



Equity for Diverse Learners

2020 Annual Conference Program
Renaissance Portsmouth-Norfolk Waterfront Hotel
Portsmouth, VA
January 30-31, 2020

Welcome to the 2020 Annual Conference

VIRGINIA EL SUPERVISORS ASSOCIATION 2019-2020 EXECUTIVE BOARD MEMBERS

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VIRGINIA EL SUPERVISORS SCHOLARSHIP INFORMATION

The Virginia EL Supervisor's Association is proud to be able to offer scholarships to EL students who are planning to continue their studies at an institution of higher learning.

The following criteria is used for scholarship consideration:

- Enrolled in an EL program for at least 1 year in grades 6-12 in a Virginia public school
- Enrolled in 12th grade at the time of application
- 3.0 minimum cumulative grade point average
- Financial need

Application Deadline: Friday, April 17, 2020

For more information, please visit: <http://www.vesava.org/scholarships>

If you have any questions, please feel free to contact Kimberly Peterson at (540) 667-4253, Ext. 12144 or via email at petersonk@wps.k12.va.us.

Keynote Speakers

DR. JEFF ZWIERS

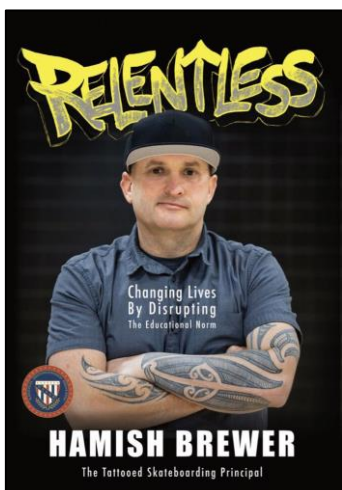
Jeff Zwiers is a senior researcher at the Stanford Graduate School of Education. He has taught bilingually in secondary and elementary settings. His research and work focus on collaborating and co-teaching with teachers to learn how to best serve all students in classroom settings. His most recent work focuses on enhancing all instruction with more and better authentic communication across the disciplines. He also writes books and articles on literacy, thinking, communication, conversation, and language development, along with bilingual curriculum materials for oral language development in rural schools in Guatemala.



HAMISH BREWER

Hamish Brewer, the relentless, tattooed, skateboarding principal in Northern Virginia isn't your normal principal. Hamish is high octane, constantly calling on his students to "Be Relentless. Mr. Brewer has become known as an educational disrupter who transcends the status quo and typical educational norms.

Mr. Brewer was recognized in 2017 as the NAESP Nationally Distinguished Principal and Virginia Principal of the year. He has also been recognized as the 2016 VAESP School Bell Award and ASCD Virginia Impact Award. In 2018 Hamish was named a Northern Virginian of the year by Northern Virginia Magazine and the 2018 Principal of the Year for the national publication - Education Dive and Prince William County Public Schools 2019 Principal of the Year.



Under his leadership - his elementary school was recognized as a Nationally Distinguished Title 1 School, and Hamish has since gone on to turn around one of the toughest middle schools in the state of Virginia. Hamish spent years developing and honing his leadership and expertise as an emergency responder in the Fire and Rescue Service, working at one of the busiest Volunteer Fire Stations on the Eastern Seaboard

Mr. Brewer is a highly sought-after international keynote speaker - motivating and inspiring audiences everywhere, including being recognized as a TEDx speaker. Originally from New Zealand where he earned his first degree from the University of Auckland. Mr. Brewer is currently a doctoral student at Virginia Tech. Mr. Brewer serves at the state level as the Federal Relations Coordinator on the Board of Directors with the Virginia Association of Elementary School Principals. He is a school turnaround and school improvement specialist, working some of the most at-risk students in the United States.

Mr. Brewer was highlighted as a Hometown Hero by Fox 5 in Washington, DC. With more than 32 million views and his story has become a viral sensation being highlighted on all the national news broadcasts, including with NBC and Lester Holt. Mr. Brewer is also being featured in a skateboarding humanitarian documentary Humanity Stoked.



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Wayne Thayer, to learn more!**

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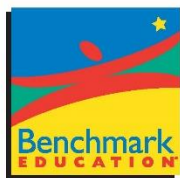
Conference Schedule

Thursday, January 30, 2020

8:30 AM – 11:30 AM	EL Supervisor's Business Meeting	Holley IV
10:00 AM – 5:00 PM	Registration	2 nd Floor
10:00 AM – 6:00 PM	Exhibits	Portsmouth Ballroom
11:30 AM – 12:45 PM	Lunch on your own	
12:45 PM – 1:50 PM	Conference Kick Off Keynote Speaker – Hamish Brewer	Portsmouth Ballroom
2:00 PM – 2:50 PM	Breakout Session 1	
3:05 PM – 3:55 PM	Breakout Session 2	
4:10 PM – 5:00 PM	Breakout Session 3	
5:00 PM – 6:00 PM	Reception & Raffles	Portsmouth Foyer

Friday, January 31, 2020

8:00 AM – 9:00 AM	Breakfast – Provided by VESA	Portsmouth Ballroom
8:00 AM – 10:00 AM	Registration	2 nd Floor
8:00 AM – 3:00 PM	Exhibits	Portsmouth Ballroom
9:00 AM – 10:30 AM	General Session Keynote Speaker – Dr. Jeff Zwiers	Portsmouth Ballroom
10:30 AM – 11:00 AM	Visit Exhibitors & Hotel Check out	
11:00 AM – 11:50 AM	Breakout Session 4	
11:50 AM – 12:45 PM	Lunch – Provided by VESA	Portsmouth Ballroom
1:00 PM – 1:50 PM	Breakout Session 5	
2:05 PM – 2:55 PM	Breakout Session 6	
3:10 PM – 4:00 PM	Breakout Session 7	
4:00 PM	Conference Concludes	

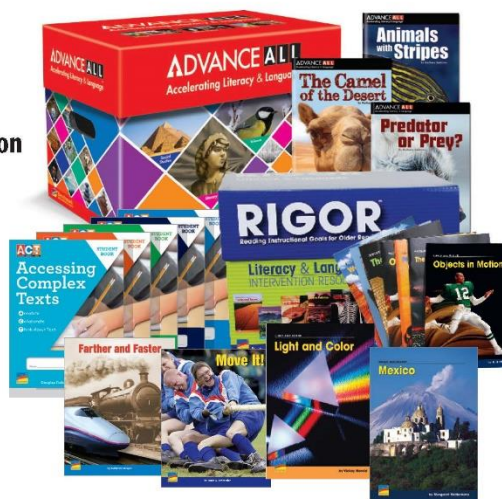


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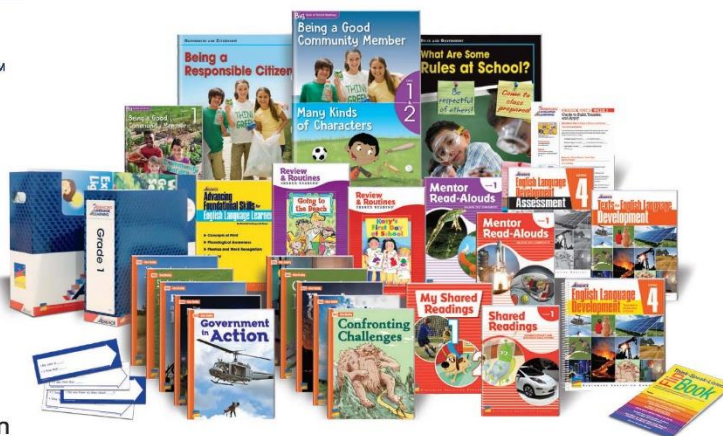
- **Early Explorers** for Grades K–2 **Leveled Nonfiction and Fiction**
- **English Explorers** for Grades 3–8+ **Language-Leveled Texts**
- **RIGOR** for Grades 4–12 **Literacy & Language Intervention**
- **ACT Now!** for Grades 3–8 **Close Reading**
- **Advance All** for Grades 2–6 **Texts Sets for Striving Readers**



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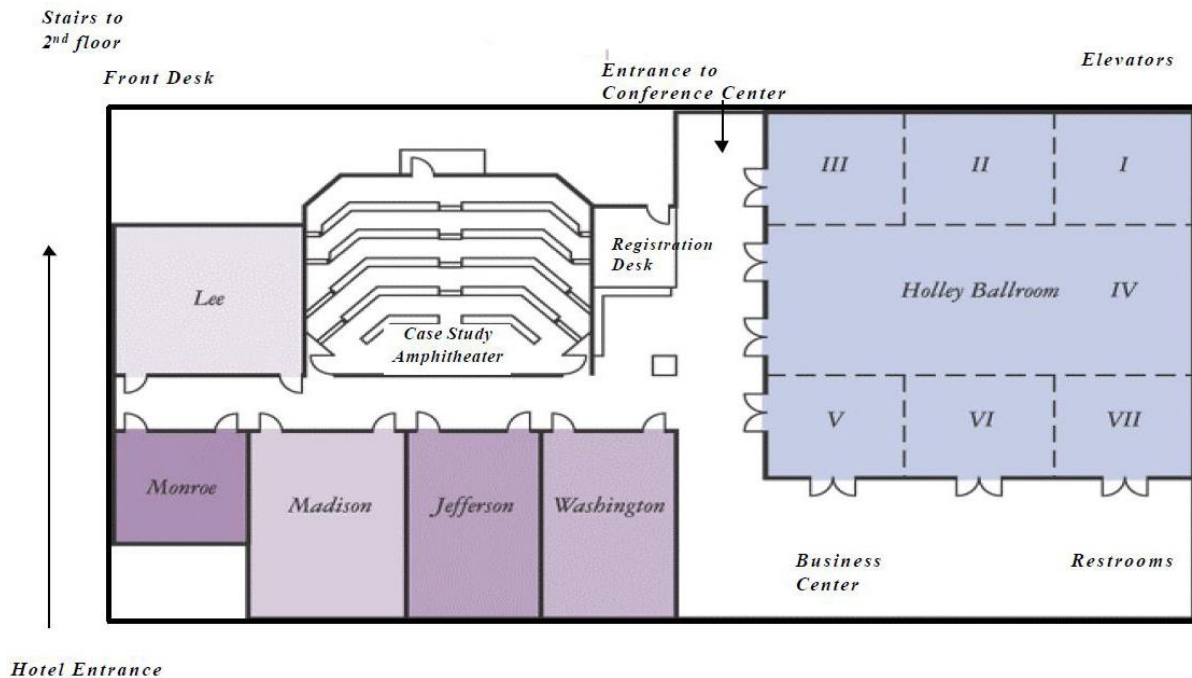


