



CONFERENCE 2021

Our Students, Their Agency

Conference Session Catalog

Equity for All Students to Achieve Their Full Potential



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Keynote Session – Thursday, December 9, 2021:

Opportunity through Education: John Quiñones' American Dream

Target Audience: All Conference Attendees

Description: John Quiñones' accomplishments defy the destiny that too many predicted for him. As the child of migrant farm workers who entered school not speaking English, Quiñones later found himself put into a vocational track, despite his dream of going to college. In high school, he finally found a helping hand: an English teacher who recognized that the talented young man had what it takes to become the first in his family to attend college. By believing in Quiñones and entering him into the federal Upward Bound program, one teacher put him on a path that literally changed the trajectory of his life. In this moving presentation, John Quiñones inspires all of us to believe in our own potential, the transformative power of education, and how one person can make a difference in the future of a child.

Presenter:

John Quiñones | *ABC News Veteran, Creator & Host, What Would You Do?*

Combining a moving life story, an exceptional career, incomparable insights, and a powerful presence, John Quiñones has emerged as one of the most inspiring keynotes in the speaking world today. His moving presentations focus on his odds-defying journey, celebrate the life-changing power of education, champion the Latino American Dream, and provide thought-provoking insights into human nature and ethical behavior.

A lifetime of “never taking no for an answer” took Quiñones from migrant farm work and poverty to more than 30 years at ABC News and the anchor desk at 20/20 and Primetime. Along the way, he broke through barriers, won the highest accolades, and became a role model for many.

Known for truly connecting with audiences and leaving them uplifted and inspired, Quiñones delivers a powerful message of believing in one's self, never giving up, and always, always doing the right thing. As host and creator of ‘What Would You Do?’, the highly-rated, hidden camera ethical dilemma newsmagazine now in its 14th season, Quiñones has literally become “the face of doing the right thing” to millions of fans. It's a role that he has enthusiastically embraced off camera, with a popular book and keynote presentations that challenge both business and general audiences to examine the What Would You Do? moments we face every day. This work and his many achievements were recently recognized with honorary Doctorate degrees from Davis & Elkins College in West Virginia and Utah Valley University.

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Catalog of All Sessions



Keynote Session – Friday, December 10, 2021:

Cultivating a Joyous and Just Education for All

Target Audience: All Conference Attendees

Presenter:

Juliana Urtubey | *2021 National Teacher of the Year*

A passionate educator and advocate, Juliana Urtubey is the 2020-2021 Nevada State Teacher of the Year. She is the first Latinx Nevada State Teacher of the Year since at least 1992. Ms. Urtubey holds a Bachelor of Arts in Bilingual Elementary Education and a Master's degree in special bilingual education from the University of Arizona. Ms. Urtubey is a National Board-Certified Teacher (Exceptional Needs Specialist, Early Childhood and Young Adults).

Currently, she is a hybrid educator at Booker Elementary School in Las Vegas, Nevada where she serves as a co-teacher in pre-kindergarten through fifth-grade special education settings and as an instructional strategist developing a school-wide Multi-Tiered System of Supports for academic, social-emotional, and behavioral interventions. Previously, she taught special education in the resource setting at Crestwood Elementary School. She is warmly known as “Ms. Earth” for her work in beautifying the school and advocating for and unifying the school community with gardens and murals. Ms. Urtubey is a National Board for Professional Teaching Standards Teacher Fellow, a Nevada Teach Plus Senior Policy Fellow, an Understood Teacher Fellow and mentor, a Nevada Department of Education Superintendent Teacher Advisory Cabinet member, a National Board Network of Accomplished Minoritized Educators founding Board member, and a learning facilitator with the Nevada National Board Professional Learning Institute. She is a recipient of the 2019 Chicanos por La Causa Esperanza Latina Teaching Award, a recipient of the 2019 Hispanic Education Association of Nevada Teacher of the Year, and a 2018 Roger's Foundation Heart of Education Winner.

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Catalog of All Sessions



Featured Sessions:

10 Ways to Curate Digital Resources to Support All Students

Target Audience: K-12 Educators, School/District Instructional Leaders

Description: Selecting “just right” resources for students is an essential practice for educators to help make sure the needs of all students are addressed. In this session, we’ll explore how to pull together resources that connect to curriculum goals while supporting the needs of all students. Learn tech-friendly strategies for thoughtfully curating content throughout the school year, and how to differentiate the resources shared with students to meet every child’s needs. In this session, we will examine strategies to help you select, organize, and distribute online resources with students who participate in virtual learning at a distance, hybrid learning, and traditional face-to-face instruction.

Presenter(s):

Monica Burns | *EdTech & Curriculum Consultant* | *ClassTechTips*

Dr. Monica Burns is a Curriculum and EdTech Consultant, Apple Distinguished Educator and Founder of ClassTechTips.com. As a classroom teacher in New York City, Monica used digital tools to create an engaging, differentiated learning experience to meet the unique needs of her students. Monica started her blog ClassTechTips.com in 2012 to help make EdTech easier for fellow educators, and launched the Easy EdTech Podcast and her membership site the Easy EdTech Club to support educators who want to simplify and streamline technology integration.

Since starting ClassTechTips.com, Monica has led workshops and webinars, and provided keynote presentations to teachers, instructional coaches, administrators, and tech-enthusiasts at numerous national and international conferences including SXSWedu, ISTE, FETC and EduTECH. Monica is the author of *Tasks Before Apps: Designing Rigorous Learning in a Tech-Rich Classroom* (ASCD), two quick reference guides for ASCD on *Distance Learning Essentials* and *Classroom Technology Tips*, as well as several other publications

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All Learning is Social and Emotional

Target Audience: K-12 Educators, School/District Instructional Leaders

Description: Academic learning may be the explicit focus of schooling, but what teachers say, the values we express, the materials and activities we chose, and the skills we prioritize all influence how our students think, see themselves, interact with content and with others, and assert themselves in the world. While social and emotional learning (SEL) is most familiar as compartmentalized programs or specific interventions, the truth is, all learning is social and emotional. This session makes the case for taking a deliberate approach to the “hidden curriculum” already being taught, presenting a five-part model of SEL that’s easy to integrate into everyday content instruction.

Presenter(s):

Dominique Smith, Ed.D. | *Chief of Educational Services and Teacher Support | Health Sciences High and Middle College*

Dominique Smith, Ed.D. is Chief of Educational Services and Teacher Support at Health Sciences High and Middle College in San Diego, CA. He is passionate about creating school cultures that honor students and build their confidence and competence. Smith’s major area of research and instruction focuses on restorative practices, classroom management, growth mindset, and the culture of achievement. In addition to his school leadership responsibilities, Smith provides professional learning to K–12 teachers in groups large and small, on many topics that address classroom and school climate and organization. He is a regular presenter at many conferences, including Empower (ASCD’s annual conference). Smith holds his doctorate in Educational Leadership from San Diego State University with a focus on equity and a Master’s degree in social work from the University of Southern California. He also holds credentials from San Diego State University in administrative services, child welfare, PPS, and attendance. He is the winner of the National School Safety Award from the School Safety Advocacy Council.

His publications include *All Learning Is Social and Emotional: Helping Students Develop Essential Skills for the Classroom and Beyond* (ASCD, 2018), *Building Equity: Policies and Practices to Empower All Learners* (ASCD, 2017), and *Better Than Carrots or Sticks: Restorative Practices for Positive Classroom Management* (ASCD, 2014). In addition, he has contributed numerous articles for ASCD’s Educational Leadership® magazine, including “Tear Down Your Behavior Chart!” He delivered a TED Talk in 2018 about building relationships between students and teachers.

