



# 2023 OELAS Symposium – Effective Structured English Immersion (SEI) Instruction

Desert Willow Conference Center | Phoenix, Arizona

## A Catalog of Sessions: Monday, December 4, 2023

<b>Session Topic:</b>	Instruction Specific to ELs in Particular Proficiency Levels
<b>Session Title:</b>	<b>Building Your Tool Belt: Portable Activities for Newcomer EL Instruction</b>
<b>Description:</b>	<p>A tool belt. A scrap paper with your favorite cheat codes. A box of favorite recipes, the corners lovingly worn. Whatever the right metaphor may be, language teachers need a wealth of activities that are versatile, portable, and engaging.</p> <p>In this workshop, I will model high-repetition and high-engagement language activities. These activities are low prep and applicable to a variety of language objectives and thematic units. While intended for newcomer English learners, these tools can build engagement and literal comprehension for students of diverse levels and settings.</p>
<b>Target Audience:</b>	K-12 Educators
<b>Presenter(s):</b>	Cary Kelly

<b>Session Topic:</b>	Effective Integrated Instruction
<b>Session Title:</b>	<b>Developing Language Through Mathematical Routines</b>
<b>Description:</b>	<p>This session will support participants in planning for discourse and language opportunities in math, specifically with their emergent bilingual population in mind. The participants will learn mathematical routines that can be used to support the development of both language and math skills, and they will walk away having planned how to embed these routines into their classroom to support all learners. This session is designed for educators of emergent bilinguals and any high-needs student population and will weave best practices for developing language alongside best practices for math instruction. This session would also benefit site or district leaders who support teachers in integrating high-quality instructional practices into their classrooms. This session will illuminate the “how” of Principle 2 of the Language Development Approach: Integrated Instruction in Disciplinary Content for participants.</p>
<b>Target Audience:</b>	Elementary Educators (K-5); School/District Instructional Leaders
<b>Presenter(s):</b>	Deb Cibos and Sarah Simpson

<b>Session Topic:</b>	Effective Targeted ELD Instruction
<b>Session Title:</b>	<b>Four-Square Writing: An Effective Writing Method for ELD Students</b>
<b>Description:</b>	Do the students in your classroom struggle with getting started on a writing assignment? Writing is a difficult skill to develop! This presentation will introduce participants to the Four-Square Writing method in a step-by-step approach that helps students develop clearly written paragraphs in each of the four main writing styles. The organizer assists students with formulating their ideas while building their confidence in writing. It can be applied to all grade levels and the various English proficiency levels. Using this method, participants will be able to introduce vocabulary, help students expand sentences and illustrate correct paragraph formatting. Throughout the presentation, participants will interact with different options of the 4-Square organizer and discuss ways to apply this technique to encourage the growth of students' writing throughout the school year. Participants will leave with knowledge of a formulaic writing process that they can utilize instantly in their classrooms.
<b>Target Audience:</b>	K-12 Educators
<b>Presenter(s):</b>	Whitney Reis

<b>Session Topic:</b>	Effective Targeted ELD Instruction
<b>Session Title:</b>	<b>Immersion Experience: Through the Lens of First-Year Pre-Emergent/Emergent English Learners</b>
<b>Description:</b>	Get ready to embark on a transformative journey to support language acquisition. In this session we will dive deep into the world of first-year Pre-Emergent/Emergent ELs by experiencing a Targeted Instruction lesson from their perspective. By walking in their shoes, you'll gain invaluable insights, a deeper understanding of their unique needs, and discover the best strategies to support them.
<b>Target Audience:</b>	K-12 Educators; Administrators; School/District Instructional Leaders
<b>Presenter(s):</b>	Julie Rotberg and Laurine Stafin

