

# Reaching and Teaching **EVERY** English Language Learner

Title III Statewide Consortium Conference  
January 20-21, 2016



Virginia Department of Education, Division of Student Assessment and School Improvement  
Office of Program Administration and Accountability

## Virginia Department of Education Staff Participants

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# Agenda At-A-Glance

## Wednesday, January 20, 2016

7 a.m. - 3:45 p.m.	Registration	<i>Latham Foyer</i>
7 - 8 a.m.	Breakfast	<i>Latham AB</i>
8 - 9:15 a.m.	Plenary Session	<i>Latham AB</i>
8 a.m. - 4:30 p.m.	Continuous Breaks	
9:25 - 10:40 a.m.	CONCURRENT SESSIONS	
10:50 a.m. - 12:05 p.m.	CONCURRENT SESSIONS	
12:15 - 1:40 p.m.	Plenary Session and Lunch	<i>Latham AB</i>
1:45 - 3 p.m.	CONCURRENT SESSIONS	
3:10 - 4:25 p.m.	CONCURRENT SESSIONS	
6 - 7:30 p.m.	Networking Dinner	<i>Latham AB</i>

## Thursday, January 21, 2016

7 - 8 a.m.	Breakfast	<i>Latham AB</i>
8 a.m. - 12:30 p.m.	Continuous Breaks	
8 - 9:15 a.m.	Plenary Session	<i>Latham AB</i>
9:25 - 10:40 a.m.	CONCURRENT SESSIONS	
10:40 - 11:10 a.m.	Hotel Checkout Opportunity	
11:10 a.m. - 12:25 p.m.	CONCURRENT SESSIONS	
12:30 - 1:45 p.m.	Plenary Session and Lunch	<i>Latham AB</i>
1:45 p.m.	Adjournment	



# AGENDA

## Wednesday, January 20, 2016

7 a.m. - 3:45 p.m. Registration Latham Foyer

7 - 8 a.m. Breakfast Latham AB

8 a.m. - 4:30 p.m. Continuous Breaks

8 - 9:15 a.m. Plenary Session Latham AB

**Remarks from the Superintendent of Public Instruction**  
**Dr. Steven R. Staples**

**Preparing English Learners for U. S. Schooling and Workplace Register Demands**  
**Dr. Kate Kinsella**

9:25 - 10:40 a.m. CONCURRENT SESSIONS

**Tools for Launching an Academic Competency Focused Vocabulary Campaign: Middle and High School Focus**  
*(Extended Session: 9:25 - 10:40; 10:50 - 12:05)*

Latham DEF

**Presenter: Dr. Kate Kinsella**

Productive word knowledge — the ability to competently use a word in speech and writing — is pivotal to school and workplace reading comprehension, formal communication, and written response for English language learners. The presenter will introduce research-based instructional principles and explicit, interactive instructional practices to prepare mixed-ability classes for the vocabulary demands of text analysis, discussion, and written response. To meet the vocabulary demands of challenging grade-level standards and assessments, English language learners and their native English speaking classmates must have a handle on multiple competencies, ranging from stating and supporting opinions to comparing and analyzing cause and effect. Guidelines will be provided for prioritizing vocabulary for robust instruction and informed competency-focused word selection. Participants will experience a dynamic instructional routine, observe video footage, and review sample lessons, note-taking guide formats, and academic competency word lists to establish a school-wide high-utility vocabulary initiative.

**Creative Staffing Models that Serve ELLs**

Solitude

**Presenters: Teresa Byers**  
 Louisa County Public Schools  
**Tommy Coleman**  
 Nottoway County Public Schools

The presenters will share the staffing models that have been used in their school divisions. They will discuss the concept of “growing your own ESL teachers” using TELL (Teaching English Language Learners), an online certification program that leads to an ESL endorsement. Also examined will be recruitment and retention methods that have proven to be successful in rural areas. Participants will have an opportunity to discuss ways that these staffing models can be incorporated in other school systems.

