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# Building Bridges for English Learners and Immigrant Youth

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2nd Annual Summer Symposium for Teachers, Leaders, and the Community

The Kellogg Conference Hotel • August 12, 2016



District of Columbia, Office of the State Superintendent of Education





## Welcome



### **Hanseul Kang** State Superintendent of Education

#### **Greetings,**

On behalf of the District of Columbia Office of the State Superintendent of Education (OSSE), it is my pleasure to welcome you to the 2016 English Learner (EL) Symposium. I am so glad that you are here with us for this exciting opportunity to learn and collaborate together for our students. This year's theme is "Building Bridges for English Learners and Immigrant Youth," and the focus will be on sharing and exchanging resources and promising practices that strengthen supports for diverse learners and their families within our local school communities. Along with our partners and presenters, we have planned a day complete with workshop sessions that we hope will aid you in supporting your schools and students in the District of Columbia.

The EL Symposium is directly aligned to OSSE's Strategic Plan and the priority placed on strengthening program quality and equity. OSSE is committed to providing local education agencies (LEAs), community-based organizations, and providers with opportunities to demonstrate best practices linked to equity and positive learner outcomes. Through the EL Symposium, we are

dedicated to bringing together networks of LEAs, partners, and providers to facilitate the exchange of proven and promising practices that create opportunities for growth on behalf of all English learners and immigrant youth.

Today, you will hear from leaders from local, state, and national platforms who will share information on (a) eradicating language barriers and preparing all students for college and career success, (b) understanding the unique and diverse needs of students, and (c) strengthening parent and family engagement while building cultural sensitivity and awareness in classrooms and beyond. Everyone involved in educating all of our youth — from pre-K through postsecondary — will find workshop sessions to enhance their skills and knowledge related to teaching, leading, and supporting English learners.

As always, thank you for your dedication and continued service in this effort.

Sincerely,

**Hanseul Kang**

State Superintendent of Education



## Keynote Speaker



### **Anita Pandey, Ph.D.** **Ambassador for Childhood** **National Association for Bilingual Education**

**Anita Pandey, Ph.D.**, was born and raised in a bilingual home in Africa where she experienced first-hand the power of multilingualism in building and sustaining community. As a child, she also learned Hindi, English, Yoruba, Hausa, and Nigerian Pidgin while learning French and Spanish as a teenager. She is currently a professor of linguistics and coordinator of professional development and communication at Morgan State University in Baltimore, Maryland.

In 2014, Pandey began her term with the Ambassadors for Childhood program, an initiative within the Decade for Childhood, in which experts work to improve the lives of children by advocating on their behalf and encouraging organizations to consider children in their decision-making. During her tenure, she has advocated for educational equity, inclusion, and relevance of instructional resources to children's primary cultures and lives, enhanced cultural understanding, and global competitiveness through biliteracy and bilingual education at both the local and national levels. Pandey strives to illustrate how to use students' heritage languages to empower them and make learning more meaningful. Pandey believes that

a single language limits one's understanding of diverse languages, cultures, individuals, and communities. As an ambassador, she also shares research and recommendations with stakeholders, neighbors, fellow educators, community leaders, and policymakers.

Author of *The Child Language Teacher: Intergenerational Language and Literary Enhancement*, Pandey illustrates the language-literacy facilitative skills of children and young adults. In her latest book, *Language Building Blocks: Essential Linguistics for Early Childhood Educators*, she offers strategies to enhance language and cultural competency for teachers, parents, and administrators while focusing on pronunciation, and culturally inclusive vocabulary, reading, math, science, and even health literacy for all students.

Pandey also serves as the education advisor to The Unforgotten, a nonprofit organization that sends children in Zambia, Sierra Leone, India, and Nepal to school. The organization provides micro-loans to their care providers to help improve self-sufficiency. She is also on the executive board of the National Association for Bilingual Education.