<b>Featured Speaker</b>	
<b>Session Topic:</b>	Effective ELD Instruction
<b>Session Title:</b>	<b>Making Words REAL! Proven Strategies for Building Academic Vocabulary</b>
<b>Description:</b>	<p>Discover powerful strategies for building academic vocabulary. Design powerful learning zones that build confidence and literacy skills.</p> <p>Participants will learn how to:</p> <ul style="list-style-type: none"> <li>• utilize conversation, collaboration, technology, imagery and play to teach academic vocabulary.</li> <li>• expand teaching strategies to support ELs and ensure active participation.</li> <li>• structure authentic opportunities for speaking, reading and writing using content-specific language.</li> <li>• write and ask scaffolded questions and develop critical note-taking and thinking skills.</li> <li>• construct a safe learning zone where ELs and diverse student learners are motivated to explore and learn without fear of failure.</li> <li>• And much, much more!</li> </ul>
<b>Target Audience:</b>	K-12 Educators; School/District Instructional Leaders
<b>Presenter(s):</b>	Joanne Billingsley

<b>Session Topic:</b>	Effective Integrated Instruction
<b>Session Title:</b>	<b>Math Language Routines that Help Students Understand Context</b>
<b>Description:</b>	<p>Come to this session to learn how to help all students develop an understanding of context, including word problems, when engaging in mathematics. Math Language Routines (MLRs) are research-based practices that allow all students to develop a means for comprehending and expressing their understanding of context in the math discipline. When students engage in MLRs, educators gain information that allows them to provide formative feedback to students related to language development and grade-level mathematics standards. Students benefit because MLRs integrate targeted and explicit instruction about mathematics. In this session, you will experience two MLRs and learn how to implement them effectively. First, “Stronger and Clearer Each Time” is a routine that helps students refine their language to hone their understanding of context. Second, “Co-Craft Questions” is a routine that allows students to consider the constraints of a situation and develop mathematical questions.</p> <p>Learning Outcomes:</p> <ol style="list-style-type: none"> <li>1) Participants will connect Math Language Routines (MLRs) to Arizona’s Language Development Approach and Standards for Mathematical Practice.</li> <li>2) Participants will experience the MLRs of “Stronger and Clearer Each time” and “Co-Craft Questions” as students.</li> <li>3) Participants will consider the benefits of MLRs for students and internalize best practices for effective implementation of MLRs.</li> </ol>
<b>Target Audience:</b>	K-12 Educators; Administrators
<b>Presenter(s):</b>	Rob Hilliker

<b>Session Topic:</b>	Instruction Specific to ELs in Particular Proficiency Levels
<b>Session Title:</b>	<b>Secondary Integrated Instruction for Pre-Emergent/Emergent-Level English Learners</b>
<b>Description:</b>	Not sure how to teach secondary content to a student still learning to master English? Build your own toolbox of planning skills and language supports to use immediately to both allow ELs to grasp and show mastery of content while rapidly acquiring essential academic language skills. Topics covered include realistic expectations for different levels of English language development, ELP Standards in a nutshell, and strategies and scaffolds that work for ELs and other struggling students in the Integrated instructional setting.
<b>Target Audience:</b>	Secondary Educators (6-12); School/District Instructional Leaders
<b>Presenter(s):</b>	Victoria Armenta and Michelle Scott

<b>Session Topic:</b>	Parent and Family Engagement, Specific to ELs
<b>Session Title:</b>	<b>Setting the Foundation for Successful Family Engagement</b>
<b>Description:</b>	Family engagement is a crucial component of the Migrant Education Program (MEP) as it plays a pivotal role in the planning and implementation of supplemental instructional and support services for migratory children and youth. This workshop will provide guidance to educators on how to plan, implement, and evaluate strategies for effective family engagement.
<b>Target Audience:</b>	School/District Instructional Leaders; Administrators
<b>Presenter(s):</b>	Migrant Education Program Team