**Strategies, Strategies, and More Strategies**

Smithfield

**Presenters: Shyla Vesitis**  
 Department of Education  
**Emily Clayton**  
 Greene County Public Schools

The session will provide participants with strategies for addressing the needs of SLIFE (Students with Limited or Interrupted Formal Education) students and dually-identified ELLs. Participants will be guided by presenters in designing instructional lessons that promote content learning and language development for ELLs and will receive templates to incorporate into lesson planning. Presenters will share co-teaching strategies for collaborating with

classroom and special education teachers. Through the use of case studies, participants will be guided through a process to incorporate the WIDA English language development (ELD) standards and Virginia Standards of Learning into lessons targeted to meet the needs of these subsets of ELLs.

10:50 a.m. - 12:05 p.m.

#### CONCURRENT SESSIONS

##### **Tools for Launching an Academic Competency Focused Vocabulary Campaign: Middle and High School Focus**

*(Extended Session Continued)*

**Presenter:** Dr. Kate Kinsella

*Latham DEF*

##### **Improving Graduation Rates for English Language Learners**

**Presenters:** Joseph Wharff and Chris Kelly  
Department of Education

Joe LeGault

Roanoke County Public Schools

*Solitude*

As more ELLs enter schools across the country, it has become increasingly important to provide the appropriate guidance and support so that students are able to graduate and succeed in high school. The session will provide information on assisting ELLs to create meaningful academic and career plans of study to complete high school and meet goals for postsecondary education and a career. The session will address high school graduation requirements, comprehensive and developmental career development practices, and information and resources to better equip students for success in the future.

##### **Tools for Facilitating Educator Dialogue on Behalf of English Language Learners Identified with a Disability**

**Presenters:** Donna Hankins and Dr. Eileen Lockhart  
Prince William County Public Schools

*Cascades*

The session will examine effective ways to ensure both general educators and special education teachers are making collaborative decisions when a student is dually identified. School system personnel have mapped connections between special education regulations and Title III requirements for culturally responsive instruction in the required monitoring of student records for K-12 English language learners identified as a student with a disability (ELL SWD). Strategies will be discussed for co-planning and data gathering that support educators to monitor progress for these students with an awareness of English language development as framed by WIDA guidance.

12:15 - 1:40 p.m.

#### Plenary Session and Lunch

*Latham AB*

##### **Growing Vocabulary for Student Achievement**

**Presenter:** Brenda Overturf

1:45 - 3 p.m.

#### CONCURRENT SESSIONS

##### **Tools for Launching an Academic Competency Focused Vocabulary Campaign: Elementary School Focus**

*(Extended Session: 1:45 - 3; 3:10 - 4:25)*

**Presenter:** Dr. Kate Kinsella

*Latham DEF*

##### **Becoming Vocabularians! Word Knowledge and Adolescents**

**Presenter:** Brenda Overturf

*Latham C*

Many adolescents lack the vocabulary knowledge they need to deeply learn across the curriculum. The session will explore how to organize for vocabulary development at the secondary level and ways for students, especially ELLs, to create powerful word memories that help them connect vocabulary concepts. The author of *Vocabularians: Integrated Word Study in the Middle Grades*, will demonstrate ways in which educators can use active learning to support language knowledge.

##### **Creative Staffing Models that Serve ELLs (Repeated)**

**Presenters:** Teresa Byers  
Tommy Coleman

*Solitude*

##### **Strategies, Strategies, and More Strategies (Repeated)**

**Presenters:** Shyla Vesitis  
Emily Clayton

*Smithfield*

3:10 - 4:25 p.m.