# Symposium Agenda

## Schedule at a Glance

**8:00-8:45 a.m.**

Registration and Coffee

**8:55-9:10 a.m.**

Welcome, Opening Remarks

**Hanseul Kang**

State Superintendent of Education

**9:10-9:40 a.m.**

Morning Keynote Address

**Anita Pandey, Ph.D.**

Ambassador for Childhood  
National Association for Bilingual  
Education

**9:50-11:00 a.m.**

Concurrent Breakout Session 1

**11:10 a.m.-12:20 p.m.**

Concurrent Breakout Session 2

**12:20-1:20 p.m.**

Lunch

Panel Discussion

Voices of the Youth: Understanding  
the Needs of English Learners and  
Immigrant Youth

**1:40-2:50 p.m.**

Concurrent Breakout Session 3

**3:00-4:10 p.m.**

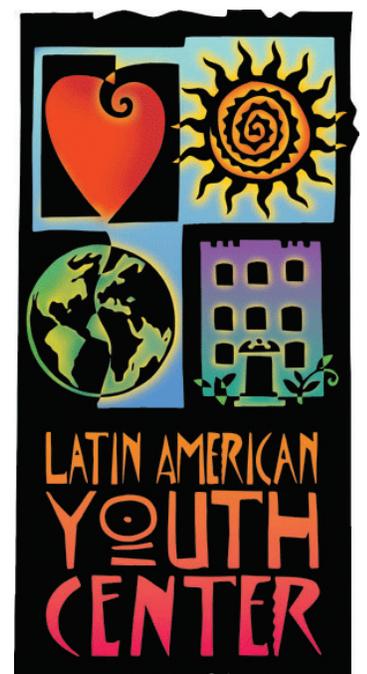
Concurrent Breakout Session 4

## About the Office of the State Superintendent of Education

The mission of the Office of the State Superintendent of Education (OSSE) is to remove barriers and create pathways for District residents to receive a great education and prepare them for success in college, careers, and life. OSSE plays many roles in the lives of children, teens, and adults seeking an education in the District of Columbia. The agency sets statewide policies, provides resources and support, and exercises accountability for all public education in the District. OSSE also ensures that children and families receive year-round access to well-balanced meals by providing federal reimbursements, training, and nutrition education to program participants. It also provides transportation to school for District children with special needs. Further, OSSE administers programs that fund adult literacy education and college tuition programs for any qualified applicant living in the District.

## Symposium Partner

The 2016 Symposium would not have been possible without the insights and support from the Latin American Youth Center. We are especially grateful for their assistance in the development of our lunch panel, which will highlight the stories of some amazing youth in our community.





## Concurrent Breakout Sessions

**9:50 - 11:00 a.m.**

**Helping English Language Learners in Grades 4-12 Meet Standards for Reading: Enhancing Background and Acquiring Vocabulary**  
(Half-Day Session)

**Strand: Instruction**

**Room: R7 Tiered Classroom**

**Presenter: Diane August, Managing Researcher and Director, American Institutes for Research Center for English Language Learners**

This engaging and interactive session provides research-based methods and concrete ideas to successfully support English learners in meeting challenging state academic standards in reading. These methods include using elements from NBC's "The Voice," an excerpt about Marian Anderson, and information about the civil rights movement. In addition, the session will introduce scaffolding techniques for providing essential background and identifying and teaching vocabulary. To wrap up, participants will have time to discuss implications for implementation.

**Engaging Youth of Color**  
**Strand: Cultural Awareness**

**Room: 5B**

**Moderator: Estephany Brito, Program Coordinator for Community Schools**

**Presenters: Luis A. Quinones, Director of Education**

**Kynai Johnson, Program Manager, Latin American Youth Center**

Learn how to better engage communities of color. Positive Youth Development (PYD), the focus of this session, is dedicated to teaching workshop participants to model this approach for both in-school and after school services. Participants

will learn the difference between cultural competency and cultural humility, become familiar with the Latin American Youth Center PYD approach and agency best practices, recognize opportunities for diverse cultural spaces in the classroom, identify available community resources to support this work, and increase awareness of internalized biases and growth opportunities. This is a must-attend workshop for tools in cultural awareness.

