

## Intensive Institutes for Teachers and Administrators

**Tuesday, May 12, 2020**

### Location:

Riverside Convention Center  
 3637 Fifth Street,  
 Riverside, CA 92501

**Parking:** \$10



- Highly Qualified Expert Presenters
- Full-day Intensive Institutes
- Elementary and Secondary Institutes

### EARLY REGISTRATION COST

**\$225 for each institute**

(\$250 after early registration deadline)

**Early Registration Deadline: April 28, 2020**

**Cost includes:** Light continental breakfast, lunch, and institute materials

### SCHEDULE

Registration and light continental breakfast: ..... 7:30 am - 8:30 am  
 Institutes: ..... 8:30 am - 3:30 pm

**Register Online for the Teacher and Administrator Institute  
 of Your Choice at the Links Below!**

<b>1</b>	ELPAC 2.0: High-Leverage Strategies for English Learner Success on the ELPAC (TK-12) <a href="http://cabe.k12oms.org/1524-172596">http://cabe.k12oms.org/1524-172596</a>
<b>2</b>	Foundations In Integrated And Designated ELD: Building Into, Through, and Beyond for English Learner Success (6-12) <a href="http://cabe.k12oms.org/1524-172597">http://cabe.k12oms.org/1524-172597</a>
<b>3</b>	Best Practices in Spanish Dual Language Education/Las Mejores Prácticas Para La Educación En Dos Idiomas (Pre-K-6) <a href="http://cabe.k12oms.org/1524-172598">http://cabe.k12oms.org/1524-172598</a>
<b>4</b>	The EL Roadmap Teacher Toolkits: Making Meaning of the EL Roadmap at the Classroom Level <a href="http://cabe.k12oms.org/1524-172599">http://cabe.k12oms.org/1524-172599</a>
<b>5</b>	Transitioning your Dual Language Immersion (DLI) Program to Secondary <a href="http://cabe.k12oms.org/1524-176343">http://cabe.k12oms.org/1524-176343</a>

## CABE PROFESSIONAL DEVELOPMENT SERVICES

For Teachers, Principals, Instructional Coaches, TOSAs, English Learner Directors, District Administrators

### Full-Day Institute Descriptions

#### **1 ELPAC 2.0: HIGH-LEVERAGE STRATEGIES FOR ENGLISH LEARNER SUCCESS ON THE ELPAC (TK-12)**

**Audience:** Teachers and instructional coaches (TK-12)

Learn more about supporting English Learners in the development of higher levels of proficiency in English and in the demonstration of proficiency on the new English Language Proficiency Assessments for California (ELPAC). Learn about the English Language Development (ELD) assessment, the ELPAC, for California's English Learners. Based on CABE's analysis of the ELPAC task descriptions and the ELPAC practice tests, high-leverage instructional strategies have been identified that can prepare students for success on the ELPAC. Modeled throughout the institute, the ELPAC performance levels and scoring rubrics and their connection to the high-leverage instructional strategies will be analyzed. You will come away with a deeper understanding of how to support English Learners in their journey toward reclassification as Fluent English Proficient (RFEP)!

#### **2 FOUNDATIONS IN INTEGRATED AND DESIGNATED ELD: BUILDING INTO, THROUGH, AND BEYOND FOR ENGLISH LEARNER SUCCESS (6-12)**

**Audience:** Teachers and instructional coaches (6-12)

Gain a deeper understanding of what Integrated and Designated ELD look like in a classroom while supporting higher levels of academic achievement and English language proficiency for your English Learners (ELs). The English Language Arts (ELA)/English Language Development (ELD) Framework and the EL Roadmap, the educational policy for ELs in California, will be reviewed for guidance on how students learn another language through the provision of Integrated and Designated ELD. A model science lesson to demonstrate what an Integrated and Designated ELD lesson might look like. A task-analysis protocol to identify the language demands of content standards to support the development of Designated ELD lessons will also be demonstrated.

#### **3 BEST PRACTICES IN SPANISH DUAL LANGUAGE EDUCATION / LAS MEJORES PRÁCTICAS PARA LA EDUCACIÓN EN DOS IDIOMAS (Pre-K-6)**

**Audience:** Spanish dual language teachers and instructional coaches (Pre-K-6)

Learn more about the unique needs and best instructional practices of a Spanish biliteracy program. Presented entirely in Spanish, you will deepen your knowledge of the CCSS en español for Spanish Language Arts and the Guiding Principles for Dual Language Education, 3rd ed., and how to create a strong, successful, and sustainable Dual Language Immersion program. Research-based instructional practices for a Spanish biliteracy program that support the development of students' biliteracy, high academic achievement, and sociocultural competence will be shared. Examples of how to create a highly effective learning environment that values the cultural and linguistic assets of all students will be modeled.

#### **4 THE EL ROADMAP TEACHER TOOLKITS: MAKING MEANING OF THE EL ROADMAP AT THE CLASSROOM LEVEL**

**Audience:** Teachers, instructional coaches, site and district administrators (Pre-K-12) Teams are recommended.

Learn how to support the implementation of the EL Roadmap, the California educational policy on welcoming, understanding, and educating the diverse population of students in our schools who are English Learners. You will explore the EL Roadmap Teacher Toolkits, which are designed to help teachers make meaning of the EL Roadmap. The toolkits provide assessments of practices through the lens of the EL Roadmap principles that enable teachers to reflect on their own professional learning needs and priorities and to consider the kinds of supports and services needed in their schools. School and district teams are encouraged to attend and participate in rich dialogue on enhancing instructional practices and programs at their sites.

#### **5 TRANSITIONING YOUR DUAL LANGUAGE IMMERSION (DLI) PROGRAM TO SECONDARY**

**Audience:** Teams of district and site administrators, instructional coaches, and teachers (Pre-K-12) with DLI programs at the third-grade level and beyond

Learn how to transition your elementary dual language immersion (DLI) program to secondary. A recommended timeline and the steps to consider each year to create a strong, successful, and sustainable secondary DLI program will be examined. Implications for secondary master schedule planning and course revisions are discussed, along with recommendations regarding staffing and curriculum. The possibility of multiple entry points for non-DLI students at the secondary level in courses offered through the DLI program is also explored. Consideration of the Seal of Biliteracy and Pathway awards as incentives for recruiting and retaining students in the DLI program is discussed and encouraged, along with recommendations of how to weave the DLI courses into CTE pathways and A-G courses. (This institute will be offered only at the Anaheim and Riverside Regional Institutes.)