Questioners
MacArthur Room – 4th floor
Presenters: Heather Jung

Develop students’ oral language when you cultivate a classroom community of children who learn how to determine important information about nonfiction topics and pose their own questions during conversations, reading, and writing. Engage students of varying ability levels in questioning through classroom meetings, interactive read alouds, shared reading, guided writing, and guided reading. View and analyze videos of classroom instruction using the literacy skills: viewing, listening, speaking, reading, and writing to build vocabulary and critical thinking through questioning with ELLs.

Scaffolding Academic Vocab Development with Graphic Organizers and Sentence Frames
Mitchell Room – 4th floor
Presenters: Linda Iza and Melissa Kurtz

The session will explore text types (e.g., cause and effect, compare and contrast, etc.) highlighted throughout the Common Core and other state standards. Using the WIDA Framework, text structure vocabulary and graphic organizers, the presenters will explain how they created language and content objectives to scaffold the use and comprehension of simple, compound, complex and compound-complex sentences in texts. They will share the step-by-step process of an action research project for planning and teaching differentiated lessons. Finally, the presenters will demonstrate how the gradual release of responsibility played an integral role in the process of language acquisition and fostered academic language development in both receptive and productive use of language.

Effective Professional Development in the Dual Language Classroom
Kilbourn Room – 5th floor
Presenter: Adriana Hart

This session will introduce all participants to one of the most successful dual language programs in Charlotte, North Carolina. Participants will learn specifically about Collinswood Language Academy, a public school that offers Spanish dual language immersion program for grades K-8. This session will present information about the ongoing Professional Development offered to all school’s staff members. Participants will also have the opportunity to discuss and analyze data used by the school in order to plan future differentiated staff development.
Creating Meaningful Technology Activities for ELLs
Wright Ballroom A – 4th floor
Presenter: Kelli Hook

This session will explore the use of technology and online educational software for ELLs, specifically as part of a technology station. Participants will discuss the benefits and challenges of integrating technology in a meaningful way within an ESL context. Participants will navigate and evaluate online activities which have been designed for ELLs. Finally, participants will begin to experiment with using online educational software to design their own differentiated, content-based, ESL activities.

SNEAK PREVIEW: ACCESS for ELLs 2.0 and the next-generation computer-based English language proficiency assessment system
Wright Ballroom B – 4th floor
Presenters: Audrey Lesondak and Jihan Bekiri

In 2015-16, ACCESS for ELLs 2.0 will replace the paper-based version of ACCESS for ELLs with a computer-based, secure annual summative assessment for the developing social and academic English language proficiency of English language learners. Like ACCESS for ELLs, this assessment will allow educators, students, and families to monitor students’ progress in acquiring academic English in the domains of speaking, listening, reading, and writing and will be aligned with WIDA’s English Language Development (ELD) Standards. The session will have three key parts. Part 1 will include a general overview of the assessment system, which is comprised of a computer-based summative assessment, a computer-based screener, interim assessments, and formative classroom resources. It will highlight key changes educators can expect with the transition from a paper and pencil test as well as describe in more detail the new resources. Part 2 will be a demo of sample items for each of the four language domains. Educators will be able to see how the new items incorporate innovative technologies and special attention will be paid to preparation, setting, proctor responsibilities and system features available for all students and individuals needing accommodations. Part 3, delivered in round-table format, will include a 2-way question and answer. Panelists will pose questions to solicit feedback related to educators’ needs and expected use of the new resources especially as they relate to setting, reporting and accountability and answer questions about the transition.

Introducing the Early Dual Language Development (EDLD) Standards
Wright Ballroom C – 4th floor
Presenters: Ruth Reinl, Erin Arango-Escalante, and Pat Chamberlain

The long anticipated Early-English Language Development (E-ELD) Standards have finally arrived! During this session, participants will become acquainted with various elements of the E-ELD Standards Framework including the Language Standards, Age Clusters, Language Domains, Performance Definitions, and Model Performance Indicators (MPIs). Similarities and differences between WIDA's K-12 and the E-ELD Standards will be discussed. Participants will also receive copies of the E-ELD Standards and Performance Definitions and have the opportunity to explore various applications of the Standards Framework within their early care and learning settings.

ELLs as Leaders: Increasing Schools’ Cross-Cultural Competence
Walker Room – 4th floor
Presenter: Holly Niemi

This session will explore the action plan used in creating, developing, and implementing ELLs as Leaders project that was successfully completed in a Pittsburgh Pennsylvania area high school. Participants will learn how this project can celebrate and strengthen cultural diversity in schools. ELLs come with unique perspectives and vast world knowledge that is used in this cross-cultural project to balance the power relations between teachers, students and ELLs. ELLs as Leaders allowed
one school’s ELLs to collaborate with American students and teachers about their culture, beliefs, heritage, perspectives, and experiences. With the growing diversity in public schools, it is imperative that teachers and students develop and increase their cross-cultural awareness. This project allows for students and teachers to connect, respond, and interact with culturally diverse individuals, as they worked for successful communication and a shared understanding, as ELLs served as the leaders in the collaborative project.

A Versatile Tool for Differentiating Academic Language Instruction: Concept Mapping
Empire Ballroom – 2nd floor
Presenter: Kathy McLean

The focus of this session is an instructional strategy from Himmele and Himmele’s book, The Language Rich Classroom, called “Concept Mapping”. Through hands-on experience, participants will be introduced to this strategy, which has been adapted to connect to the 2012 Amplification of the WIDA ELD Standards in order to demonstrate the strategy’s usefulness in differentiating instruction for improving academic literacy. Working in small groups, participants will engage with prepared materials to construct their own concept maps and to discuss the strategy’s potential for pre-assessment, formative assessment, and as a cooperative activity that utilizes all 4 language domains. The session will challenge participants to tailor Concept Mapping tasks to create language targets for English language learners at specific levels of English Language Proficiency, based upon their ACCESS score data and the 2012 WIDA Performance Definitions and Amplified ELD Standards. Prepared materials may include examples of transformed MPIs, amplified strands, ACCESS Score Reports, content and/or language objectives, complex grade-level texts, and connections to the Common Core State Standards.

Writing Instruction for English Language Learners
Juneau Room – 5th floor
Presenters: Benaline Baluyot, Dawn Adamoli, and Maria Alessandra Villella

In Philadelphia, writing continues to be the weakest skill district-wide based on the WIDA ACCESS. In both 2011 and 2012, only .2% of ELLs scored Bridging and an even smaller percentage attained Reaching in Writing. The majority of the students are at the Developing level, which prompts us to ask, what can we do to improve linguistic complexity and vocabulary usage in the writing of our students? What strategies will help increase the overall proficiency in writing of English language learners?

According to David Conley, author of College Knowledge, “If we could institute only one change to make students more college ready, it should be to increase the amount and quality of writing students are expected to produce.” To address this challenge, the workshop will provide activities and strategies for teaching writing to ELLs. Participants will engage in writing routines that can be used in different subject areas. Participants will also identify the purpose (e.g. increase linguistic complexity, vocabulary usage, etc.) of each routine, determine modifications for levels 1 and 2 and provide feedback to their colleague’s writing.

