

# 2019 ANNUAL CONFERENCE PROGRAM

Virginia EL Supervisors Association



***CREATING  
PATHWAYS TO  
PROFICIENCY***

**January 31 – February 1, 2019  
Portsmouth-Norfolk**

# **Welcome to the 2019 Annual Conference**

*Creating Pathways to Proficiency*

## **VIRGINIA ESL SUPERVISORS ASSOCIATION 2018-2019 EXECUTIVE BOARD MEMBERS**

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## **VIRGINIA ESL SUPERVISORS SCHOLARSHIP INFORMATION**

The following criteria is used for scholarship consideration:

- Enrolled in an ESL program for at least 1 year in grades 6-12 in a Virginia public school
- Enrolled in 12th grade at the time of application
- 3.0 minimum cumulative grade point average
- Financial need

**Application Deadline: April 5, 2019**

For more information, please visit: <http://www.vesava.org/scholarships>  
If you have any questions, please feel free to contact Kimberly Peterson at (540) 667-4253, Ext. 12144 or via email at [petersonk@wps.k12.va.us](mailto:petersonk@wps.k12.va.us).

# Keynote Speakers



**Kate Kinsella, Ed.D. Dr. Kate Kinsella and Associates**

**Bio:** Kate Kinsella, Ed.D. is an adjunct teacher educator at San Francisco State University and a highly-sought after speaker and consultant to school districts throughout the US on academic language and literacy development. Her 25-year teaching career focus has been equipping youths from diverse backgrounds with the communication, reading and writing skills to be career and college ready. Dr. Kinsella maintains active K-12 classroom involvement by writing curriculum, teaching demonstration lessons, and coaching both teachers and administrators. She is the author of widely-used instructional programs to support English learners and less proficient readers, including *READ 180*, *English 3D*, and the *Academic Vocabulary*

*Toolkit*. Dr. Kinsella was a contributing author to *Improving Education for English Learners: Research-Based Approaches* published by the California Department of Education, and a featured article series in *Language Magazine* detailing the language demands posed by college readiness standards and assessments for US language minority youth.

**Keynote Title:** Establishing Districtwide Academic Language Development Instructional Norms and Evidence-Based Practices

A primary goal of US college and career readiness initiatives is to ensure K-12 scholars develop the verbal skills to communicate effectively in diverse academic settings. Orchestrating classroom interactions that significantly improve students' language and literacy skills is both a science and an art. Students at every age and reading level serve to gain from informed guidance in targeted language to achieve a range of communicative goals within lesson interactions, from articulating and justifying claims to restating and comparing. It is challenging for teachers across grade levels and subject areas to consider adopting an academic language mentor role when a district has not adopted and clearly communicated agreed-upon expectations for language-focused instruction. Drawing on extensive experience serving English learners in K-12 classrooms, Dr. Kinsella details the language demands posed by academic interaction and provides a set of instructional norms and proven practices to help all students become more engaged and competent communicators.



**Astrid Emily Francis**

**Bio:** Astrid Emily Francis is an English as a Second Language teacher at Concord High School in Concord, North Carolina. She serves students in 9th-12th grade with various English proficiency levels. Emily's experience as an English Language Learner inspired her to become an ESL teacher and affords her a deep understanding of the challenges her students must overcome to find success. Emily earned a BA in Spanish, and a MAT in ESL from UNC-Charlotte. She serves as a professional development facilitator, motivational speaker, and Keynote. Emily is a member of Teaching Channel's Fab Five ELL Squad and Team member of Confianza LLC.

Emily served as teacher liaison to the Cabarrus County Board of Education as Teacher of the Year 2016. As a leader, Emily's focus is to inspire students to dream more, learn more, do more, and become more.

## **Thursday, January 31**

**8:30 AM - 11:30 AM**

**ESL Supervisors' Meeting - Holley IV**

**10:00 AM - 5:00 PM**

**Registration - 2nd floor**

**10:00 AM - 6:00 PM**

**Exhibits - Portsmouth Ballroom**

**11:30 AM - 12:45 PM**

**Lunch on your own**

**12:45 PM - 1:50 PM**

**Conference Kickoff - Portsmouth Ballroom**

**2:00 PM - 2:50 PM**

**Break Out Session 1**

**3:05 PM - 3:55 PM**

**Break Out Session 2**

**4:10 PM - 5:00 PM**

**Break Out Session 3**

**5:00 PM - 6:00 PM**

**Reception - Portsmouth Foyer**

**(Cash Bar with complimentary light refreshments)**

## **Conference Schedule**

## **Friday, February 1**

**8:00 AM - 9:00 AM**

**Breakfast - Portsmouth Ballroom**

**8:00 AM - 10:00 AM**

**Registration - 2nd floor**

**8:00 AM - 3:00 PM**

**Exhibits - Portsmouth Ballroom**

**9:00 AM - 10:15 AM**

**General Session - Portsmouth Ballroom**

**10:15 AM - 11:00 AM**

**Visit Exhibitors and Check Out**

**11:00 AM - 11:50 PM**

**Break Out Session 4**

**12:00 PM - 12:45 PM**

**Lunch (provided by VESA)  
Portsmouth Ballroom**

**1:00 PM - 1:50 PM**

**Break Out Session 5**

**2:05 PM - 2:55 PM**

**Break Out Session 6**

**3:10 PM - 4:00 PM**

**Break Out Session 7**

**4:00 PM**

**Conference Concludes**

Virginia EL Supervisors Association



## SPECIAL INTEREST WORKSHOPS

Please mark your conference schedule to note the following special interest workshops.

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**Presenter:** Dr. Margarita Calderón, Johns Hopkins University

Administrators & Teachers from Loudoun County Public Schools and Stafford County Public Schools

**Workshop Title:** ExC-ELL Roundtable for Administrators and Instructional Coaches

**Location & Date:** Holly IV, Thursday, January 31, 2019, 2:00 pm – 2:50 pm

Dr. Calderón and school colleagues invite principals, assistant principals, superintendents, central office administrators, and instructional coaches who are interested in learning more about what ExC-ELL teachers are currently implementing. We will present:

- Highlights of the 12 ExC-ELL components;
- How to use the ExC-ELL Walkthrough for Instructional Strategies for ExC-ELL (WISEcard) for coaching observations, reflection, feedback, and planning next steps;
- How to get started; how to sustain!
- Answer questions from the participants and invite feedback on how to improve implementation, model adaptation, and overall success.

The best part of this session will be the insights and strategies from Loudoun County Public Schools' administrators and teacher leaders who are implementing ExC-ELL.

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**Presenter:** Ms. Astrid Emily Frances

**Workshop Title:** Cultivating a Comfortable Environment for Diverse Learners

**Location & Date:** Portsmouth Ballroom, Thursday, January 31, 2019, 3:05 pm – 3:55 pm

Students need a respectful environment to function to their full potential. This session provides Culturally Responsive Pedagogy strategies to create the environment diverse students need. Participants will visualize that in order to establish such environments, it needs to start from within. Then, as a ripple effect, it carries onto our content teaching pedagogy, school culture, family and community engagement, and ultimately our students, engaging them globally as open-minded individuals.



# SPECIAL INTEREST WORKSHOPS

Please mark your conference schedule to note the following special interest workshops.

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**Presenter:** Dr. Margarita Calderón, Johns Hopkins University

**Workshop Title:** Preventing Long-Term ELs:  
Implications for Elementary and Secondary Schools

**Location and Date:** Portsmouth Ballroom, Thursday, January 31, 2019, 4:10 pm – 5:00 pm

There is no longer a reason for Long-Term ELs. The evidence-based models for instruction and program structures have proven that the large numbers of Long-Term ELs (75% of all ELs across the country) can be prevented. Elementary schools no longer need to send LT-ELs to middle schools. Middle and high schools can now successfully address the language, literacy and content knowledge needs of Newcomers and help all students thrive toward a successful graduation.

This session will present the program features, instructional practices, and mind frames that have helped many schools across the country successfully address multiple facets of implementation simultaneously. The book “Preventing Long-Term ELs: Transforming Schools to Meet Core Standards” will be given to participants. We will walk through multiple tools: checklists for organization, progression benchmarks toward goals, evidence-based instructional features, and time frames for each, how a principal changed a school, and tips for systemic school reform.

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**Presenter:** Kate Kinsella, Ed.D. Dr. Kate Kinsella and Associates

**Workshop Title:** Tools for Structuring Democratic and  
Accountable Academic Interactions that Engage ALL Students

**Location & Date:** Portsmouth Ballroom, Friday, February 1, 2019, 11:00 am – 11:50 am

From kindergarten to high school graduation, English learners must have successful experiences engaging in structured and supported academic interaction across the school day to attain higher levels of second language proficiency. They must also be exposed to an articulate command of English in every class and benefit from consistent school-wide instructional principles and practices. Using expert modeling and illustrative classroom video footage, Dr. Kinsella details how schools can establish school-wide academic discourse norms and practices. Areas of keen focus include establishing productive partnering and group-work, use of response frames, attentive listening tasks, and targeted language for academic interaction. She provides practical ways in which teachers can expand students’ command of advanced vocabulary and sentence structure through structured lesson discussion, precise language modeling, and consistent use of academic register. Without daily exposure to eloquent delivery from teachers in every class and opportunities for advanced interaction, English learners and under-resourced peers will never develop the communication skills to actualize their personal and academic goals.





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A heartfelt thank you to *Houghton Mifflin Harcourt: Education and Learning Resources* for being the 2019 VESA top sponsor and coordinating our General Session Keynote Speaker, Dr. Kate Kinsella.



Thank you also to *Imagine Learning and Literacy* for providing this year's conference bags to hold all our conference goodies!!