<b>Session Topic:</b>	Language Scaffolds and Differentiation for ELs
<b>Session Title:</b>	<b>Supporting Language Development with Native American English Learners</b>
<b>Description:</b>	In this session, participants will explore culturally relevant approaches for supporting the language and literacy development of Native American students. Drawing on research specific to Native American students, educators will explore the context of language development among Native American students and communities and consider ways to build their knowledge and understanding of Native American students' cultural and linguistic strengths (i.e., assets). Participants will have the opportunity to learn and practice evidence-based instructional practices that have shown to increase academic achievement among Native American students and can be used in variety of grade level and content areas. Through interactive reflection activities and small group dialogue, educators will have the opportunity to apply session learning to their specific context. After this session, participants will be able to: recognize the unique context of English language learning among Native American students, families, and communities; identify and use culturally relevant and evidence-based instructional strategies; and make application connections to their own learning context.
<b>Target Audience:</b>	K-12 Educators
<b>Presenter(s):</b>	Helen Thomas

<b>Session Topic:</b>	Effective Targeted ELD Instruction
<b>Session Title:</b>	<b>Targeted Instruction: The Nuts and Bolts for Educators of ELs</b>
<b>Description:</b>	In this session, participants new to Targeted Instruction will explore the fundamental components and will be able to refine their current practice with English Learners.
<b>Target Audience:</b>	K-12 Educators
<b>Presenter(s):</b>	Camille Alvarez, Jessica Graff, and Amanda Love

### Featured Speaker

<b>Session Topic:</b>	Instruction Specific to ELs in Particular Proficiency Levels
<b>Session Title:</b>	<b>Teaching ELs &amp; Newcomers the WORDS They Need to Succeed</b>
<b>Description:</b>	<p>Strategies Proven to Support ELs and Newcomers:  Actively engage students using imagery, conversation, and story. Use word play as springboards to launch conversations, enhance vocabulary, and build language-learning capacity. Discover Picture Pages, a highly effective strategy that will improve comprehension, enhance word retrieval, and accelerate language learning. Studies confirm, visual memory is a massive storehouse for information and details. We will model methods that “tap into this powerful storehouse” to boost language acquisition.</p> <p>Participants will leave prepared to:</p> <ul style="list-style-type: none"> <li>• Effectively select and teach high frequency and academic words using our new research-based process and tool called Picture Pages.</li> <li>• Facilitate EL’s and Newcomer’s success using word learning systems.</li> <li>• And MUCH MORE!</li> </ul>
<b>Target Audience:</b>	K-12 Educators; School/District Instructional Leaders
<b>Presenter(s):</b>	Joanne Billingsley

<b>Session Topic:</b>	Effective ELD Programs
<b>Session Title:</b>	<b>Teaching Practices Designed with ELs in Mind</b>
<b>Description:</b>	Teaching strategies and best practices specifically and intentionally designed for English Learners. We will present ideas for collaboration methods, engagement techniques, daily routines, and more that are designed with ELs and their language needs in mind.
<b>Target Audience:</b>	K-12 Educators
<b>Presenter(s):</b>	Janie Christie and Kayla Oswald

<b>Session Topic:</b>	Effective ELD Programs
<b>Session Title:</b>	<b>Instruction and Services for Dual-Labeled Students</b>
<b>Description:</b>	In this session, participants will be provided with information regarding the definition of dual-labeled students, their rights to EL and Special Education services, considerations for program implementation and compliance, as well as considerations for instruction and assessment. This session does not provide explicit information regarding Alt ELPA.
<b>Target Audience:</b>	School/District Instructional Leaders; Administrators
<b>Presenter(s):</b>	Ecaterina Avelar and Angela Odom



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## A Catalog of Sessions: Tuesday, December 5, 2023

<b>Session Topic:</b>	Instruction Specific to ELs in Particular Proficiency Levels
<b>Session Title:</b>	<b>AZELLA Results Now What?</b>
<b>Description:</b>	Participants will gain a deeper understanding of the purpose of AZELLA and its connection to instruction for English Learners. Participants will gain a deeper understanding of AZELLA Reports.
<b>Target Audience:</b>	K-12 Educators; School/District Instructional Leaders
<b>Presenter(s):</b>	Audra Ahumada