NM Dual Language Bright Spots Initiative: Building on the Cultural and Linguistic Capital of Our Students
Oak Room – 5th floor
Presenter: David Rogers

This this-year statewide initiative is designed to be inclusive of the languages and cultures of New Mexico. The purpose of the initiative is to develop dual language program bright spots across New Mexico that demonstrate the power of multilingual, multicultural enrichment education. Come hear how school communities are working to build on New Mexico’s cultural and linguistic capital of their students; narrow the achievement gap between language minority and native English speaking students; and develop a multilingual, multicultural citizenry prepared to fully participate in our local and global communities.

Visit our event sponsors in the Regency Ballroom and enjoy amplified wifi.
Building a Strong Learning Environment for All Students
MacArthur Room – 4th floor
Presenters: Mary Earley, Cindy Cox, and Leah Dobbs-Black

Presenters will describe the process of developing and implementing a job-embedded, on-going cycle of professional development that provides all teachers with the tools necessary to build a strong learning environment for all students. Components of this model include data analysis, selection of EL Leadership Team members, session design, scheduling of sessions, teacher accountability to implement instructional strategies presented in sessions, observations of lessons, feedback and coaching, financial support from school and district, and administrative support. Presenters will describe how the basic model was differentiated to meet the needs of the school in which the professional development was implemented. Presentation will include examples of content, strategies, and activities utilized in each session to model the variety of opportunities necessary to create an engaging learning environment that meets every student's needs. Finally, presenters will share both qualitative and quantitative data to show the positive results of this professional development model.

Framing Students for Success: Supporting Academic Discourse Using Linguistic Frames
Mitchell Room – 4th floor
Presenter: Shanna Stinehour

The focus of this session is supporting academic discourse among English language learners at all levels through the use of differentiated linguistic frames written using WIDA ELD Standards. It was developed in response to questions from content area teachers concerning how to support ELLs in academic discourse in compliance with the Common Core State Standards for Academic Language. It is based upon the research on accountable talk presented by Fisher, Frey and Rothenberg (2008) in “Content Area Conversations: How to Plan Discussion-Based Lessons for Diverse Language Learners”. Fisher, Frey and Rothenberg (2008) state that “Linguistic frames can be used at any level—from beginning language learners to native speakers, from kindergarteners to adolescents” (p. 97). This session expands on this idea by demonstrating how teachers can develop linguistic frames using students WIDA levels and the CAN DO Descriptors to differentiate the types of support given to students. For example, a student with a WIDA Level of 1 for speaking requires a different type of support than a student with a Level of 4 for speaking; but with appropriate support, both students are able to engage in academic discourse. In addition to supporting participants in writing linguistic frames, we will demonstrate how the frames can be used to support students in academic discourse and to formatively assess academic

Bringing the Seal of Biliteracy to Wisconsin
Empire Ballroom – 2nd floor
Presenters: Tolu Sanabria, Joshua Forehand, and Jesus Santos

Summary: The Seal of Biliteracy (Seal) is an actual seal placed on a student’s high school diploma and indicated on their official transcript. The Seal is inclusive of all languages and language education programming. At the elementary and middle school levels, Pathways to Biliteracy awards are given, demonstrating that students are on a pathway leading to biliteracy. High school students unable to meet all of the requirements may still be eligible for a Recognition of Achievement award.
The Seal of Biliteracy movement began in California, at the local school and district levels, as an effort to frame the multilingualism in the state schools as an asset, raise awareness of the benefits of bilingualism, and raise the status of biliteracy. California and New York have recently passed legislation making the Seal official. Other states planning to implement the Seal, or with pending legislation, include Florida, New Mexico, Texas, and Washington.

Educators from several districts in Wisconsin have come together to draft guidelines for a Wisconsin Seal. As in California, the Seal will be optional for schools or districts in Wisconsin. The workgroup has developed a standardized set of criteria for the Seal as well as recommendations for local districts to consider when developing Pathways to Biliteracy programs.

**Standards-Based Instruction – Leading the Way to enhancing Language and Academic Development**

Wright Ballroom A – 4th floor  
Presenters: Wilma Valero and Patricia Makishima

School District U-46 is very committed to providing our ELL students standards-based instruction that meets and exceeds the high expectations of this global society. Vertical and horizontal standards-based curriculum alignment as well as Thematic Units enhance the language and academic development of our ELL students within the Dual Language Program. This ensures coherent and consistent district-wide instruction across grade levels that reflects best practices, fair assessments, and high expectations for our students’ academic and linguistic success in this competitive global society.

**Interim Assessments: Tools supporting collaboration between content and language**

Oak Room – 5th floor  
Presenters: Emily Evans Fanaeian and David Gabel

As a new feature of WIDA’s assessment system funded by the ASSETS grant, interim assessments (IAs) are currently being designed to help provide support to both content and language specialists as they plan instruction for students who are developing proficiency in academic English. The new IAs are expected to be adaptive (“smart”) computer-based assessments that will allow educators the option of collecting data on their students’ current level of academic language proficiency within a specific Standard and across several domains, at multiple points during a school-year.

This interactive session highlights WIDA’s philosophy of bringing together educators and researchers to design relevant, educator-informed assessment tools. Participants will learn of the proposed design for these assessments, interact with sample items and test prototypes, and participate in focus groups to offer feedback to test developers. This feedback will be used by the test developers of the IAs as they think through which assessment modules to create and make available, as well as how to present the most useful information about students' language proficiency to students, parents, teachers, and school administrators.
Teaching and Reaching Every Area: Community-Based Programming for ELLs
Wright Ballroom C – 4th floor
Presenter: Stephanie D’costa, Jocelyn Kuhn, and Jenny Schultz

This session will examine an out-of-school time program, Teaching and Reaching Every Area (TAREA). TAREA is a system of community-based student and family supports for ELLs that started in one school and is growing in the district. Program coordinators from the school and from a higher education institution will share their experiences. Attendees will review implementation examples and steps for getting started such as communications with families and guided reading lesson plans. They will explore how to form partnerships and identify needed resources (funding, materials, etc.). They will also consider how to build a specific reading intervention that incorporates academic language. Attendees will choose one area relevant to their own context and use a planning template to identify actionable next steps.

Building a Success Program: The Rock Island/Milan Model
Walker Room – 4th floor
Presenters: Kathy Miller, Kay Ingham, and Rebecca Morley

Five years ago English language learners made up only a fraction of our student population. Today more than 10% of our students are English language learners. This incredible growth has been across all grade levels and schools. Currently, there are nearly 30 different native languages spoken in our district. With the population of language learners growing daily across the nation I am sure there are several districts having a similar experience.

Despite of rapid growth, we have been able to craft a program that is showing incredible results for our students. Across the district more than 10% of our ELL students attain language proficiency each year. This is true even though new students arrive daily with very low levels of English. At the secondary level more than one fourth of our high schools National Honor Society students are current or former ELL students. The graduation rate among our ELL population is nearly 100%, far above the national average. In addition to this, out of last year’s graduating class of 30 students, 22 are in some form of post-secondary education.

We have accomplished these things by being a leader in developing high quality programs for our students and families. Allow us to share with you how we have developed a program that embraces and engages our various communities and families in order to ensure success for all students.