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## Thursday Conference Schedule At-a-Glance

Rooms	BREAKOUT 1: 2:00 - 2:50 pm	BREAKOUT 2: 3:05 - 3:55 pm	BREAKOUT 3: 4:10 - 5:00 pm
Holley I	Identifying EL Students with a Suspected Disability Audience: All	Dual Language Assessment Round Table Discussion Audience: All	K-12 English Learner (EL) Look Fors Tool Audience: All
Holley II	Taking Off with ESL: Aviation of Academy Recruitment Audience: High	What Teachers Want. What Teachers Really, Really Want! Audience: All	Literacy Instruction for Secondary Students Audience: Secondary
Holley III	Increasing Family Engagement through PEP (Parents as Educational Partners) Audience: All	College Readiness for ELL Students Audience: High	The Importance of a Parent Education Program (PEP) & Parent Outreach Audience: All
Holley IV	ExC-ELL Round table for Administrators and Instructional Coaches Audience: School & Central Office-Based Administrators & Instructional Coaches	Early Literacy Strategies for PreK-2 English Learners (Session 1 of 2) Early Literacy Strategies for PreK-2 English Learners (Session 2 of 2) Audience: Elementary (PK-2)	
Holley V	Exploring Academic Vocabulary with Seesaw Audience: Middle	Join VATESOL and EL Advocates across VA! Audience: All	English Learners Identified with a Disability Audience: All
Holley VI	Multilingual Collaboration Across ESOL, World Languages, Immersion, and FLES Audience: All	Learning from Europe's Refugee Crisis Audience: All	Leading the Way for Refugee Students Audience: All
Holley VII	Teaching Vocabulary Audience: Elementary	Using Micro-Credentialing to Build Capacity in Schools Audience: All	Lessons Learned from an OCR Investigation Audience: All
Case Study Amphitheater	VDOE Title III Web Resources and Equitable Services for Private School ELs Audience: All	VDOE Title III Web Resources and Equitable Services for Private School ELs Audience: All	A Case Study: Meeting the Needs of ELs with Limited or Interrupted Formal Education (SLIFE) Audience: High
Lee	Empowering ELs with the Power of Supplemental Printable Resources from Imagine Learning – Make-N-Take Limit: 25	Empowering ELs with the Power of Supplemental Printable Resources from Imagine Learning – Make-N-Take Limit: 25	Destination Proficiency: A Journey Through a Tech-based SIOP Lesson Audience: Elementary
Monroe	Using the WIDA Interpretive Rubrics to Amplify Instruction for ELs Audience: All	"Escape the Traditional..." Audience: All	EL Innovation: Empowering Schools Through Team-based Professional Learning Audience: All
Madison	Supplementary Materials Station Rotation Audience: High	The Power of Talk Audience: Elementary	Inspire Literacy for your ELL Students with iLit ELL Audience: All
Jefferson	After School WIDA Lessons Audience: All	Co-Teaching in the ELL Classroom Audience: High	Mnemonic Strategies Audience: All
Washington		Supporting ELs through Extracurricular Activities and Community Partnerships Audience: All	Learning to Teach Mathematics to ELs: Designing Effective Professional Development with Evidence-based Strategies Audience: All
Admiral Boardroom	EL Accommodation Refresher Audience: All	EL Accommodation Refresher Audience: All	Stuck at WIDA 3? Accelerating Student Growth Through a Structured Literacy Approach Audience: Elementary
Commodore Boardroom	Strategies That Work Audience: All	Strategies for Building Self-Management Skills in the Trauma-Informed Classroom Audience: Middle School	Cross-Linguistic Sound-Spelling Transfer: The Spanish-English Connection Audience: K-2
Portsmouth Ballroom		Cultivating a Comfortable Environment for Diverse Learners Audience: All	Preventing Long-Term ELs: Implications for Elementary & Secondary Schools Audience: All

## Friday Conference Schedule At-a-Glance

Rooms	BREAKOUT 4: 11:00 – 11:50 am	BREAKOUT 5: 1:00 – 1:50 pm	BREAKOUT 6: 2:05-2:55 pm	BREAKOUT 7: 3:10 – 4:00 pm
Holley I	Not Yours or Mine, But Ours Audience: Elementary	Virtually Getting to Graduation Audience: High	High-Yield Instructional Scaffolds for ES ELs Audience: Elementary	Supporting Itinerant Teachers for Success Audience: All
Holley II	Building Bridges to Support ELLs Audience: High	The Importance of Language in Instruction and Assessment Audience: High	Integrating Language & Content Audience: Elementary	On the Road to Literacy with Secondary Newcomers Audience: Secondary
Holley III	Organizing Instruction for Cross-Linguistic Transfer Audience: 3-6	Engaging Families of English Language Learners Audience: All	Using One-on-One Devices to Accelerate Language & Content Acquisition for SLIFE Audience: High	Long Term English Learners: An Open Dialogue Audience: All
Holley IV	Using Micro-Credentialing to Build Capacity in Schools Audience: All (Repeat Session)	Imagine Language & Literacy Audience: All – Exhibitor	Imagine Math Audience: All - Exhibitor	
Holley V	How to Develop an Elementary School Newcomer Curriculum Audience: Elementary	Developing Purposeful ELD Standards for ELs Audience: All	Math & Science Instructional Strategies for ELs Audience: All	Dual Language Programming: A Model to Enhance School Climate & Academic Achievement in Diverse Schools Audience: All
Holley VI	Styles of Professional Learning: The Culture of Prof. Development for Educators of ELs Audience: All	Lifting Language and Literacy for ELs Audience: All	Creative Curriculum to Engage Newcomers & Build Literacy Skills Audience: All	Questioning “Proper” English: Creating Assets-oriented Rubrics that Help Students Learn to Write in Secondary Content Areas Audience: High
Case Study Amphitheater	Progress Monitoring of EL Students with LAS Links Audience: All	“Through the Eyes of an ELL” Audience: All	The HOV Journey to Student Progress Audience: Elementary	
Lee	K-12 English Learner (EL) Look Fors Tool Audience: All (Repeat Session)	Connecting our ELs to Rigorous Core Content Area Instruction Audience: Elementary	How to Incorporate PBL into Reading Workshop Audience: Elementary	ESL Instruction Open Forum Discussion Audience: All
Monroe	Building the Foundation From What EL Students Know Audience: Elementary	The Why and How of Explicit Academic (Tier II) Vocabulary for Mainstream Teachers Who Teach Language Arts, Math, Science, Social Studies, & Other Content Instruction Audience: All	Using Technology to Enhance Elementary ESOL Instruction Audience: Elementary	Developing Proficiency for ELLs in All Subjects Through Academic Language Acquisition Audience: Elementary
Madison	Using Interactive Notebooks to Differentiate EL Instruction Audience: Elementary	Let’s Start Talking! A Means to Communicate Between Schools and ESL Families Audience: All	SWiRL Stations Audience: All	Interactive Strategies to Use in the Classroom: Preparing Teachers for ESOL Endorsement Audience: All
Jefferson	English Learners in Special Education: How All Teachers Can Support ELs with IEPs Audience: Elementary	Increasing Student Engagement for ELs in Secondary Math & Science Classes Audience: All	Strategies For Using Visual Media: Attracting & Motivating All Students Audience: All	Draw Parents In & Build Them Up! Audience: Elementary
Washington	Considerations for the Validity of a High-Stakes English Language Proficiency Test in VA Audience: All	Supporting English Learner Students with Disabilities Audience: All	What if ELs Identified with a Disability (SL SWD) Drive Improvement Audience: All	Using Wordless Picture Books to Support English Language Development Audience: All
Commodore Boardroom	Reading Comprehension: The Bridge from Vocabulary to Writing Audience: All	Powering the K-12 Mobile Environment Audience: All	Total Student Engagement: The Language Experience Approach Audience: Elementary	

## Friday Conference Schedule At-a-Glance Continued

Rooms	BREAKOUT 4: 11:00 – 11:50 am	BREAKOUT 5: 1:00 – 1:50 pm	BREAKOUT 6: 2:05-2:55 pm	BREAKOUT 7: 3:10 – 4:00 pm
Admiral Boardroom	On the Road to Literacy with Elementary Newcomers  Audience: Elementary	Equity for Newcomers  Audience: All	A University-Community Partnership: Transformational Learning Opportunities for Preservice Teachers  Audience: Teacher Education, Community-based organizations	Co-Teaching in the ELL Classroom  Audience: High
Portsmouth Ballroom	Tools for Structuring Democratic and Accountable Academic Interactions that Engage ALL Students  Audience: All			



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Transfer: The  
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Connection
2. Organizing  
Instruction for  
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Please refer to the VESA  
Conference Program for  
the time of each session.