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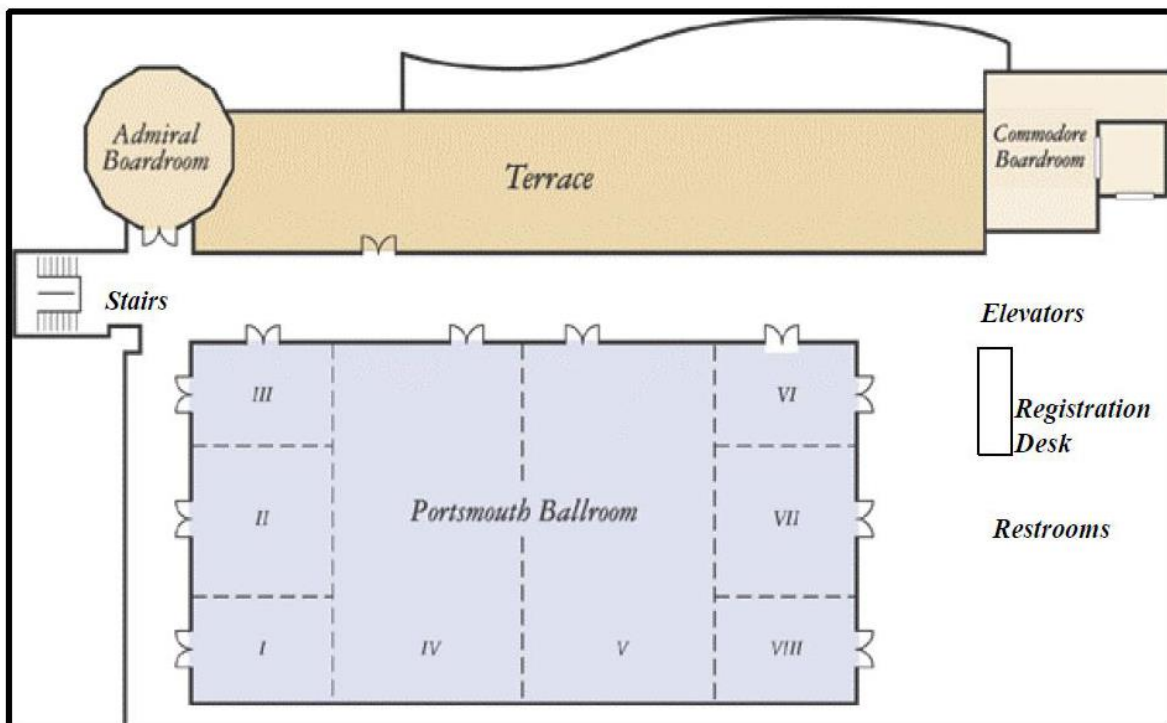
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Meeting Spaces & Public Areas

1st Floor Portsmouth Ballroom & Meeting Rooms



2nd Floor Portsmouth Ballroom & Boardrooms



Thursday Conference At-A-Glance

Rooms	Breakout 1 2:00 – 2:50pm	Breakout 2 3:05 – 3:55pm	Breakout 3 4:10 – 5:00pm
Holley I	Dually Identified English Learners Audience: ALL	Dual Language Assessment Round Table Audience: ALL	Co-Teaching Audience: ALL
Holley II	Mnemonic Interventions Audience: ALL	A Guide to Google Slides: How to Diversify with Screencastify Audience: Elementary	Equity in Learning: Drawing from Student's Funds of Knowledge to Make Content Connections Audience: Elementary
Holley III	Equitable Literacy Practices for Secondary English Learners Audience: High	Designing and Implementing a Hands-on Summer Program for Newcomers Audience: ALL	Counselor Collaboration Audience: ALL
Holley IV	VDOE Instructional Support Resources VDOE Audience: ALL	Special Education and EL Education VDOE Audience: ALL	Special Education and EL Education VDOE Audience: ALL
Holley V	Co-Teaching: A School-Wide Approach – Presentation Audience: Elementary	Co-Teaching: A School-Wide Approach – Panel Discussion Audience: Elementary	Supporting Adolescent Newcomers' Literacy Development Audience: High
Holley VI	Progress Monitoring of EL Students with LAS Links Audience: ALL	Problem-Posing to Support Learners <i>University of Virginia</i> Audience: ALL	Troubleshooting for Co-Teachers Audience: ALL
Holley VII	Increasing Family Engagement through PEP Audience: ALL	Co-Teaching and Collaboration Audience: Elementary	The Power of Responsive Classroom and ELL Students Audience: Elementary
Case-Study Amphitheatre	Back to Basics: SLIFE Literacy Curriculum Audience: Secondary	Reframing our Work with Families of Immigrant, Refugee, and English Learners Audience: ALL	Digital Equity for English Learners: Providing Access to All Audience: ALL

Rooms	Breakout 1 2:00 – 2:50pm	Breakout 2 3:05 – 3:55pm	Breakout 3 4:10 – 5:00pm
Lee	Building a Culturally Responsive Classroom through Children's Literature Audience: Elementary	Accelerating LTEL Success Through Close Reading <i>Imagine Learning</i> Audience: ALL	Transcend English Learners Through Writing Audience: Elementary
Monroe	\$ for ELs: The VESA Scholarship Opportunity Audience: High	ELs Making It Audience: ALL	Improving Achievement for ELLs through Academic Language Acquisition <i>Speak Agent</i> Audience: ALL
Madison	Word Study with English Learners Audience: ALL	Mirrors, Windows, and Sliding Doors: Celebrating Diverse Books with English Learners Audience: ALL	Exploring Early Indicators for Long Term English Learners Audience: Administration
Jefferson	ELs in the Content Classroom <i>VDOE</i> Audience: Secondary & Administration	ELs in the Content Classroom <i>VDOE</i> Audience: Secondary	Listening: The Forgotten Domain Audience: ALL
Washington	Building Literacy Using Language Bridges for Spanish Speaking Students Audience: ALL	Using Language Functions to Drive English Language Development Audience: Secondary	Meeting the Needs of Elementary Students with Interrupted Formal Education: The Story of Bailey's Upper Elementary School Audience: Elementary
Admiral Ballroom	Join VATESOL and Present at SETESOL 2020 TESOL Audience: ALL	Everyone Reads: Power of Scaffolding Language Audience: ALL	Using Text Sets to Build Background Knowledge and Vocabulary in Content Areas for ELs Audience: Elementary
Commodore Boardroom	Using Thinking Maps to Expand Vocabulary and Language Development Audience: Elementary	Using Text to Create Welcoming and Culturally Responsive Classrooms Audience: Elementary	Ellevation: Using Data Analysis to Drive EL Instruction Audience: ALL
Portsmouth Ballroom	Equitable Practices for Supporting Dual Identified & At-Risk Students Audience: ALL	5 Evidence-Based Strategies for English Learners <i>Lexia Learning</i> Audience: ALL	5 Evidence-Based Strategies for English Learners <i>Lexia Learning</i> Audience: ALL



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Thursday Breakout Sessions

Breakout Session 1

Special populations (SPED/ESOL, GT/ESOL, SLIFE students, etc.)

Dually Identified English Learners

In this session, you will have an opportunity to respond to frequently asked questions regarding support for English Learners with Suspected Disabilities using the VDOE Handbook for Educators of English Learners with Suspected Disabilities.

**Presented by Victor Yager, Loudoun County Public Schools
Emily Elliott, Albemarle County Public Schools
Saralyn Aylor & Kate Kraiwan, Fauquier County Public Schools**



Teaching Practices - presentation

Mnemonic Interventions

A continuous demand from the general public is to ensure academic success for all students, including English language learners and students with disabilities. The purpose of current specialized programs is to ensure that these students are educated effectively while maintaining compliance with federal and state regulations. The seriousness of academic struggles vary but research shows that effective interventions must be implemented into instruction for these students or devastating and long-term effects will result. This is because basic skills are not only important for academic achievement, but are necessary for success in life.

Drop-out statistics for these populations are concerning and to address these educational challenges a body of research has documented a number of effective intervention strategies. One specific strategy that has proven effective is mnemonic interventions. For the purpose of this presentation, mnemonic strategies are defined as research-based interventions that are used to address memory deficits and promote retention of vocabulary words. This presentation will review this strategy and prepare teachers to implement it in their classrooms.

**Presented by Shanna E. Takacs, PhD & Susan Wheeler Ed.D
Loudoun County Public Schools**

Teaching Practices - presentation

Equitable Literacy Practices for Secondary English Learners

Teachers will receive an overview of how to plan for and manage literacy assessments, interventions, and, stations in the EL and English classrooms. Teachers will explore assessment tools and stations that can be used to effectively meet the literacy needs of all students in their classes. Sample schedules, personalized learning playlists, lessons, and activities will also be provided.

**Presented by Lisa Tartaglia
Loudoun County Public Schools**

VDOE - Instructional Resources

VDOE Instructional Support Resources

The Virginia Department of Education (VDOE) is dedicated to instructional equity for English Learners (EL). To support teachers working with ELs, there are multiple new instructional resources housed on a redesigned website. In this session, participants will explore available resources on the VDOE EL Education website while engaging in instructional strategies that can be modified and used with ELs. Participants will discuss ways to use these resources within their individual, collaborative, or leadership contexts.