<b>Session Topic:</b>	Effective Targeted ELD Instruction
<b>Session Title:</b>	<b>Building on What You Already Know: Targeted Instruction</b>
<b>Description:</b>	Building on the foundation and framework of Targeted Instruction, we will analyze the ELP Standards and take a deep dive into planning for explicit language instruction.
<b>Target Audience:</b>	K-12 Educators
<b>Presenter(s):</b>	Camille Alvarez, Jessica Graff, and Amanda Love

<b>Session Topic:</b>	Effective Integrated Instruction
<b>Session Title:</b>	<b>Differentiating for English Learners in Math (Two-Part Session)</b>
<b>Description:</b>	Join us for this two-part session to build our shared knowledge in differentiating for English learners in a math classroom by looking at the language demands in the mathematical practices and aligning them to the AZ 2019 ELP Standards. We will then look at sentence frames from the math language routines to identify performance indicators to use to provide language scaffolds in the lesson. We will also learn how to develop phrase banks to provide differentiation across proficiency levels.
<b>Target Audience:</b>	Secondary Educators (6-12); School/District Instructional Leaders
<b>Presenter(s):</b>	Sally Claypool and Kristine Cunningham

<b>Featured Speaker</b>	
<b>Session Topic:</b>	Effective Integrated Instruction
<b>Session Title:</b>	<b>Effective Instructional Practices for Integrated Instruction</b>
<b>Description:</b>	Participants will come away with an understanding of key instructional strategies that support English language learners in the integrated instruction classroom. These instructional practices focus on reading, writing, and vocabulary building and how to differentiate them for English language learners.
<b>Target Audience:</b>	K-12 Educators
<b>Presenter(s):</b>	Dr. Rob Robertson

<b>Session Topic:</b>	Effective Use of the English Language Proficiency Standards (ELPS)
<b>Session Title:</b>	<b>ELPs + SMPs = Success in the Math Classroom</b>
<b>Description:</b>	In this session we will provide an overview of the Standards for Mathematical Practice (SMPs) and make connections to the English Language Proficiency Standards (ELPs). The Standards for Mathematical Practice describe how students should engage in mathematics. We will explore instructional routines and math tasks to support student language development and mathematical understanding. 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.
<b>Target Audience:</b>	Elementary Educators (K-5); Secondary Educators (6-12); Administrators; School/District Instructional Leaders; Other School/District Support Staff
<b>Presenter(s):</b>	Laurel Cherry, Eboney McKinney, and Marisa Tualla

<b>Session Topic:</b>	Parent and Family Engagement, Specific to ELs
<b>Session Title:</b>	<b>From the Fields to the Classroom: Overview of the Migrant Education Program (MEP)</b>
<b>Description:</b>	In 1966, Congress authorized the Migrant Education Program (MEP) under Title I, Part C of the Elementary and Secondary Education Act (ESEA) as a state-administered, state-operated program to reduce the unique challenges experienced by children of migratory agricultural workers. Today, the Arizona MEP ranks 7th in the nation in size, with higher counts of identified migratory children and youth than all neighboring states besides California. The goal of the MEP is to assist all migratory students and youth in meeting challenging academic standards and achieving graduation from high school or GED, with an education that prepares them for responsible citizenship, further learning, and productive employment. This workshop will provide an overview of the MEP and expand on the supplemental instructional and support services provided to migratory children and youth and their families.
<b>Target Audience:</b>	School/District Instructional Leaders; Administrators
<b>Presenter(s):</b>	Migrant Education Program Team

<b>Session Topic:</b>	Effective Targeted ELD Instruction
<b>Session Title:</b>	<b>Hit the Bull's-Eye with Targeted ELD</b>
<b>Description:</b>	In this session, participants will engage in interactive activities to develop or enhance Targeted English Language Development (ELD) lessons for ELs at any level of English language proficiency. Together we will build our collective efficacy to design Targeted ELD Instruction that both builds on the strengths and meets the unique needs of our English Learners. Educators will leave with tools to support English Learners in expanding the critical English language skills necessary for academic content learning.
<b>Target Audience:</b>	K-12 Educators; School/District Instructional Leaders
<b>Presenter(s):</b>	Jennifer Larson