**CONCURRENT SESSIONS**

**Tools for Launching an Academic Competency  
Focused Vocabulary Campaign: Elementary School Focus**  
(*Extended Session Continued*)

*Latham DEF*

**Presenter:** Dr. Kate Kinsella

**Becoming Vocabularians! Word Knowledge and Adolescents (Repeated)** *Latham C*

**Presenter:** Brenda Overturf

**Improving Graduation Rates for English Language Learners (Repeated)** *Solitude*

**Presenters:** Joseph Wharff and Chris Kelly  
Joe LeGault

**Exploring Effective Writing Strategies for Dually-Identified Students  
(EL SWD)** *Cascades*

**Presenters:** Dr. Eileen Lockhart and Donna Hankins

Presenters will share writing research that is specific to English language learners with disabilities (ELL SWD). Attendees will explore a variety of choices from which to create purposeful and strategic writing instruction for the dually-identified student. Use of a data gathering tool and WIDA writing rubric are modeled as progress monitoring and formative assessment tools.

6 - 7:30 p.m.

**Networking Dinner***Latham AB*

## Thursday, January 21, 2016

7 - 8 a.m.

**Breakfast***Latham AB*

8 a.m. - 12:30 p.m.

**Continuous Breaks***Latham Foyer*

8 - 9:15 a.m.

**Plenary Session***Latham AB*

**Low Numbers – Highly Useful Strategies**

**Presenter:** Jane Hill

9:25 - 10:40 a.m.

**CONCURRENT SESSIONS**

**Kids Say the Darndest Things...If We Let Them**

*Latham DEF*

**Presenter:** Jane Hill

In the urgency to encourage students to read and write proficiently, the importance of discourse has often been overlooked. Realizing that rich oral language is the precursor to improved reading and writing for ELLs, the presenter will introduce strategies for obtaining productive, accountable talk in classrooms. In addition to ELLs, all students need to develop academic language since ALL™ students are academic language learners. Along with teaching content, ELLs and native English speakers should be taught to “sound like a book” and to talk and write like authors, mathematicians, scientists, and historians. The session will focus on how to make that happen.

**After the Bell: Creating ESL Programs Beyond the School Day**

*Solitude*

**Presenters:** Dr. Silvia Restivo and Megan Corley

Frederick County Public Schools

This presentation offers educators the tools necessary to build after-school and/or summer English language enrichment programs designed to expedite second language acquisition for improved academic success. Presenters will provide sample structures of programs, possible funding resources, and best practices for creating English language programs that go above and beyond the academic content of the school day.

**ACCESS for ELLs 2.0 Test Update***Smithfield***Presenter:** Robert Fugate  
Department of Education

In 2015-2016, the WIDA Consortium will begin administration of the new, annual summative assessment, ACCESS for ELLs 2.0. The new assessment will continue to allow educators, students, and families to monitor students' progress in acquiring academic English in the domains of speaking, listening, reading, and writing and will be aligned with the WIDA ELD Standards. Information about the new, online ACCESS for ELLs 2.0 test will be presented.

**Using the Collegial Visit and Look Fors to Ensure Implementation of ELD Standards***Cascades***Presenter:** Megan Moore  
Manassas City Public Schools

With the knowledge that all teachers are teachers of ELLs, Manassas City Public Schools has implemented several tools to ensure the language needs of students are being met. The collegial visit checklist is designed for central office staff or school coaches to use when observing in a classroom and providing feedback on the instruction. The tool is not used for evaluation but rather as a conversation on improving instruction for ELLs and implementation of the ELD standards. The *ESOL Look Fors* document mirrors the recommendations for Virginia teacher evaluation and provides administrators with "look fors" in classes with ELLs enrolled. Participants will have an opportunity to use the tools while watching a video of teachers and discuss ways to implement in their school systems.

10:40 - 11:10 a.m.

**Hotel Checkout Opportunity**

11:10 a.m. - 12:25 p.m.

**CONCURRENT SESSIONS****Kids Say the Darndest Things...If We Let Them (Repeated)***Latham DEF***Presenter:** Jane Hill**Developing an ESL Teacher Handbook***Solitude***Presenter:** Stephanie Haskins  
Staunton City Public Schools

Teachers have many questions about English language learners including the meaning of a variety of acronyms; the expected level of progress; strategies to help with reading, writing, and teaching content; assessing an ELL's understanding of content; and working with students who speak no English. These are a few of the questions that the Staunton City Public Schools ESL team have addressed in a teacher handbook. Participants will learn about the collaborative process and review the final product.