**Creating and Celebrating Diversity in ECE Classrooms**

**Strand: Instruction**

**Room: 4A**

**Presenter: Berna Artis, Executive Director, Tiny Findings Inc.**

This presentation will provide information using real-life classroom experiences in addition to sample classroom images showing daily teacher-child interactions and family engagement. It will also focus on peer interaction fostering a positive self-image using nonstereotypical materials such as multicultural books, puppets, and songs. You will be introduced to methods of tying home culture to classrooms in authentic ways, including language use; print-rich environments and activities led by families will be shared. At the end of the session, attendees will expand their knowledge on how to create culturally responsive classrooms promoting fairness.

**Engaging Families of English Language Learners**

**Strand: Parent and Family Engagement**

**Room: 6C**

**Presenter: Karen Parker Thompson, Family Engagement Resource Provider, Manhattan Strategy Group**

The faces of students in classrooms and 21st Century Community Learning Center programs across the US become increasingly diverse every year. More and more children and youth from countries across the globe enter our schools and programs with different cultures and speaking many different languages. When schools welcome families of English language learners and collaborate with them in ways that respect their cultures, assets, aspirations, and needs, the entire community and the schools themselves are enriched.

**Every Student Succeeds Act: The Big Picture for ELs**

**Strand: Policy and Leadership**

**Room: Executive Board Room**

**Presenter: Francisco J. Lopez, Education Program Specialist, US Department of Education, Office of English Language Acquisition**

The US Department of Education's Office of English Language Acquisition provides national leadership to help ensure that English learners and immigrant students attain English proficiency and achieve academic success. This session will focus on the transition from the former NCLB to the new ESSA as it relates to English learners. The presentation will make attendees aware of the major shifts in this evolving federal policy.

### LEARN & EARN

By attending today's Symposium, you will earn six professional learning units.



## Concurrent Breakout Sessions

### **21st Century Tech as a Tool for Supporting Learners**

**Strand: Instruction**

**Room: 6B**

**Presenter:** Toni Barton, Founder, SpELLigent!

In this session, participants will explore a variety of technology tools designed to prepare students for success in the classroom. This session will provide an opportunity for hands-on exploration of technology resources that can be integrated into daily classroom practices. This session will provide exciting new tools for the teachers' toolkits, so please make sure you bring a tablet or a laptop for this session.

**11:10 a.m.-12:20 p.m.**

### **Helping English Language Learners in Grades 4-12 Meet Standards for Reading: Enhancing Background and Acquiring Vocabulary**

*(Continued)*

**Strand: Instruction**

**Room: R7 Tiered Classroom**

**Presenter:** Diane August, Managing Researcher and Director, American Institutes for Research Center for English Language Learners

This engaging and interactive session provides research-based methods and concrete ideas to successfully support English learners in meeting challenging state academic standards in reading. These methods include using elements from NBC's "The Voice," an excerpt about Marian Anderson, and information about the civil rights movement. In addition, the session will introduce scaffolding techniques for providing essential background and identifying and teaching vocabulary.

### **ESSA and Civil Rights for English Learners**

**Strands: Programs, and Policy and Leadership**

**Room: Executive Board Room**

**Presenter:** Brenda Calderon, Senior Policy Analyst, National Council of La Raza

The National Council of La Raza (NCLR) is the nation's largest Hispanic civil rights and advocacy organization. Among the many issues it advances, NCLR focuses on state and federal policy by conducting research on successful policies and practices in educating Latino students. This session will cover opportunities to advance equity for English learners in ESSA implementation.

### **Bridging Refugee Youth and Children's Services: Supporting Unaccompanied Children in US Schools**

**Strand: Cultural Awareness**

**Room: 6B**

**Presenters:** Jennifer Pavon and Nikeita Lawrence, Children's Services Specialists, United States Conference of Catholic Bishops

What's it like for an unaccompanied, undocumented child to be apprehended at the border? During this session, you will learn what happens when an immigrant child is taken into custody, and the services available upon his or her release. In addition, the discussion will include culturally affirming practices that child welfare agencies can incorporate to better serve this population. Through case studies, group discussion, and a review of best practices, participants will leave with a greater understanding of the strengths and challenges facing these children and their families.