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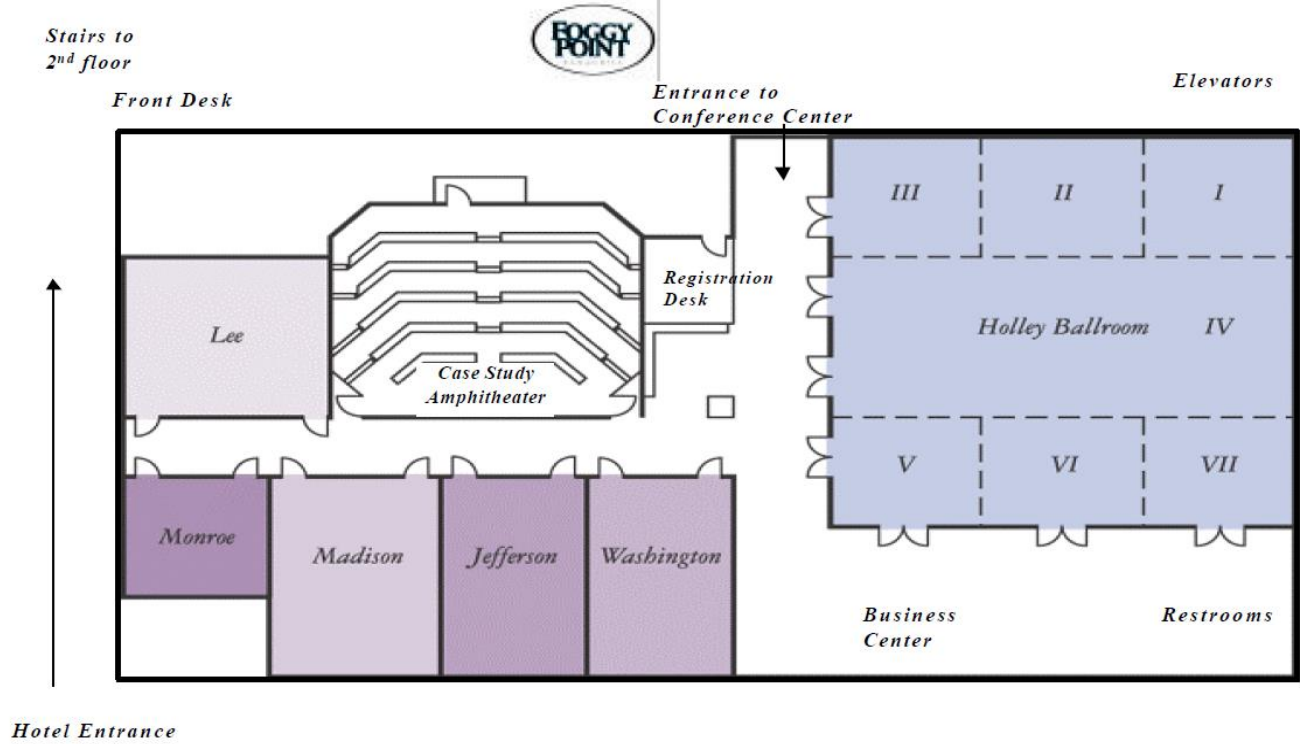


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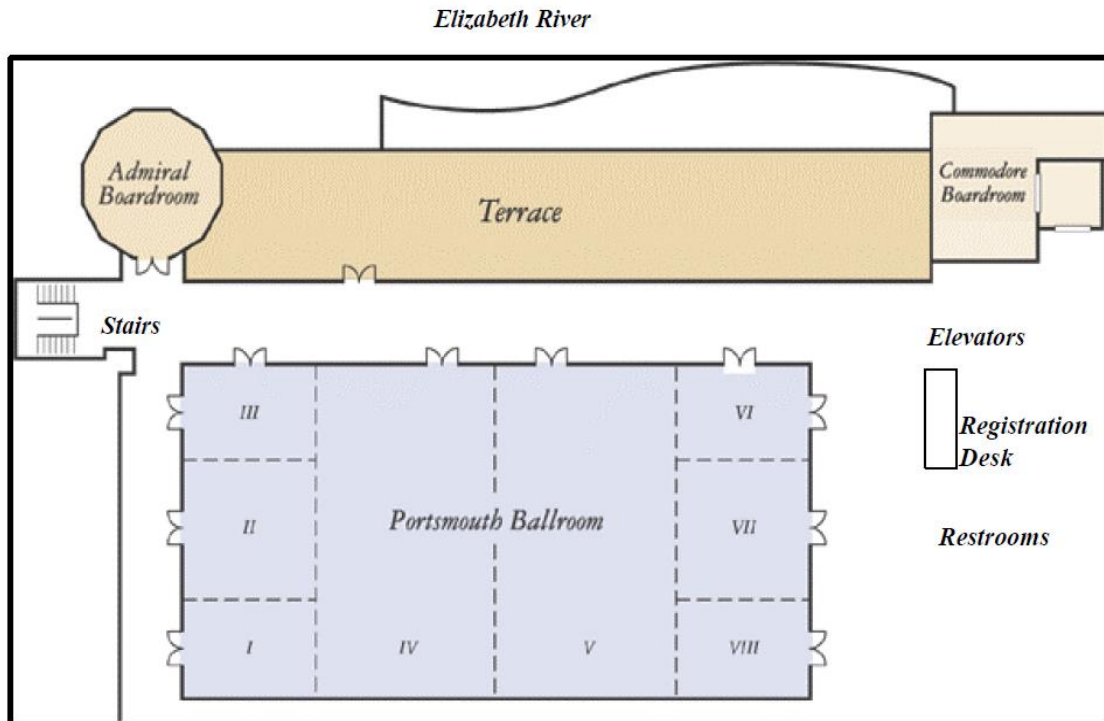
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# Meeting Space and Public Areas

## 1<sup>st</sup> Floor Waterfront Conference Center



## 2<sup>nd</sup> Floor Portsmouth Ballroom and Boardrooms





## Breakout Session 1 Offerings:

### Identifying EL Students with a Suspected Disability

Participants will be able:

- Identify the components of a dual language assessment
- Identify the process for identifying EL students with a suspected disability.

**Presented by:** Victor Yager & Susan Wheeler, Loudoun County Public Schools

### Taking Off with ESL: Aviation Academy Recruitment

Denbigh High School's Aviation Academy is one of several magnet programs offered to students in Newport News. In order to recruit and provide equitable education for all learners, ESL and Denbigh High School have teamed together to ensure English Learners are able to take part in the many opportunities offered by the division. Come learn how we recruit students and families as we make them College, Career and Citizen Ready.

**Presented by:** Bruno Morales & Aaron Smith, Newport News Public Schools

### Increasing Family Engagement through PEP (Parents as Educational Partners)

This session will teach participants about the Parents as Educational Partners (PEP) program at Weems Elementary (Manassas, VA) and how to implement this program to increase EL parent engagement in schools. PEP has been running at Weems Elementary for 2 years and has involved over 30 families from a variety of cultural and economic backgrounds. The presenters will share successes and challenges about the PEP program and how to encourage parents to be

advocates for their children and partners in their education.

**Presented by:** Megan Gleason, Vicki Burkett, & Marlin Cockrill, Manassas City Public Schools

### ExC-ELL Roundtable for Administrators & Instructional Coaches

Dr. Calderón and school colleagues invite principals, assistant principals, superintendents, central office administrators, and instructional coaches who are interested in learning more about what ExC-ELL teachers are currently implementing. We will present:

- Highlights of the 12 ExC-ELL components;
- How to use the ExC-ELL Walkthrough for Instructional Strategies for ExC-ELL (WISEcard) for coaching observations, reflection, feedback, and planning next steps;
- How to get started; how to sustain!
- Answer questions from the participants and invite feedback on how to improve implementation, model adaptation, and overall success.

The best part of this session will be the insights and strategies from Loudoun County Public Schools' administrators and teacher leaders who are implementing ExC-ELL.

**Presented by:** Dr. Margarita Calderon, Margarita Calderon & Associates; Teresa Vignaroli, Dr. Michelle Picard, Heather Crawford, Lisa Tartaglia, Elena Barham, & Giuliana Jahnsen Lewis, Loudoun County Public Schools; Dr. Mark Smith, Mary Grace McGraw, Lauren Barcas, & Shirley Heim, Stafford County Public Schools

### Exploring Academic Vocabulary with Seesaw

This session will focus on utilizing the Seesaw application for academic language instruction and practice. Seesaw provides students with the opportunity to be creative with their learning and respond in a variety of ways, including writing, speaking, drawing, and labeling. This application functions as a digital portfolio highlighting student language skills.



Students respond to academic language prompts and practice all language domains right in one place. Learn how to create activities and provide feedback to your students with this highly engaging app that encourages students to take ownership of their learning and allows them to view their progress over time.

**Presented by:** *Hillary Nesselrodt, Sandy Bailey, & Becky Harden, Frederick County Public Schools*

### **Multilingual Collaboration Across ESOL, World Languages, Immersion, and FLES**

Our 21st century learners are multilingual, multiliterate, collaborative, critical thinkers, and creative problem solvers. We will share our Content Advisory Team (CAT) structure for building bridges across programs and schools in order to frame a round-table discussion among session participants.

**Presented by:** *Cyndi Wells & Emily Elliott, Albemarle County Public Schools*

### **Teaching Vocabulary**

Why is vocabulary important? How do I teach vocabulary with relevancy? Based on Isabel Beck's work, this session will help you select words for instruction, introduce their meanings, and create engaging learning activities to support learners' word knowledge and reading comprehension.

**Presented by:** *Anne Jewett & Susan Campbell, Culpeper County Public Schools*

### **VDOE Title III Web Resources and Equitable Services for Private School ELs**

Do you know how to navigate the VDOE website?

The major portion of the session will assist participants on how to navigate the Virginia Department of Education website and access the resources available to support English Learners and immigrant students.

How do I serve ELs Private Schools?

The second part of the session will address equitable services for English Learners (ELs) in Private Schools. Participants will learn about the process for identifying eligible students

enrolled in private school and the types of services divisions can provide.

**Presented by:** *Stacy Freeman & Dr. Christopher Kelly, Virginia Department of Education*

### **Empowering ELs with the Power of Supplemental Printable Resources from Imagine Learning – Make-n-Take resources for your Classroom**

Imagine Learning offers over 2000 pages of supplemental resources that include reteaching lesson plans, classroom activities, and printable resources! Are you using them? Do you know where to find them? During this 50-minute, hands-on session, educators will discover how Imagine Learning's supplemental print resources can be assembled to provide targeted instruction for English Language Learners in centers, reading block rotation models, interventions, take-home practice activities, and VGLA reading comprehension passages in your classroom. Educators will learn how to extend instruction from program digital content to supplemental print resources to provide targeted, multi-modal learning experiences. Teachers will participate in hands-on exploration, creating make and take materials for classroom and at-home instruction.

**Presented by:** *Lauren Lichliter & Elaine McCauley, Imagine Learning*

### **Using the WIDA Interpretive Rubrics to Amplify Instruction for English Learners**

Last year, new versions of the WIDA speaking and writing interpretive rubrics were introduced. This session will explore how these rubrics can help educators understand students' current speaking and writing skills as well as set goals and progress monitor to leverage instruction for English Learners. Participants will have an opportunity to practice scoring and developing individual goals for students using the WIDA interpretive rubrics.