**Collaboration Strategies for ESL and General Education Teachers***Smithfield***Presenter:** Candace Iroler  
Galax City Public Schools

The session will provide an overview of collaboration strategies for ESL and general education teachers, plans that have worked well at the middle and high school levels, and effective resources. Focus will include strategies for establishing settings with either co-teaching or independent teaching of English language learners. The target audience for such lessons will include students at English language development levels one through four but will also yield benefits for advanced ELLs as well as native English speakers.

**Using the Collegial Visit and Look Fors to Ensure Implementation of ELD Standards (Repeated)***Cascades***Presenter:** Megan Moore

12:30 - 1:45 p.m.

**Plenary Session and Lunch***Latham AB***Remarks from the Board of Education**

Sal Romero Jr.

1:45 p.m.

**Adjournment**

## Featured Speakers

### Jane D. Hill

Ms. Hill is a lead consultant for Mid-continent Regional Educational Laboratory (McREL), a nonprofit, nonpartisan education research laboratory that focuses on what works in education into practical guidance for educators. In her training, she emphasizes the integration of explicit teaching of language in all content areas and the use of interactive teaching strategies. Ms. Hill has worked as a speech language specialist focusing on bilingual special education, directed a two-way language school, and was district director for second language acquisition and special education. Several of her publications are guides for rural school district educators working with low incidence ELLs.



### Sal Romero Jr.

Mr. Romero was appointed in September 2014 by Governor Terry McAuliffe to the Virginia Board of Education. He is the assistant principal at Spotswood Elementary School in Harrisonburg, Virginia. Prior to his current position, he served in public education in the Shenandoah Valley, as an athletic trainer, home-school liaison, ESL teacher, and assistant principal. His inspiring story is about coming to America from Mexico with his family illegally at age 13 and being placed in a rural middle school with no knowledge of English. His experiences and overcoming numerous barriers have driven his passion and commitment as an educator.



### Dr. Kate Kinsella

Dr. Kinsella is an adjunct faculty member at the college of education at San Francisco State University and consults nationally for school districts and state education departments to increase instruction and achievement of grade K-12 ELLs. Her career, devoted to English language development and classroom practice, includes extensive experience teaching high school ELLs and bilingual first-generation college students. As a teacher educator, she maintains active involvement in classrooms by regularly coaching teachers and administrators and co-teaching lessons across grade levels. A former Fulbright lecturer in teaching English as a Second Language, Dr. Kinsella has received numerous awards for her contributions to improving the education of immigrant youth.



### Dr. Steven R. Staples

Dr. Staples, Virginia's 24th superintendent of public instruction, took office on May 1, 2014. Prior to his appointment by Governor Terry McAuliffe, he served as the executive director of the Virginia Association of School Superintendents, taught at The College of William and Mary, and worked in various administrative positions in four school divisions including division superintendent in York County Public Schools. Dr. Staples was named Virginia superintendent of the year in 1997. He remains committed to furthering the mission of public education and to increasing student learning and academic achievement.



### Dr. Brenda Overturf

Dr. Overturf, dedicated to literacy achievement for all ages, has been an award-winning classroom teacher, literacy consultant, district reading coordinator, college education professor, and former member of the International Reading Association Board of Directors. She has been responsible for designing literacy curriculum and delivering professional development to thousands of K-12 teachers. Dr. Overturf has co-authored two books, *Word Nerds* and *Vocabularians*, that are designed for educators who want to increase knowledge and competency with word study while bringing interest, motivation, and pleasure to student learning, especially in high-risk populations.