Standards, Standards Everywhere: What Can Teachers and School Leaders Do?
Kilbourn Room – 5th floor
Presenter: Margo Gottlieb

For English language learners to succeed academically, their teachers and school leaders must focus on how best to integrate content and language standards. That is, the content standards, including the Common Core Content Standards and the Next Generation Science Standards must work in conjunction with English language development standards in planning and implementing curriculum, instruction, and assessment. This session provides a glimpse into this standards-referenced world by emphasizing the purpose and use of standards, suggesting ways to promote collaboration among teachers serving ELLs, and offering a curricular framework for designing content and language targets.
Help Me! I’m Not a Math Teacher!
Teaching the Language of Mathematics
Juneau Room – 5th floor
Presenter: Kelly Reider

Participants will discuss the angst and conflict language teachers feel when faced with teaching within the mathematics context. We will deconstruct Common Core Mathematics Standards to determine the language needs in order to focus our attention on the language of mathematics to calm those fears. Once we determine the language needs, we will identify the key components in a language of mathematics lesson and best practices for developing discourse and academic language within the mathematics classroom.

Success for Native American ELs with Culturally Responsive Standards-based Instruction
Wright Ballroom B – 4th floor
Presenters: Mari Rasmussen and Kathryn Froelich

This session will explore the challenges and possibilities of developing language and content targets using WIDA and content standards that are culturally responsive with a focus on Native American students. Research shows the positive benefits for Native American students in participating in a learning environment that includes traditional culture and languages. Yet, common and state standards and the implementation of a standards-based curriculum can appear to be incompatible with instructional approaches that supports home language and culture in a constructivist, learner centered model. The presentation will address these challenges, providing answers and solutions. Using the WIDA model that supports the importance of sociocultural context for standards based instruction and academic language, the presenters will demonstrate how WIDA and content standards can be addressed in a culturally responsive manner. Demonstrating the approach that is being used successfully in a Title III Native American and Alaska Native Children in Schools grant to support teachers in using Native American culture and language with WIDA and content standards to instructional activities, the presenters will discuss how this model can be adapted for different cultural communities.

FREE Samplers for WIDA Conference Attendees!
These materials have undergone the WIDA PRIME correlation process:

- **Early Explorers** for Grades K–2
  - Leveled Nonfiction and Fiction

- **English Explorers** for Grades 3–8+
  - Language-Leveled Texts

- **RIGOR** for Grades 4–12
  - Literacy & Language Intervention

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What Can You Do After the ‘Can Dos’?
MacArthur Room – 4th floor
Presenters: Sarah Lang and Kathryn Burns

Advocates of English language learners often face the question: What sort of on-going Professional Development can be provided after the Can Do Descriptors have been presented to our classroom teachers? Sarah and Katie work at the district level, building capacity in school based staff and collaboration among Professional Learning Communities.

In an effort to guide meaningful conversations around best instruction for English language learners, this session will provide strategies for advocates of English language learners to engage school based staff in WIDA as it relates creating educational equity for ELLs. Short staff development activities will be presented for teachers to replicate upon return to their district. Activities may include: The Language of a Flower (addressing all content areas), Transforming an MPI Interactive Scramble, Differentiation-Student Profiles, Performance Definitions in Action. Discussion around these activities will encourage classroom teacher buy-in around the use of WIDA.

Capitalizing on Linguistic Strengths: Scaffolding Achievement in the Common Core
Mitchell Room – 4th floor
Presenters: Shelley Fairbairn and Stephanie Jones-Vo

This practical, hands-on session will begin with participants selecting and applying meaningful instructional strategies that support ELLs across the range of language development levels. Next, participants will engage in an activity focused on clarifying the complex nature of the English language development process; they will analyze several individual student scenarios that demonstrate the potential range of language development levels in listening, speaking, reading, and writing. Finally, participants will differentiate scaffolds and supports for an assignment grounded in the Common Core State Standards, meeting the needs of ELLs across all English language development levels.

Motivating and Engaging Students with Artful Thinking Routines
Empire Ballroom – 2nd floor
Presenter: Jennifer Carlson

Artful Thinking Routines are simple yet effective strategies for improving students’ critical thinking skills, problem solving, collaboration, and creativity. They easily motivate and engage students and require very little prep-time. In addition, the routines are a non-threatening means of building background, vocabulary, and fluency among ELLs. In this session, participants will learn and practice several Artful Thinking Routines and see first-hand how to incorporate the routines into their daily lessons. They will also work in small groups to determine which Artful Thinking Routines best support key WIDA ELD Standards. Detailed handouts of each routine and artwork resources will be provided.
Enriching Academic Language with 21st Century Tools
Wright Ballroom A – 4th floor
Presenters: Allyson Newton and Bridget Wilson

Presenters will share effective ways that technology can be used to enrich academic language learning. Participants will come away with practical 21st Century applications for utilizing technology as both a support for academic language learning and as a means to provide meaningful practice and application. Participants are encouraged—but not required—to BYOD (Bring Your Own Device): laptop, tablet, or smartphone. Presenters will support participants in adapting use of 21st Century tools to fit varied teaching environments. This session is ideal for administrative/support staff and for teachers directly serving English language learners in the classroom.

What is an English language learner? Identifying and reclassifying ELLs
Wright Ballroom B – 4th floor
Presenters: H. Gary Cook

This session describes issues associated with identifying and reclassifying ELLs. It examines the latest research and best practices for ELL identification and reclassification, and it provides some examples of how states and school districts are currently thinking about identification and reclassification. During this session, participants will have the opportunity to interact with presenters and other participants on these important issues.

Young English Language Learners: Language Difference or Language Disorder?
Wright Ballroom C – 4th floor
Presenters: Nancy Silverman and Cristy Martinez

This session will explore the issue of differentiating a language difference from a language disorder in young ELL children, aged 3-6. As speech language pathologists, participants will be guided through the various stages of language development which a young ELL child may pass through. Participants will learn about critical factors which may impact the ELL child’s language development and overall learning. Through case study examples and audience participation, workshop attendees will be exposed to the concept of language difference as opposed to language disorder for young children. Participants will receive an extensive list of strategies to promote language learning for young ELL children. Participants will understand “what and why” foundational language skills are necessary for successful verbal language/literacy skills for young ELL children.
A Systems Approach to Improve Instruction for ELLs
Walker Room – 4th Floor
Presenters: Tamara King and Suzanne Wagner

The 12 Key Practices is a systems approach to educating ELLs. It provides a common focus and a common language for ELL-focused professional learning communities (PLCs) as they plan, implement, monitor, evaluate and improve ELL services and district professional development opportunities. The presenters will explain how collaborative teams of administrators and teachers can use these effective practices to reach the goal of academic success for English language learners by working and learning together at the district, school, and classroom levels. The twelve key practices are arranged within four categories: (1) The “big picture” practices that are shared by educators at the district, school, and classroom levels, (2) the common classroom practices for all ELL educators (the teachers who share the responsibility to teach the same ELLs), (3) the core instructional practices (ESL, literacy, and academic content), designed for teachers in every type of program for ELLs, and (4) the final programming practice that organizes all of the practices into strong, successful programs.

Collaboration and Co-Teaching for ELLs using the RtII Framework
Kilbourn Room – 5th floor
Presenter: Kathy Ames-Borrel

This session will showcase the implementation of complete collaborative (push-in) model of instruction for ELLs in grades K-8 in Harrisburg School District. Using the RtII framework as a structure to infuse collaborative planning, data meetings, and teams of teachers, participants will learn about strategies that begin the process of working together in a co-teaching setting to benefit ELLs in classroom room core literacy instruction. Successes and barriers to implementation will be shared. Participants will leave with strategies and action steps to begin co-teaching or collaborative ESL program model.