### **Uncovering the Heterogeneity of the English Learner Population in Our Classrooms**

**Strands: Instruction, and Cultural Awareness**

**Room: 5B**

**Presenter:** Drew Fagan, Ed.D. Assistant Clinical Professor, Applied Linguistics and Language Education; Assistant Director, Multilingual Research Center, University of Maryland, College Park

Participants will be introduced to various student populations that fall under the umbrella term of "English learner." The conversation will kick off with participants considering the English learners they've previously worked with, and then compiling a list of their qualities. After discussing and comparing lists, different types of English learners will be examined, along with the factors that influence their individual needs, including first language knowledge and use, English knowledge and use, education in the US and elsewhere, and life experience. Participants will leave with a more thorough understanding of each population's diversity and how one size clearly doesn't fit all.

### **Language Access in Schools: Requirements and Resources for School Leaders**

**Strand: Policy and Leadership**

**Room: 4A**

**Presenter:** Vanessa Bordo, Language Access Program Fellow  
Priscilla Mendizabal, Language Access Program Analyst, District of Columbia Office of Human Rights

This workshop will provide school leaders and administrators with best practices, systems, and resources for creating inclusive schools and for ensuring full access for students and parents with



## Concurrent Breakout Sessions

### Lunch

12:20 - 1:20 p.m.

### Panel Discussion

12:45 - 1:20 p.m.

### Voices of the Youth: Understanding the Needs of English Learners and Immigrant Youth

**Room:** Ballroom

**Moderator:** Estephany Brito,  
Program Coordinator for  
Community Schools

**Panelists:**

**Selvin Castillo,**  
Roosevelt High School (DCPS)

**Santos Amaya,**  
Cardozo High School (DCPS)

**Deissy Mosso,**  
Cesar Chavez Public Charter  
School

**Kerensa Conte,**  
Wilson High School (DCPS)

**France Gebrhiwox,**  
Roosevelt High School (DCPS)

Students will courageously share their experiences as EL students, discuss the challenges they face and how they have been supported, and give recommendations to principals, teachers, and leaders. This panel discussion will provide a platform for young people to voice their opinions and experiences to build awareness of all service providers.

limited English proficiency. This workshop explores (a) the demographic data and profile of the District's foreign-born populations, (b) local requirements for providing interpretation and translation services, and (c) resources LEAs can use to provide meaningful access to limited English proficient students and parents.

**1:40 - 2:50 p.m.**

### Simultaneous Education: What Is It? How Does It Impact Student Achievement?

**Strand:** Parent and Family Engagement

**Room:** Executive Board Room

**Presenter:** Heidi H. Platt,  
Intervention Resource Teacher,  
Prince George's County Public Schools

Parents of English language learners (ELLs) are disadvantaged when helping their children in school because they often do not speak English. Many immigrant parents desire to learn English, yet research shows adult English programs have high attrition rates. This session reviews a study that evaluated parents who successfully studied English. Learn about why these parents had success and its impact on their child's academic achievement. Participants will learn about simultaneous education (SE), how to create programs to encourage SE, how to recognize roadblocks when immigrant parents return to school, and new ways how to encourage school-to-home partnerships.

Be sure to check your email during lunch for the EL Symposium survey.

### Trauma and Resilience: Building Strength in Children

*(Half-Day Session)*

**Strand:** Socio-Emotional Support

**Room:** 6B

**Presenter:** Maria Florencia Fuensalida,  
Child Find Field Coordinator,  
DCPS Early Stages Program

This workshop presents in detail how trauma can affect the developing brain and how to build resilience in children so that they can develop into emotionally strong adults. Participants will be given instruction on how to assist children and their families. Some of the valuable lessons that will be shared include building resilience in children, identifying child trauma exposure and signs of traumatic stress, and providing trauma-informed support for children in the classroom.

### Helping English Language Learners in Grades 4-12 Meet Standards for Reading and Writing *(Half-Day Session)*

**Strand:** Instruction

**Room:** R7 Tiered Classroom

**Presenter:** Diane August,  
Managing Researcher and Director,  
American Institutes for Research  
Center for English Language Learners

This engaging and interactive session provides research-based methods and concrete ideas for teachers to successfully support ELLs meet challenging state academic standards in reading and writing using "The Voice," a narrative excerpt about Marian Anderson, and information about the civil rights movement. Teachers will learn scaffolding techniques for helping ELLs with close reading, developing explicit language structures, and writing that will enable them to apply these techniques in their own settings. All practices build on and regard the primary languages and cultural backgrounds of the students as valuable assets.