- Identify key instructional resources available from the VDOE
- Discuss ways to use the VDOE resources to enhance collaborative relationships or within school/division professional development

Participants will need an electronic device for this session in order to access the internet and online resources.

**Presented by Jessica Costa
Virginia Department of Education (VDOE)**

Teaching Practices - presentation

Co-Teaching: A School-Wide Approach - Presentation

Research has shown that EL students thrive in a co-taught classroom that is culturally and linguistically responsive. The EL teachers at Goshen Post spear-headed a school-wide co-teaching model this year. Come learn how to implement this approach at your school to maximize your efficiency and effectiveness. Also, get the perspective of a general education teacher as to how to create an environment that is welcoming to a co-teacher. The four areas of co-teaching will be explored: co-planning, co-instructing, co-assessing and reflection. You will leave this presentation with an understanding of how to advocate for a co-teaching environment at your school!

**Presented by Sara Conant, Anissa Beltran, & David Feroz
Loudoun County Public Schools**

Assessment

Progress Monitoring of EL Students with LAS Links

In this session, we will review the LAS Links assessment for progress-monitoring of EL students prior to spring ACCESS testing. LAS Links is offered on the same Insight platform as ACCESS and we will also review our new alignment, done in conjunction with WIDA. Attendees will hear about public school districts using LAS Links effectively in both their ESL and Dual Language programs, as well as review proficiency and academic English score reporting information available to teachers and central office staff. Attendees will also review sample test items and take home sample resources.

**Presented by Rachel Price
DRC**

VDOE - Instructional Resources

Increasing Family Engagement through PEP

This session will teach participants about the Parents as Educational Partners (PEP) program at Weems Elementary (Manassas, VA) and how to implement this program in order to increase EL family engagement in schools. PEP has been running at Weems Elementary for 3 years and has involved over 50 families from a variety of socioeconomic backgrounds. The presenters will share successes and challenges about the PEP program and how to encourage families to be advocates for their children and partners in their education.

**Presented by Megan Gleason, Vicki Burkett, & Martin Cockrill
Manassas City Public Schools**

Special populations (SPED/ESOL, GT/ESOL, SLIFE students, etc.)

Back to Basics: SLIFE Literacy Curriculum

This session will provide educators with an understanding of how to support the development of foundational literacy skills for students with limited or interrupted formal education (SLIFE). The presentation will provide an overview of phonics and thematic literacy units that have been created to fit the unique needs of SLIFE students. We will discuss how to adapt elementary phonics and literacy standards for secondary students as well as share resources and monitoring tools which can be used at your school.

**Presented by Erica Johnson & Elizabeth Carino
Arlington Public Schools**

Co-teaching and Collaboration

Building a Culturally Responsive Classroom through Children's Literature

Come join us in discovering what is new in children's literature and come away with ideas for creating a culturally responsive classroom. Discover children's literature as a powerful tool in designing engaging, equitable and authentic language building experiences.

**Presented by Marie Schumann & Lisa Manikas
Prince William County**

Opportunities for ELs after Graduation

\$ for ELs: The VESA Scholarship Opportunity

Have your 12th grade ELs or former ELs ever considered applying for the VESA Scholarship? If you are not familiar with this opportunity, please come to this session! We will present information about who should apply, what the money may be used for, and the criteria used for choosing the scholarship recipients. We hope to receive applications from many school divisions this school year!

**Presented by Kimberly Peterson & Lisa Knick
Winchester Public Schools & Clarke County Schools**

VDOE - Instructional Resources

Word Study with English Learners

Did you know that the English language has 44 phonemes and that Spanish has only 23? Russian has 34 and German has 25? Our English learners bring a wealth of information and are eager to understand how what they know is similar or different than English. A significant body of research suggests understanding how words work positively affects reading, writing, spelling and vocabulary development.

This session will focus on what teachers need to know and be able to do to teach literacy to English learners. Participants will learn about the developmental continuum of spelling features, how to engage students with sound, pattern, and meaning in reading and writing. Participants will also engage in interactive instructional technique and games.

**Presented by Michelle Picard & Melissa McQuillan
Loudoun County Public Schools**

Teaching Practices - hands on / interactive

ELs in the Content Classroom

This session will focus on working with ELs in the Content Classroom.

**Presented by Nicki Saunders
Virginia Department of Education (VDOE)**

Teaching Practices - presentation

Building Literacy Using Language Bridges for Spanish Speaking Students

Learn how to capitalize on your students' home language to build literacy. Using language bridges as a strategic instructional tool, teachers can support students' development of their reading and writing skills in both English and Spanish. In this session, participants will gain ideas and strategies on how to build on their Spanish-speaking students' language resources to help them develop cross-linguistic connections that will maximize their learning.

**Presented by Sonia Arellano & Marilyn Rossen
Fairfax County Public Schools**

Teacher Professional Development and Engagement

Join VATESOL and Present at SETESOL 2020

Virginia TESOL (VATESOL) will be hosting the Southeastern TESOL (SETESOL) regional conference in Richmond, Virginia, October 14-17, 2020. In this session, presenters will share the proposal review rubric and the conference theme: Visualizing, Voicing, and (re)Vitalizing English Language Teaching. Come learn how to write a successful conference

proposal for this multi-state event as well as consider joining VATESOL. SETESOL 2020 will be a professional development event you do not want to miss!

Presented by Rebecca Raab & Katya Koubek
Virginia TESOL

Teaching Practices - presentation

Using Thinking Maps to Expand Vocabulary and Language Development

Thinking Maps are a powerful tool to support students in organizing their thinking. Thinking Maps go beyond graphic organizers and can be used across content areas. In this session, we will explore eight Thinking Map models and how they have been used with ESL students to foster Reading, Writing, Listening, and Speaking skills. We will share specific examples of how these have been implemented in an ESL Newcomer Program as well as recommendations for general classroom use to promote content and language growth.

Presented by Shana Hollis & Tracy Skimmer
Newport News Public Schools

Special populations (SPED/ESOL, GT/ESOL, SLIFE students, etc.)

Equitable Practices for Supporting Dual Identified & At-Risk Students

In this hands-on workshop, Loudoun County Public School EL and Special Education Administrators will partner with members of the Virginia Department of Education to address serving the needs of our dual identified and at-risk English Learners. Attendees will learn about the federal requirements for serving dual identified and at-risk students. Additionally, attendees will collaborate on identifying supports and services for sample dual identified students (elementary, middle, and high school) and at-risk students while keeping equity and collaboration at the center of our focus.

Presented by Teresa Vignaroli & Ashleigh Spiegel, Loudoun County Public Schools
Elizabeth Robinson & Louise Marks, Virginia Department of Education (VDOE)



Breakout Session 2

Special populations (SPED/ESOL, GT/ESOL, SLIFE students, etc.)

Dual Language Assessment Round Table

The purpose of this session is to allow each participant an opportunity to share how EL students with suspected disabilities are identified and served in their district. Come prepared to share!

Presented by Victor Yager, Loudoun County Public Schools
Emily Elliott, Albemarle County Public Schools
Saralyn Aylor & Kate Kraiwan, Fauquier County Public Schools

Technology and Tools for EL students

A Guide to Google Slides: How to Diversify with Screencastify

EL teachers are often asked, "What do I do with the newcomers when you are not available for support?"

This is a question we EL teachers are constantly fielding. We are not superhumans who can support every emerging student, every second of every day. Often our caseloads are such that we only see students for small increments a day, and we are left wondering, what are they doing the rest of the day without EL support?

Using EdTech technology is one way to ensure that our students are given equitable access to content when we ourselves are not physically present. Employing a screen streaming service such as Screencastify, along with Google Slides as the anchor to all independent activities, we are able to better ensure our students will be able to participate in their classrooms.

In this presentation, I will demonstrate the Screencastify process of recording videos, and then display how these videos can be inserted into Google Slides and linked to activities students are doing in the classroom. Google Slides is the anchor for student independence and Screencastify is one way to scaffold their learning.

As an Elementary EL teacher in Northern Virginia, I currently am responsible for multiple emergent students in multiple classrooms. These tools are a part of my students' daily routine and are in large part just as important in their learning as my daily instruction.

**Presented by Nicole Pinto
Loudoun County Public Schools**

Teaching Practices - presentation

Designing and Implementing a Hands-On Summer Program for Newcomers

Participants will learn how Charlottesville City Schools designed and implemented a four-week summer program focused on ELP levels 1-2. Students built background knowledge through community experiences and collaborative learning. All related budget, excursion, transportation, and curriculum materials will be shared. Participants will walk away with lesson ideas for hands-on activities and a step-by-step plan for implementation.

**Presented by Katie Williams & Tracy Hardley
Charlottesville City Schools**

Special populations (SPED/ESOL, GT/ESOL, SLIFE students, etc.)

Special Education and EL Education

This session will provide an overview of Chapter 6 of the English Learner Toolkit to ensure that school divisions are aware of state and federal regulations for serving ELs with disabilities. The Handbook for Educators of English Learners with Suspected Disabilities will be reviewed, with a focus on the pre-referral process for ELs with a suspected disability.

**Presented by Louise Marks, Teresa Lee, & Wanda Council
Virginia Department of Education (VDOE)**

Panel Discussion

Co-Teaching: A School-Side Approach – Panel Discussion

As a follow-up to the “Co-Teaching: A School-Wide Approach” presentation, come ask questions of the EL teachers and a general education teacher from Goshen Post Elementary. You will hear how they took an idea of a co-teaching school to implementation within a year. Join us for an open and honest conversation. All questions are encouraged, and nothing is off the table!

**Presented by Sara Conant, Anissa Beltran, & David Feroz
Loudoun County Public Schools**

VDOE - Instructional Resources

Problem-Posing to Support Learners

This session will detail research and practical instructional strategies related to using a problem-posing approach with learners. Benefits of problem-posing will be explored.

**Presented by Anne Jewett
University of Virginia**

Co-teaching and Collaboration

Co-Teaching and Collaboration

Are you wondering how you can co-teach effectively and make it a successful year for both teachers and students?