Making the Connection: Examining the Language of Math and Assessment
Juneau Room – 5th floor
Presenters: Amy King and Lori Hanna

In this interactive session, participants will identify the linguistic demands of the Common Core State Standards for Mathematics. They will examine the Eight Standards for Mathematical Practice and consider the academic language associated with them. They will also evaluate the academic language demands of standards-based assessment items.
When student engagement is high, so is learning! Instructional practices to increase student engagement
MacArthur Room – 4th floor
Presenters: Christine Wells, Kristina Davis, and Sandy Warner

Standards by themselves cannot raise achievement. The high demands of the new standards require educators to teach with an expanded repertoire of skills. Teachers and administrators will need to learn and develop proficiency in instructional practices that promote students’ conceptual understanding, such as engaging students in rich, challenging tasks. In order to respond to the changing needs of both teachers and students we have developed a full scale district implementation plan to increase student engagement and the use of language in every classroom. Let us share with you our journey and experience some of the transforming techniques teachers are using to structure active learning that provides the most opportunity for students to express their ideas, questions, and conclusions verbally.

Los estándares del desarrollo del lenguaje español (DLE)
Oak Room – 5th floor
Presenter: Susana Ibarra Johnson

Esta presentación se enfocará en el sistema de estándares para la adquisición del español dentro del contexto de kinder hasta el grado 12. El enfoque de estos estándares es apoyar los contextos en los cuales los estudiantes aprenden en el idioma español, así como los individuos que trabajan con ellos en estos contextos. La presentación mostrará la organización y el uso de los estándares como herramientas para enfocar la enseñanza en el desarrollo del idioma español.

iClassroom: Transforming Bilingual, ESL and DLI Instruction with iPads
Empire Ballroom – 2nd floor
Presenters: Ashley Coblentz, Jaclyn Moreno, and Sara Batesky

In this session fourth and fifth grade bilingual students will show teachers, teacher educators and administrators how to use iPads to transform literacy and math workshops in bilingual, ESL and DLI classrooms! Learn to digitize multimedia writing portfolios, integrate iPads into math instruction and use iMovie to address WIDA ELD and Common Core State Standards. Deepen collaboration between ESL/bilingual coaches and classroom teachers, while utilizing iPads to boost ELLs’ academic achievement. Third grade bilingual teacher Ashley Coblentz, second grade DLI teacher Sara Batesky, teacher leader Jackie Moreno, and their students will share projects to bring the process to life. These dedicated students have spent a lot of time preparing this presentation for you and can’t wait to share it!

Weaving WIDA into it ALL: Effective Professional Development and Coaching
Wright Ballroom A – 4th floor
Presenters: Ivanna Mann Thrower, Allyson Newton, and Joan Lachance

This interactive session will highlight the work North Carolina has done to weave the WIDA standards into education in North Carolina (NC) for ELLs and ALL students. The presentation will highlight the work of the ELL Support Team, a cadre of ELL and mainstream teachers/administrators/retirees who serve the state as professional development leaders and coaches. The team intertwines the WIDA standards with the Common Core State Standards (CC), NC Essential Standards (ES), SIOP, ExC-ELL and LinguaFolio in order to provide comprehensive support around the state.

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ELL Support Team Members were NC WIDA Certified through 3 intensive days of training and participate in ongoing training on CC/ES and state initiatives. Districts across NC can request PD and coaching services from the team which is deployed in person as well as virtually. Research shows that stand alone PD does not have a positive impact on teacher performance or student learning. The ELL Support Team enhances the strength of implementation and fidelity to the initiatives. This, in turn, leads to student gain as shown through the WIDA data analysis process also implemented in North Carolina. Participants will have an opportunity to ask questions and to create action steps for tailoring the concepts shared in the presentation to their own settings.

Developing Academic Literacy with English Learners in Grades 6-12
Wright Ballroom B – 4th Floor
Presenters: Laura Wright and Annie Duguay

New national standards provide an opportunity to reconceptualize what literacy and language development mean for ELs in academic contexts. This session will (1) explain and provide examples of a 21st century approach to literacy development, (2) show how academic language is embedded in the practices promoted by the national standards, and (3) apply this approach in the context of a US History lesson, highlighting strategies using multimodal resources for developing academic language and literacy.

Promoting Successful Collaboration with Culturally and Linguistically Diverse Parents
Wright Ballroom C – 4th floor
Presenter: Katelyn Barlet and Jody Charles

Throughout the proposed session, information will be shared regarding effective methods for actively engaging parents of culturally and linguistically diverse (CLD) backgrounds by eliciting their strengths and funds of knowledge. Participants will engage in whole-group dialogue surrounding themes that are found in current research regarding culturally responsive practices and parent involvement. To consider the information highlighted in the research at a higher level, an example of one successful program will be discussed in depth.

In addition to large-group discussion, participants will also have the opportunity to connect in a small group or partnership to identify challenging and achievable personal goals for the educational institution with which they are affiliated. Participants will then draft an individual plan for incorporating parent involvement opportunities that build upon CLD parents’ strengths.

The session will culminate with a whole-group question and answer session to reinforce and clarify important concepts discussed during the presentation.

Transforming Writing Instruction: A Focus on English Learners
Walker Room – 4th floor
Presenter: Barbara Andrews

English Learners face mounting pressure to acquire English literacy at a rapid pace, and writing is often a source of difficulty. This interactive session examines ways to build a writing community by valuing students’ diverse languages and cultures and by emphasizing the importance of authentic writing and collaboration. Participants will gain an understanding of the support provided by the WIDA Standards Framework that will engage ELs in listening, speaking, reading, and writing that will develop lifelong writers. Techniques and ideas for modeling, for conferring with students, for encouraging students to collaborate, and for building writing self-confidence will be discussed. Suggestions for visual tools to support language learners will be provided.
While a teacher can explicitly model strategies for the whole class, the progress of English Learners relies heavily on the quality of follow-up by the teacher in order to support students’ individual needs and scaffold them toward proficiency. Drawing from the research and theoretical base of Atwell, Beck, Cappellini, Calkins, Cummins, Echevarria, Fletcher, Graves, Short, Freeman, Gibbons, Heibert, Krashen, Marzano, Fountas & Pinnell, and Clay, strategies for developing oral language skills, building vocabulary, and the importance of reading and writing connections will be examined throughout the session.

Using Arts Integration Strategies to Increase Literacy in English Language Learners
Kilbourn Room – 5th floor
Presenter: Kate Collins

This session will introduce participants to arts integration strategies, such as Artful Thinking and drama routines, that can help increase literacy skills in English language learners. Participants will engage in arts integration activities and will identify how using the rich and vibrant world of the arts can address the diverse needs of English language learners. Finally, participants will learn of online and text resources that may help them get started in using arts integration strategies.

STEM and the Language Learner in the Authentic Differentiated Classroom
Juneau Room – 5th floor
Presenters: Kelly Garcia-Lee and Suzi Murphy

This presentation will demonstrate how to use the Teaching/Learning Cycle to guide students through the problem-based learning (PBL) model from the planning, implementation, assessment, and reflection phases. We will provide ideas, pathways, and supports to help attendees effectively utilize technology while embedding common core expectations with WIDA can-do descriptors in order to reach each differentiated language learner in their content area classroom.
Revamping Rubrics: Creating Differentiated Writing Rubrics
Mitchell Room – 4th floor
Presenter: Kelly Grucelski

Teachers of English learners are constantly refining how we differentiate instruction to challenge students. In this hands-on session, we will explore how we can use ACCESS results and the 2012 WIDA Performance Definitions to guide our differentiation of writing projects.