<b>Session Topic:</b>	Effective Targeted ELD Instruction
<b>Session Title:</b>	<b>Immersion Experience: Through the Lens of First-Year Pre-Emergent/Emergent ELs</b>
<b>Description:</b>	Get ready to embark on a transformative journey to support language acquisition. In this session we will dive deep into the world of first-year Pre-Emergent/Emergent ELs by experiencing a Targeted Instruction lesson from their perspective. By walking in their shoes, you'll gain invaluable insights, a deeper understanding of their unique needs, and discover the best strategies to support them.
<b>Target Audience:</b>	K-12 Educators; Administrators; School/District Instructional Leaders
<b>Presenter(s):</b>	Julie Rotberg and Laurine Stafin



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<b>Session Title:</b>	<b>Making Words REAL! Proven Strategies for Building Academic Vocabulary</b>
<b>Description:</b>	<p>Discover powerful strategies for building academic vocabulary. Design powerful learning zones that build confidence and literacy skills.</p> <p>Participants will learn how to:</p> <ul style="list-style-type: none"> <li>• utilize conversation, collaboration, technology, imagery and play to teach academic vocabulary.</li> <li>• expand teaching strategies to support ELs and ensure active participation.</li> <li>• structure authentic opportunities for speaking, reading and writing using content-specific language.</li> <li>• write and ask scaffolded questions and develop critical note-taking and thinking skills.</li> <li>• construct a safe learning zone where ELs and diverse student learners are motivated to explore and learn without fear of failure.</li> <li>• And much, much more!</li> </ul>
<b>Target Audience:</b>	K-12 Educators; School/District Instructional Leaders
<b>Presenter(s):</b>	Joanne Billingsley

<b>Session Topic:</b>	Language Scaffolds and Differentiation for ELs
<b>Session Title:</b>	<b>Science of Reading Instruction for English Language Learners</b>
<b>Description:</b>	<p>“As the number of ELs attending public schools has increased to 9.6% of the population (McFarland 2019), it is imperative that educators provide them with explicit, systematic, and comprehensive literacy instruction. Only 3% of teachers have specialized training in providing instruction to this diverse population of students.” Dr Elsa Cárdenas-Hagan The science of reading and structured literacy approach both align with the targeted and explicit language instruction section of the Arizona’s Language Development Approach (LDA) model by promoting that all students need to be taught through an explicit, systematic way in all content areas, including language instruction. This session will also focus on making connections between the science of reading and structured literacy to implement practical strategies for English language learners. By utilizing the strategies and resources provided in Literacy Foundations for English Learners by Elsa Cárdenas-Hagan, participants will have a better understanding how to build on the rich background knowledge our EL students already have and to make connections in their native language to English. The science of reading and the structured literacy approach both support the use of on-going assessments, differentiation, and immediate corrective feedback.</p>
<b>Target Audience:</b>	Elementary Educators (K-5)
<b>Presenter(s):</b>	Katie Lewis and Karen Ten Napel

<b>Session Topic:</b>	Instruction Specific to ELs in Particular Proficiency Levels
<b>Session Title:</b>	<b>Secondary Integrated Instruction for Pre-Emergent/Emergent-Level English Learners</b>
<b>Description:</b>	Not sure how to teach secondary content to a student still learning to master English? Build your own toolbox of planning skills and language supports to use immediately to both allow ELs to grasp and show mastery of content while rapidly acquiring essential academic language skills. Topics covered include realistic expectations for different levels of English language development, ELP Standards in a nutshell, and strategies and scaffolds that work for ELs and other struggling students in the Integrated instructional setting.
<b>Target Audience:</b>	Secondary Educators (6-12); School/District Instructional Leaders
<b>Presenter(s):</b>	Victoria Armenta and Michelle Scott