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Catalog of All Sessions



Assess & Pivot: Check for Understanding and Take Action with Technology

Target Audience: K-12 Educators, School/District Instructional Leaders

Description: This session will cover strategies for collecting and analyzing data so educators can take action through instructional pivots and interventions. We will focus on formative assessment and how to check for understanding before, during, and after instruction. Participants will explore how digital tools provide a special benefit for students as they increase student opportunities (frequency) and options (choice) to share their learning.

Presenter(s):

Monica Burns | *EdTech & Curriculum Consultant* | *ClassTechTips*

Dr. Monica Burns is a Curriculum and EdTech Consultant, Apple Distinguished Educator and Founder of ClassTechTips.com. As a classroom teacher in New York City, Monica used digital tools to create an engaging, differentiated learning experience to meet the unique needs of her students. Monica started her blog ClassTechTips.com in 2012 to help make EdTech easier for fellow educators, and launched the Easy EdTech Podcast and her membership site the Easy EdTech Club to support educators who want to simplify and streamline technology integration.

Since starting ClassTechTips.com, Monica has led workshops and webinars, and provided keynote presentations to teachers, instructional coaches, administrators, and tech-enthusiasts at numerous national and international conferences including SXSWedu, ISTE, FETC and EduTECH. Monica is the author of *Tasks Before Apps: Designing Rigorous Learning in a Tech-Rich Classroom* (ASCD), two quick reference guides for ASCD on *Distance Learning Essentials* and *Classroom Technology Tips*, as well as several other publications.

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Catalog of All Sessions



Bring Joy and Justice to Inclusion Settings

Target Audience: All Conference Attendees

Description: Students with learning and thinking needs have a right to an inclusive environment that builds from their strength.

Engage in dialogue with colleagues about strategies that help educators:

1. Get to know who their students are
2. Meet students where they are in terms of academics and social and emotional development, and
3. Design individualized support that help students gain confidence

Presenter:

Juliana Urtubey | *2021 National Teacher of the Year*

A passionate educator and advocate, Juliana Urtubey is the 2020-2021 Nevada State Teacher of the Year. She is the first Latinx Nevada State Teacher of the Year since at least 1992. Ms. Urtubey holds a Bachelor of Arts in Bilingual Elementary Education and a Master's degree in special bilingual education from the University of Arizona. Ms. Urtubey is a National Board-Certified Teacher (Exceptional Needs Specialist, Early Childhood and Young Adults).

Currently, she is a hybrid educator at Booker Elementary School in Las Vegas, Nevada where she serves as a co-teacher in pre-kindergarten through fifth-grade special education settings and as an instructional strategist developing a school-wide Multi-Tiered System of Supports for academic, social-emotional, and behavioral interventions. Previously, she taught special education in the resource setting at Crestwood Elementary School. She is warmly known as "Ms. Earth" for her work in beautifying the school and advocating for and unifying the school community with gardens and murals. Ms. Urtubey is a National Board for Professional Teaching Standards Teacher Fellow, a Nevada Teach Plus Senior Policy Fellow, an Understood Teacher Fellow and mentor, a Nevada Department of Education Superintendent Teacher Advisory Cabinet member, a National Board Network of Accomplished Minoritized Educators founding Board member, and a learning facilitator with the Nevada National Board Professional Learning Institute. She is a recipient of the 2019 Chicanos por La Causa Esperanza Latina Teaching Award, a recipient of the 2019 Hispanic Education Association of Nevada Teacher of the Year, and a 2018 Roger's Foundation Heart of Education Winner.

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Catalog of All Sessions



Creating an Equitable School Environment

Target Audience: K-12 Educators, School/District Instructional Leaders

Description: In this session, we will examine an equity taxonomy and identify the tenants required to creating a successful, equitable school environment. We will explore the importance of understanding, physical integration, social emotional engagement, opportunity to learn, and teaching excellence to help create engaged and inspired learners.

Learning Intentions:

- Describe the value of equitable learning for all students.
- Analyze an equity taxonomy to determine areas of strength and opportunities for growth.
- Create an equity vision for your school.

Presenter(s):

Dominique Smith, Ed.D. | *Chief of Educational Services and Teacher Support | Health Sciences High and Middle College*

Dominique Smith, Ed.D. is Chief of Educational Services and Teacher Support at Health Sciences High and Middle College in San Diego, CA. He is passionate about creating school cultures that honor students and build their confidence and competence. Smith's major area of research and instruction focuses on restorative practices, classroom management, growth mindset, and the culture of achievement. In addition to his school leadership responsibilities, Smith provides professional learning to K–12 teachers in groups large and small, on many topics that address classroom and school climate and organization. He is a regular presenter at many conferences, including Empower (ASCD's annual conference). Smith holds his doctorate in Educational Leadership from San Diego State University with a focus on equity and a Master's degree in social work from the University of Southern California. He also holds credentials from San Diego State University in administrative services, child welfare, PPS, and attendance. He is the winner of the National School Safety Award from the School Safety Advocacy Council.

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Catalog of All Sessions



Creativity in Action: Strategies to Help Students Make Authentic Learning Artifacts

Target Audience: K-12 Educators, School/District Instructional Leaders

Description: Students create in both big and small ways throughout the school year. In this session, we will examine how to support students as creators of content. We will look at how to develop the supporting resources necessary for everyday artifacts of student learning as well as for larger independent and collaborative projects. This session will provide an overview and hands-on opportunities for exploring open-ended creation tools and building student agency through project creation.

Presenter(s):

Monica Burns | *EdTech & Curriculum Consultant* | *ClassTechTips*

Dr. Monica Burns is a Curriculum and EdTech Consultant, Apple Distinguished Educator and Founder of ClassTechTips.com. As a classroom teacher in New York City, Monica used digital tools to create an engaging, differentiated learning experience to meet the unique needs of her students. Monica started her blog ClassTechTips.com in 2012 to help make EdTech easier for fellow educators, and launched the Easy EdTech Podcast and her membership site the Easy EdTech Club to support educators who want to simplify and streamline technology integration.

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Catalog of All Sessions



Preparing Targeted ELD Lessons by Lifting Language From Text

Target Audience: K-12 Educators, School/District Instructional Leaders, Other School/District Support Staff

Description: This high interest, student focused strategy is a clever process for integrating content ideas into a Targeted ELD lesson plan. If you haven't made a connection between ELP Standards #3 and #10, this session is for you! You will be amazed at how the language standard prepares students for speaking and writing production. We will explore how to teach a language skill with content sources, beginning with a mentor sentence, transitioning to a specific language skill, continuing with direct instruction, and wrapping up with student practice. You will leave with two lesson plans that you can practice right away!

Presenter(s):

Heidi Koski | *Education Consultant* | *Heidi Koski Consulting*

Heidi Koski is a leading national expert on grammar-based English Language Development instruction as well as ELD literacy for all grades. As a highly skilled education consultant for over two decades, Heidi currently runs her own consulting agency, where she develops professional training modules focusing on the integration of literacy in content area instruction related to reading comprehension, as well as designs district-wide programs for English Language Learners. Her focus is on designing instruction that integrates language and literacy development with content learning. Heidi has a demonstrative track record of success with ELD programs and integrated literacy-language strategies, working with thousands of teachers and administrators across the country to develop a sense of agency, confidence, and determination in all EL students.

In addition to developing a 30-hour video-based training curriculum on ELD methods for the state of Arizona, Heidi provides training on Arizona's Language Development Approach, focusing on student agency, integrated ELD and targeted ELD. Additionally, Heidi has a legion of ELD coaches across the country with whom she has worked to prepare them for leadership roles in their respective schools, districts, county offices and state-level education agencies.