We will begin by analyzing the components of the 2012 Performance Definitions in terms of linguistic complexity, language forms and conventions and vocabulary usage. Next we will examine the grade level expectations for an information/expository writing task (based on the common core standards) and will work together to differentiate the task for students at different levels of language proficiency. We will also determine what sensory, graphic and interactive supports would be appropriate for students at different language levels. Ultimately, we will apply our new insights to write a differentiated rubric that describes our expectations for students’ performance at various language levels.

Throughout this session, the presenter will share models from her own upper elementary EL classroom. For example, the presenter will share examples of tiered rubrics she has created for three writing projects she implemented with her students. In addition, the presenter will share examples of student work at various proficiency levels. The presenter will also share data on student growth on the ACCESS Writing test to show how differentiating writing assignments challenges students at the Expanding stage of EL to move to Bridging. By engaging with these models and drafting their own rubric, participants will learn why and how they can create differentiated writing rubrics in their own classroom.

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Find out more at the LADDER roundtable on Friday from 3:30-4:45.

Visit the WIDA table or www.wida.us/ladder for more information
FRIDAY, OCTOBER 18, 2013
1:45-3:00PM

ELL Coaching: Enacting models, approaches and strategies
MacArthur Room – 4th floor
Presenters: Trish Morita Mullaney and Susan King

A variety of coaching models have been described, practiced and researched. However, very few discuss what coaching looks like in the arena of English language learning. In many settings throughout the United States, serving ELLs is a new experience for classroom and content area teachers. Historic coaching models do not always consider the massive learning curve that teachers are experiencing while they are being coached by an ELL coach. This session will explore this emerging dilemma and work with participants in understanding their present coaching models and how to shape them in their local contexts.

Evidence Based Argumentation: Engaging ELL Students in Boston Public Schools
Mitchell Room – 4th floor
Presenters: Brandon Finegold

This session will present Evidence-Based Argumentation (EBA), an engaging classroom structure that teachers in Boston Public Schools are using to improve student reading, writing, and oral language skills. Developed by the Boston Debate League, EBA trains teachers to structure their classrooms so students are engaging each other in debate and discussion over the day’s content (rather than emphasizing memorization through lecture, note-taking, worksheets, and textbook reading).

Evidence Based Argumentation follows a progression of five scaffolded-argumentation skills. To teach these skills while at the same time delivering course content, EBA has developed fifteen activities. This session will highlight the activities that are ideal for English language learners. EBA asks students to listen to and practice using academic language in low-stakes environments. Hearing several peers deploy confusing terminology when talking about an issue will give struggling students a richer understanding of how a given word is used. Such discussions are especially important for English language learners, who depend on connections to prior knowledge to make meaning from texts that may not speak to their lived experiences. When students take turns defending an argument, they will naturally draw on their own background knowledge, allowing learners who struggle to understand the implication of a given idea to see it in the context of a situation with which they have personal experience. Finally, students will find new motivation to read and analyze academic texts as a means to perform better in their debates.

Academic Spanish Language Development within a Dual Immersion Educational Setting
Empire Ballroom – 2nd floor
Presenters: Lucia Mon-Bernad and Patricia Venegas

This session will explore the process of using the WIDA SLD Standards for lesson planning and delivery. Through the planning and delivery of a sample lesson, participants will analyze and reflect upon the purpose for using language within an articular learning activity. They will also pay close attention to students’ linguistic repertoires that could support further development of Academic Spanish and that might allow for the expansion and differentiation of language objectives tied to a particular learning activity as well as to a targeted language domain.
Participants will also explore specific language supports available for each language domain and will get familiarized with the different forms in which language is presented and negotiated for a specific purpose. Participant will receive a lesson plan template to guide their thinking and apply these new understandings to their own teaching context.

**WIDA Standards Implementation – A Research-based Approach**  
Wright Ballroom A – 4th floor  
Presenters: Ruslana Westerlund and Kristina Robertson

While WIDA ELD Standards have revolutionized the way many educators understand language development through content, there are still many questions about how to roll out the standards in such a way as to integrate them with current standards work and to increase their use in everyday teaching environments. It can seem like an overwhelming task and the presenters, who provide ELD technical assistance to many schools and districts in Minnesota, have developed an “ELD Implementation Framework” based on the principles of Implementation Science in the National Implementation Research Network (NIRN) document, “Implementation Research: A Synthesis of the Literature.” This framework provides a step-by-step plan for assessing the systemic needs and resources for implementation of ELD standards, as well as a collaborative model to ensure consistent roll out and buy in for language instruction through content. Participants will be able to use this framework to guide their work in developing ELD standards-based instruction in their own schools and districts.

**Deciphering Percentile Growth Charts and Tables on ACCESS for ELLs**  
Wright Ballroom B – 4th floor  
Presenters: Gary Cook and Kris Stewart

This session will demonstrate how administrators and educators can use the WIDA Percentile Growth Charts and Tables to compare student progress by starting proficiency level, cluster, and domain on the ACCESS for ELLs. By providing the latest examples of percentile growth charts and tables, session participants will engage in analyzing the various components, interpreting data, and become acquainted with some of the terms used in statistics. Finally, the participants will receive a data guide template to direct their thinking during the demonstration session.

**Creating Successful Socio-cultural ELL Environments to Support Standards**  
Wright Ballroom C – 4th floor  
Presenters: John Kibler and Diep Nguyen

This session will explore how the socio-cultural environment in which an ELL learns impacts academic achievement and how its creation serves as an important ingredient in using WIDA ELD Standards effectively. Participants will identify essential socio-cultural practices that learning environments need to transition from “saying” that bilingualism is an asset to one that truly celebrates and creates bilingualism. Participants will strategize ways that their existing program, regardless of model, can use the WIDA ELD standards as a starting point for discussing the importance of socio-cultural factors in ELL academic achievement. Participants will leave with a comprehensive guide for supporting and creating successful socio-cultural environments for the improved academic achievement of ELLs.

**We are all Singing from the Same Sheet of Music**  
Walker Room – 4th floor  
Presenters: Michele Woodson, Carlos Oliveira, and Bonnie Tran

The Alamance Burlington School district has developed common core resources for its teachers through a concept called “core teams”. These teams are made up of excellent teachers who have unpacked the common core standards, prioritized these standards and designed instructional opportunities to address these standards.
These units utilize the Understanding by Design framework, which causes the teacher to focus efforts on intended outcomes and concepts. This work has taken place in the core instructional curriculum of the district K-12. The ESL core teams have taken these same units and utilized the WIDA amplified standards, development of MPIs and best practices to create units that “directly” align, yet are differentiated for the needs of English language learners.

These units are available for all ESL teachers within the district as well as for teachers in core instruction that need resources as their classes may contain high levels of ELL students. This model facilitates formative assessment within the core instruction as well as within the language acquisition piece—informing both the core instruction teacher and the ESL teacher about a student’s progress toward a defined goal.

Teacher participation in the design, development and implementation of these units is significant as we develop teacher leaders within the district. These teachers become individuals who are “experts” not only in their own ESL content, but also the content of the students they may be serving. They deliver PD to their peers and receive recognition within their schools for the work they do with English language learners.