## VIRGINIA SCHOOL DIVISION CONSORTIUM MEMBERS BY REGION

### Region 1 Central Virginia

*Counties*

Charles City  
Dinwiddie  
Goochland  
New Kent  
Powhatan  
Prince George  
Sussex

*Cities & Towns*

Colonial Heights

### Region 2 Tidewater

*Counties*

Isle of Wight

*Cities & Towns*

Franklin

### Region 3 Northern Neck

*Counties*

Caroline  
Essex  
Gloucester  
King George  
King William  
King and Queen  
Lancaster  
Mathews  
Middlesex  
Northumberland  
Richmond  
Westmoreland

*Cities & Towns*

Colonial Beach  
West Point

### Region 4 Northern Virginia

*Counties*

Clarke  
Madison  
Page  
Rappahannock

### Region 5 Valley

*Counties*

Amherst  
Bath  
Fluvanna  
Greene  
Louisa  
Nelson  
Rockbridge

*Cities & Towns*

Staunton

### Region 7 Southwest

*Counties*

Bland  
Buchanan  
Grayson  
Lee  
Pulaski  
Russell  
Scott  
Smyth  
Tazewell  
Wise  
Wythe

*Cities & Towns*

Bristol  
Norton  
Radford

### Region 8 Southside

*Counties*

Appomattox  
Brunswick  
Buckingham  
Charlotte  
Cumberland  
Greensville  
Halifax  
Lunenburg  
Mecklenburg  
Nottoway  
Prince Edward