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Catalog of All Sessions



Into-Through-Beyond: Three Fun Comprehensible Output Strategies For Integrated ELD

Target Audience: K-12 Educators, School/District Instructional Leaders, Other School/District Support Staff

Description: For just a moment, look through your teacher tool bag of teaching strategies. What's missing? What do you want more of? Perhaps it's a strategy or two for student engagement? One that builds student confidence and voice in the classroom. Perhaps it's an idea of how to help students show off their content knowledge? This session will offer you **at least** three practical comprehensible output strategies to help students process content information while simultaneously improving their language skills. Use these new ideas during Integrated ELD as you navigate "into" the lesson, "through" the lesson, and "beyond". Come to this session with your pencil sharpened or charged device and be ready to be inspired with easy, tried-and-true tricks of the trade!

Presenter(s):

Heidi Koski | *Education Consultant* | *Heidi Koski Consulting*

Heidi Koski is a leading national expert on grammar-based English Language Development instruction as well as ELD literacy for all grades. As a highly skilled education consultant for over two decades, Heidi currently runs her own consulting agency, where she develops professional training modules focusing on the integration of literacy in content area instruction related to reading comprehension, as well as designs district-wide programs for English Language Learners. Her focus is on designing instruction that integrates language and literacy development with content learning. Heidi has a demonstrative track record of success with ELD programs and integrated literacy-language strategies, working with thousands of teachers and administrators across the country to develop a sense of agency, confidence, and determination in all EL students.

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Catalog of All Sessions



Making Up for Lost Time – Building Word Knowledge: The Great Equalizer

Target Audience: K-12 Educators, Administrators, School/District Instructional Leaders, Other School/District Support Staff

Description: School closures and remote learning during the COVID-19 pandemic have deprived children of the equalizing force of education. Analysis shows the pandemic is widening educational inequality and that the learning gaps created by the crisis will persist as students progress through high school, putting future opportunities at risk. There is a strong and positive correlation between a child's early development of an academic vocabulary and formative learning. Children who are exposed to and achieve a substantive vocabulary at an early age have real advantages over those who lack an early vocabulary. We will share an amazing array of vocabulary learning strategies that will help close the "word gaps" and make up for lost time in the classroom.

Presenter(s):

Joanne Billingsley | *President/Founder* | *Billingsley Education*

Joanne Billingsley is a national presenter, author, consultant and award-winning teacher. Joanne inspires and motivates educators to explore NEW techniques and strategies for reaching and teaching all students, particularly ELLs, special populations and those that struggle to succeed in school. Joanne's work combines current neuroscience research with best practices in teaching. She is passionate about supporting educators and sharing creative strategies for building brain-friendly, language-rich, interactive classrooms.

Joanne is the President/Founder of Billingsley Education and the creator of Vocabulary Magic, a research based 6-step process for accelerating the acquisition of academic language. Her guiding principle is, "*Words have power. Knowing, owning, and choosing the right words can impact the very direction of our lives. We must teach...students must learn... the words they need to succeed in school and life.*"

She is the author of multiple books including:

- Aim to Grow Your Brain - The Secret Mindset of Underachieving Students (Dogear 2009)
- Making Words REAL - Proven Strategies for Building Academic Vocabulary FAST (Routledge 2016)

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Phonics Instruction Is Not Enough For ELs, But It's Still Foundational.

Target Audience: K-12 Educators, Administrators, School/District Instructional Leaders

Description: EL educators often express skepticism about the importance of phonics instruction for students learning to read English as an additional language. In this presentation I will examine the arguments and the evidence. While directly relevant studies are not plentiful, those we do have point to instruction in foundational skills (phonemic awareness, letter-sound associations, phonics, and decoding) being as important for ELs as for students already proficient in English.

Presenter(s):

Claude Goldenberg | *Nomellini & Olivier Professor of Education, emeritus* | *Stanford University*

Claude Goldenberg is the Nomellini & Olivier Professor of Education, emeritus, at Stanford University. A native of Argentina, his areas of research center on promoting academic achievement among language minority students. He received his A.B. in history from Princeton University and M.A. and Ph.D. from Graduate School of Education, UCLA. He has taught junior high school in San Antonio, TX, and first grade in a bilingual elementary school in Los Angeles.

Goldenberg received the 1993 Albert J. Harris Award from the International Reading Association (now International Literacy Association) for an article describing improvements in early Spanish reading achievement at an elementary school where he taught first grade. His 2004 book *Successful School Change: Creating Settings to Improve Teaching a Learning* was the basis for the 2010 Best Research Award from Learning Forward. Goldenberg is also co-author of *Promoting Academic Achievement among English Learners: A Guide to the Research* (Corwin) and co-editor of *Language and Literacy Development in Bilingual Settings* (Guilford). He has directed studies of literacy development among English learners, school reform in largely language-minority schools, identifying elements of effective classroom instruction for English learners, and evaluation of an early literacy intervention in Rwanda.

Goldenberg was on the National Research Council's Committee for the Prevention of Early Reading Difficulties in Young Children and on the National Literacy Panel, which synthesized research on literacy development among language-minority children and youth. More recently he chaired two international committees advising the Council for Higher Education in Israel on improvements in English education, and he currently chairs a national research advisory panel on early childhood education for Arizona's First Things First. He is an expert witness for the US Department of Justice on English Learner issues and has served on several boards related to children and education in Africa and the U.S.

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Catalog of All Sessions



Proven Practices to Support ELEMENTARY English Learners in Making Academic Writing Strides

Target Audience: Elementary Educators (K-5), Administrators, School/District Instructional Leaders/Coaches

Description: English learners in grades 3-5 need informed, interactive and systematic instruction that addresses their academic English language and rhetorical voids. Rather than spending class time silently journaling, completing worksheets, or receiving misinformation from peer editors, English learners need every teacher to serve as the over-the-shoulder writing coach their parents cannot be. Dr. Kinsella details writing instruction imperatives for educators serving English learners and striving readers, including an accessible analytic rubric for each assignment, targeted lessons on language and rhetorical devices for specific writing types, explicit analysis of an appropriate writing model, and frequent doses of brief, interactive, teacher-mentored writing practice to build critical competencies for longer, independent assignments. Participants leave with classroom-tested print and digital resources to facilitate professional learning and implementation.

Presenter(s):

Kate Kinsella | *Teacher Educator, Researcher, Author* | *Teacher Educator, Researcher, Author*

Dr. Kate Kinsella is an emeritus teacher educator from San Francisco State University's Center for Teacher Efficacy where she addressed English as a Second Language research and instruction. As a teacher educator, Dr. Kinsella taught for a decade in the university's Step to College program for first generation high school bilingual students. Her experiences and curriculum creation to support English learners for a successful first year in college greatly informed her development of *English 3D*, the first targeted ELD program specifically designed for long-term English learners. She is currently the CEO of Dr. Kate Kinsella & Associates, an educational research, professional development, and consultancy firm dedicated to multilingual learner achievement. Her 30-year career focus has been equipping students from diverse economic and linguistic backgrounds with the advanced language and literacy skills to be truly high school and college ready.

Dr. Kinsella is the author of many professional publications and research-validated programs to support multilingual learners and striving readers, including *READ 180 Universal*, *English 3D*, *Language Launch*, and *Academic Vocabulary Toolkit*. She has served as the lead scholar and pedagogy guide on three recent U.S. Department of Education funded research initiatives to improve educational outcomes for K-12 English language learners. In Spring 2022, she will launch the first professional book in a series published by Corwin entitled *Scholarly Interactions: Tools and Techniques to Engage Academic English Learners*.