**Presented by:** *Sonia Arellano & Karen Kleiber, Fairfax County Public Schools*

### **Supplementary Materials Station Rotation**

Be prepared to join a station to learn about the best use of Supplementary Materials for your English Learners. Supplementary Materials are important for EL students who do not have grade level academic backgrounds but are in classes that have required texts.

**Presented by:** *Stephanie Tracy, Loudoun County Public Schools*

### **After School WIDA Lessons**

Hear about two very different school populations and how after school programs helped both communities, including the parents.

**Presented by:** *Cammie Williams & Maria Levinson, Roanoke County Public Schools*

### **EL Accommodation Refresher**

This session will provide information on acceptable SOL accommodations for ELLs. Attendees will learn the direct and indirect linguistic accommodations and how to go about selecting the appropriate options for ELLs. Intended audience: Test Administrators and Coordinators

**Presented by:** *Kia Johnson, Virginia Department of Education*

### **Strategies That Work**

English Language Learners must be empowered in all content areas today to gain success for their future tomorrow. Building a portfolio of strategies that can be used on a daily basis will help teachers of ELLs produce viable and engaging lessons for ELL's and all students. Presenters will model and have participants engage in the delivery of at least 10 different strategies that all content teachers can use inside their classrooms. All teachers will take home a portfolio of strategies that range in delivery and levels of English according to the WIDA standards. With more ELLs filling our classrooms, core teachers will find this as a guide to what they can expect ELLs to be able to do within their content and English level. It will help shape their lesson plans to ensure that all their students can comprehend and understand the content. This

presentation is for teachers of all subjects of secondary education but could also be used for elementary school teachers.

**Presented by:** *Lydia Pugh & Chelsea Smith*

## **Breakout Session 2 Offerings:**

### **Dual Language Assessment Round Table Discussion**

If you did or did not attend the session entitled "Identifying EL Students with a Suspected Disability," this is a follow-up round table discussion with some dual language assessors briefly describing their dual language assessment roles in their districts. This is a great opportunity for an open discussion about dual language assessments in Virginia.

**Presented by:** *Victor Yager, Loudoun County Public Schools; Keri Fox, Fauquier County Public Schools; Emily Elliott, Albermarle County Public Schools; Paul Teller, Chesterfield County Public Schools*

### **What Teachers Want, What Teachers Really, Really Want!**

Questions often arise about what the trends in teacher professional development for English as a Second Language educators are and what may be dated information. The consensus is that we may be missing opportunities to support the educator in the field. Data from practicing teachers is often ignored as to what their needs may be in the classroom. Through research and discussion 8 trends were identified as being significant areas for teacher professional development and support. This presentation will discuss the eight trends and their implications in ESL contexts.

**Presented by:** *Dr. Patricia Reynolds, University of Mary Washington*

### **College Readiness for ELL Students**

Higher education has been associated with better economic outcomes, better health, and more active civic participation. The access and attainment of higher education for ELLs is significantly lower; therefore, educators should be aware of the challenges faced by ELLs that

affect their trajectory to college and find ways to rectify them. This session will provide samples of effective practices which support college readiness for ELL students.

**Presented by:** *Silvia Restivo & Carmen Thompson, Frederick County Public Schools*

### **Early Literacy Strategies for PreK-2 English Learners**

This session is double-blocked and designed for teachers who work with students developing literacy skills. Early literacy essentials – oral language development, concepts of print, phonological awareness, and alphabet awareness and how they relate to EL emergent readers will be covered. Over 15 activities will be demonstrated that can use in the classroom to facilitate literacy development. This will be a fast-paced, hands-on workshop. Materials provided for the first 25 participants.

**Presented by:** *Megan Moore, Manassas City Public Schools*

### **Join VATESOL and English Learner Advocates across Virginia!**

Virginia Teachers of English to Speakers of Other Languages (VATESOL) board members will discuss the benefits of becoming an active member and a VATESOL Board member. A special emphasis will be placed on the advocacy branch of the organization, and how VATESOL can help teachers build partnerships with parents, communities, and colleagues across the state to better serve English learners.

**Presented by:** *Katya Koubek, Monica Starkweather, & Rebecca Raab, VATESOL*

### **Learning From Europe's Refugee Crisis**

A critical review of K-12 education policy and practices for immigrants/non-native speakers in various European countries on the heels of the 2015 Refugee Crisis. As refugees have moved out of camps and into schools, how have Germany, Denmark, Sweden, the UK, and France served these students? A comparative study of language acquisition and content instructional models currently in use in

European classrooms, country-level educational policy, efforts to assist immigrants with assimilation, and NGO assistance.

**Presented by:** *Catherine McDougall, Loudoun County Public Schools*

### **Using Micro-Credentialing to Build Capacity in Schools**

Participants will learn about a micro-credential established in Henrico County Public School to establish an EL Lead Teacher who serves as a resource, outside of the ESL teacher, to support the instruction of ELs.

**Presented by:** *Val Gooss, Henrico County Public Schools*

### **VDOE Title III Web Resources and Equitable Services for Private School ELs**

*Do you know how to navigate the VDOE website?*

The major portion of the session will assist participants on how to navigate the Virginia Department of Education website and access the resources available to support English Learners and immigrant students.

*How do I serve ELs Private Schools?* The second part of the session will address equitable services for English Learners (ELs) in Private Schools. Participants will learn about the process for identifying eligible students enrolled in private school and the types of services divisions can provide.

**Presented by:** *Stacy Freeman & Dr. Christopher Kelly, Virginia Department of Education*

### **Empowering English Learners with the Power of Supplemental Printable Resources from Imagine Learning – Make-n-Take resources for your Classroom**

Imagine Learning offers over 2000 pages of supplemental resources that include reteaching lesson plans, classroom activities, and printable resources! Are you using them? Do you know where to find them? During this 50-minute, hands-on session, educators will discover how Imagine Learning's supplemental print resources can be assembled to provide targeted instruction for English Language

Learners in centers, reading block rotation models, interventions, take-home practice activities, and VGLA reading comprehension passages in your classroom. Educators will learn how to extend instruction from program digital content to supplemental print resources to provide targeted, multi-modal learning experiences. Teachers will participate in hands-on exploration, creating make and take materials for classroom and at-home instruction.

**Presented by:** *Lauren Lichliter & Elaine McCauley, Imagine Learning*

### **"Escape the Traditional..."**

Using the Escape Room concept to increase engagement in the areas of EL instruction, teacher professional development and EL family involvement.

Presenters from the Danville City Public Schools LIEP team will share strategies associated with the ESCAPE ROOM concept to increase student engagement in the EL classroom and small group instruction; to increase buy-in from stakeholders during Professional Development and to encourage participation in our LIEP team family night events. Whether using Digital Escapes with our Chromebooks or traditional "trips" through the schools, presenters will provide you with a variety of strategies and tools that help participants develop teamwork and problem-solving skills while increasing retention of the concepts presented in the specific activities.

**Presented by:** *Anna Nunn Fulton, Brianna Massingale, & Kimberley Unger, Danville City Public Schools*

### **The Power of Talk**

In this session, the participants learn how one kindergarten team uses choice time develop language, independence and social-emotional skills.

**Presented by:** *Rozila Khakpour & Nicole Ball, Fairfax County Public Schools*



### **Co-Teaching in the ELL Classroom**

Students with disabilities and English language learners likely find learning challenging and frustrating and this contributes to the achievement gap. To address this issue and comply with legislation, schools are implementing inclusive practices and co-teaching models that require commitment and dedication from general educators and extensive collaboration with ELL teachers. The intention is to improve education for all students, not only struggling learners. Although the legal mandates require students to be educated with their general education peers as much as is appropriate for each student, there is not a clear directive on how to ensure that this occurs.

There is an extensive body of research on co-teaching and team teaching models and the different variations to each approach. As classroom teachers, regardless of your role as a general education teacher, special education teacher or ELL teacher, the different models can be overwhelming. The purpose of this presentation is to provide an overview of the different co-teaching approaches and share research recent research on which appears to be the most prevalent approach.

**Presented by:** *Shanna Takacs, PhD, Loudoun County Public Schools*

### **Supporting ELs through Extracurricular Activities and Community Partnerships**

There is a link between social emotional wellness and academic achievement. According to research, to support English Learners in developing social emotional knowledge, skills, and behaviors needed for success, schools should consider providing formal and informal supports for social emotional learning. In this session attendees gain insight on how one school in Fairfax County Public Schools is building community partnerships and providing students extracurricular opportunities to support their social emotional needs.

**Presented by:** *Manuel De Jesus Gomez Portillo & Patrick Rosas, Fairfax County Public Schools*

### **Strategies for Building Self-Management Skills in the Trauma-Informed Classroom**

Self-management skills empower students to make positive decisions for academic success. This session will explore strategies for increasing students' regulation of emotions, behaviors, and attention in the classroom. Mindful breathing, flexible seating, classroom contracts, body awareness (basic yoga), and other trauma-informed classroom practices will be demonstrated. The discussion of building self-management skills will include current middle school English Learner perspectives.

**Presented by:** *Sylvia Hooley Meyer & Heather Kimberlain, Harrisonburg City Schools*

### **Cultivating a Comfortable Environment for Diverse Learners**

Students need a respectful environment to function to their full potential. This session provides Culturally Responsive Pedagogy strategies to cultivate the environment diverse students need. Participants will visualize that in order to cultivate such environments, it needs to start from within. Then, as a ripple effect it carries onto our content teaching pedagogy, school culture, family and community engagement, and ultimately our students, engaging them globally as open-minded individuals.

**Presented by:** *Astrid Emily Francis, Cabarrus County Schools, NC*

### **Breakout Session 3 Offerings:**

#### **K-12 English Learner (EL) Look Fors Tool**

Many school based administrators lack formal training in English Learner best practices, but are still walking into classrooms every day. Come hear about one school division's "K-12 English Learner Look Fors" tool and how it is helping administrators. The tool is designed to help administrators and other school leaders look at instruction through the lens of an English learner.