Real Collaborators of Baltimore: Balancing Literacy with English Language Development  
Kilbourn Room – 5th floor  
Presenters: Leanne Riordan and Erika Savage

Balanced literacy in elementary school is imperative for all, but challenging for teachers given a wide variety of reading levels within the class. When the classroom also includes a significant percentage of ELLs, principals of second language acquisition must be considered when planning for literacy instruction. Our session explores the authentic working relationship between a general educator and an ESL teacher in an urban classroom setting. With a collaboration model, we have learned to seamlessly co-teach third grade English Language Arts. Using videotapes of our classroom, we will present and model the most effective strategies that we implement daily to maximize instruction time. We will also discuss best practices for teaching guided reading to ELLs, creating differentiated groups based on data, and remediating early literacy skills that are often missed during early childhood. Our toolbox includes activities to promote phonemic awareness, word building, spelling and vocabulary, comprehension, pronunciation, listening, and writing. In addition, we will demonstrate techniques that incorporate multiple learning styles to engage all students, not just ELLs.

Visual Literacy for Elementary School ELLs: Why? What? How?  
Juneau Room – 5th floor  
Presenters: Gail Melson and Judith Tryens

ELL teachers regularly use visual materials to scaffold lessons. This presentation will include information about what visual literacy means, and how visual literacy supports WIDA’s standards to enhance ELL students’ ability to communicate information, ideas, and concepts for academic success. We will present strategies and techniques that go beyond the usual scaffolding techniques (using photos and drawings, simple graphic organizers, and text features) to develop increased visual literacy in our elementary ELL students. Such techniques include use of charts and tables, time lines, and process charts to help students expand their understanding and to use these skills to improve their ability to communicate their ideas.

Question & Answer Session with Keynote Speaker Michael Hinojosa  
Oak Room – 5th floor
Instructional Coaching for Radical Change in Urban Mainstream Classrooms
MacArthur Room – 4th floor
Presenters: Annela Teemant, Serena Tyra, and Christy Reveles

Equipping teachers to educate English Learners requires more than minor instructional adjustments in teacher-centered, behavior-oriented, and dominate-culture practices. It requires radical re-examination of what it means to educate the whole child in a rich socio-historical context. To change the trajectory of ELLs’ academic achievement and their social conditions, teachers need to use both critical (Freire, 1994) and sociocultural (Vygotsky, 1978) perspectives and practices when teaching ELLs.

This session introduces participants to an ESL instructional coaching model targeting increased teacher use of critical pedagogy. Informed by three years of instructional coaching data, presenters address three key objectives: First, participants will be introduced to the six research-based and enduring principles of learning that underpin the instructional coaching targets and coaching process. Second the instructional coaching rubric, process, and outcomes will be described and discussed by participants using a video case study. Third, quantitative evidence will be presented showing how teacher use of critical sociocultural teaching practices significantly and positively influenced both language arts achievement and English proficiency. Qualitative evidence from instructionally coached teachers will highlight how radical changes positively shaped both teacher and student identities, power, and agency in the classroom.

To accomplish these objectives, participants will engage in a series of activities: a) Analysis of brief video clips defining principles of learning on a coaching rubric (20 minutes); b) Paired analysis of a coaching case study with video and text (25 minutes); and c) small group discussion of quantitative and qualitative data outcomes and implications (20 minutes). Handouts will be provided.

Say It with Power: Debate Club for Upper Elementary Students
Mitchell Room – 4th floor
Presenters: Ellen Beckstrom and Ann Smolinski

This session will explain the rationale and process implemented by the presenters to organize an after-school debate club with fourth and fifth grade English language learners. The presenters will describe an eight-week pilot program designed to explore the relationship between forensics and improved reading comprehension through higher level thinking. Participants will be able to implement scope and sequence for instruction, practice, and application of forensic skills with students in grades four and five. They will apply Common Core/WIDA ELD Standards to support instruction of clear and persuasive argument across the four domains of English Language Arts. In addition, participants will be able to create debate lessons in which students apply higher level thinking skills to boost reading comprehension and advance their effective use of academic vocabulary and Standard American English in oral/written discourse.

As a warm-up, session attendees will see sample debate videos, collaborate to sequence statements that build a strong argument, and practice developing an argument in small groups with a provided forensics frame. They will also have the opportunity to brainstorm varied applications to their unique settings.

Ultimately, participants will be prepared to replicate this type of program with fourth and fifth graders using handouts which delineate the specific objectives, activities, and resources needed. Furthermore, they will be able to articulate the program’s alignment to Common Core and WIDA ELD Standards in order to gain support from school-based and district-level administrators.
Josue’s Club—A Dual-Language Learning Club  
Empire Ballroom – 2nd floor  
Presenter: Melissa Owen, Connor Owen, and Alfredo Mieles

The session will instruct participants how to begin a dual-language learning club to address at-risk Hispanic students. Participants will walk away with a complete plan for running a year-long after school learning club. The plan will include qualifying characteristics of High School mentors as well as identifying characteristics of at-risk elementary students. The session will include a vision and mission statement and hands-on activities for weekly lessons. It will include fund-raising ideas and community involvement ideas to support the Club. Participants will see data and statistics of an actual club and the benefits and successes associated with working toward passing standardized tests and improving academics in the classroom. There is also a parent component regarding the importance of standardized testing, as well as the significance of parental involvement throughout the entire educational process. An actual High School mentor and past president of the Club will tell his experiences and the effort being made to make this a National Club under the guise of a Parent affiliation. The session will include a slide-show presentation of activities and celebrations throughout the year. In addition, participants will hear first-hand accounts from supporters of the program detailing aspects and outlining their supportive roles in bringing Josue’s Club to fruition at Hayes Elementary and Kennesaw Mountain High School in Cobb County Georgia.

Pursuing Collaborative Strategies to Address the Academic Needs of ELLs  
Wright Ballroom A – 4th floor  
Presenter: Icela Pelayo

Shifting to Common Core State Standards implementation necessitates a sharp focus on connecting language objectives to content standards. All teachers must share responsibility to effectively address the learning needs of ELLs by understanding and connecting academic language demands and second language learning. This great task requires a shift in professional development and leadership capacity-building for effective instructional programming for ELLs. Collaboration across organizations is critical for supporting effective bilingual multicultural education program management that promotes and achieves bilingualism and biliteracy for all students. The New Mexico Public Education Department’s Bilingual Multicultural Education Bureau collaborates internally with other department bureaus (e.g. Literacy Programs, Assessment & Accountability, and Priority/Turnaround Schools), school districts, and other non-governmental, bilingual education advocacy groups to leverage support and resources for the academic language and learning needs of ELLs and students participating in bilingual education programs across the state (five different models). Strategies for effective collaboration are discussed.

Using Data and Differentiated Instruction so ELs CAN DO!  
Wright Ballroom B – 4th floor  
Presenters: Cathy Fox and Margaret Schembre

The session will be conducted in a highly interactive format employing the SIOP model. Permeating the session will be our belief of looking at the total child, not just snip-its of data. We recognize that their cultural backgrounds influence every aspect of their lives and enrich classrooms that recognize the benefits of such diversity.