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Catalog of All Sessions



Proven Practices to Support SECONDARY English Learners in Making Academic Writing Strides

Target Audience: Secondary Educators (6-12), Administrators, School/District Instructional Leaders/Coaches

Description: English learners in grades 6-12 need informed, interactive and systematic instruction that addresses their academic English language and rhetorical voids. Rather than spending class time silently journaling, completing worksheets, or receiving misinformation from peer editors, English learners need every teacher to serve as the over-the-shoulder writing coach their parents cannot be. Dr. Kinsella details writing instruction imperatives for educators serving English learners and striving readers, including an accessible analytic rubric for each assignment, targeted lessons on language and rhetorical devices for specific writing types, explicit analysis of an appropriate writing model, and frequent doses of brief, interactive, teacher-mediated writing practice to build critical competencies for longer, independent assignments. Participants leave with classroom-tested print and digital resources to facilitate professional learning and implementation.

Presenter(s):

Kate Kinsella | *Teacher Educator, Researcher, Author* | *Teacher Educator, Researcher, Author*

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Catalog of All Sessions



Student Efficacy: Creating a Real Relationship with Students

Target Audience: K-12 Educators, School/District Instructional Leaders

Description: Student-teacher relationships are key for any student to be successful within school. John Hattie's research states that students with a positive student-teacher relationship will have a larger effect size of learning (.52). As educators focus on building and maintaining relationships with students, there are many students that go unseen and not approached throughout the year. In this session, we will discuss the importance of creating and implementing positive student-teacher relationships to help gain student efficacy. As long as the school has been open, the school has been focusing on making sure that students have an adult that they can trust, go to in times of need, and communicate with. The mission of creating student efficacy, at their school is, that every student at our school is known beyond the surface by at least one adult. When students can talk through what is going on in their life and discuss who they want to be with an adult to starts to create self-efficacy. In this session, educators will be able to dive deeper into a philosophy and tool to support the ongoing search in building relationships.

Presenter(s):

Dominique Smith, Ed.D. | *Chief of Educational Services and Teacher Support | Health Sciences High and Middle College*

Dominique Smith, Ed.D. is Chief of Educational Services and Teacher Support at Health Sciences High and Middle College in San Diego, CA. He is passionate about creating school cultures that honor students and build their confidence and competence. Smith's major area of research and instruction focuses on restorative practices, classroom management, growth mindset, and the culture of achievement. In addition to his school leadership responsibilities, Smith provides professional learning to K-12 teachers in groups large and small, on many topics that address classroom and school climate and organization. He is a regular presenter at many conferences, including Empower (ASCD's annual conference). Smith holds his doctorate in Educational Leadership from San Diego State University with a focus on equity and a Master's degree in social work from the University of Southern California. He also holds credentials from San Diego State University in administrative services, child welfare, PPS, and attendance. He is the winner of the National School Safety Award from the School Safety Advocacy Council.

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Catalog of All Sessions



Talk, Laugh and Learn – Adding the Human Element to the Language Learning Environment

Target Audience: K-12 Educators, Administrators, School/District Instructional Leaders

Description: All students can master the words they need to succeed in school, but we must recognize that academic language is not mastered quickly. These unfamiliar words must be learned over time. Mastery requires multiple, varied exposures, and an opportunity to practice in a safe environment. Imagine three students, shoulder-to-shoulder, heads down, observing, and talking about an array of interesting pictures. They offer detailed descriptions, share personal stories, and work together to connect the images a list of new words they are attempting to master. They explore word meaning, word usage, write stories, and play games...together. Discover valuable strategies for building a language-rich classroom filled with conversations, laughter, and learning.

Presenter(s):

Joanne Billingsley | *President/Founder* | *Billingsley Education*

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Catalog of All Sessions



Unleashing a Mindset of Achievement - What to Do When Kids Lose Hope

Target Audience: K-12 Educators, Administrators, School/District Instructional Leaders, Other School/District Support Staff

Description: Discover a neuroscience, research-based plan for developing positive academic mindsets in teachers & students. Acquire the knowledge and skills needed to develop more resilient students. Leave with innovative ideas, engaging strategies and powerful personal narratives that explain the impact of attention, effort, and practice on brain structure. Deliver a life-changing message of hope! "Smart is something you get, not something you are. If you embrace new challenges, give your best effort and practice faithfully, you will grow in intelligence. We all have the potential to grow a better brain."

Presenter(s):

Joanne Billingsley | *President/Founder* | *Billingsley Education*

Joanne Billingsley is a national presenter, author, consultant and award-winning teacher. Joanne inspires and motivates educators to explore NEW techniques and strategies for reaching and teaching all students, particularly ELLs, special populations and those that struggle to succeed in school. Joanne's work combines current neuroscience research with best practices in teaching. She is passionate about supporting educators and sharing creative strategies for building brain-friendly, language-rich, interactive classrooms.

Joanne is the President/Founder of Billingsley Education and the creator of Vocabulary Magic, a research based 6-step process for accelerating the acquisition of academic language. Her guiding principle is, "*Words have power. Knowing, owning, and choosing the right words can impact the very direction of our lives. We must teach...students must learn... the words they need to succeed in school and life.*"

She is the author of multiple books including:

- Aim to Grow Your Brain - The Secret Mindset of Underachieving Students (Dogear 2009)
- Making Words REAL - Proven Strategies for Building Academic Vocabulary FAST (Routledge 2016)

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Focus Sessions:

6 Strategies for Engaging with ELs: Adjusting Our Lens to Influence Their Learning

Target Audience: K-12 Educators

Description: Engaging English Language Learners (ELLs) is not easy, but it is essential. Our changing demographics require us to take a fresh look at the strategies we implement within both targeted and integrated instruction. Working together, we'll respond to research in order to plan engaging activities appropriate for all grade levels and content areas. ELLs not only enrich our curriculum, they enlighten the culture of our school. By integrating strategies specifically designed to reach ELLs, educators at all levels will feel confident in their ability to engage with students on a new level. No matter the age or content being taught, these strategies will influence how ELLs interact with their peers, teachers, and curriculum while increasing language acquisition.

Presenter(s):

Dr. Kasey Johnson | *Lead Faculty for School of Education | Ottawa University*

Dr. Johnson brings over twenty years of experience in K-12 as a music, ELA, Social Studies, and ELL teacher. In her current role, Dr. Johnson enjoys supporting current educators as they earn advanced degrees and also works with student teachers as they are beginning their journey to the classroom. Her doctoral work focused on ELLs and the correlation between levels of connectedness and language acquisition. She is a life-long learner and thrives on hearing from practitioners concerning their expertise and insights because teaching is a team effort.

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An Invitation to the Table: Ensuring Voice for your Newcomer Refugee and Immigrant Families through Equitable Language Access

Target Audience: Administrators; School/District Instructional Leaders; Special Populations Advocates and Program Managers; K-12 Educators

Description: Who has your district/LEA 'invited to the table'? For all of our scholars to develop agency, their families must first have a voice. In this timely and interactive session, you will discover how to fully engage your language minority families by implementing systems that give voice and agency through equitable language access. Session participants will leave with essential resources and high-impact strategies to develop flexible and responsive programming that invites ALL families to the table.

Presenter(s):

Christa Schwaiger | *Teacher on Special Assignment (TOSA) for EL Immigrant/Refugee Families | Cartwright Elementary School District*

Christa Schwaiger is a parent, educator, and family advocate. After serving as a linguist and Middle East/North Africa analyst in the U.S. Navy, she became an educator and worked in both public and private schools in several U.S. states and Saudi Arabia. She found her passion for family advocacy while working as a gifted education specialist. She currently serves as the Special Liaison (TOSA) for Immigrant and Refugee Families for Cartwright Elementary School District in Phoenix, Arizona.

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Catalog of All Sessions



AZELLA Updates

Target Audience: District Test Coordinators and Administrators

Description: This session will include an overview of the closing out activities of the Fall 2021 SAFT administration as well as important preparation tasks and test administration logistics for the Spring 2022 Reassessment Test administration. The AZELLA Team will share new AZELLA resources available for AZELLA District Test Coordinators.