<b>Session Topic:</b>	Parent and Family Engagement, Specific to ELs
<b>Session Title:</b>	<b>Setting the Foundation for Successful Family Engagement</b>
<b>Description:</b>	Family engagement is a crucial component of the Migrant Education Program (MEP) as it plays a pivotal role in the planning and implementation of supplemental instructional and support services for migratory children and youth. This workshop will provide guidance to educators on how to plan, implement, and evaluate strategies for effective family engagement.
<b>Target Audience:</b>	School/District Instructional Leaders; Administrators
<b>Presenter(s):</b>	Migrant Education Program Team

<b>Session Topic:</b>	Language Scaffolds and Differentiation for ELs
<b>Session Title:</b>	<b>Supporting Striving Secondary Readers: Interventions for Building World and Word Knowledge</b>
<b>Description:</b>	<p>Discover the power of early literacy and reading development to help our older struggling readers. For us to know how to intervene and provide proper scaffolding and supports for our older striving readers, we need an evidence-based way to diagnose our students' needs. Hollis Scarborough's Reading Rope provides a way for us to backwards diagnose the reading comprehension needs of our students. As we all know, reading development does not end at 3rd grade. Upper grades students (4th grade and beyond) also need quality reading instruction that follows the science of reading, guided by Scarborough's reading rope. The language comprehension part of the rope includes background knowledge, vocabulary knowledge, language structures, verbal reasoning, and literacy knowledge. In this session, educators will explore the IES practice guide "Providing Reading Interventions for Students in Grades 4–9" for evidence-based practices for incorporating a routine for building students' world and word knowledge so they can make sense of the text, including building context and teaching prefixes and suffixes. This routine is a powerful scaffold for all striving readers, including our EL students.</p> <p>Learning outcomes include:</p> <ul style="list-style-type: none"> <li>• We will explore practice guides for evidence-based practices for language comprehension in grades 4-9.</li> <li>• We will demonstrate how to apply these practices in your classroom.</li> <li>• We will collaborate with other educators to plan how to use these routines with current standards and curriculum.</li> </ul>
<b>Target Audience:</b>	Secondary Educators (6-12); School/District Instructional Leaders; Other School/District Support Staff
<b>Presenter(s):</b>	Lauren Spenceley

<b>Featured Speaker</b>	
<b>Session Topic:</b>	Effective Targeted ELD Instruction
<b>Session Title:</b>	<b>Targeting Grammar through Core Content</b>
<b>Description:</b>	The Fab Five: Five Grammar Strategies for Targeted ELD
<b>Target Audience:</b>	K-12 Educators
<b>Presenter(s):</b>	Dr. Rob Robertson

<b>Featured Speaker</b>	
<b>Session Topic:</b>	Instruction Specific to ELs in Particular Proficiency Levels
<b>Session Title:</b>	<b>Teaching ELs &amp; Newcomers the WORDS They Need to Succeed</b>
<b>Description:</b>	<p>Strategies Proven to Support ELs and Newcomers:            Actively engage students using imagery, conversation, and story. Use word play as springboards to launch conversations, enhance vocabulary, and build language-learning capacity. Discover Picture Pages, a highly effective strategy that will improve comprehension, enhance word retrieval, and accelerate language learning. Studies confirm, visual memory is a massive storehouse for information and details. We will model methods that “tap into this powerful storehouse” to boost language acquisition.</p> <p>Participants will leave prepared to:</p> <ul style="list-style-type: none"> <li>• Effectively select and teach high frequency and academic words using our new research-based process and tool called Picture Pages.</li> <li>• Facilitate EL’s and Newcomer’s success using word learning systems.</li> <li>• And MUCH MORE!</li> </ul>
<b>Target Audience:</b>	K-12 Educators; School/District Instructional Leaders
<b>Presenter(s):</b>	Joanne Billingsley

<b>Session Topic:</b>	Effective ELD Programs
<b>Session Title:</b>	<b>Teaching Practices Designed with English Learners in Mind</b>
<b>Description:</b>	Teaching strategies and best practices specifically and intentionally designed for English Learners. We will present ideas for collaboration methods, engagement techniques, daily routines, and more that are designed with ELs and their language needs in mind.
<b>Target Audience:</b>	K-12 Educators
<b>Presenter(s):</b>	Janie Christie and Kayla Oswald