## Concurrent Breakout Sessions

### **Special Education or Second Language Acquisition: Considerations for Differentiating the Two** **Strand: Instruction**

**Room:** 5B

**Presenter:** Drew Fagan, Ed.D.  
Assistant Clinical Professor, Applied Linguistics and Language Education;  
Assistant Director, Multilingual Research Center, University of Maryland, College Park

How do you decide whether a student should be referred to special education or English learner services? This interactive session will introduce some of the various pitfalls that could lead teachers to incorrectly refer English learners to special education, or not refer to special education services those who may need this support. As part of this discussion, participants will share their experiences and why they chose, or chose not to, refer students. Presenters will also highlight the various characteristics of second language acquisition and cultural differences that may be misinterpreted as a special education need. The session will end with a compilation of factors that teachers should consider before shaping the best course for each student.

### **Dual Language Leadership Toolbox: Creating a Culture of Multilingualism**

**Strands: Programs and Leadership, and Cultural Awareness**

**Room:** 5A

**Presenter:** Barbara Kennedy, Director of Sponsored Projects, Dual Language Center for Applied Linguistics

Providing effective school leadership in multilingual settings comes with its own unique set of challenges and rewards. During this session, participants will en-

gage in meaningful discussion surrounding hot-button issues in school-based bilingual program leadership, and explore research-validated tools designed to guide and support leaders in effective bilingual program implementation. Topics will include promoting school-wide linguistic and cultural equity and aligning professional development for all stakeholders inside and outside the classroom. Participants will explore practical tools and flexible strategies and collaborate with colleagues to draft an action plan that can be used immediately.

### **Innovative Instructional Programs for ELLs**

**Strand: Instruction**

**Room:** 4A

**Presenter:** Alicia Passante,  
ESL Program Manager,  
Center City Public Charter School

Beginning in 2012, Center City's English as a Second Language (ESL) department implemented *ESL After the Bell*, an after school language development program to increase proficiency in reading, writing, listening, and speaking. As part of this program, students completed research projects that focused on the reflection of and appreciation for various cultures around the world. All projects were cross-curricular and aligned with Common Core. This session will walk participants through the planning and implementation of *ESL After the Bell*. Learn why this program was recognized for its innovation by New America's Dual Language Learners National Workgroup and featured by the Data Quality Campaign.

**3:00-4:10 p.m.**

### **Helping English Language Learners in Grades 4-12 Meet Standards for Reading and Writing** *(Continued)*

**Strand: Instruction**

**Room:** R7 Tiered Classroom

**Presenter:** Diane August,  
Managing Researcher and Director,  
American Institutes for Research  
Center for English Language Learners

This engaging and interactive session provides research-based methods and concrete ideas for teachers to successfully support English language learners in meeting challenging state academic standards in reading and writing using "The Voice," a narrative excerpt about Marian Anderson, and information about the civil rights movement. Teachers will learn scaffolding techniques for helping ELLs with close reading, developing explicit language structures, and writing that will enable them to apply these techniques in their own settings. All practices build on and regard the primary languages and cultural backgrounds of the students as valuable assets. The session includes time for discussion about implications for implementation.

### **Trauma and Resilience: Building Strength in Children** *(Continued)*

**Strand: Socio-Emotional Support**

**Room:** 6B

**Presenter:** Maria Florencia Fuensalida  
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DCPS Early Stages Program

This workshop presents in detail how trauma can affect the developing brain and how to build resilience in children so that they can develop into emotionally strong adults. Participants will be given instruc-



## Concurrent Breakout Sessions

tion on how to assist children and their families. Some of the valuable lessons that will be shared include building resilience in children, identifying child trauma exposure and signs of traumatic stress, and providing trauma-informed support for children in the classroom.