- Participants will have an opportunity to share what they do to prepare their school registrar and AzEDS admin for new students enrolling in their schools and to ensure the data entered is correct before the Reassessment test administration.
- Participants will also be able to discuss at their tables and share out topics that the AZELLA Team should include in the AZELLAology sessions (our office hours).

Presenter(s):

Brenda Vanderwerp | *AZELLA State Test Coordinator* | *Arizona Department of Education*

Brenda Vanderwerp is the AZELLA State Test Coordinator for the Assessment Section of the Arizona Department of Education (ADE). Mrs. Vanderwerp has worked in the field of second language acquisition in different capacities – as an ESL teacher and academic coach for 12 years in Glendale, AZ; with the Office of English Language Acquisition Services (ADE) for 2 years, the Educational Technology Unit at ADE for 3 years, and with the AZELLA Team in the Assessment Unit at ADE for 9 years.

Gabriela Finn | *Director of English Language Assessments* | *Arizona Department of Education*

Gabriela Finn is the Director of English Language Learner Assessments for the Assessment Section of the Arizona Department of Education (ADE). Ms. Finn has worked in the field of second language acquisition in different capacities –as ESL instructor, academic coach, and ELL coordinator for more than 20 years. Ms. Finn has focused her talents on the item development for Arizona's English language proficiency assessment, AZELLA, since 2015.

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Catalog of All Sessions



Bridging Classroom Learning With the Home: Family and Caregiver Activities for Young English Learners

Target Audience: K-5 Educators; Administrators; School/District Instructional Leaders

Description: This presentation will highlight use of the Family and Caregiver Activity (FCA) sheets, designed by the Regional Educational Laboratory (REL) West, with REL Northeast & Islands and REL Northwest. The FCAs are based on the 2014 What Works Clearinghouse Practice Guide, Teaching Academic Content and Literacy to English Learners in Elementary and Middle School, and align closely to the principles of Arizona's Language Development Approach (LDA). They were created to be an extra tool for elementary educators to engage families and caregivers of English learners in extending learning opportunities from the classroom to the home.

This highly interactive session is intended for AZ district and school staff working with EL students in grades Pre-K–5 and will highlight how the FCAs provide fun and engaging activities for families and caregivers to use with their children at home in English or in their home language. Additionally, participants will be provided the following:

- Evidence-based recommendations on instructional practices for English learners based on the IES Practice Guide and AZ LDA;
- Actionable ways to use the FCA sheets to scaffold children's language development across the content areas;
- Video examples of educators, families, and caregivers using the FCAs; and
- Tips and strategies for educators to help families and caregivers make the most out of the resources.

Presenter(s):

Lori Van Houten | *Senior Program Associate, Research-Practice Partnerships | REL West at WestEd*

Lori Van Houten works with teams at the state, district, and school levels to ensure effective use of data and research to inform policy and practice. Van Houten's coaching and training experience has helped school and district staff create sustainable and systemic change that resulted in improved outcomes, particularly for Black and Latinx students. She was one of the developers of the English Learner Family and Caregiver Activities and the new guide: Supporting Integrated English Learner Student Instruction: A Guide to Assess Professional Learning Needs.

Johnpaul Lapid | *Senior Research Associate, English Learner and Migrant Education | English Learner and Migrant Education Services and REL West at WestEd*

Johnpaul Lapid works with site and district teams that have a large population of multilingual and English learner students with the implementation of English language development standards in tandem with Next Generation Science, and Common Core State Literacy and Math Standards. He has worked closely with Arizona districts on the implementation of the Arizona Language Development Approach and is one of the developers of the English Learner Family and Caregiver Activities.

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Catalog of All Sessions



Connecting the Dots: LDA in the Math Classroom

Target Audience: K-12 Educators; Administrators; School/District Instructional Leaders; Other School/District Support Staff

Description: Arizona's Language Development Approach (LDA) positions English Learner students as valued community members. In order to create an inclusive mathematical community, all students must develop a sense of agency, confidence and determination. Throughout the session we will make connections to each of the Four Principles of LDA and provide examples of what this looks like in the math classroom.

Presenter(s):

Eboney McKinney | *K-12 Director of Math & Ed Tech Standards | Arizona Department of Education*

Eboney McKinney is the Director of Mathematics and Educational Technology for the AZ Dept. of Edu, Academic Standards Unit. She was a Math Program Specialist for ADE in Exceptional Student Services. She spent 2 years as an instructional coach and 9 years as a Teacher Leader and education advocate in the Sierra Vista Public School District. She facilitated math professional development as an IMPACTS Teacher Leader with the University of Arizona Center for Recruitment and Retention of Mathematics Teachers. She is a member of the following math organizations: AML, NCSM, ASSM, TODOS, AATM and NCTM. She earned her undergraduate degree in Elementary Education from Prescott College and graduate degree in Mathematics Teaching and a certificate in Professional Development and Coaching from Mount Holyoke College.

Laurel Cherry | *K-12 Math Specialist | Arizona Department of Education*

Laurel comes to the ADE with over 20 years of experience in mathematics education. She spent most of her time as a secondary math teacher and has worked as a co-taught teacher in both California and Arizona. While in California, Laurel was a part of the TASEL-M grant for seven years which transformed her experience as an educator. Laurel has developed and presented PD for schools and districts all over the country as well as the AATM, CMC-South, NCTM Regional and National conferences. She is passionate about working with teachers to share best practices for the math classroom to maximize student success and learning.

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Catalog of All Sessions



COVID-19 Academic Impact Studies with Focus on Unique Populations

Target Audience: Administrators; School/District Instructional Leaders

Description: Governor Ducey on March 3, 2021 signed Executive Order (EO) 2021-03 titled Using Data to Support Success for Arizona Students. The order stated that the Arizona State Board of Education (“Board”) shall utilize AZM2 (AzMERIT) assessment data, and other assessment or academic data, for this 2020-2021 school year to draw comparisons to prior years and identify the extent of learning loss that has occurred. Arizona Department of Education (ADE), alongside the Board and education research partners, provided data for the public and education stakeholders to meet part of the requirements of the EO 2021-03 this past October. The information was meant to help support Arizona Educators in making post-pandemic data driven decisions for their students. Areas of strength, or the appearance of resilience, to the pandemic was identified and assessed to determine what made students exhibiting these positive responses more successful. Areas of struggle were identified so that resources can be effectively distributed to offset negative impacts caused by the pandemic. This data was disaggregated based on special populations. This presentation will share that information with additional insights not presented at the Board meeting with focus on special populations.

Presenter(s):

Wendy Davy | *Chief Accountability Officer | Arizona Department of Education*

I currently serve as the Chief Accountability Officer for the Arizona Department of Education. The primary responsibility of this position is to evaluate and inform the academic performance of public schools, school districts, and the state as required both by Every Student Succeeds Act (ESSA) and ARS 15-241. This requires interpretation of laws and regulations, as well as, oversight of the statistical modeling demonstrating the impact of policy choices under consideration. I interact frequently with school officials in order to relay information regarding relevant laws, policies, and requirements. I draft supporting technical documentation and creates and presents information regarding the accountability systems to audiences at all levels of expertise.