During our workshop class, possible topics discussed will include the following:

- How to get Administration to support co-teaching instead of pull-out
- How to place your ELs in classrooms
- How to create an effective schedule
- How to establish rapport with the classroom teacher
- Identify your teaching styles and use them to create a cohesive classroom
- Discuss strengths and weaknesses to differentiate instruction
- Formulate a plan of action and act as a unified team
- Planning with your co-teacher
- How you can support the classroom teacher while they are giving a direct lesson

- How you can support the classroom teacher during Math/Reading workshop
- Benefits to co-teaching- Growth in other content areas

Round Table- Q & A session during the last 10 minutes

**Presented by Trisha Smith, Adriana Agachuken, and Kelly Ahn
Loudoun County Public Schools**

Parent Engagement

Reframing our Work with Families of Immigrant, Refugee, and English Learners

Family engagement for immigrants, refugees, and English learners is increasingly being used as a strategy to support student achievement and to close opportunity gaps. Strong family engagement is not about one-time events, but rather it is about building relationships. During this interactive panelist session, we will hear from teachers and specialists in Virginia schools about the various ways they are creating a welcoming environment and sense of shared responsibility for the families in their communities. The session will offer a brief presentation by local expert Laura Gardner on principles that guide effective family engagement, and time to consider ways to move forward in building capacity in your own context. Panelists represent Virginia school divisions participating in George Washington University's TESOL program, funded by a National Professional Development grant.

**Presented by Laura Gardner, Immigrant Connections
Viviana Bolgiano, Arlington Public Schools
Charmaine Jackson, Melissa Roesch, Lisa Tartaglia, Loudoun County Public Schools**

Teaching Practices - hands on / interactive

Accelerating LTEL Success Through Close Reading

During this interactive session, participants will explore and experience research-informed, classroom-tested approaches to engage English learners and striving readers in deep, close reading using content-rich, complex text sets. Together, we will examine Imagine Reading, an innovative literacy solution designed to:

- guide students through the process of unpacking high interest, compelling texts
- develop the language skills, strategies and conceptual understandings to prepare students for successful, independent reading, and
- engage all students in productive academic discourse through shared literacy experiences, classroom conversations and collaboration.

**Presented by Stephen Fowler
Imagine Learning**

Opportunities for ELs after Graduation

ELs Making It

This session will be hands on and interactive for participants to learn STEM and makerspace experiences for all learners. You will leave with ideas to implement with your students that make learning visible and accessible.

**Presented by Courtney Gonzalez-Vega
York County School Division**

VDOE - Instructional Resources

Mirrors, Windows, and Sliding Doors: Celebrating Diverse Books with English Learners

"Books are sometimes windows, offering views of worlds that may be real or imagined, familiar or strange. These windows are also sliding glass doors, and readers have only to walk through in imagination to become part of whatever world has been created"" writes Dr. Rudine Sims Bishop. Further she suggests that Literature transforms human experience and reflects it back to us, and in that reflection, we can see our own lives and experiences as part of a larger human experience. Reading, then, becomes a means of self-affirmation, and readers often seek their mirrors in books."

This session will focus on books that serve as mirrors, windows, and sliding doors for our English learners. Their lives, languages, cultures, and experiences must be represented in our classroom libraries. Join us to learn about books that celebrate diverse learners.

**Presented by Michelle Picard & Melissa McQuillan
Loudoun County Public Schools**

Teaching Practices - hands on / interactive

ELs in the Content Classroom

This session will focus on working with ELs in the Content Classroom.

Presented by Nicki Saunders
Virginia Department of Education (VDOE)

Teaching Practices - hands on / interactive

Using Language Functions to Drive English Language Development

In this session, participants will explore how language functions are an effective vehicle for English language development (ELD). The presenters will provide a model for cohesive ELD instruction that promotes differentiation and meaningful learning experiences to drive language development across the four domains. Through an immersive experience including hands-on learning and in-depth lesson study, participants will develop their understanding of language functions and how they connect to WIDA tools such as the ELD Standards, Performance Definitions, and Key Uses of Academic Language.

Presented by Jane Flegel & Jason Wright
Fairfax County Public Schools

Culturally responsive teaching / Equitable teaching practices

Everyone Reads: Power of Scaffolding Language

This session will look at closing the advantage gap by scaffolding language not be create "less than" but rather by enhancing concept in ways that are accessible and provide equity of access to EL students.

Presented by Maria Campanario
Benchmark Education

Culturally responsible teaching / Equitable teaching practices

Using Text to Create Welcoming and Culturally Responsive Classrooms

After conducting a diversity audit of texts in our curriculum and classroom libraries, we set out to find a range of books that could act as mirrors and windows for the students in our school. Join us in this session to learn about the text set we curated to represent our students' journeys and experiences (mirrors) as well as ways we suggest incorporating them into cross-curricular lessons (windows). This session is book-ended with "I'm New Here" and "Someone New" and includes books that address topics of journey, adjustment, and identity. Recommendations on where to find books to build a welcoming and culturally responsive classroom or school library will be shared in addition to a list of texts presented in this session.

Presented by Shana Hollis & Tracy Skinner
Newport News Public Schools

Teaching Practices - presentation

5 Evidence-Based Strategies for English Learners

Learn 5 evidence-based instructional strategies that are effective in helping English Learners develop critical reading and comprehension skills.

Presented by Sarah Brands
Lexia Learning

Breakout Session 3

Co-teaching and Collaboration

Co-Teaching

Students with disabilities and English language learners likely find learning challenging and frustrating and this contributes to the achievement gap. To address this issue and comply with legislation, schools are implementing inclusive practices and co-teaching models that require commitment and dedication from general educators and extensive collaboration with ELL teachers. The intention is to improve education for all students, not only struggling learners. Although the legal mandates require students to be educated with their general education peers as much as is appropriate for each student, there is not a clear directive on how to ensure that this occurs.



There is an extensive body of research on co-teaching and team-teaching models and the different variations to each approach. As classroom teachers, regardless of your role as a general education teacher, special education teacher or ELL teacher, the different models can be overwhelming. The purpose of this presentation is to provide an overview of the different co-teaching approaches and share recent research on which appears to be the most prevalent approach.

Presented by Shanna E. Takacs, PhD
Loudoun County Public Schools

Teaching Practices - hands on / interactive

Equity in Learning: Drawing from Student's Funds of Knowledge to Make Content Connections

Drawing from Moll et al.'s (1992, 2005) research on funds of knowledge, this session engages participants in exploring the benefits of and ways to include their ELs' funds of knowledge into daily lessons. Participants will leave with draft of a lesson or unit that incorporates their ELs' funds of knowledge.

Presented by Stephanie Sebolt
Mary Baldwin University

Co-teaching and Collaboration

Counselor Collaboration

English Language Learner Educators include School Counselors who have specific training in cultural differences and diversity within school settings. School Counselors along with ELL teachers may open doors to opportunities for today's ELL students as they plan their educational program and career planning.

Presented by Dr. Denise McKaig-Phillips & Dr. Silvia Restivo
Frederick County Public Schools

Special populations (SPED/ESOL, GT/ESOL, SLIFE students, etc.)

Special Education and EL Education

This session will provide an overview of Chapter 6 of the English Learner Toolkit to ensure that school divisions are aware of state and federal regulations for serving ELs with disabilities. The Handbook for Educators of English Learners with Suspected Disabilities will be reviewed, with a focus on the pre-referral process for ELs with a suspected disability.

Presented by Louise Marks, Teresa Lee, & Wanda Council
Virginia Department of Education (VDOE)

Special populations (SPED/ESOL, GT/ESOL, SLIFE students, etc.)

Supporting Adolescent Newcomer's Literacy Development

This presentation will focus on three ways secondary schools can provide quality literacy instruction appropriate for adolescent newcomers: Increasing ESL teachers' literacy knowledge, improving assessment practices, and implementing differentiated instruction.

**Presented by Jeannie Pfautz
Charlottesville City Schools**

Co-teaching and Collaboration

Troubleshooting for Co-Teachers

From distracted teachers to poorly-designed lessons, co-teachers sometimes witness unhealthy classroom situations. How do we approach these problems and inspire change? In this session, participants will brainstorm and share strategies to maximize co-teaching relationships.

**Presented by Emily Headley & Wanda Waters
Winchester Public Schools**

Teaching Practices - hands on / interactive

The Power of Responsive Classroom and ELL Students

The objective of this session is to have participants gain an understanding of how the Responsive Classroom approach, specifically the practice Morning Meeting, supports the four domains of listening, speaking, reading and writing.

**Presented by Rozila Khakpour
Fairfax County Public Schools**

Technology and Tools for EL Students

Digital Equity for English Learners Providing Access to All

The population of EL students continues to grow, and achievement gaps between EL students and other student populations persist in many school districts. Come and learn how to create environments where ELs have access to authentic digital learning to include training teachers on best practices for incorporating technology into instruction and offering students a consistent digital learning experience. Lynn Colón, Director of EL Program and Services and Dr. Eric Wood will share how the right experiences can raise student achievement at the school and district level.

**Presented by Lynnmaria Colón & Dr. Eric Wood
Prince William County**

Teaching Practices - hands on / interactive

Transcend English Learners Through Writing

In this session, participants will explore, evaluate, and engage in writing through an EL lens, highlighting strategies in linguistic complexity, language forms & conventions, and vocabulary usage. During this workshop attendees will learn how to implement writing to boost language acquisition and comprehension by:

- Analyzing Writing Samples
- Identifying Key Language Components
- Highlighting Oral & Written Language Strategies
- Arts Integration
- Utilizing WIDA for Formative Assessment
- Facilitate tiered vocabulary usage

**Presented by Juliet M. Harris, Sandra Intrator, & Ann M. Tejeda
Alexandria City Public Schools**

Technology and Tools for EL Students

Improving Achievement for ELLs through Academic Language Acquisition

"The most accurate predictor of school success is the size of a child's vocabulary at age five of 'book' words". These "book words" are the academic language all learners need to know to become proficient in subject area content. This session will explore practical, research-based strategies for explicitly teaching the language of content including math and science.