**Presented by:** *Samuel Klein, Arlington Public Schools*

### **Literacy Instruction for Secondary Students**

Do you have secondary students who need foundational reading instruction? Are you looking for literacy resources for WIDA level 1 and 2 students? If so, join Laura Gray from Park View High in Loudoun County and Maria Guerrero from HMH to discuss a proven blended learning solution that includes using adaptive technology. Through explicit instruction in phonics, comprehension, vocabulary, and writing, System 44 is proven to help students master foundational reading skills and accelerate towards independence with grade level text.

**Presented by:** *Laura Gary, Loudoun County Public Schools & Maria Guerrero, HMH*

### **The Importance of a Parent Education Program (PEP) & Parent Outreach**

Clarke County teachers initiated their first Parent Education Program (PEP) which was held on Monday evenings in October and November. Our PEP-Language and Cultural Exchange program's goal was to increase the academic achievement of ELL students by developing and maintaining strong school-home partnerships. Come for an overview on how we reached out to our parents throughout the year and with PEP. We will also discuss the importance of home visits, including visiting their places of business, how we ensure the students have basic supplies, and our process of ensuring our parents are up-to-date on important school information.

**Presented by:** *Lisa Knick & Kerri Spitler, Clarke County Public Schools*

### **Early Literacy Strategies for PreK-2 English Learners**

This session is double-blocked and designed for teachers who work with students developing literacy skills. Early literacy essentials – oral language development, concepts of print, phonological awareness, and alphabet awareness and how they relate to EL emergent readers will be covered. Over 15 activities will be demonstrated that can use in the classroom to facilitate literacy development. This will be a fast-paced, hands-

on workshop. Materials provided for the first 25 participants.

**Presented by:** *Megan Moore, Manassas City Public Schools*

### **English Learners Identified with a Disability**

Participants will explore federal and state legislation as a foundation for Special Education and English Learner services, discuss the differences between language acquisition processes and possible language disabilities, and analyze teaching strategies and best practices for English Learners identified with a disability. Please bring your device to facilitate your participation in the online learning section!

**Presented by:** *Crystal Robinson & Donna Hankins, Prince William County Schools*

### **Leading the Way for Refugee Students**

Case studies from around the world show how leaders can create and maintain positive learning environments for refugee students entering K-12 schools in receiving nations. School leaders can bring the community into their schools, create an intentionally intercultural environment, add wraparound services, and harness the assets of refugee families to make the school experience safe and effective for refugee students.

**Presented by:** *Catherine McDougall, Loudoun County Public Schools*

### **Lessons Learned from an OCR Investigation**

Participants will learn about the good, the bad, the ugly of being part of an OCR investigation. And yes, there are good things.

**Presented by:** *Val Gooss, Henrico County Public Schools*

### **A Case Study: Meeting the Needs of English Learners with Limited or Interrupted Formal Education (SLIFE)**

This session will present findings from the doctoral dissertation, A Case Study: Meeting the Needs of English Learners with Limited or Interrupted Formal Education (SLIFE) to provide educators a better understanding of

the unique needs of high school SLIFE. The presenters will discuss methods for proper identification, factors that affect access to formal education, and general facts about SLIFE. Lastly, successful strategies for integrating social and academic English development skills for SLIFE will be reviewed.

**Presented by:** *Dr. Michelle Marrero & Claudia DeBose, Arlington Public Schools*

### **Destination Proficiency: A Journey Through a Tech-based SIOP Lesson**

Join us on the journey to proficiency. We will cross over the stepping stones of SIOP using technology to maneuver through the 8 components. We will show you how SIOP and technology can be integrated into a 2nd grade math unit. Technology-embedded examples will be given for all 8 components. At the end of our exploration, you will leave with technology-based ideas you can incorporate into units of instruction across all content areas and grade levels.

**Presented by:** *Beth Crumpler & Kerry Hudgins, Spotsylvania County Public Schools*

### **EL Innovation: Empowering Schools Through Team-based Professional Learning**

Learn about how one division has designed meaningful and sustained professional learning for school teams to build their capacity to lead and guide teaching and learning for English Learners (ELs). Fairfax County Public Schools' EL Innovation Cohort model provides school leadership teams an opportunity to gain an understanding of powerful instructional strategies, and to explore the FCPS Language Instruction Educational Program (LIEP). During the EL Innovation Cohort, teams examine EL data to identify their instructional and programming needs, develop skills to implement English Language Development standards and utilize WIDA tools, and create an innovation plan using resources provided.

**Presented by:** *Karen Kleiber & Darina Walsh, Fairfax County Public Schools*



## **Inspire Literacy for your ELL students with iLit ELL**

iLit ELL, a device-based reading program, promotes 2 or more years of reading growth in one year. Written with struggling ELL readers in mind, iLit focuses on Academic Language, Vocabulary, Writing and Comprehension. iLit provides student choice of over 3,000 high-interest e-books, culturally relevant content written for Grades 4-12 and translations in 47 languages. SIOP strategies are embedded in the lesson plans, with research provided by Jim Cummins and other leading reading researchers. Employing a gradual release model, iLit enables struggling readers to gain exposure to on or near grade level text at the same time they receive differentiated lessons. Students learn to unlock key comprehension strategies as teachers model their metacognition of the texts. iLit engages students and motivates them to read.

**Presented by:** *Kevin Judd, ELL Intervention*

## **Mnemonic Strategies**

A continuous demand from the general public is to ensure academic success for all students, including English language learners and students with disabilities. The purpose of current specialized programs is to ensure that these students are educated effectively while maintaining compliance with federal and state regulations. The seriousness of academic struggles vary but research shows that effective interventions must be implemented into instruction for these students or devastating and long-term effects will result. This is because basic skills are not only important for academic achievement, but are necessary for success in life.

Drop-out statistics for these populations are concerning and to address these educational challenges a body of research has documented a number of effective intervention strategies. One specific strategy that has proven effective is mnemonic interventions. For the purpose of this presentation, mnemonic strategies are defined as research based interventions that are used to address memory deficits and promote retention of vocabulary

words. This presentation will review this strategy and prepare teachers to implement it in their classrooms.

**Presented by:** *Shanna Takacs, PhD, Loudoun County Public Schools*

## **Learning to Teach Mathematics to English Learners: Designing Effective Professional Development with Evidence-based Strategies**

Both English language teachers (ELTs) and general educators teach the academic language of mathematics to English learners (ELs). Combining research from a systematic literature review on the effective approaches teacher educators and professional development leaders utilize to educate teachers how to teach ELs math as well as a systematic literature review examining strategies that increase ELs mathematical understanding, the presenters will provide suggestions and strategies for designing effective professional development using evidence-based strategies for success in mathematics classrooms. Strategies center around increasing language comprehension and production thus facilitating mathematical content knowledge and student achievement. Additionally, a practical model for professional development is provided which incorporates collaboration, academic literacy in mathematics, culture as a resource, and disrupting assumptions about ELs as the main features of effective professional development for ELTs and general educators.

**Presented by:** *Rebecca Raine Raab & Caryn Caruso, Virginia Tech*

## **Stuck at WIDA 3? Accelerating Student Growth Through a Structured Literacy Approach**

This teacher-friendly session will review how to boost student achievement with alternative methods for teaching reading. Participants will learn practical tips for how to improve accuracy, broaden vocabulary knowledge in a systematic fashion through morphology study, and improve reading comprehension through

an emphasis on syntax and fun grammar applications of English.

**Presented by:** *Nancy Butt Packard, Arlington Public Schools*

### **Cross-Linguistic Sound-Spelling Transfer: The Spanish-English Connection**

Learn how to organize standards-based foundational skills for biliteracy by explicitly teaching cross-linguistic letter sound-spelling relationships, letter patterns, and vocabulary. Assessment protocols for monitoring progress towards biliteracy will be shared. Routines and strategies that can be adapted and implemented across the various biliteracy programs models will be demonstrated.

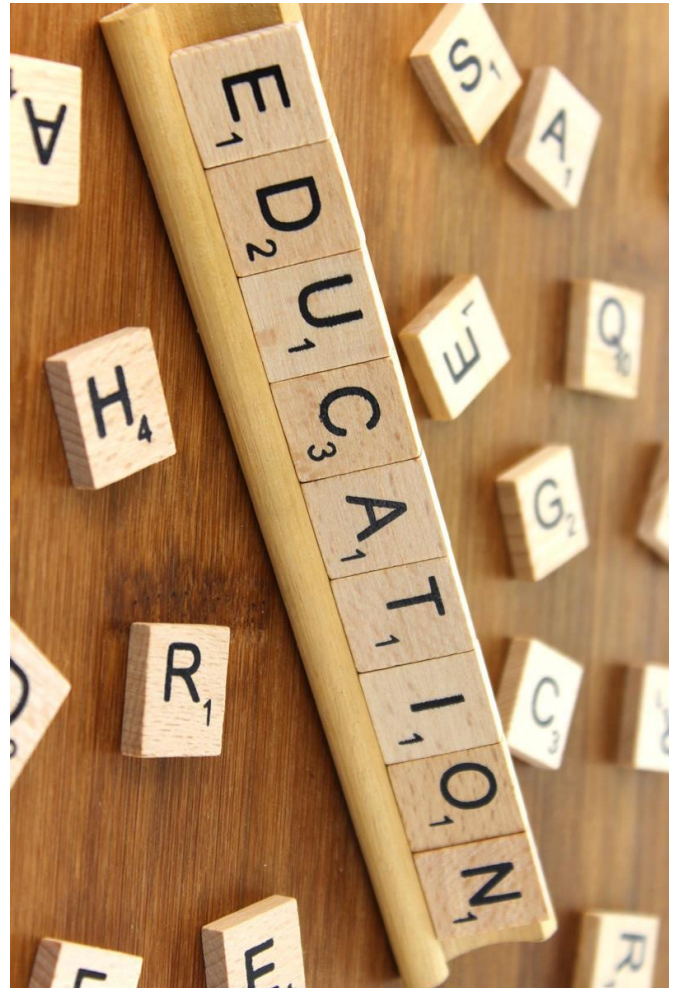
**Presented by:** *Silvia C. Dorta Duque de Reyes, National Biliteracy Consultant, Author*

### **Preventing Long-Term ELs: Implications for Elementary and Secondary Schools**

There is no longer a reason for Long-Term ELs. The evidence-based models for instruction and program structures have proven that the large numbers of Long-Term ELs (75% of all ELs across the country) can be prevented. Elementary schools no longer need to send LT-ELs to middle schools. Middle and high schools can now successfully address the language, literacy and content knowledge needs of Newcomers and help all students thrive toward a successful graduation.