Jessica Mueller | *Research and Data Analyst | Arizona State Board of Education*

I have served school-aged children through my work in psychological research since 2009. With the Courage Lab at Arizona State University (ASU), I supported the evaluation of psycho-social programs targeting anxiety implemented in elementary schools. At the REACH Institute with ASU, I facilitated data collection and sampling for children who were impacted by parental divorce and family bereavement. I am accustomed to working with Arizona’s state data systems, across departments of child safety, health services (behavioral health), corrections (criminal justice), judicial, and now education. I serve the State Board of Education as a staff member. In this role, I investigate and evaluate policies through data collection and analyses, literature reviews, and impact reports. I disseminate this information to a broad range of education stakeholders

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Catalog of All Sessions



Creating Culturally Linguistic and Inclusive Math Spaces: Using Interactive Read-Alouds

Target Audience: K-12 Educators;

Description: Participants will experience how to use the Interactive Read-Aloud strategy to introduce math topics, engage in high-interest problem-solving, and develop students' reasoning. We will engage in various activities that support multi-lingual students in developing their mathematical thinking, language, and conceptual understanding in the real-world.

Presenter(s):

Sandra Figueroa | *ESS/PLS Literacy Program Specialist* | *Arizona Department of Education*

Sandra Figueroa is a passionate educational leader and advocate for students with disabilities and students who struggle to become literate. She is bilingual/bicultural Spanish, a former bilingual teacher, K-12 literacy director for a large urban district, elementary school principal, high school instructional literacy coach, capacity building coach, previous Structured English Immersion (SEI) instructor, and National Association of Elementary Principals mentor (NAESP). Sandra's mission is to increase culturally and linguistically responsive literacy practices of educators serving students to improve literacy learning for all students, especially the most vulnerable and underserved.

Rob Hilliker | *ESS/PLS Math Program Specialist* | *Arizona Department of Education*

Rob served eleven years as a high school math teacher and four years in leadership positions as a math coach and district math specialist/new teacher induction and technology integration coach. He has provided mathematics professional learning to special and general education teachers at a site and district level as well as through the University of Arizona's Center for Recruitment and Retention Mathematics Teacher Workshops. He also has five years of co-teaching experience at the secondary level and has provided professional learning to teachers so that secondary students with disabilities could effectively engage in grade level standards.

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Catalog of All Sessions



Creating Oneness Through Storytelling

Target Audience: K-12 Educators; Administrators; School/District Instructional Leaders; Other School/District Support Staff

Description: Stories nurture the very essence of who we are as human beings. When we create vulnerable spaces for educators and students to remove their armor and listen to and tell stories, we provide opportunities for healing and connection. In this session, educators will have the opportunity to: experience the power of storytelling, explore different modalities and purposes for storytelling, understand brain & SEL research that as humans first we need to regulate (self), then relate (connection with others), and once those foundations are in place we can reason (academic content). Additionally, educators will analyze how narratives from our own social-emotional experiences (our funds of knowledge) shape our biases and decision-making and plan for opportunities to integrate the power of storytelling into their professional and personal life.

Presenter(s):

Julie Lillie | *Social Emotional Learning Specialist* | *Better Together Cubed*

Julie Lillie has over 15 years of experience in public education and began her career as classroom teacher and interventionist, later moving into curriculum & assessment, title programming roles and instructional coaching of Prek-12 teachers across all content areas. Additionally, Julie has coached, designed and facilitated professional development around a wide array of topics, including: trauma-informed practices, social-emotional learning, mindfulness, literacy, culturally relevant pedagogy, English-language development, equity and anti-racism education. She understands the value and necessity of supporting the development of the whole child as well as the self-care needs of educators in order to create healthy, heart-centered classrooms. Julie asks educators to consider: What if a schools' intention and purpose were to encourage the exploration of the self, values and relationships?

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Catalog of All Sessions



Discovery Education's Transformative Tools for the Future Ready ELL Classroom

Target Audience: K-12 Educators

Description: Discover meaningful, effective, and innovative ways to bring language alive using digital resources that foster student collaboration, critical thinking, communication, and creativity. In this hands-on, interactive session, participants will explore engaging and practical ways to use digital resources to create language rich environments that promote student agency and foster SEL for English Language Learners. Learning Outcomes: Participants will be able to: Locate relevant, multimodal digital content on the Discovery Education platform Use digital resources and tools to create immersive learning experiences for English Language Learners Utilize high-leverage instructional strategies to promote SEL and students' acquisition of language Foster student agency by providing choice and encouraging independent learning.

Presenter(s):

Toni Robinson | *Project Manager* | *Discovery Education*

Toni Robinson is an innovative and versatile professional with more than two decades of experience with transforming teaching and learning through digital integration, professional development and equitable practices. Toni has worked extensively with educational leaders across the country to increase student access and achievement by enhancing teacher performance and addressing policies, practices and barriers that negatively impact student learning. She's passionate about helping educators embrace change, achieve measurable results, and step into new possibilities. In addition to her work in the United States, Toni has facilitated workshops and trainings in Spain, South Africa, Chile, and Japan.

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Catalog of All Sessions



Effective Discourse Strategies for Middle School Science Classrooms

Target Audience: Secondary Educators (6-12)

Description: This presentation is designed to help teachers deepen understanding of the effective and practical strategies to facilitate academic discourse within their classrooms. Participants will also learn different ways to scaffold strategies to ensure that all students have access to scientific discourse.

Learning objectives:

- Understand the shift from traditional classroom talk Initiation, Response, Evaluation (I-R-E) to Productive Talk.
- Learn practical and effective strategies to facilitate academic discourse.
- Understand ways to scaffold strategies so all students have access to scientific discourse that can be used in the classroom immediately.

Presenter(s):

Rebecca Garelli | *Science and STEM Specialist* | *Arizona Department of Education*

Rebecca Garelli is the Science & STEM Education Specialist at the Arizona Department of Education. Through this role, Rebecca designs and facilitates professional learning opportunities focused on implementing the new Arizona Science Standards. She also provides updates, and supports, for both computer science and science standards. Rebecca has been a professional educator for 18 years, focusing much of her career on teaching middle school math, science, and engineering and has also been a Science Educational Consultant since 2009 and Freelance Science Curriculum Writer since 2015. Rebecca has earned a B.S. in Elementary Education from DePaul University and an M.Ed. in Science Education from Loyola University Chicago.

Sarah Sleasman | *Science and STEM Director* | | *Arizona Department of Education*

Sarah Sleasman is the K-12 Science & STEM Director at the Arizona Department of Education. Within this role, Sarah provides updates on standards for science and computer science. She provides professional development and instructional support for integrated standards-based Science and STEM instruction. Sarah has taught in a variety of elementary classes for eleven years. In addition, she works as a Faculty Educator with SRP. Sarah graduated with her Bachelor's degree from Portland State University and a Master's degree from Concordia University in Oregon before moving to Arizona.

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Catalog of All Sessions



EL Student Advocacy for Teachers

Target Audience: K-12 Educators; Administrators

Description: In this session, teachers will learn how to create a one-page chart with academic and social-emotional information as a communications tool used by EL students and their teachers. The chart is designed to be shared with other teaching staff to build awareness of successful practices for individual EL students. SEI classroom modifications will be categorized into individual, easy to reference grids that provide a snapshot and quick reference for the academic and behavioral strengths and needs. Participants will identify supports for areas of instruction, assignments and activities, classroom environment, materials, tests, and grading modifications. The grid is designed to be a one page tell-all sheet about what works for individual EL students in the classroom. It is meant to be used as a tool for advocacy that is updated as information and skills improve and change and most importantly, used to quickly communicate key learning details to staff, parents, and the student. The learning outcome of completion of a case study's completed grid will demonstrate understanding by the end of the session ensuring the process can be replicated later. Participants will also be able to articulate the benefits of using a grid for student advocacy and agency.

Presenter(s):

Anita Gomez | *Assistant Principal and EL Coordinator | Peoria Unified School District*

Anita Gomez is the assistant principal at Desert Valley Elementary School. She has thirty-five years of experience in education that includes teacher, District Test Coordinator, Federal Programs Director in the Peoria Unified School District and middle school principal in the Fountain Hills Unified School District.