We will use an evidenced based and research-tested educational technology tool (Speak Agent) to assist ELLs in acquiring these specific words through an approach which tailors the tool to your exact curriculum for every content area. The session will also discuss the outcomes and findings from different control group research studies conducted recently to study academic language learning leading to proficiency.

Presented by Dan LaFountain Ed.M
Speak Agent

Technology and Tools for EL Students

Exploring Early Indicators for Long Term English Learners

Participants will learn how one division is using data as a tool to identify student characteristics that may lead to long-term English learner (LTEL) status. Participants will explore and share promising practices to improve academic outcomes and English language proficiency for LTELs.

Presented by Brian Herberger & Darina Walsh
Fairfax County Public Schools

Teaching Practices – hands on / interactive

Listening: The Forgotten Domain

In this session, participants will explore how targeted English language development instruction in the domain of listening supports students' language development in reading, writing and speaking. The session will include interactive learning experiences which facilitate understanding of how listening impacts access to academic content. Additionally, participants will examine strategies for providing meaningful instruction and practice in the domain of listening to further develop their students' skills.

Presented by Erica Meadows, Angela Rabette, Marnie Garnier & Ilene Teixeira
Fairfax County Public Schools

Special populations (SPED/ESOL, GT/ESOL, SLIFE students, etc.)

Meeting the Needs of Elementary Students with Interrupted Formal Education: The Story of Bailey's Upper Elementary School

Learn about one school's innovative practices to support elementary English Learners with limited and interrupted formal education. Bailey's Upper Elementary School will share their journey in designing and implementing biliteracy interventions and other supports. Participants will gain an understanding of how the school identified student needs, created systems to support ELs with significant gaps in their education, and continues to refine implementation and make a difference for students.

Presented by Karen Kleiber, Marie Lemmon & Sonia Arellano
Fairfax County Public Schools

Teaching Practices - presentation

Using Text Sets to Build Background Knowledge and Vocabulary in Content Areas for ELs

In this session, teachers will learn how to build text sets around the science and social studies SOLs to support students' background knowledge and vocabulary development. We will share examples of text sets that include various levels of difficulty, genre, and medium designed to help students access grade level target texts. We will examine different types of texts to include videos, maps, newspaper/magazine articles, and poems. Text sets support all students' reading development, but are especially helpful for English learners.

Participants will:

- understand the purpose of a text set.
- be able to build a text set based on the SOLs.
- understand the role of different types of texts to support development of students' background knowledge and vocabulary.

**Presented by Caroline Utne
Williamsburg-James City County**

Technology & Tools for EL Students

Ellevation: Using Data Analysis to Drive EL Instruction

Learn how Manassas City Public Schools leverages technology EL platform, Ellevation, to streamline data analysis and support instruction. This session will focus on how a division level implementation of Ellevation transforms the daily workload of all educators supporting ELs.

**Presented by Rita Fu, Ellevation Education
Megan Moore & Curt Emmel, Manassas City Public Schools**

Teaching Practices - presentation

5 Evidence-Based Strategies for English Learners

Learn 5 evidence-based instructional strategies that are effective in helping English Learners develop critical reading and comprehension skills.

**Presented by Sarah Brands
Lexia Learning**



WIDA Self-Paced eWorkshops

WIDA offers Professional Learning that you can complete when you want, where you want, and at your own pace.

- Complete the eWorkshops individually or expand your learning with your local professional learning community.
- Take advantage of interactive and engaging learning.
- Enjoy relevant, practical content that you can put into action immediately!

Ready to get started?

1. Review the eWorkshop descriptions and choose the eWorkshops that best meet your professional goals.
2. Log in to your WIDA Secure Portal account. Don't have an account yet? Contact your division's ESL Program or Title III Coordinator(s).
3. Click the "WIDA eLearning Center" tile to view available eWorkshops.
4. Complete an eWorkshop and print your certificate.

Questions? Contact the WIDA Client Services Center at help@wida.us or 1-866-276-7735

Six eWorkshops are available through June 2020!

Foundational Concepts

Builds awareness of ELLs, explores the WIDA ELD Standards Framework, and promotes instructional action that can be taken in the classroom. **For K–12 classroom and ESL teachers and school leaders.**

Time to complete: 10 hours

Doing and Talking STEM

Supports educators as they interact with the resources introduced on the Doing and Talking Math and Science website, which was developed by WIDA researchers. **For K–12 science, math, and ESL teachers.**

Time to complete: 6 hours

WIDA Writing Rubric Series

Supports educators with using the WIDA Writing Rubric to work effectively with multilingual learners in their writing development. **For 1–12 ESL teachers.**

Time to complete: 10 hours

Leading for Equity: Classroom Walkthrough

Introduces leaders to a classroom walkthrough resource that highlights practices and principles of exemplary and equitable teaching for multilingual learners. **For K–12 school leaders.**

Time to complete: 2 hours

Classroom Educators: Engaging Newcomer Multilingual Learners

Explores community building and instructional strategies for teachers of multilingual learners who have recently arrived in the U.S. or who are new to U.S. schools. **For K–12 classroom teachers.**

Time to complete: 2 hours

Developing Language for Learning in Mathematics

Illustrates the benefits of designing mathematics instruction to provide multilingual students opportunities to use language to express their ideas and co-construct ideas with others. **For K–12 math and ESL teachers.**

Time to complete: 2 hours

Friday Conference At-a-Glance

Rooms	Breakout 4 11:00 – 11:50am	Breakout 5 1:00 – 1:50pm	Breakout 6 2:05 – 2:55pm	Breakout 7 3:10 – 4:00pm
Holley I	From Learning to Read to Reading to Learn: Successful, Fun Activities to Empower ELLS of Any Age Audience: ALL	Hands-On Comprehension Strategies for English Learners Audience: ALL		Technology Based Blended Learning Stations Audience: Secondary
Holley II	Increasing EL Graduation Rate Through Screening and Scheduling Audience: High	An ELs Pathway to Graduation Audience: High	Equity for Diverse... Teachers, too!! Audience: Administration	Developing a Parent Outreach Program Audience: ALL
Holley III	Tech Tools to Support English Language Learners Audience: ALL	Learning Strategies for EL Slow Learners Audience: ALL	Using Equity Principles to Transform Education for English Learners <i>James Madison University</i> Audience: ALL	Advocating for English Learners <i>University of Virginia</i> Audience: ALL
Holley IV	Leading Professional Development: Supporting Content Colleagues <i>VDOE</i> Audience: Any educator who leads professional development related to EL instruction	Equitable Practices for Supporting Dual Identified & At-Risk Students Audience: ALL	Word Study with English Learners Audience: ALL	
Holley V	Equitable Literacy Practices for Secondary English Learners Audience: High	Action Research: An Exploration into Equitable Academic Discussion <i>George Mason University</i> Audience: High	Meeting Students' Learning Needs through Teacher Action Research <i>George Mason University</i> Audience: ALL	Fresh Start Interviews: How to Accurately Assess Your Students' Speaking Skills in 5 Minutes or Less <i>George Mason University</i> Audience: ALL

Rooms	Breakout 4 11:00 – 11:50am	Breakout 5 1:00 – 1:50pm	Breakout 6 2:05 – 2:55pm	Breakout 7 3:10 – 4:00pm
Holley VI		Using a Chant as Scaffolding for Sentence Building: A Project GLAD® Approach Audience: ALL	Not Too Big for Small Groups: The Importance of Differentiated Instruction in Secondary Audience: Secondary	Summarizers that Support and Engage Language Learners Audience: ALL
Holley VII	Meeting at the Crossroads: English Language Development through Global Learning, Primary Sources, and STEM Audience: Elementary	Literacy Intervention for High School ELs Audience: High	Using Interactive Notebooks to Differentiate EL Instruction Audience: Elementary	Choosing and Using Digital Tools: Facilitating EL Achievement with Technology Audience: ALL
Case-Study Amphitheatre	Immigration Impact on Students, A K-12 Perspective <i>El Paso</i> Audience: ALL	Do's, Don'ts, and Tips for Participation in WIDA Assessments in Virginia <i>VDOE</i> Audience: ALL	Do's, Don'ts, and Tips for Participation in WIDA Assessments in Virginia <i>VDOE</i> Audience: ALL	Co-Teaching Audience: ALL
Lee	Multi-Level Classes and Groups: Strategies for Sanity Audience: ALL	Building Bridges with Books Audience: ALL	Help! There's a Dually Identified EL in my Class! Audience: ALL	Help! There's a Dually Identified EL in my Class! Audience: ALL
Monroe	Digital Equity for English Learners: Providing Access to All Audience: ALL	English Learners' Identity Expression Through Performance Poetry: Lessons from an After-School Program <i>James Madison University</i> Audience: High	Improving English Language Development (ELD) Practices Through Collaborative Inquiry Audience: Elementary	Multi-level Classes and Groups: Strategies for Sanity Audience: ALL

Rooms	Breakout 4 11:00 – 11:50am	Breakout 5 1:00 – 1:50pm	Breakout 6 2:05 – 2:55pm	Breakout 7 3:10 – 4:00pm
Madison	Empowering English Learners with the Power of Supplemental Printable Resources from Imagine Learning – Make-n-Take Resources for your Classroom Imagine Learning Audience: ALL (Limit 25)	Empowering English Learners with the Power of Supplemental Printable Resources from Imagine Learning – Make-n-Take Resources for your Classroom Imagine Learning Audience: ALL (Limit 25)	Empowering English Learners with the Power of Supplemental Printable Resources from Imagine Learning – Make-n-Take Resources for your Classroom Imagine Learning Audience: ALL (Limit 25)	
Jefferson	Characteristics and Strategies for English Learners Identified with the disability of Autism Audience: ALL		College Exploration and Preparation for EL's – A High School and College Partnership Audience: ALL	
Washington	Equitable Access to Content through Differentiation Audience: ALL & Administration	Equitable Access to Content through Differentiation Audience: ALL & Administration	Complexity for All: Scaffolding Academic Tasks Audience: ALL	Implementing and Articulated Vision of EL Services Audience: Administration
Admiral Ballroom	Digital Citizenship Audience: ALL	Use Your Words: Increasing Student Learning Through Vocabulary Instruction Audience: ALL	Using Wordless Picture Books to Support English Language Development Audience: ALL	
Commodore Boardroom	Everyone Reads: Power of Scaffolding Language <i>Benchmark Education</i> Audience: ALL		Guided Round Table Discussion – Equitable Practices in Serving Dually Identified ELs Audience: ALL	
Portsmouth Ballroom	Enhancing Language Learning with Three Features of Authentic Communication <i>Jeff Zwiers</i> Audience: ALL			

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Friday Breakout Sessions



Breakout Session 4

Teaching Practices - hands on / interactive

From Learning to Read to Reading to Learn: Successful, Fun Activities to Empower ELLs of Any Age

Come to play games that will quickly ignite the decoding and comprehension levels of all of your ELLs! A free pretest and ELL Bingo Card samples will be given to participants.