This session will focus on using data to drive instruction. As we use data to inform instruction, as well as identifying students who need intervention, we need to understand the limitations of that data in terms of ELs. There needs to be a mutual understanding of this at the school level to drive school improvement, as well as at the classroom level to improve student achievement. The presenters will share information about their participation in LADDER, (Literacy in
Assessment and Data Designed for Effective Results) a program that builds the capacity for schools to use effective data for ELs and develop a school-wide action plan for improvement. In addition, we will share how this impacts us at the classroom level.

This session will also look at differentiation of instruction. However, we want to go beyond a list of strategies, to practice that is rooted in an understanding of the specific steps needed to achieve a skill or learn a concept. That differentiation also needs to honor the cultural differences and acknowledge the strengths that ELs bring to our classrooms.

**A Culturally and Linguistically Responsive Approach to RtI² for ELLs**

Wright Ballroom C – 4th floor
Presenters: Cristina Sanchez-Lopez and Laurie Donnell

In this session, participants will become acquainted with WIDA’s guide to RtI². This guide presents a framework to assist educators in designing and implementing RtI² systems that proactively support the instruction, intervention, and assessment of ELLs. The presentation will address seven factors to consider during the solution-seeking process that help explain ELLs’ educational experience. It will also provide information on how educators can use WIDA tools and resources to better understand ELLs’ academic language development, as this will serve as a context for collecting and interpreting the data they use to make instructional and programmatic decisions within an RtI² process.
Integrating Content and Language Learning  
Walker Room – 4th floor  
Presenters: Pam Dorn and Tracy Smith

This session will explore the process of integrating language targets and objectives into content lesson planning. Through a series of videos, educators will view the process of planning, delivering, and formatively assessing both content and language within an integrated unit of study in science. Participants will observe a collaborative planning session, scenes from the classroom, and reflection sessions aimed at studying formative assessments.

Developing Academic Discourse in Students with Significant Interrupted Formal Education  
Kilbourn Room – 5th floor  
Presenter: Susan Zimmerman

Participants will explore the typical profile of middle schools students with significant Interrupted Formal Education in order to identify not only the gaps in background knowledge that affect their acquisition of academic language, but also the many strengths that each individual student may bring with them that will enable them to overcome the academic challenges ahead of them. We will work together to find connections between the strengths these students do possess and the academic tasks they must be able to know and be able to do to become successful academically. Having identified these connections, we will construct guidelines for the development of instructional practices that will support these students in navigating academic discourse their new academic setting.

Trade and Comic Books to Support Newcomer ELLs’ Science Learning  
Juneau Room – 5th floor  
Presenters: Jameson Bowden, Yuliya Ardasheva, Eric Bookstrom, and Tomas R. Tretter

This session will explore processes of implementing and tailoring to student language proficiency levels of research-based practices for integrating science and literacy. The session will open with a brief introduction surveying current literature—research, recommendations for book selection and for practice, useful resources—for using trade and comic books to support science learning. Next, the presenters will share a series of narrated video clips resulting from their current work and showcasing classroom vignettes with adolescent newcomer and SIFE ELLs. The participants will then experience, as learners, a sample comic book lesson to identify potential challenges and benefits of implementing the proposed practices in own teaching. Participant will work with trade/comic book photocopies and samples of hand out materials to guide their thinking. To conclude, the presenters will share their model for implementing research on using trade and comic books to support newcomer and SIFE ELLs’ science and academic language learning in science classrooms and briefly discuss their research results, including the impact of integrating trade and comic books on students’ vocabulary and science attitudes.

Question & Answer Session with Keynote Speaker Kathy Escamilla  
Oak Room – 5th floor
Do you provide professional development to educators of ELLs?
Do you have strong knowledge of WIDA standards and assessments?
Do you want to take your facilitation of WIDA resources to the next level?

WIDA’s Certification Institute is for professional development facilitators who want the tools, credibility, and confidence to train others in WIDA’s standards and assessments.

WIDA Certification will give PD providers the opportunity to hone their techniques facilitating adult learning, expand their consulting business, and gain a deeper understanding of WIDA standards and assessments.

Participants receive:
- Continuing online facilitator support
- Comprehensive facilitator materials
- Connection opportunities with other WIDA-certified professionals
- Professional bio showcased on the WIDA website

Goals
Embracing the WIDA mission, our professional development aims to promote educational excellence in classrooms, schools, and systems across our consortium. As we develop these opportunities, our goal is that the professional development we offer will share four common traits:
- A student-centered focus
- Inclusion of research-based practices
- Adaptability and customization to particular needs across the consortium
- Opportunities for building capacity across the consortium

Certification Dates
August 4-8, 2014
Madison, WI
APPLY BY APRIL 15TH
Visit certification.wceruw.org for more information.

The WIDA Certificate Institute was everything I had imagined and much more! The facilitators were thoughtful engaging practitioners. Each day was filled with valuable tools to better understand the ELD 2012 amplified framework, the WIDA assessment tools and data, lesson planning with integrated English Language development standards/CCSS and identified supports and so much more!!!

—Mia Allen
Detailed Roundtable Discussion Descriptions

Table 1 – WISACALD  
Facilitated by Amy Christianson  
This round table session will share information about resources and professional development opportunities through The Wisconsin Alliance for Cultural and Linguistic Diversity (WISACALD)—www.wisacald.org—funded through an Office of English Language Acquisition (OELA) National Professional Development grant awarded to Edgewood College.

Table 2 – The Power of Service Learning Projects to Motivate ELLs  
Facilitated by Courtney Knowlton  
Participants will explore the question, “What are service learning models that empower ELL students, and provide authentic tasks for the four language domains?”

Table 3 – Learning Strategies to Prepare ELLs for Standardized Assessments  
Facilitated by Hanan Matari  
Participants will discuss challenges and solutions for preparing ELLs to achieve on standardized assessments.

Table 4 – Implementing Content and Language Objectives  
Facilitated by Guadalupe Navarro  
This round table will discuss the journey that Pioneer School in West Chicago District 33 took in implementing Content and Language Objectives (CLO) as part of their school improvement plan (Rising Star) for all students. There will be a discussion on the importance of teacher collaboration and student engagement.

Table 5 – Developing a Differentiated Program for Long-Term ELLs  
Facilitated by Linda Lippitt  
Participants will use a district sample and templates to guide discussion of data gathering, differentiated program possibilities, and collaborative planning for Long-Term ELLs within their own district.

Table 6 – RTI for ELLs; Supplementary Intensive Vocabulary Instruction  
Facilitated by Mia Allen  
The session will explore intervention practices that include explicit and intensive vocabulary instruction with myriad opportunities for individualized responses.

Table 7 – Group Work for ELLs  
Facilitated by Naomi Lee  
This roundtable welcomes discussion about approaches to optimizing peer-peer learning for ELLs in mainstream classrooms. The WIDA “Focus on Group work for Content Learning” (March, 2013) will serve as the departure point for our discussion.

Table 8 – LADDER  
Facilitated by Amanda Spalter  
Come learn about LADDER, a WIDA professional development program that helps teams of educators improve programming and instruction for language learners through ongoing coaching and data-informed decision making!

Visit our event sponsors in the Regency Ballroom and enjoy amplified wifi.
Table 9 – FLARE
Facilitated by Paula White
This session will engage participants in a discussion about what formative assessment for ELLs looks like and how to make it more effective.

Table 10 – ELPD Framework
Facilitated by Rita MacDonald
Learn about the language ELLs will need for success in the Common Core and Next Generation Science Standards.