This session will present the program features, instructional practices, and mind frames that have helped many schools across the country successfully address multiple facets of implementation simultaneously. The book "Preventing Long-Term ELs: Transforming Schools to Meet Core Standards" will be given to participants. We will walk through multiple tools: checklists for organization, progression benchmarks toward goals, evidence-based instructional features, and time frames for each, how a principal changed a school, and tips for systemic school reform.

**Presented by:** *Margarita Calderon & Shawn Slakk, Johns Hopkins University*





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## Breakout Session 4 Offerings:

### Not Yours or Mine, But Ours

Co-teaching is fast becoming the norm in ESOL classes around the country. However, in many classrooms, roles aren't clearly defined so students see one person as the teacher and the other as an undefined aide. Effective co-teaching is possible when both teachers see all students as their students and work together to meet their students' needs. What does that look like and how can I make that a reality in my school? Participants will identify structures and routines in the classroom to support effective co-teaching including classroom design, parity, and instructional strategies.

**Presented by:** *Jessica Idol & Karli Boothe, Arlington County Public Schools*

### Building Bridges to Support English Language Learners

Welcoming and engaging students and families to a school community takes careful planning, outreach and innovation. This session will address three well established, research based programs successfully implemented with secondary English learners and their families. Please join us to learn how to conduct home visits, dynamic Parent/Teacher Conferences and the STARS Program: a student to student mentoring program for newcomers.

**Presented by:** *Frances Lee, Yun-Chi Maggie Hsu, & Deborah Pettit, Arlington County Public Schools*

### Organizing Instruction for Cross-Linguistic Transfer

Reading ability in English is enhanced when students whose first language is Spanish learn to apply their linguistic knowledge and literacy skills to reading in English. Participants will engage in standards-based instructional planning using Close Reading from a cross-linguistic perspective. Strategies that facilitate cross-linguistic transfer will be showcased.

**Presented by:** *Silvia C. Dorta Duque de Reyes, National Biliteracy Consultant, Author*

### Using Micro-Credentialing to Build Capacity in Schools

Participants will learn about a micro-credential established in Henrico County Public School to establish an EL Lead Teacher who serves as a resource, outside of the ESL teacher, to support the instruction of ELs.

**Presented by:** *Val Gooss, Henrico County Public Schools*

### How to Develop a Districtwide Elementary School Newcomer Curriculum

This session will focus on the process of developing a districtwide elementary school newcomer curriculum. The presentation will share information on how to determine and develop components of a comprehensive and effective curriculum that encompasses K-5 newcomer student needs.

**Presented by:** *Ceylan Tombuloglu, Loudoun County Public Schools*

### Styles of Professional Learning: The Culture of Professional Development for Educators of ELs

In this session models of professional learning are addressed with a distinction between face-to-face, hybrid, and fully online environments of instruction. The definitions for synchronous and asynchronous learning are addressed and how these terms relate to professional learning in today's social culture. Tips for online instruction are provided. Strategies for EL educator instruction are shared. Participants will walk away with an understanding of what professional development for the English learner educator looks like, sounds like, and feels like within the framework of these three models.

**Presented by:** *Dr. Eileen Lockhart, Prince William County Schools*

### Progress Monitoring of EL Students with LAS Links

In this session we will review the DRC LAS Links assessment options and how they can be used for progress monitoring of EL students within your district. We will share information on our new WIDA alignment and review the score reporting information that can be used to guide instruction in the classroom. Come learn how to supplement your existing testing program!

**Presented by:** *Rachel Price, DRC*

### **K-12 English Learner (EL) Look Fors Tool**

Many school based administrators lack formal training in English learner (EL) best practices, but are still walking into classrooms every day. Come hear about one school division's "K-12 English Learner (EL) Look Fors" tool and how it is helping administrators. The tool is designed to help administrators and other school leaders look at instruction through the lens of an English learner.

**Presented by:** *Samuel Klein, Arlington Public Schools*

### **Building the Foundation From What EL Students Know**

Understanding the level of proficiency of a student's level of acquisition in English is essential. It is also important to screen incoming emergent bilinguals in their literacy proficiency in Spanish. This session will demonstrate that foundational skills, e.g. (phonemic awareness, phonics, fluency) is an essential component of ALL proficient reading. During this session, participants will consider the challenges of meeting the varied instructional needs of students who've not yet mastered the foundational skills. Participants will explore:

- A research-based developmental taxonomy of foundational skills
- A flexible small-group instructional model built from what students already know and need to learn next
- Examples of responsive foundational skills lessons

**Presented by:** *David Burnes, American Reading Company*

### **Using Interactive Notebooks to Differentiate EL Instruction**

Interactive notebooks help students to organize information with creative, interactive and easily personalized activities. Learn about how to introduce interactive notebooks into your daily lessons and how they can help differentiate instruction for your English Learners. Come and create your own sample interactive notebook and take away lots of ideas for using this great tool!

**Presented by:** *Melissa Sharp, King George County Schools*

### **English Learners in Special Education: How All Teachers Can Support ELs with IEPs**

In this session, participants will reflect on research and challenges for students found dually eligible for English language services and special education support. Participants will consider the influence of

language differences and disability on learning behaviors and when developing a linguistically appropriate IEP. This presentation will focus on evidence-based strategies for providing meaningful access to content area instruction for diverse learners.

**Presented by:** *Martha-Alice M. Rademacher, Arlington Public Schools*

### **Considerations for the Validity of a High-Stakes English Language Proficiency Test in Virginia**

The WIDA ACCESS for ELLs® ELP test was adopted in Virginia in 2008 and is used for accountability and decision-making for English learners in 39 states and territories. WIDA-affiliated researchers have produced reports on the technical quality of ACCESS. However, there is little independent evidence regarding test's reliability or validity, which is remarkable considering the test's long history and widespread use. As Virginia's new ESSA plan is implemented, ACCESS scores have become more important than ever. This session will cover the background for a proposed dissertation study on Virginia educators' perspectives on the broad validity of the ACCESS for ELLs®

**Presented by:** *Carolyn Waters, Chesterfield County Public Schools/Virginia Commonwealth University*

### **Reading Comprehension: The Bridge from Vocabulary to Writing**

The centerpiece of the ExC-ELL model is reading comprehension for ELs. With this in mind, the Carnegie Corporation of New York funded the program with 'reading in the content areas' as the goal. Of course, pre-teaching vocabulary from the text students are about to read is a precursor for their success. Once they comprehend what they read and learn more vocabulary, they are ready for text-based writing. However, vocabulary before reading and writing after reading are only a few of the 12 key components of ExC-ELL. Eight instructional blocks are dedicated to reading comprehension.

Mr. Slakk will highlight the 12 components and demonstrate the teacher's role before reading, student partner reading with verbal summarization, and after reading activities that anchor language, literacy and content learning before students are able to show content mastery and meet expectations in writing.

**Presented by:** *Shawn Slakk, Margarita Calderon & Associates*

### **On the Road to Literacy with Elementary Newcomers**

This session focuses on instructional supports and strategies for developing oral language and literacy for newcomers at the elementary level. Participants will leave this interactive workshop with a toolkit of ideas as well as a deeper understanding of language acquisition and current research. Presenters will discuss ideas for differentiating instruction and building academic vocabulary in the general education, co-teaching and pull-out classrooms.

**Presented by:** *Kathleen Cahoon-Newchok, Virginia Beach City Public Schools*

### **Tools for Structuring Democratic and Accountable Academic Interactions that Engage ALL Students**

From kindergarten to high school graduation, English learners must have successful experiences engaging in structured and supported academic interaction across the school day to attain higher levels of second language proficiency. They must also be exposed to an articulate command of English in every class and benefit from consistent school-wide instructional principles and practices. Using expert modeling and illustrative classroom video footage, Dr. Kinsella details how schools can establish school-wide academic discourse norms and practices. Areas of keen focus include establishing productive partnering and group-work, use of response frames, attentive listening tasks, and targeted language for academic interaction. She provides practical ways in which teachers can expand students' command of advanced vocabulary and sentence structure through structured lesson discussion, precise language modeling, and consistent use of academic register. Without daily exposure to eloquent delivery from teachers in every class and opportunities for advanced interaction, English learners and under-resourced peers will never develop the communication skills to actualize their personal and academic goals.

**Presented by:** *Kate Kinsella, Ed.D. Dr. Kate Kinsella and Associates*

## **Breakout Session 5 Offerings:**

### **Virtually Getting to Graduation**

Data shows that older EL populations are sometimes credit deficient when entering Virginia school divisions due to limited or interrupted schooling in their home country. Being credit

deficient impacts these students' opportunities to earn a high school diploma. In Loudoun, Virtual Loudoun is an online option that allows students to take an additional credit online in addition to their course load. This program may provide the opportunity to older EL students to accumulate credits at a faster rate to meet missing graduation requirements. The 12-month EL teacher position was added at Virtual Loudoun to support students to success and encourage enrollment in the program to provide additional avenues toward credit accumulation for graduation. Students are enhancing their skills toward college and career readiness as they work toward a diploma, learn time management, and use self-motivation to work mostly in an asynchronous online fashion. By working with virtual teachers, administrator, instructional designer, local school counselors and local EL teachers, our data shows this is an option for students where previously many thought it to be out of reach for ELs.