**Presented by Jill Gwaltney
Suffolk Public Schools**

Increasing EL Graduation Rate Through Screening and Scheduling

The Manassas City Public Schools Title III team will provide information on screening assessments to assist in placement for newly arrived students and share options for scheduling all ELs in high school. They will discuss the implementation of cooperative teaching, EL course codes, building a schedule, sample student schedules by level, transcript review, key stakeholder training and data analysis. They will share with attendees their newly revised EL Handbook for high school.

**Presented by Megan Moore & Becki Apple
Manassas City Public Schools**

Technology and Tools for EL students

Tech Tools to Support English Language Learners

In the session, participants will explore tech tools to support English Language Learners across all four proficiency domains. They will create ready to use lesson ideas and learning tasks using YouTube Playlists, Flipgrid, ReadWorks, and Google Docs with the Read, Write, Gold extension for Chrome. We will explore how these embedded technology supports will establish equitable learning opportunities for ALL students.

**Presented by Kirsten Vandegrift & Kristen Young
Newport News Public Schools**

VDOE – Instructional Resources

Leading Professional Development: Supporting Content Colleagues

Often the LIEP teacher has responsibilities related to training content and general education colleagues about the needs of English Learners. In this session, participants will engage in multiple activities that can be used in the professional development they lead to support their colleagues and leaders.

- Identify activities to use in trainings or meetings that support professional conversations about teaching ELs
- Discuss ways presented activities can be used or modified to support professional learning in your context

**Presented by Jessica Costa
Virginia Department of Education (VDOE)**

Teaching Practices - presentation

Equitable Literacy Practices for Secondary English Learners

Teachers will receive an overview of how to plan for and manage literacy assessments, interventions, and, stations in the EL and English classrooms. Teachers will explore assessment tools and stations that can be used to effectively meet the literacy needs of all students in their classes. Sample schedules, personalized learning playlists, lessons, and activities will also be provided.

**Presented by Lisa Tartaglia
Loudoun County Public Schools**

Teaching Practices – hands on / interactive

Meeting at the Crossroads: English Language Development through Global Learning, Primary Sources, and STEM

This interactive session will explore a cross-curricular English Language Development approach that integrates global learning through diverse literature with primary sources (photographs, documents, media, and print sources) and Children's Engineering/STEM challenges. The presentation will focus on academic discourse, student engagement, global awareness, and critical thinking skills. Participants will interact with materials and instructional practices that engage English Learners and facilitate both academic language development and content learning.

**Presented by Lisa Jacobsmeyer
Prince William County Schools**

Special populations (SPED/ESOL, GT/ESOL, SLIFE students, etc.)

Immigration Impact on Students, A K-12 Perspective

Audience will receive information with regards to immigrant students in the United States (sanctioned and unsanctioned entry) as the influx on the border continues and extends to the rest of the nation and its school system. Moreover, information on the rights of this student population and the responsibility of representatives at individual school districts will be provided as well as information on how benefits of education for this student population are impacted by their immigration status as they enter public K-12 and its pipeline to Higher Ed.

**Presented by Laura Guzman-DuVernois
University of Texas at El Paso**

Culturally responsive teaching / Equitable teaching practices

Multi-Level Classes and Groups. Strategies for Sanity

In an ideal world, ESL classes and groups would be leveled out for targeted instruction. However, the majority of us don't live in an ideal world. If you teach multi-level classes or cluster groups, and you aren't quite sure how to balance the demands some days, we may be able to help. Elementary and Secondary School teachers will have the opportunity to learn procedures and strategies to move each student forward, regardless of his or her proficiency level. Learn classroom procedures, technology programs and tricks, and ways to differentiate your whole group instruction and learning outcomes so your level 4s aren't bored and your level 1s aren't lost.

**Presented by Bonnie Frazier, Savannah Minnick, & Amanda Brown
Montgomery County Public Schools**

Technology and Tools for EL Students

Digital Equity for English Learners Providing Access to All

The population of EL students continues to grow, and achievement gaps between EL students and other student populations persist in many school districts. Come and learn how to create environments where ELs have access to authentic digital learning to include training teachers on best practices for incorporating technology into instruction and offering students a consistent digital learning experience. Lynn Colón, Director of EL Program and Services and Dr. Eric Wood will share how the right experiences can raise student achievement at the school and district level.

**Presented by Lynnmara Colón & Dr. Eric Wood
Prince William County**

Culturally responsive teaching / Equitable teaching practices

Empowering English Learners with the Power of Supplemental Printable resources from Imagine Learning – Make-n-Take Resources for your Classroom (Limit 25)

Imagine Learning offers over 2000 pages of supplemental resources that include reteaching lesson plans, classroom activities, and printable resources! Are you using them? Do you know where to find them? During this 50-minute, hands-on session, educators will discover how Imagine Learning's supplemental print resources can be assembled to provide targeted instruction for English Language Learners in centers, reading block rotation models, interventions, take-home practice activities, and VGLA reading comprehension passages in your classroom. Educators will learn how to extend instruction from program digital content to supplemental print resources to provide targeted, multi-modal learning

experiences. Teachers will participate in hands-on exploration, creating make and take materials for classroom and at-home instruction.

Presented by Lauren Lichliter, Debra Vendt, & Elaine McCauley
Imagine Learning

Special populations (SPED/ESOL, GT/ESOL, SLIFE students, etc.)

Characteristics and Strategies for English Learners Identified with the Disability of Autism

This session will provide a framework for understanding the disability and language needs of English Learners identified with Autism. Participants will become familiar with definitions and general characteristics of the disability of Autism. Classroom management and instructional strategies will be presented, with a focus on meeting the specific needs of English Learners with the disability of Autism. Participants will gain understanding of the correlation between English language development goals and IEP goals and will be provided with the key to unlocking the communication skills of their dually identified students.

Presented by Katherine Yow
Prince William County Public Schools

Teaching Practices – hands on / interactive

Equitable Access to Content through Differentiation

This session will provide a framework for understanding the disability and language needs of English Learners identified with Autism. Participants will become familiar with definitions and general characteristics of the disability of Autism. Classroom management and instructional strategies will be presented, with a focus on meeting the specific needs of English Learners with the disability of Autism. Participants will gain understanding of the correlation between English language development goals and IEP goals and will be provided with the key to unlocking the communication skills of their dually identified students.

Presented by Ceylan Tombuloglu
Loudoun County Public Schools

Technology and Tools for EL Students

Digital Citizenship

What does it mean? The presentation will introduce and address students online activities. We will look at media balance, digital footprint, online privacy, communication, news and media literacy. FCPS has Government Service Learning students working with our Instructional Technology Coaches to discover how students see their digital use and learning strategies. Steps to take to create your own Digital Citizenship Task Force.

Presented by Dr. Denise McKaig-Phillips
Frederick County Public Schools

Culturally responsive teaching / Equitable teaching practices

Everyone Reads: Power of Scaffolding Language

This session will look at closing the advantage gap by scaffolding language not be create "less than" but rather by enhancing concept in ways that are accessible and provide equity of access to EL students.

Presented by Maria Campanario
Benchmark Education

Culturally responsive teaching / Equitable teaching practices

Enhancing Language Learning with Three Features of Authentic Communication

This introduces three features of authentic communication that educators can use to increase the quality and quantity of language development across disciplines. Participants will analyze videos and learn about new tools for observing and collaborating to design lessons that maximize communication, especially in oral interactions.

Presented by Jeff Zwiers

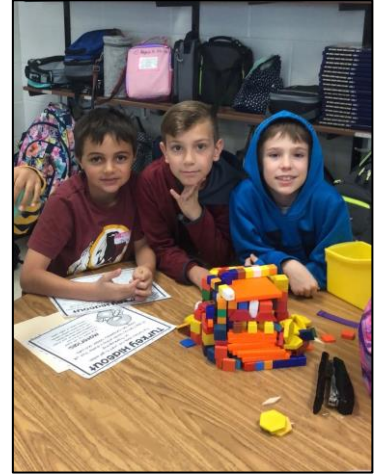
Breakout Session 5

Teaching Practices - hands on / interactive

Hands-On Comprehension Strategies for English Learners

Many English learners struggle to read and comprehend even basic texts. Evidence-based, hands-on comprehension strategies can change that. This is an interactive workshop. Participants will learn proven strategies to use before, during, and after reading in order to boost comprehension for all levels of English learners.

**Presented by Jill Haney
Saddleback Education**



Parent Engagement, Collaboration, Administration

An ELs Pathway to Graduation

How to collaborate between students, families, teachers, counselors, and parent liaisons to help EL students make it to graduation. We will share our communications, meetings, supports, and graduation plans that help our students successfully meet the needs and requirements for graduation and beyond.

**Presented by Maggie Gavello, Carmen Richmond, & Katy Schain
Winchester Public Schools**

Special populations (SPED/ESOL, GT/ESOL, SLIFE students, etc.)