Table 11 – Early Childhood
Facilitated by Maya Martinez-Hart
Have a conversation about your ideas for implementation of the Early Language Standards, implications for your setting, and questions you might have about the standards.

Table 12 – Alternate ACCESS for ELLs
Facilitated by Erin Arango-Escalante
Come to this session to review the revised draft conceptual framework for Alternate ACCESS for ELLs, ask questions and share your ideas.

Table 13 – ASSETS
Facilitated by Merideth Alt
This session will be an overview of changes to expect as WIDA transitions to the computerized summative assessment, ACCESS 2.0, and will include time for questions and answers.

Table 14 – WiDA for Teacher Education
Facilitated by Jen Wilfrid
Share perspectives on how WIDA can support higher ed instructors in preparing teachers to work with ELLs, and learn about WIDA’s current efforts in this area.

Table 15 – Innovative Assessment Items
Facilitated by Therese Carr
This session will provide a demonstration of an assessment approach that has proved beneficial for measuring challenging mathematics and science content knowledge, skills, and abilities of all students, especially English learners and others who may struggle with language or literacy.

Table 16 – Academic Literacy
Facilitated by Daniella Molle
We will discuss an approach to supporting the academic success of ELLs that starts with the student, rather than with the academic language demands of the content.

Table 17 – WiDA Certification
Facilitated by Melissa Paton
You’ve taken the step to present at a National Conference so how about stopping by the Certification Program Roundtable to chat about how you could do this more often? Stop by to speak with WIDA Certified Trainers and the Program manager about taking your facilitation skills to the next level!
Table 18 – SIOP  
Facilitated by Jen Himmel  
Come prepared to explore and reflect on the necessary components for developing and implementing a sustainable and data-driven SIOP Model training of trainers professional development program for your school or district to promote standards-based instruction for students acquiring proficiency in academic English.

Table 19 – Close Reading in Second Language  
Facilitated by Yvette Rivers  
The round table discussions will focus on ways in which educators of ELLs can facilitate effective strategies that will prompt a “close reading of the text.” Just as ELLs come from various cultures, backgrounds, and experiences, so will their interactions and interpretations of the text vary.

Table 20 – Children’s Literature and Formative Assessment  
Facilitated by Keri Jo Brown  
If you would like to be able to use children’s literature as a formative assessment for all four language domains, I have some great ideas!

Table 21 – Scaffolded Curriculum for ELLs  
Facilitated by Margaret Churchill  
Come see how to scaffold Common Core SLOs in order to reach all levels of English language proficiency and build student achievement towards standards.

Table 22 – Heritage Speakers and Dual Language  
Facilitated by Joan Lachance  
The North Carolina State Board of Education’s Task Force on Global Education recently released an official report on “Preparing Students for the World.” Included in the report’s recommendations and commitments, there are specific goals to 1) expand the state’s nearly 60 K-12 dual language/immersion programs and; 2) amplify partnerships with IHEs with regard to teacher preparation programs and globalization. Therefore, the focus of this RT will be to convey current research regarding the specific nuances associated with preparing teachers to work in K-12 dual language/immersion programs (including the needs of Heritage speakers in such programs).

Table 23 – Developing Formative Assessments  
Facilitated by Raeda Zietoon  
The roundtable discussion will examine issues that may arise when working on developing formative assessments, such as staff buy-in, resources, choice of standards, use of collaboration tools, and overall guiding purpose for the use of formative assessments.

Table 24 – CLIMBS  
Facilitated by Justine Kolb and Andrea Kreuzer  
If you want to be a Licensed CLIMBS Facilitator, or are interested in bringing CLIMBS to your district, come to this roundtable to find out more. The WIDA CLIMBS Program offers a unique opportunity for educators to bring a research-based professional development program to their district/school as Licensed CLIMBS Facilitators.

Table 25 – From observant to participant  
Facilitated by David Nieto  
The roundtable will focus on promising practices for meaningful parent engagement, using as an illustration the parent engagement framework the Illinois State Board of Education is developing.
Share your lesson plans and win resources for your classroom!

WIDA’s Lesson Plan Share Space is a resource created for educators and by educators. Here you and other educators who work with ELLs can upload and share the lesson plans you have created that incorporate both content and ELD standards, as well as check out lessons that others have created.

*We are looking for lessons that...*
- address English Language Development and content area standards
- include language targets or objectives
- differentiate instruction according to students’ English language proficiency levels
- offer support for ELLs to access content learning and engage in cognitive challenges

Get Involved!
Go to [wida.us/getinvolved](http://wida.us/getinvolved) to download a sample lesson plan, a guide to using the template and the official contest rules. Upload your lesson plan from **October 21st until December 6th** for a chance to win a one of several Amazon gift cards that can be used to purchase classroom books or supplies. Unload as many lessons as you would like and happy sharing!

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Save the date for the 2014 WIDA National Conference:

**Creating Language-Rich Academic Learning Environments**

October 23-25 | Atlanta, GA

For more information, including the call for proposals, registration, and hotel information, visit the WIDA Conference website at [www.widaconference.us](http://www.widaconference.us)
Evaluation & Evidence of Completion for Conference

Evidence of Participation: This is to certify that the undersigned has attended the training program described below.

Directions: This form serves as evidence of completion and must be submitted to certificate-holder’s Local Professional Development Committee (LPDC) to verify attendance at the 2013 WIDA National Conference. Certificate-holders must provide the information requested in the box before submitting this form to the LPDC. Both parties must sign the form where indicated.

Title of Activity: 2013 WIDA National Conference

Description/Nature of the Event: This annual three-day conference brings together educators who work with linguistically and culturally diverse students for professional development, idea sharing, relationship building, and strategic collaboration. It includes keynote speakers, roundtable sessions, and concurrent breakout sessions.

Training Was Provided By: Over 100 presenters, including nationally known experts

Dates: October 17 – 19, 2013

Location: Hilton Milwaukee City Center, Milwaukee Wisconsin

Duration:
10/17 – 5 hours
10/18 – 8 hours
10/19 – 3.5 hours

WIDA

Name of Provider

Signature of Provider’s Representative

Reflection Statement: Briefly describe or summarize the activity, discuss the skills or knowledge acquired, and indicate, if applicable, how the skills or knowledge will be applied in the context of your teaching.

Name of Participant

Signature of Participant
Thank You!

Creating a conference from scratch is not an easy endeavor. It takes teams of people dedicated to a vision and willing to see it through to the end. A thank you is not nearly enough, but it's a start.

Jen Aleckson
Tim Boals
Andrea Cammilleri
Elizabeth Cranley
Carmela Diosana
Kathy Escamilla
Paige Gartland
Margo Gottlieb
Michael Hinojosa
Becki Kohl
Gloria Ladson-Billings
Danielle Maillette
Lorena Mancilla
Jesse Markow
Milwaukee Public Schools
Daniella Molle
Houa Moua
Robin Rivas
Ed Roeber
Jesus Santos
Lois Triemstra
Sonia Upton
Aida Walqui
Jeff Zwiers

And to our breakout speakers, roundtable facilitators, and attendees, we offer our most sincere thanks, not only for your participation in our first-ever national conference, but for the dedication you show to language learners. You are our inspiration.
DRC is proud to be a WIDA Technology Partner and sponsor the 2013 WIDA National Conference.

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