Maya Rose | *Reading Interventionalist and EL Coordinator | Peoria Unified School District*

Mrs. Rose serves students in grades K to 4 in small groups for reading support and also EL targeted instruction.

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Catalog of All Sessions



ELPS + SMP's = Student Success in the Math Classroom

Target Audience: K-12 Educators; Administrators; School/District Instructional Leaders; Other School/District Support Staff;

Description: In this session we will provide an overview of the Standards of Mathematical Practice (SMPs) and make connections to the English Language Proficiency Standards (ELPS). The Standards of Mathematical Practice are a set of skills that all K-12 educators need to develop in students. These practices incorporate processes and proficiencies that lead to mathematical success. By connecting the SMPs to the ELPS students will receive the needed support to build their academic language while also engaging in mathematical problem solving to maximize student learning and increase agency.

Presenter(s):

Eboney McKinney | *K-12 Director of Math & Ed Tech Standards | Arizona Department of Education*

Eboney McKinney is the Director of Mathematics and Educational Technology for the AZ Dept. of Edu, Academic Standards Unit. She was a Math Program Specialist for ADE in Exceptional Student Services. She spent 2 years as an instructional coach and 9 years as a Teacher Leader and education advocate in the Sierra Vista Public School District. She facilitated math professional development as an IMPACTS Teacher Leader with the University of Arizona Center for Recruitment and Retention of Mathematics Teachers. She is a member of the following math organizations: AML, NCSM, ASSM, TODOS, AATM and NCTM. She earned her undergraduate degree in Elementary Education from Prescott College and graduate degree in Mathematics Teaching and a certificate in Professional Development and Coaching from Mount Holyoke College.

Laurel Cherry | *K-12 Math Specialist | Arizona Department of Education*

Laurel comes to the ADE with over 20 years of experience in mathematics education. She spent most of her time as a secondary math teacher and has worked as a co-taught teacher in both California and Arizona. While in California, Laurel was a part of the TASEL-M grant for seven years which transformed her experience as an educator. Laurel has developed and presented PD for schools and districts all over the country as well as the AATM, CMC-South, NCTM Regional and National conferences. She is passionate about working with teachers to share best practices for the math classroom to maximize student success and learning.

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Catalog of All Sessions



How Should I Say This (Tips for Challenging Conversations)

Target Audience: Elementary Educators (K-5); Secondary Educators (6-12); K-12 Educators; Administrators; School/District Instructional Leaders; Other School/District Support Staff

Description: Approaching challenging conversations with parents, co-workers and professionals can be difficult – yet is incredibly important! In this lighthearted and insightful presentation, participants will be able to self-reflect on their personal intentions for conversations and styles of holding “emotionally charged” or “high stakes” conversations. Participants will use real life scenarios to gain new ideas and skills for holding conversations to gain new ideas and skills for holding conversations with more successful outcomes.

Presenter(s):

Tessa Brock | *Consultant* | *Tessa Brock Consulting*

Tessa is a passionate, engaging and inspiring presenter who tackles the tough topics of Trauma Informed Approaches, Communication, Positive Guidance, Reflective Practice, Self-Care, and Diversity with a balance of expertise, honesty, and humor. Tessa has a Master’s degree, is a Licensed Professional Counselor (LPC), is Infant/Toddler Mental Health Endorsed Level III (IMH-E III) and is a Certified Clinical Trauma Specialist (CTTS). She has been the Mental Health Coordinator for a federally funded early childhood agency for over 20 years where a significant part of her role is supporting classroom teachers, home visitors, coaches, and parents with social emotional development for children, to include creating practices of prevention and intervention for children and families. Tessa actively trains, consults and partners with organizations and Prekindergarten through 12th grade schools to enhance relationship-based and trauma informed skills and strategies used with professionals, students and parents. The Neurosequential Network acknowledges that Tessa has completed NMT Training Certification through the Phase I level. Tessa is a certified trainer for Arizona ACES. She is an international speaker and statewide consultant.

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Catalog of All Sessions



Looking at English Learners Statewide Data in Light of the Pandemic

Target Audience: Administrators; School/District Instructional Leaders

Description: This session will share patterns of statewide data throughout the pandemic as it relates to English Learners. Topics will include mobility patterns, English Learner outcomes in state Accountability, and other interesting findings that have been discovered throughout the past year.

Presenter(s):

Kimberly Shinault | *Data Analyst* | *Arizona Department of Education*

Kim Shinault has been a data analyst with the Accountability and Research Team since 2018. She specializes in English Learner Accountability data.

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Catalog of All Sessions



New AZELLA Sample Tests

Target Audience: K-12 Educators; School/District Instructional Leaders

Description: Arizona adopted new English Language Proficiency Standards (ELPS) in 2019. Arizona educators fully integrated the new ELPS into the curriculum for the 2021-2022 School Year. Arizona's English Language Proficiency Assessment, AZELLA, is in the process of developing a new AZELLA aligned to the new Standards. The first administration of the new AZELLA will be the Spring 2023 annual Reassessment. One significant change with the new Standards is the greater integration of productive and receptive skills. AZELLA must change to reflect that integration. The new ELPS also required the development of a new test design and item types. These new item types were included in the Fall 2021 AZELLA Stand Alone Field Test conducted from October through December 2021. The purpose of the field test was to determine which new item types would yield valid results. This session will provide an opportunity to examine the new item types that will be included in both the AZELLA assessments and in the AZELLA Sample Tests. The new AZELLA Sample Tests are designed to provide educators with a tool to help students feel comfortable and confident when taking the new AZELLA tests. In conjunction with using the new ELP Standards to structure instruction, experience with the new AZELLA item types can lead to better outcomes for students as they develop in their acquisition of the English language.

- Participants will have the opportunity to share their feedback about the recent Stand Alone Field Test.
- Participants will also be able to work with their teams and other educators to identify and plan for opportunities to utilize AZELLA Sample Tests in the classroom.

Presenter(s):

Gabriela Finn | *Director of English Language Assessments | Arizona Department of Education*

Gabriela Finn is the Director of English Language Learner Assessments for the Assessment Section of the Arizona Department of Education (ADE). Ms. Finn has worked in the field of second language acquisition in different capacities –as ESL instructor, academic coach, and ELL coordinator for more than 20 years. Ms. Finn has focused her talents on the item development for Arizona's English language proficiency assessment, AZELLA, since 2015.

Marlene Johnston | *AZELLA Test Development Specialist | Arizona Department of Education*

With twenty years of experience working for the State of Arizona, and over fifteen years developing English language assessments, Marlene Johnston is currently assisting in the development of the new AZELLA. Prior to working in education, Ms. Johnston was the publisher of a regional arts and culture magazine in Texas.

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Catalog of All Sessions



Personal Reading History: Cultivating Your Students' Identities as Readers

Target Audience: Secondary Educators (6-12); Administrators; School/District Instructional Leaders

Description: Many students arrive at middle school and high school, and they simply hate reading. How can we explore that and undo it? For some of our students, reading has mostly been a positive experience and they have gained a positive identity as a reader. But for other students, they need to reshape their negative reader identity. This reshaping can occur through reflecting over what shaped their experience and what created barriers for them in their educational experience. Exploring ones' personal reading history through collaborative discussion builds the social and personal dimensions of our older readers and helps them to see themselves as "readers in progress" and that their identities can grow and change. Outcomes: Participants will learn about the strategy of exploring personal reading history with their students. This strategy is part of the WestEd Reading Apprenticeship framework, an evidence-based framework for disciplinary literacy. Participants will take part in a collaborative discussion and reflection, completing their own personal reading history so that they can see how to do this with their students. Participants will leave the session with the tools and materials needed to complete this important strategy with their students.