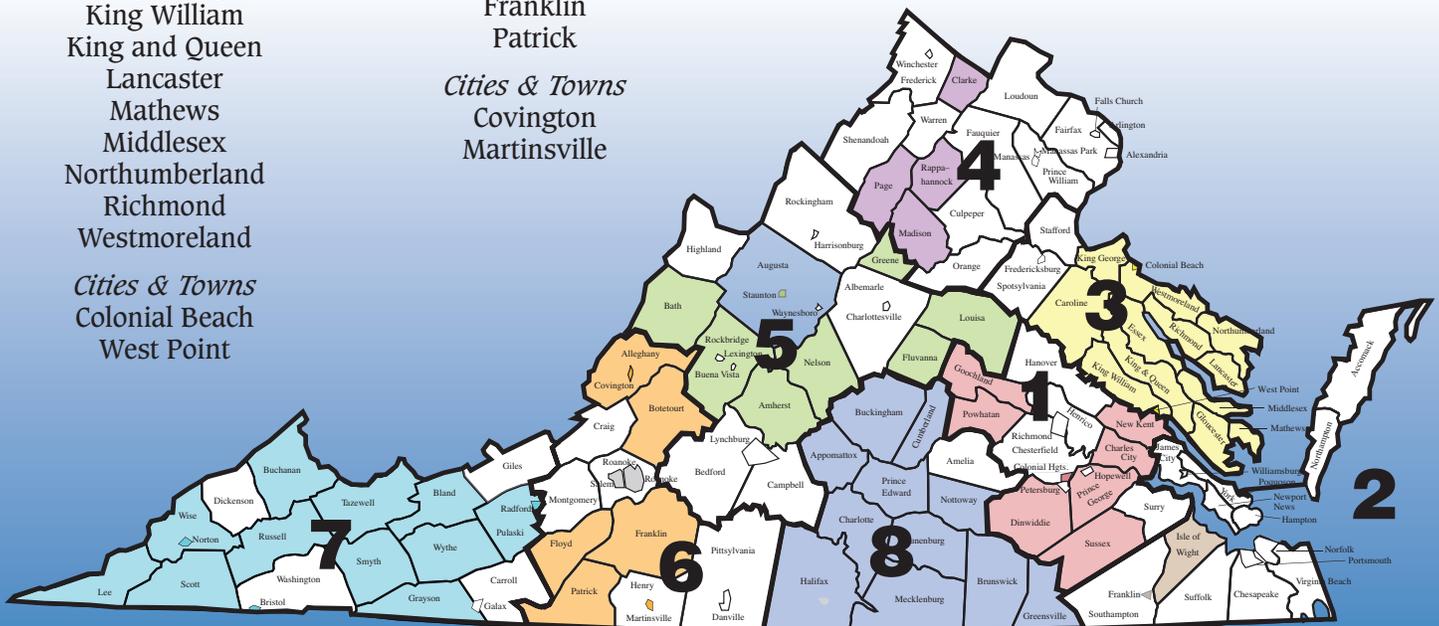
### Region 6 Western Virginia

*Counties*

Alleghany  
Botetourt  
Floyd  
Franklin  
Patrick

*Cities & Towns*

Covington  
Martinsville



# NOTES

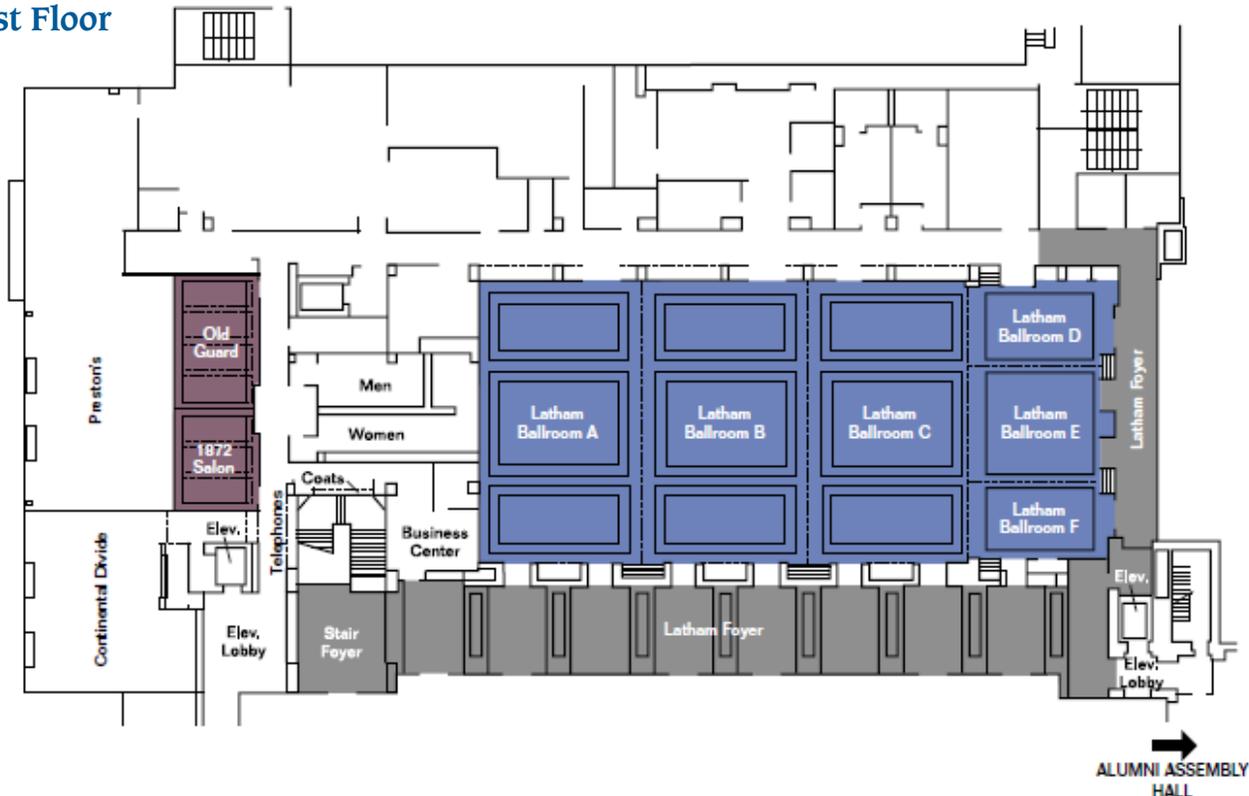


# NOTES



# The Inn at Virginia Tech and Skelton Conference Center

## First Floor



## Second Floor