Learning Strategies for EL Slow Learners

The conference presentation includes:

- Research that defines and provides statistical data on slow learners
- A model to analyze existing assessment data to identify students who would meet the slow learner profile (Ryan, 2020.)
- Two approaches for training and programs for EL Slow Learners

**Presented by Susan Wheeler, Ed.D
Loudoun County Public Schools**

Special populations (SPED/ESOL, GT/ESOL, SLIFE students, etc.)

Equitable Practices for Supporting Dual Identified & At-Risk Students

In this hands-on workshop, Loudoun County Public School EL and Special Education Administrators will partner with members of the Virginia Department of Education to address serving the needs of our dual identified and at-risk English Learners. Attendees will learn about the federal requirements for serving dual identified and at-risk students. Additionally, attendees will collaborate on identifying supports and services for sample dual identified students (elementary, middle, and high school) and at-risk students while keeping equity and collaboration at the center of our focus.

**Presented by Teresa Vignaroli & Ashleigh Spiegel, Loudoun County Public Schools
Elizabeth Robinson, & Louise Marks, Virginia Department of Education (VDOE)**

Culturally responsive teaching / Equitable teaching practices

Action Research: An Exploration into Equitable Academic Discussion

While working with dually identified special education and EL students I've seen firsthand the need for more discourse-based teaching in the classroom. I saw students who needed more opportunities to have meaningful discussion as well as ways to structure their ideas, specifically regarding academic topics. Native speakers and more advanced language peers many times drive the discussions in class, while less proficient students struggle to follow along, trailing in linguistic ability and dialogic capital.

I designed a research-based intervention intended on providing those students a way to overcome those barriers and engage in class discussions. The concept was two-part, first, model and provide structures to frame ideas with, and second to design open-ended and robust discussion topics and opportunities aligned with classroom content.

After six weeks of data collection with three data sources I analyzed how three different groups of high school students progressed. My research informs practitioners on an example of how some students who were furthest from the discussion table were able to have positive outcomes.

**Presented by Max Bruch
Arlington Public Schools**

Teaching Practices - hands on / interactive

Using a Chant as Scaffolding for Sentence Building: A Project GLAD® Approach

In this session, educators will participate in two engaging OCDE Project GLAD® strategies that build vocabulary and focus on sentence building across content areas. A Project GLAD® trainer for ACPS will take participants through delivery of a Here, There Chant and discuss why chants are so powerful as a vocabulary tool. Then, participants will actively participate in the creation of a Sentence Patterning Chart which is a strategy you can turn around and use tomorrow with any content area. Come ready to have fun and walk out with usable, engaging strategies for all academic language learners.

**Presented by Anna Harvin
Alexandria Public Schools**

Teaching Practices - presentation

Literacy Intervention for High School ELs

Presenters will share a 3-level program which supports all high school EL students gain literacy skills at all proficiency levels. Starting with our SLIFE students who take Literacy Foundations; focusing on English phonics, basic grammar, and simple sentences. Then our Literacy 1 program for Long-term level 1 & 2 students; which building reading comprehension and writing skills with hi-lo materials designed for High school ELs. Finally, our long-term Level 3 and 4 students can take Literacy 2; which continues to build reading comprehension and writing skills with high interest materials on or near grade level. Materials, lesson plans, placement and scheduling ideas will be shared.

**Presented by Rebecca Apple, Ruth Washburg, & Megan Moore
Manassas City Public Schools**

Special populations (SPED/ESOL, GT/ESOL, SLIFE students, etc.)

Do's, Don'ts, and Tips for Participation in WIDA Assessments in Virginia

In this session, participants will learn test session management "dos and don'ts" for administering the ACCESS for ELLs 2.0 English language proficiency assessment in Virginia to ensure accurate reporting of student score records. This session is designed for test administrators that compile test session data including the review of student demographics for completing data validation.

**Presented by Kia Johnson
Virginia Department of Education (VDOE)**

Culturally responsive teaching / Equitable teaching practices

Building Bridges with Books

Join us as we share our most effective literacy strategies with culturally diverse books to help create an inclusive classroom where students' diverse cultural and linguistic backgrounds are cultivated. This hands-on literacy workshop will give you tools to take back and use immediately in your EL classroom.

**Presented by Nora Pamboukian & Lisa Hughes
Loudoun County Public Schools**

Research

English Learners' Identity Expression Through Performance Poetry: Lessons from an After-School Program

The presenters will provide an overview of a qualitative case study that examined several high school English learners' identity expressions via their writing of poetry and poetry performance in an after-school class. Grounded in theories of intersectionality (Collins, 1998; Crenshaw, 1989), this study sought to explore how ELs express their complex, multidimensional identities in this performance medium. The research project utilized classroom observations, student interviews, and student classwork (poetry) as the main data collection strategies. This session will provide a synopsis of the research process, a summary of key themes that emerged from the study, an examination of some of the student

poetry, and an overview of the teaching strategies that were utilized, all of which incorporated culturally responsive pedagogy (Gay, 2010) and followed the Sheltered Instruction Observation Protocol (SIOP) model (Echevarria, Vogt, Short, 2017). Handouts.

**Presented by Ross Gulliver & Stephanie Wasta
James Madison University**

Culturally responsive teaching / Equitable teaching practices

Empowering English Learners with the Power of Supplemental Printable resources from Imagine Learning – Make-n-Take Resources for your Classroom (Limit 25)

Imagine Learning offers over 2000 pages of supplemental resources that include reteaching lesson plans, classroom activities, and printable resources! Are you using them? Do you know where to find them? During this 50-minute, hands-on session, educators will discover how Imagine Learning's supplemental print resources can be assembled to provide targeted instruction for English Language Learners in centers, reading block rotation models, interventions, take-home practice activities, and VGLA reading comprehension passages in your classroom. Educators will learn how to extend instruction from program digital content to supplemental print resources to provide targeted, multi-modal learning experiences. Teachers will participate in hands-on exploration, creating make and take materials for classroom and at-home instruction.

**Presented by Lauren Lichliter, Debra Vendt, & Elaine McCauley
Imagine Learning**

Teaching Practices – hands on / interactive

Equitable Access to Content through Differentiation

This session will provide a framework for understanding the disability and language needs of English Learners identified with Autism. Participants will become familiar with definitions and general characteristics of the disability of Autism. Classroom management and instructional strategies will be presented, with a focus on meeting the specific needs of English Learners with the disability of Autism. Participants will gain understanding of the correlation between English language development goals and IEP goals and will be provided with the key to unlocking the communication skills of their dually identified students.

**Presented by Ceylan Tombuloglu
Loudoun County Public Schools**

Teaching Practices – hands on / interactive

Use Your Words: Increasing Student Learning Through Vocabulary Instruction

Words are imperative to convey understanding. Participants will understand why it is important to explicitly teach vocabulary, which words need focus, and acquire strategies that support vocabulary instruction. Come learn with us and share your knowledge so that together we are better able to build students' academic language and content understanding.

**Presented by Kristine Lentz-Johnston & Jessica Mereles
Spotsylvania Public Schools**



Breakout Session 6

Culturally responsive teaching / Equitable teaching practices

Equity for Diverse...Teachers, too!!

While we focus in our schools on equity for the learners and desire greater accessibility for ELs in the classroom, we often forget that one area that has not kept pace with equity issues is Teacher Education. Just as the numbers of diverse learners increase in our schools and seek further opportunities in our society, this same population seeks opportunity to find careers in education. ELs

are desperately needed in classrooms, as they bring a unique set of skills to the teaching profession. This presentation will discuss some of the ways we can improve access to teacher education programs for ELs so that the future classrooms not only have equity for diverse learners but for a diverse teaching population as well.

**Presented by Patricia Reynolds, Ed.D
University of Mary Washington**

Culturally responsive teaching / Equitable teaching practices

Using Equity Principles to Transform Education for English Learners

The presenters will share research-based strategies on promoting equity in the classroom and school. We will describe four racial equity detours (Gorski, 2019) and explain how equity principles can help educators and administrators who work with ELs avoid these detours and build a more transformational racial equity approach. Concrete strategies and resources for promoting equity will be shared with the attendees.

Presented by Katya Koubek & Stephanie Wasta
James Madison University

VDOE - Instructional Resources

Word Study with English Learners

Did you know that the English language has 44 phonemes and that Spanish has only 23? Russian has 34 and German has 25? Our English learners bring a wealth of information and are eager to understand how what they know is similar or different than English. A significant body of research suggests understanding how words work positively affects reading, writing, spelling and vocabulary development.

This session will focus on what teachers need to know and be able to do to teach literacy to English learners. Participants will learn about the developmental continuum of spelling features, how to engage students with sound, pattern, and meaning in reading and writing. Participants will also engage in interactive instructional technique and games.

Presented by Michelle Picard & Melissa McQuillan
Loudoun County Public Schools

Teaching Practices - presentation

Meeting Students' Learning Needs through Teacher Action Research

What are teachers to do when they have tried one or more instructional approaches, with few to no positive results in student learning? Teachers are often encouraged to implement research-based practices, required to attend workshops where research findings are presented, and provided with books and articles that synthesize research. While these practices have their usefulness, the assumption behind them is that teachers are consumers of research. The past two decades, however, have seen a growing movement to challenge that assumption through an emphasis on the importance of teacher research. Through teacher or action research, teachers learn about and improve their practice by trying out innovative approaches to teaching and learning and systematically examining the results of their teaching interventions (Mertler, 2017; Putnam & Rock, 2018).

The presenter will provide an overview of five steps of the action research process and examples from teachers who have actually tried action research with their own students, reporting on what they have gained from the process. Examples will be provided from ESL teachers who faced learning challenges with newcomer and beginning level students and searched for answers, tried out research-based approaches such as scaffolding academic language through class discussions, using reading strategies to decipher unknown words in context, and providing visuals for learning science vocabulary. Participants will receive a copy of the five-step action research process and templates for conducting teacher research in their own classrooms or in school-based teams.