Presenter(s):

Lauren Spenceley | *Secondary ELA Specialist* | *Arizona Department of Education*

Lauren Spenceley is the Secondary English Language Arts Specialist with the Arizona Department of Education. Lauren provides support to districts, schools, and educators with implementation of Arizona's English Language Arts Standards, with particular focus on grades 6-12. Prior to joining ADE in 2020, Lauren was a secondary ELA classroom teacher, spanning grades 7-12, for over 10 years. During this time, Lauren also developed and taught professional development to ELA colleagues, developed literacy strategies and curriculum at the district level, and lead summer literacy programs for parents. Lauren also sits on the board of the Arizona English Teachers' Association, an affiliate of the National Council of Teachers of English. Lauren is dedicated to engendering a love of literature and reading for all students and empowering fellow educators.

Dr. Daryl Michel | *Founder* | *Be a Change, LLC*

Daryl Michel, PhD, is the founder of Be A Change, LLC, and a lifelong educator who is passionate about engaging with others to learn, teach, and inspire while appreciating and advocating for voices and perspectives to be heard. Daryl went from being a classroom teacher in one school district to being nationally known as an instructional coach, area manager, and director to establishing international networks as a business owner. Each day Daryl does his very best to live by his business tagline of "Many Individuals. Infinite Possibilities." He doesn't aspire to be "the" change. He aspires to be "a" change by being present, listening, and noticing.

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Catalog of All Sessions



Quality of Student Conversations: The Measurement of Social Capital in the Classroom

Target Audience: K-12 Educators; School/District Instructional Leaders; Elementary Educators (K-5)

Description: Social capital, the academic benefits individuals receive through interpersonal relationships and classroom environment can be measured through student verbal and non-verbal interactions. Comments like, “he doesn’t speak English” or “you don’t have to do the hard part of the assignment because you don’t know English” signal more than the presence of English language learners in the classroom. They signal the loss of social capital for diverse students even in classrooms led by caring teachers. Because the teacher exerts power in structuring student interactions and classroom culture, she/he influences students’ social capital. Providing opportunities to interact is half the work towards building social capital. The other half is assessing the quality of student interactions during academic and social interactions and adjusting the classroom culture through asset-based language and expectations, and structural norms so all students, including those with diverse linguistic backgrounds, can thrive. This workshop is based on the theory of social capital by Bourdieu (1986) and the research of Corella and Choi (2018). Through the presented information and collaborative activities, participants will 1) discuss the meaning and value of social capital, 2) reflect on their own practices and language in reference to their asset-based expectations or lack of, 3) consider ways of evaluating the quality of their student interactions (analysis of language during interactions with a cheat sheet and socio-grams), and 4) commit to changes that may bring greater social capital to their diverse students.

Presenter(s):

Alma Montemayor-Sandigo | *Associate Clinical Professor* | *Northern Arizona University*

Alma M. Sandigo teaches courses in ESL and Bilingual Education theories and methodologies to undergraduate and graduate teacher candidates at Northern Arizona University-Yuma, a Hispanic Serving Institution. She has a doctorate degree in Curriculum and Instruction, focusing on effective instructional practices for Hispanic students in higher education. Dr. Sándigo is also a Consultant in ESL Instruction and is continuously present at regional, state, and national conferences on best practices for diverse students. Dr. Sándigo has served the community of Yuma as an educator for more than 23 years. She has been a first and second-grade teacher in both, dual language and mainstream programs. She has also been a Literacy Coach, Structured Immersion District Coordinator, and School Master Teacher.

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Supporting Academic Success and Motivation with SEL

Target Audience: K-12 Educators; Other School/District Support Staff; School/District Instructional Leaders; Administrators

Description: While SEL might be a common educational term, it isn't always a common practice within content and instruction. During this session, educators from all levels will have the opportunity to make connections between nine essential SEL skills and look beyond lesson plans. Through the lens of SEL, attendees will work with each other in small groups and partner settings to explore, report out, and plan the use of SEL strategies. Attendees will gain a deeper understanding and gain strategies for utilizing SEL within the context of metacognition, prior learning, motivation, inclusion, and direct instruction. This interactive session will provide explicit strategies and options for supporting students from various backgrounds and language levels.

Presenter(s):

Dr. Kasey Johnson | *Lead Faculty School of Education | Ottawa University*

Dr. Johnson brings over twenty-years experience in K-12 as a music, ELA, Social Studies, and ELL teacher. In her current role, Dr. Johnson enjoys supporting current educators as they earn advanced degrees and also works with student teachers as they are beginning their journey to the classroom. Her doctoral work focused on ELLs and the correlation between levels of connectedness and language acquisition. She is a life-long learner and thrives on hearing from practitioners concerning their expertise and insights because teaching is a team effort.

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The M&M's of Brain-Based Learning

Target Audience: K-12 Educators

Description: There is so much information out there about brain-based learning. How can you determine what is relevant and valuable? This session uses research-informed, active learning strategies to focus on some “M” words that pertain to learning and the brain. The participants will learn brain terminology and be able to differentiate brain Myths from the truth. They will also explore how as teachers they can overcome that fact the brain is designed to forget and instead learn how to help students make Meaning and remember! During the session, participants will experience practical ways to create Mystery and discuss how to apply those strategies to their personal classroom or school. Finally, participants will practice strategies to increase the student’s working Memory. Throughout the entire session, participants will evaluate what they are learning and apply it to their classroom.

Presenter(s):

Linnea Lyding | *Assistant Dean, Shelly Roden School of Education | Arizona Christian University*

Dr. Linnea Lyding spent over 18 years teaching elementary and junior high students in both special and general education classrooms. She is a Reading Specialist and holds degrees in Early Childhood, Elementary, and Special Education as well as a doctorate in Leadership and Innovation in Teaching. For her doctoral work, she explored the connection between movement and learning. Now, as an Assistant Dean at Arizona Christian University, she enjoys sharing her experience and passions with her students and in workshops for K-12 teachers and college faculty.

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The Triggered Brain (Enhancing Self-Awareness and Prevention Strategies for Trauma Informed Approaches)

Target Audience: Elementary Educators (K-5); Secondary Educators (6-12); K-12 Educators; Administrators; School/District Instructional Leaders; Other School/District Support Staff; All School Personnel

Description: Working with students who are easily triggered can be challenging. Trauma comes in many shapes and sizes and often manifests itself as “difficult behaviors” in students. In this lighthearted and informative workshop, participants will have hands-on opportunities to gain skills and insights into students they work with (and themselves), while identifying strategies to understand the triggered brain, to minimize triggered moments, and incorporate strategies to encourage adult self-awareness.

Presenter(s):

Tessa Brock | *Consultant* | *Tessa Brock Consulting*

Tessa is a passionate, engaging and inspiring presenter who tackles the tough topics of Trauma Informed Approaches, Communication, Positive Guidance, Reflective Practice, Self-Care, and Diversity with a balance of expertise, honesty, and humor. Tessa has a Master’s degree, is a Licensed Professional Counselor (LPC), is Infant/Toddler Mental Health Endorsed Level III (IMH-E III) and is a Certified Clinical Trauma Specialist (CTTS). She has been the Mental Health Coordinator for a federally funded early childhood agency for over 20 years where a significant part of her role is supporting classroom teachers, home visitors, coaches, and parents with social emotional development for children, to include creating practices of prevention and intervention for children and families. Tessa actively trains, consults and partners with organizations and Prekindergarten through 12th grade schools to enhance relationship-based and trauma informed skills and strategies used with professionals, students and parents. The Neurosequential Network acknowledges that Tessa has completed NMT Training Certification through the Phase I level. Tessa is a certified trainer for Arizona ACES. She is an international speaker and statewide consultant.