### **Transforming Families: Making Connections Through Intergenerational Multimedia Arts Expression**

**Strand: Policy and Leadership**

**Room: Executive Board Room**

**Presenters: Micheline Lavalle and Elisabeth Scotto, Lavino Family Literacy Team, Fairfax County Public Schools**

Culturally competent strategies for working with immigrant populations will be the focus of this interactive, multimedia workshop. Fairfax County Public Schools in conjunction with the Smithsonian Institute implemented two successful programs: *Today I'm Here* and *Becoming Delores*. These programs focused on how reflections of personal experience strengthened identity and family bonds to inspire advocacy. Attendees will learn to model an intergenerational, multimedia workshop designed to strengthen individual families and engage community partners. Workshop participants will receive customizable resources and templates for replication in their respective schools, districts, and communities.

### **Building a Strong Partnership With the Federal Government**

**Strand: Parent and Family Engagement**

**Room: 5B**

**Presenters:**

Gloria Williams-Brevard, Community Relations Officer, US Department of Homeland Security  
Lillie Williams, Tax Consultant, IRS  
Dennis F. Ramirez, Tax Consultant, IRS  
Alfredo Navarro Jr., Sr. Public Affairs Specialist, Social Security Administration  
Diana Varela, Public Affairs Specialist, Social Security Administration

Federal government representatives from the Department of Homeland Security's Immigration and Citizenship Services, Internal Revenue Service (IRS), and Social Security Administration will educate attendees about services available for students of immigrant families. Attendees will learn about socioeconomic support for benefits and services available through the federal government for students and their families. Participants will gain knowledge and learn about additional resources available through federal agencies to share with students and their families. Several print, digital, and electronic materials will be available for attendees.

### **Accelerating Access to Careers Through Contextualized Instruction**

**Strand: Instruction**

**Room: 6C**

**Presenters: Karen Rivas and HollyAnn Freso-Moore, Principals of Harvard Street and Sonia Gutierrez Campuses, Carlos Rosario International Public Charter School**

Adult immigrants experience many hurdles reaching career and life goals. Participants will learn how embedding English language instruction with workforce training accelerates ELLs on their journey toward careers and family-sustaining wages. Presenters will share success stories that illustrate how students started career training sooner and acquired language in parallel.

### **Student Multiethnic Action Research Team's Platform for ELL Student Success**

**Strand: Policy and Leadership**

**Room: 4A**

**Presenter: Sapna Pandya  
Executive Director,  
Many Languages One Voice**

Participants will be presented with solutions that have been derived through Participatory Action Research methods with English language learner students within the District of Columbia schools. The workshop will highlight gains in policy enhancements that DCPS has made and future policy recommendations for DCPS through a pending bill introduced by ELL students to the District of Columbia City Council in February 2015 called the "Language Access for Education Act of 2015."

Thank you  
for coming!

Don't forget  
to complete  
the survey!

# B E C O M I N G J O E Y

By: Paul C. Gorski

José's ten.  
Looks six by size,  
twenty in the eyes.

Down  
the school-morning street  
José ambles along  
dotted lines of big cheese busses  
that spit exhaust like expletives.  
José chokes  
on a few final moments of peace.

Hand-me-downs hang  
from José's slenderness,  
patched and stained.  
Soles flop beneath battered shoes,  
worn but hanging on,  
if only by a lace.

José pauses in the schoolyard  
where fairer kids laugh and  
scamper  
unaware of this, his battle;  
of this, his burden;  
of these, his borderlands.

Behind him: cracked sidewalks  
and frosty nights sweetened  
by the warmth of belonging.

Before him: manicured  
playgrounds,  
colorful classrooms,  
lectures and quizzes about a world  
that doesn't see him.

Still, José moves forward —  
what feels in his stomach  
a regressive sort of forward.  
He straightens his shirt,  
dusting off the stains of ancestry.  
And he clears his throat,  
spitting out his Mexican voice.

And, becoming Joey,  
he crosses  
into school.



**District of Columbia, Office of the State Superintendent of Education**

810 First St. NE, Ninth Floor, Washington, DC 20002 • (202) 727-6436 • [www.osse.dc.gov](http://www.osse.dc.gov)

