

REL SOUTHWEST BRIDGE EVENT

Teaching Academic Content and Literacy to English Learners in Elementary and Middle School

July 22, 2014
San Antonio, TX

Conference Agenda

Welcome

Today's sessions will give you and your colleagues the chance to explore, discuss, and apply the latest research and strategies around effective English language academic instruction. The focus will be on the four recommendations in the new What Works Clearinghouse practice guide, titled *Teaching Academic Content and Literacy to English Learners in Elementary and Middle School* (2014):

Recommendation 1:

Teach a set of academic vocabulary words intensively across several days using a variety of instructional activities

Recommendation 2:

Integrate oral and written English language instruction into content-area teaching

Recommendation 3:

Provide regular, structured opportunities to develop written language skills

Recommendation 4:

Provide small-group instructional intervention to students struggling in areas of literacy and English language development

We hope you leave equipped with new ideas, strategies, and tools as well as a renewed passion for supporting students as they face the double challenge of learning academic content and English at the same time. Enjoy spending the day learning, sharing, and connecting with colleagues from across the Southwest and the nation.

Conference Goal and Outcomes

Goal

To examine recent research and recommendations on effective practices for teaching English learners academic content and language and literacy skills, based on the new What Works Clearinghouse practice guide *Teaching Academic Content and Literacy to English Learners in Elementary and Middle School*

Outcomes

- Increased awareness of recommended practices supported by rigorous research as well as practices that lack evidence, as described in the practice guide
- Increased understanding of the current evidence base on interventions for struggling readers who are English learners and how this evidence may be applied to participants' contexts
- Increased understanding of instructional tools and techniques for providing English learners with meaningful access to grade-level content

Conference Agenda

Tuesday, July 22, 2014

Time: 8:00–9:00 a.m.

Session: Sign-In

Time: 9:00–9:15 a.m.

Session: Welcome, Introductions, and Overview

Presenters: Lizzette Gonzalez Reynolds, Chief Deputy Commissioner, Texas Education Agency, Austin, TX; Vicki Dimock, PhD, REL Southwest Director, SEDL, Austin, TX

Session Description: This opening session provides an overview of the conference as well as information on logistics and the day's speakers.

Location: Majestic A

Time: 9:15–10:15 a.m.

Session: What Works Clearinghouse English Learners Practice Guide: Overview and Recommendations 1–3

Presenter: Nonie K. Lesaux, PhD, Practice Guide Panel Member, Professor, Harvard University, Cambridge, MA

Session Description: This session presents an overview of the new English Learners practice guide, followed by an introductory discussion of recommendations 1–3.

Location: Majestic A

Time: 10:15–10:30 a.m.

Session: What Works Clearinghouse English Learners Practice Guide: Recommendation 4 and Summary of Evidence

Presenter: Russell Gersten, PhD, Practice Guide Research Staff, Executive Director, Instructional Research Group, Los Alamitos, CA

Session Description: This session presents an overview of recommendation 4 and summarizes the level of evidence behind the practice guide's recommendations.

Location: Majestic A

Time: 10:30–10:45 a.m.

Session: Break

Time: 10:45 a.m.–Noon

Breakout Sessions 1

Breakout Option 1: Implementing the Practice Guide's Recommendations in the Classroom: Academic Vocabulary, Content-Area Instruction, and Writing

Presenters: Joan Morris, Practice Guide Panel Member, Teacher Specialist, Retired, Pasadena Unified School District, Pasadena, CA;

Joseph Dimino, PhD, Practice Guide Research Staff, Executive Director, Instructional Research Group, Los Alamitos, CA

Location: Texas A

Breakout Option 2: Implementing the Practice Guide's Recommendations: Policy Implications

Presenters: Icela Pelayo, PhD, State Director, Bilingual Multicultural Education Bureau, New Mexico Public Education Department, Santa Fe, NM; Lizzette Gonzalez Reynolds, Chief Deputy Commissioner, Texas Education Agency, Austin, TX

Location: Aztec Room

Time: Noon–1:00 p.m.

Working Lunch

Working Lunch Session: Findings from Intervention Studies with English Learners

Presenter: Sharon Vaughn, PhD, Executive Director, The Meadows Center for Preventing Educational Risk, University of Texas at Austin, Austin, TX

Location: Majestic A

Time: 1:00–1:15 p.m.
Transition Break

Time: 1:15–2:30 p.m.
Breakout Sessions 2

Breakout Option 1: Implementing the Practice Guide’s Recommendations in the Classroom: Quality English and Science Teaching
Presenter: Diane August, PhD, Managing Researcher, Education Program, American Institutes for Research (AIR),
Washington, DC
Location: Texas A

Breakout Option 2: Developing Teachers of English Learners: Preservice to Inservice
Presenters: Philip Capin, District Literacy Liaison, The Meadows Center for Preventing Educational Risk, University of Texas at Austin,
Austin, TX; Altagracia “Gracie” Guerrero, EdD, Assistant Superintendent, Multilingual Programs Department, Houston Independent
School District, Houston, TX; Louise Ramone, Navajo Language Teacher, Farmington Municipal Schools, Farmington, NM
Location: Aztec Room

Time: 2:30–2:40 p.m.
Transition Break

Time: 2:40–3:00 p.m.
Closing

Closing Session: Where Do We Go From Here?
Presenters: Vicki Dimock, PhD, REL Southwest Director, SEDL, Austin, TX; Russell Gersten, PhD, Practice Guide Research Staff,
Executive Director, Instructional Research Group, Los Alamitos, CA
Location: Majestic A

Website: <http://relsouthwest.sedl.org/>

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