Presented by Lorraine Valdez Pierce Ph.D., Max Bruch & Chris Kourakis
George Mason University

Culturally responsive teaching / Equitable teaching practices

Not Too Big for Small Groups: The Importance of Differentiated Instruction in Secondary

Do you find it hard to visualize small group instruction for middle school and high school? We will review the benefits of small group instruction and discuss the best practices for implementing it at the secondary level. We will focus on how to incorporate small group instruction in different settings and content areas. There are unique rewards and challenges in teaching via "centers" with older students!

Presented by Sarah Kleinman, Kymani Pearson-Brown, Hannah Park
Newport News Public Schools

Teaching Practices – hands on / interactive

Using Interactive Notebooks to Differentiate EL Instruction

Interactive notebooks help students to organize information with creative, interactive and easily personalized activities. Learn how to introduce interactive notebooks into your daily lessons and how they can help differentiate instruction for your English Learners. Join us and create your own sample interactive notebook and take away lots of ideas for using this great tool!

**Presented by Melissa Sharp
King George County Schools**

Special populations (SPED/ESOL, GT/ESOL, SLIFE students, etc.)

Do's, Don'ts, and Tips for Participation in WIDA Assessments in Virginia

In this session, participants will learn test session management "dos and don'ts" for administering the ACCESS for ELLs 2.0 English language proficiency assessment in Virginia to ensure accurate reporting of student score records. This session is designed for test administrators that compile test session data including the review of student demographics for completing data validation.

**Presented by Kia Johnson
Virginia Department of Education (VDOE)**

Special populations (SPED/ESOL, GT/ESOL, SLIFE students, etc.)

Help! There's a Dually Identified EL in My Class!

English Learners (ELs) are acquiring language and content simultaneously. What happens when you add learning differences into the process? Come glean some practical strategies for supporting Dually Identified ELs in your classroom, while deciphering the difference between language acquisition and learning difficulties.

**Presented by Emily Elliott
Albemarle County Public Schools**

Teaching Practices – hands on / interactive

Improving English Language Development (ELD) Practices Through Collaborative Inquiry

In this session, participants will explore the ways in which ESOL teams can employ structures such as photo elicitation, instructional walk-throughs, lesson analysis through a Knowledge to Action (KTA) cycle to examine instructional practices and facilitate meaningful professional growth.

**Presented by The Fairfax County Public Schools Elementary ESOL Team
Fairfax County Public Schools**

Culturally responsive teaching / Equitable teaching practices

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**Presented by Lauren Lichliter, Debra Vendt, & Elaine McCauley
Imagine Learning**

Opportunities for ELs after Graduation

College Exploration and Preparation for EL's – A High School and College Partnership

In today's academic arena, EL students are faced with not only learning a second language, but are also held to the same standards as native English speakers. Identification of needs and services is essential to their success in school and with

school and college readiness. School counselors play a significant role by providing students with opportunities for college and career readiness. The partnership between Frederick County Public Schools' school counselors and Lord Fairfax Community College staff has created annual college exploration tours for all 8th grad students, as well as college exploration tours for High School ELs.

**Presented by Silvia Restivo
Frederick County Public Schools**

Teaching Practices -- presentation

Complexity for All: Scaffolding Academic Tasks

Many schools and teachers are faced with the challenge of maintaining the rigor of tasks while providing access for all students. Learn how a school in Fairfax County has approached the work of intentionally embedding scaffolds so that all students have access to complex tasks. Participants will gain an understanding of WHY the focus on the task is essential, and HOW scaffolding can be used while maintaining complexity of the task. Examples of scaffolded tasks will be shared.

**Presented by Karen Kleiber
Fairfax County Public Schools**

Teaching Practices – hands on / interactive

Using Wordless Picture Books to Support English Language Development

In this session, participants will examine the value of wordless books as a tool for English Language Development. Using a graphic organizer, participants will have the opportunity to explore a selection of wordless books and consider the possibilities in planning for ELD in the four language domains.

**Presented by Marnie Garnier
Fairfax County Public Schools**

Special populations (SPED/ESOL, GT/ESOL, SLIFE students, etc.)

Guided Round Table Discussion – Equitable Practices in Serving Dually Identified ELs

This round table discussion, facilitated by Special Education and EL educators from Loudoun County Public Schools, focuses on learning the best practices divisions in Virginia are implementing to support dual identified ELs. This round table will be the first of a series that will be hosted at varying divisions in the state.

**Presented by Elizabeth Robinson, Teresa Vignaroli, & Ashleigh Spiegel
Loudoun County Public Schools**

Breakout Session 7

Technology and Tools for EL students

Technology Based Blended Learning Stations

SIOP, AVID, and integration of technology in a secondary classroom! Did you ever think that it would be possible to combine all of these into your lesson plans on a daily basis? In this session, you will learn how to incorporate these models into your classroom daily by using the top technology tools and by building skills on the four domains of WIDA! A laptop is highly suggested so that you may navigate with me.

**Presented by Gwendolyn Quadri
Lee County Schools of North Carolina**



Culturally responsive teaching / Equitable teaching practices

Developing a Parent Outreach Program

Participants will learn about the process of engaging parents through the creation of an ESOL Parent Advisory Committee. The committee's purpose is to help parents of ELs to have a strong voice in the school district and to partner with school staff, thereby promoting increased understanding of ELs and their families.

**Presented by Marvin Srivastava & Mary Ellen Durfee
Spotsylvania County Schools**

Teaching Practices – hands on / interactive

Advocating for English Learners

In this interactive session, we will consider how educators can advocate for English Learners. Often, educators who work with English Learners can find themselves called upon to advocate for English Learners in various settings with colleagues and within institutions. This session will describe a simulated learning experience for teachers and will engage participants in a role-playing experience in which they will act as advocates.

Presented by April Salerno
University of Virginia

Assessment

Fresh Start Interviews: How to Accurately Assess Your Students' Speaking Skills in 5 Minutes of Less

One of the two greatest challenges in assessing students is finding the time; the other is knowing how to use classroom-based assessments that promote learning (Stiggins, 2018). Yet, we need to obtain accurate information on students' strengths and areas for improvement in order to plan for instruction and guide individuals toward appropriate learning goals. English learners in all grade levels need to be assessed for listening comprehension and speaking for both instructional planning and state reporting purposes.

This presentation will demonstrate a five-minute interview protocol that can be used to assess students' oral language skills. Materials and questions used in the interview can be adapted for most grade levels and adults. Scoring rubrics can also be fitted to a wide range of proficiency levels and learning targets, and results can be used for both formative and summative assessments.

Participants will be introduced to the Fresh Start Interview (Hughes, 2002), which consists of three parts, with each part becoming progressively more difficult. Using multiple samples of language that push the speaker to his/her language proficiency capabilities can increase the reliability and validity of results (Brookhart, 2013; Popham, 2017). In addition, using performance-based assessments such as interviews provides a direct measure of oral language proficiency that is much more authentic than oral reports or multiple-choice tests (Brown & Abeywickrama, 2019).

The presenter will provide sample materials, including questions and a scoring rubric.

Presented by Lorraine Valdez Pierce
George Mason University

Teaching Practices – hands on / interactive

Summarizers that Support and Engage Language Learners

Summarizers help students retain information, give closure to the learning experience, and provide teachers with formative assessment data. This session will share instructional strategies for summarizing learning that engage learners as they acquire new content and an additional language.

Presented by Iris Jones
Arlington Public Schools

Technology and Tools for EL Students

Choosing and Using Digital Tools: Facilitating EL Achievement with Technology

Join us for a fun, interactive session where you will explore a variety of digital apps, games, websites, online resources and other forms of technology that you can use to facilitate your ELs learning and achievement!

Please B.Y.O.D. (Bring Your Own Device), so you can interact with the tools and each other as we explore many of these amazing digital resources!

Presented by Melissa Sharp
Educating ELL

Co-teaching and Collaboration

Co-Teaching

Students with disabilities and English language learners likely find learning challenging and frustrating and this contributes to the achievement gap. To address this issue and comply with legislation, schools are implementing inclusive practices and co-teaching models that require commitment and dedication from general educators and extensive collaboration with ELL teachers. The intention is to improve education for all students, not only struggling learners. Although the legal mandates require students to be educated with their general education peers as much as is appropriate for each student, there is not a clear directive on how to ensure that this occurs.

There is an extensive body of research on co-teaching and team-teaching models and the different variations to each approach. As classroom teachers, regardless of your role as a general education teacher, special education teacher or ELL teacher, the different models can be overwhelming. The purpose of this presentation is to provide an overview of the different co-teaching approaches and share research recent research on which appears to be the most prevalent approach.

Presented by Shanna E. Takacs, PhD
Loudoun County Public Schools

Special populations (SPED/ESOL, GT/ESOL, SLIFE students, etc.)

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Presented by Emily Elliott
Albemarle County Public Schools

Culturally responsive teaching / Equitable teaching practices

Multi-Level Classes and Groups. Strategies for Sanity

In an ideal world, ESL classes and groups would be leveled out for targeted instruction. However, the majority of us don't live in an ideal world. If you teach multi-level classes or cluster groups, and you aren't quite sure how to balance the demands some days, we may be able to help. Elementary and Secondary School teachers will have the opportunity to learn procedures and strategies to move each student forward, regardless of his or her proficiency level. Learn classroom procedures, technology programs and tricks, and ways to differentiate your whole group instruction and learning outcomes so your level 4s aren't bored and your level 1s aren't lost.

Presented by Bonnie Frazier, Savannah Minnick, & Amanda Brown
Montgomery County Public Schools

Administration

Implementing an Articulated Vision of EL Services

Participants will learn how one division engages in a systems approach to design and implement a Language Instruction Educational Program (LIEP) to provide all English learners with equitable learning opportunities.

Presented by Darina Walsh & Rich Pollio
Fairfax County Public Schools



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JANUARY
30-31,
2020

Roxana Bandes M.

Roxana Bandes M., VESA President