**Presented by:** *Traci Scannell Crowe, Loudoun County Public Schools*

### **The Importance of Language in Instruction and Assessment**

The interactive session reviews the standards based process and shows how the use of discipline specific language supports success in student learning for all students. Participants learn how to align their instruction and assessment to the language of the discipline as well as how to incorporate cognates for ELs.

**Presented by:** *Michelle Young, Prince William County Public Schools*

### **Engaging Families of ELLs**

Building strong, productive partnerships with families and communities supports academic success for English learners' (ELs). This session will present general principles to promote partnerships among family members, school, and community and will consider how research and practice on engaging ELs' families can be integrated into schools' family engagement efforts. Participants will have the opportunity to view and discuss a case study of the strategies used by one Virginia elementary school to create an inclusive school culture that values the linguistic and cultural diversity ELs bring. Participants will also assess their school's efforts in building relationships and bridging cultural differences. Participants will leave with ideas for modifying their practices to be more impactful and effective for ELs. This session is part

of a project to prepare Virginia content area teachers to serve ELs, administered by The George Washington University and funded by Department of Education.

**Presented by:** *Elisabeth Casey, The George Washington University*

### **Imagine Language & Literacy**

Imagine Language & Literacy is an innovative language and literacy program carefully crafted for English Learners. Over 4,500 engaging activities teach critical language and literacy concepts such as reading and listening comprehension, basic vocabulary, academic language, grammar, phonological awareness, phonics, and fluency. With Imagine Language & Literacy, every child receives explicit, targeted instruction within an individualized learning path that continually adjusts to their needs. Strategic first-language support in 15 languages facilitates and enhances English language learning. Come learn more about how teachers in hundreds of Virginia schools are leveraging technology to exponentially increase student growth in language acquisition and literacy skills.

**Presented by:** *Susan Provost & Jonathan Brown, Imagine Learning*

### **Developing Purposeful ELD Standards for English Learners**

This session will focus on the process of developing ELD standards that meet the language and content area needs of different proficiency level ELs. The presentation will include information on determining SOL strands, forming collaborative teacher teams and developing ELD standards that are meaningful and effective for EL students, teachers and school districts. The session will also take a closer look at the components of effective ELD standards and provide examples of how these standards can be utilized in the classroom.

**Presented by:** *Ceylan Tombuloglu, Loudoun County Public Schools*

### **Lifting Language and Literacy for ELs**

This session will focus on instructional strategies to elevate oral language, listening, reading and writing for English Language learners. Participants will focus on small group instruction, word study, and comprehension strategies that work for all stages of development.

**Presented by:** *Dr. Michelle Picard & Lisa Hughes, Loudoun County Public Schools*

### **"Through the Eyes of an ELL"**

This session will reveal what it is like to live a day in the life of an ELL. Session attendees will develop a stronger understanding of the perspective, challenges, and mindset of an ELL. It will also provide academic strategies and solutions to help ELLs achieve success in school across various content/curriculum.

**Presented by:** *Tara Hefner, Spotsylvania County Public Schools*

### **Connecting our ELS to Rigorous Core Content Area Instruction**

Are you looking to ensure equitable access to rigorous core literacy instruction for your EL learners? We invite you to join the conversation about how to identify challenges and differentiation strategies across content areas to ensure access, equity, and deeper learning for all students. Specific attention will be paid to strategies for developing academic literacy and language and vocabulary instruction. Ideas for sharing with co-teachers will also be explored.

**Presented by:** *Evi Hickman, Loudoun County Public Schools*

### **The Why and How of Explicit Academic (Tier II) Vocabulary for mainstream Teachers who teach Language Arts, Math, Science, Social Studies, and other Content Instruction**

Wonder about the WHY and HOW of teaching Striving Learners to use more academic language in Reading, Oral Language Development, and Listening? This workshop will provide the 7-Step of Vocabulary Instruction (K-12, GE, ELs, SPED, AP students) for mainstream Teachers who teach Language Arts, Math, Science, Social Studies, and other Content Instruction based on the work of Dr. Margarita Calderon.

**Presented by:** *Nghia (Julie) Huynh, Arlington County Public Schools*



### **Let's Start Talking! A Means to Communicate Between Schools and ESL Families**

The number of English Learners enrolling in US public schools has been steadily growing in all parts of the country. In Newport News, VA, the enrollment has increased by more than 600% over the past 15 years serving over 1,500 students district-wide. With over 55 languages and 57 countries represented in the English Learner population, Newport News has sought a variety of means to support these families and bridge the communication and cultural barriers.

**Presented by:** *Leslie Wilson, Newport News Public Schools*

### **Increasing Student Engagement for ELs in Secondary Math and Science Classes**

This session focuses on increasing English Learners' engagement through purposeful academic conversations with a specific emphasis on math and science. Participants will gain a thorough understanding of how to facilitate academic conversations for ELs of all levels using a variety of strategies and scaffolds. Furthermore, participants will learn how to harness the power of digital resources to extend learning beyond the classroom.

**Presented by:** *Sarah Eqab & Allison Hough, Fairfax County Public Schools*

### **Supporting EL Students with Disabilities**

This session will look at the role of the SPED, ESOL, and classroom teachers when delivering services to dually identified students, and how inclusive practices can benefit all students. Co-teaching and co-planning ideas will be shared, as well as instructional strategies.

**Presented by:** *Megan Moore & Carrie Pendleton, Manassas City Public Schools*

### **Powering the K-12 Mobile Environment**

Kajeet is helping over 700 school districts power their K-12 mobile environment with a safe, mobile broadband Internet solution including Wi-Fi hotspots and school bus Wi-Fi, as well as a mobile device management solution. Join our session to learn how Kajeet can help your district close the Homework Gap in areas such as ES.

**Presented by:** *Mark Wodzinski, Kajeet*

### **Equity for Newcomers**

Over the past 10 years, Newport News Public Schools has experienced tremendous growth in our English Learner population. As such, NNPS has

worked to provide strategic supports for EL students, families, and teachers. In order to provide meaningful instruction for our newest ELs, Newcomer programs were created for elementary and middle school sites. Please join us as we share our journey towards providing equity through our Newcomer programming (NNPS Newcomer programming has been recognized by the NSBA as one of this year's Equity Magna Grand prize winners).

**Presented by:** *April Vazquez & Sarah Kleinman, Newport News Public Schools*

## **Breakout Session 6 Offerings:**

### **High-Yield Instructional Scaffolds for Elementary ELs**

This interactive presentation is designed for participants to experience high-yield instructional strategies that scaffold learning for English ELs in content instruction across the curriculum.

**Presented by:** *Jennifer Hine, Fairfax County Public Schools*

### **Integrating Language and Content**

Two ESOL teachers and a Science Specialist, will demonstrate how to create and utilize teaching tools which have been adapted to support Science curriculum. Presenters will be providing resources to access high level content and academic vocabulary for grades 3-6.

**Presented by:** *Rozila Khakpour, Alicia Ogrodny, & Sara Lunasco, Fairfax County Public Schools*

### **Using One-on-One Devices to Accelerate Language and Content Acquisition for SLIFE**

How can teachers best use school-provided one-on-one devices to accelerate content and language acquisition for students with limited or interrupted formal education? Two Arlington Public School teachers that serve ELs will share creative, tech-infused instructional strategies that meet the needs of this population.

**Presented by:** *Sean Kinnard & Geraldine Maskelony, Arlington Public Schools*

### **Imagine Math**

Imagine Math is a rigorous, standards-rich supplemental math curriculum that adapts to the unique needs of each student. Even students with limited success in math can develop the essential foundations and conceptual understanding they need to confidently move to the next level. Imagine Math offers live 1:1 differentiated instruction from

certified math teachers. As students work through more rigorous content, access to live support in Spanish and English empowers ELs to achieve grade level and find math success. What's more, students can receive support before, during, or after school—even on weekends and most holidays. Please join us to learn more about how Virginia schools are leveraging Imagine Math to grow academic math language and to help students gain confidence in learning how to attack rigorous mathematical concepts.

**Presented by:** *Jonathan Brown & Susan Provost, Imagine Learning*

### **Math & Science Instructional Strategies for ELs**

This session will focus on supporting ELs in math and science classes. Participants will learn strategies to help ELs achieve in these contents and leave with the resources and knowledge to implement them.

**Presented by:** *Courtney Gonzalez-Vega & Tammy Krejcarek, York County Public Schools*

### **Creative Curriculum to Engage Newcomers and Build Literacy Skills**

We will share the curriculum that we created for our summer school and how it was successfully implemented. Topics covered will include shared reading and writing, small group reading instruction, strategic phonics instruction, how to conduct read-alouds in the classroom and ExC-ELL Strategies - Vocabulary instruction. Join us for an interactive presentation that will provide you tools to take back and implement right away with your students.

**Presented by:** *Laura Gray, Christine Hunter, & Lisa Hughes, Loudoun County Public Schools*

### **The HOV Journey to Student Progress**

Has student growth taken a detour? Learn how to use collaborative learning teams and effective co-teaching models to facilitate growth in your classroom.

**Presented by:** *Martha Donovan, Laura Tindal, & Yvette Martinez-Rigg, Prince William County Schools*

### **How to Incorporate PBL into Reading Workshop**

In this session you will learn from EL teachers at Loudoun County's only project based learning design school on how you can incorporate essential elements of PBL into your daily reading workshop. The presenters will share their journey of how they are able to provide support to classrooms and ensure that ALL students are having authentic

learning experiences, regardless of where they are in their language development. Participants will leave the presentation with an understanding of how easily PBL elements can be integrated into reading instruction, and how EL students can benefit from this approach.

**Presented by:** *Sara Conant, Anissa Beltran, & David Feroz, Loudoun County Public Schools*

### **Using Technology to Enhance Elementary ESOL Instruction**

Technology is constantly changing and improving the world around us. We need to embrace that in education. In this session, we will go demonstrate the basics and benefits of using programs such as Nearpod, Kahoot, Schoology, Quizlet, and Seesaw in EL instruction. Please bring a laptop and plan on following along with us!

**Presented by:** *Sarah Coradetti, Ashley Slaney, & Sean Slaney, Manassas City Public Schools*

### **SWiRL Stations**

This session will demonstrate teacher created SWiRL Stations. SWiRL Stations are small group stations that focus on the two receptive and two productive language areas tested by WIDA-Speaking, Writing, Reading and Listening-SWRL. Various grouping strategies for the stations will also be discussed. In addition, we will explore and evaluate activities that fit into the various SWiRL categories. You will leave this session with hands-on activities as well a fresh perspective on grouping, station work and the tested WIDA categories.

**Presented by:** *Tamara Priestley & Jennifer Guzman, Williamsburg Public Schools*

### **Strategies For Using Visual Media: Attracting and Motivating All Students**

Attract and motivate students using visual media. Our titles interest students of different ages and levels. The presentation uses the "I-We-You" strategy to demonstrate ways to engage students in oral discussion, retelling, and interactions that lead to developing written skills, such as writing descriptive paragraphs and sequential narratives.

**Presented by:** *Ana Lado, PhD & Dima Alhunti, Marymount University in Arlington County*



### **What If English Learners Identified with a Disability (EL SWD) Drive Improvement**

Participants will engage in dialogues around the following focus questions:

- 1) What if you were to consider student performance as a pathway to achievement rather than a pause for concern?
- 2) How does a standards-based IEP and a focus on English language development fit together? We hope you will join us as we gather together to "see the learner" in "compliance" while finding connections between a program monitoring tool and a collaborative planning tool for teachers.

**Presented by:** *Donna K. Hankins & Crystal Robinson, Prince William County Public Schools*

### **Total Student Engagement: The Language Experience Approach**

The Language Experience Approach is a method for teaching literacy based on a child's existing experience of language. Since some students come to school with limited experiences, as well as limited academic language, these experiences happen in school. Students will have their shared experience, create a text about the experience, read and revise the text and then read and reread. This text can then be used for extension activities. Our school is a writing project school, so we have also integrated writing into this experience-based approach. This approach touches on listening, speaking, reading and writing for all ability levels.

**Presented by:** *Allie Luden & Jamie Hostetter, Winchester Public Schools*

### **A University-Community Partnership: Transformational Learning Opportunities for Preservice Teachers**

This session will focus on a partnership between James Madison University's TESOL program and Shenandoah Valley Migrant Education Program (SVMEP). Presenters will give an overview of SVMEP, describe TESOL pre-service teachers' involvement with SVMEP and another similar family-based program, and provide reflections on benefits, challenges, and future opportunities. Assignments and tasks to help preservice teachers connect theory to practice will be shared. Attendees will examine the outcomes of this partnership and share insights of their partnership efforts.

**Presented by:** *Dr. Katya Koubek & Dr. Stephanie Wasta, James Madison University*

## **Breakout Session 7 Offerings:**

### **Supporting Itinerant Teachers for Success**

The working conditions of itinerant English language teachers (ELTs) are unique, often challenging, and rarely explored by researchers. In addition, itinerant teachers often feel isolated from colleagues and school culture, struggle to find time to collaborate with general education teachers, and lack physical teaching spaces and resources (George, 2009; Liggett, 2010). These teachers, possibly more than any other group, need supportive administrators, coordinators, and colleagues in order to be effective despite the time and space limitations of their schedules.

Combining both their personal experiences as itinerant ELTs and recent literature about the experiences of and supports for itinerant teachers, the presenters will share strategies principals, coordinators, mentors, and other school leaders can use to create supportive working conditions. These supportive working conditions can promote collaboration and inclusion, decrease isolation and marginalization, and transform the educational outcomes for English learners.

**Presented by:** *Rebecca Raine Raab, Virginia Tech & Monica Starkweather, New Kent County Public Schools*

### **On the Road to Literacy with Secondary Newcomers**

This session focuses on instructional supports and strategies for developing oral language and literacy for newcomers at the secondary level. Participants will leave this interactive workshop with a toolkit of ideas as well as a deeper understanding of language acquisition and current research. Presenters will discuss ideas for differentiating instruction and building academic vocabulary in the general education, co-teaching and pull-out classrooms.

**Presented by:** *Kathleen Cahoon-Newchok, WendySue Silvernail, Nan Mitchell, & Tina Ringo, Virginia Beach City Public Schools*



### **Long Term English Learners: An Open Dialogue**

Who are our Long Term English Learners? How do we help meet their instructional needs? In this interactive session, participants will engage in meaningful dialogue about this relevant topic and discuss practical, real-life situations and ideas for providing Long Term English Learners with needed support.

**Presented by:** *Isabel Messmore & Linda Saaidifar, Arlington Public Schools*

### **Dual Language Programming: A Model to Enhance School Climate and Academic Achievement in Diverse Schools**

In this session, MERC researchers will share data on growing English learner (EL) populations in Virginia's school divisions and address challenges in tracking, assessing, evaluating and improving reporting practices. In addition, participants will have the opportunity to actively engage and interact with demographic mapping data. Also, the session will include time for questions related to practices and policies regarding partnerships with EL families and community. Highlights will include a case study on a school division that has developed strength-based practices with EL families.

**Presented by:** *Melissa Cuba, Kate Rolander, Carolyn Waters, & Jesse Senechal, Metropolitan Educational Research Consortium, Virginia Commonwealth University's School of Education*

### **Questioning "Proper" English: Creating Assets-Oriented Rubrics that Help Students Learn to Write in Secondary Content Areas**

In this hands-on session, the presenters will guide participants through an interactive workshopping of existing writing rubrics. We'll use a critical lens to question how rubrics for essays, research papers, lab reports, and other writing assignments often unintentionally disparage English Learners' language by asking students to write in "professional" ways, sometimes equated with using "proper" conventions. Participants will work in small groups to examine sample rubrics and to suggest ways of using rubrics to describe specific desired writing practices without suggesting that usage errors equal unprofessionalism. Participants will leave with practical ideas for creating rubrics that help ELs learn specific aspects of writing that are valued within content-area assignments.

**Presented by:** *April Salerno & Natasha Heny, University of Virginia*

### **ESL Instruction Open Forum Discussion**

An opportunity to discuss topics such as dual language instructors, dual language programs, ESL instruction and the WIDA ELD standards with the new VDOE Specialist for English Learner Instruction and VDOE Specialist for World Languages and International Education.

**Presented by:** *Dr. Lisa A. Harris & Dr. Jessica Costa, VDOE*

### **Developing Proficiency for ELLs in All Subjects Through Academic Language Acquisition**

The most accurate predictor of school success is the size of a child's vocabulary at age five of "book words," according to a report by the Joan Ganz Cooney Center. These "book words" are the academic language and vocabulary learners need to know to become proficient in all subject areas. This session will explore how to use an evidenced based and tested educational technology tool (Speak Agent) to assist ELLs in acquiring these specific words through an approach which tailors the tool to your exact curriculum for every content area. The session will also discuss the outcomes and findings from different control group research studies conducted recently to study academic language learning leading to proficiency.

**Presented by:** *Dan LaFountain Ed.M MAET & Ben Grimley*

### **Interactive Strategies to Use in the Classroom: Preparing Teachers for ESOL Endorsement**

Join us for a hands-on session where we will share interactive strategies for working with English Learners. Learn how school districts are increasing their number of ESOL endorsed teachers through our ESOL PRAXIS II Preparation and EL Best Practices course. Be prepared for a fun, engaging session with lots of take-aways!

**Presented by:** *Melissa Sharp & Beth Crumpler, Educating ELL*



### **Draw Parents In & Build Them Up!**

This session will demonstrate how to document content based, language focused student learning through a parent friendly resource. The transparency of lesson objectives and sequence can aid in bridging the gap between school and home partnerships by highlighting:

- Key vocabulary
- Building connections
- Extension strategies
- Student ownership
- Parent engagement & interest

**Presented by:** *Ann Tejada & Juliet Harris, Alexandria City Public Schools*

### **Using Wordless Picture Books to Support English Language Development**

In this session, participants will examine the value of wordless books as a tool for English Language Development. Using a graphic organizer, participants will have the opportunity to explore a selection of wordless books and consider the possibilities in planning for ELD in the four language domains.

**Presented by:** *Marnie Garnier, Fairfax County Public Schools*

### **Co-Teaching in the ELL Classroom**

Students with disabilities and English language learners likely find learning challenging and frustrating and this contributes to the achievement gap. To address this issue and comply with legislation, schools are implementing inclusive practices and co-teaching models that require commitment and dedication from general educators and extensive collaboration with ELL teachers. The intention is to improve education for all students, not only struggling learners. Although the legal mandates require students to be educated with their general education peers as much as is appropriate for each student, there is not a clear directive on how to ensure that this occurs.

There is an extensive body of research on co-teaching and team teaching models and the different variations to each approach. As classroom teachers, regardless of your role as a general education teacher, special education teacher or ELL teacher, the different models can be overwhelming. The purpose of this presentation is to provide an overview of the different co-teaching approaches and share research recent research on which appears to be the most prevalent approach.

**Presented by:** *Shanna Takacs, PhD, Loudoun County Public Schools*

TEACH  
encourage  
instruct  
MENTOR  
PRAISE  
influence  
GUIDE  
INSPIRE



## MAKING AN IMPACT

### Literacy Resources to Empower ESL Learners

Created by educators for educators, Raz-Plus ELL Edition from Learning A-Z features a robust collection of digital, research-based resources designed specifically to help ESL students develop proficiency in social and academic English. Meet us at VESA 2018 and discover how we can help you improve the literacy skills of all students, at every learning level.

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# CERTIFICATE OF ATTENDANCE

*This certifies that*

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ATTENDED THE 2019 VESA CONFERENCE  
9 Professional Development Points

*Jan. 31 - Feb. 1, 2019*

*Teresa Vignaroli*

Date

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President

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