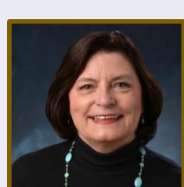
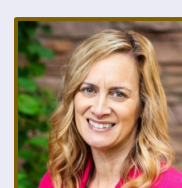




BUENO 2019 Summer Institute
¡P'ADELANTE!
Leading with Heart, Wisdom, and Courage

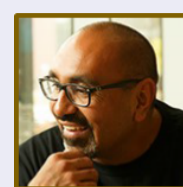


Sessions

Keynote Addresses: Dr. Sonia Nieto and Dr. Miledis Gort

Panel Discussion "Directions in Multicultural and Multilingual Education"

Featuring: Kathy Escamilla, Manuel Espinosa, Sonia Nieto



Preliminary Program of Speakers/Topics Including

5 Steps To Making Your Emerging Bilingual Student College-Ready

Robert Garcia, Nadia Navarro-Gardner & Jessely Chaparro

A great deal of scholarship is focused on how best to serve our CLD populations while they are in our K-12 schools, but what do we know about how to best prepare our Emerging Bilinguals (EB) for post-secondary education? This workshop will offer participants 5 simple practices that they can adopt to set up their EBs for success beyond high school. The presenters have dedicated their careers and research to working with college freshmen, the majority of whom entered K-12 schooling with English as their second language. Combining the research along with their experience, the presenters will offer a best practices seminar so your EBs can be college-ready.

Supporting Culturally and Linguistically Diverse Students: Lessons from Central Florida in the Aftermath of Hurricane María.

Astrid N. Sambolin Morales and Molly Hamm-Rodriguez

This presentation will focus on data from a pilot study exploring the experiences of displaced Puerto Rican students and their families as they relocated to Central Florida communities post-Hurricane María. Through interviews with teachers, school administrators, and district personnel, we learned about the concrete practices and decisions at the district, school, and classroom level that allowed educators and schools to learn more about their students in order to better support them emotionally, physically, and academically after the trauma of displacement. We will conclude with recommendations on how teachers can learn from and with culturally and linguistically diverse student populations.

Key Elements in Building a Strong Dual Language Program: Building a Path Towards Biliteracy

Amy Mosquera

Are you an administrator leading a district or school where the emerging bilinguals are not achieving to their potential? Are you interested in developing a strong biliteracy program where students are able to tap into all of their linguistic resources? This presentation will focus on key elements in building a strong dual language program that is data driven in order to identify areas of strength and areas for growth in your programming. It will also provide a framework for implementation and sustainability to support biliteracy and best practice instruction for emerging bilinguals. This presentation will help administrators implement, revamp and refine current programming. Participants will have the opportunity to engage in discussions and reflect on different components for further planning.

Optimizing Instruction for Bilingual Learners with Special Educational Needs

Cristina Sanchez-Lopez and Theresa Young, Paridad

In this session participants will have the opportunity to review how bilingual learners with special educational needs benefit from bilingualism. Presenters will summarize classroom-based research on instruction and intervention and provide examples of resources and evidenced-based strategies applicable to a variety of classroom settings.

Desarrollando la oralidad a través del teatro de lectores/Building Oracy through Reader's Theater

Sandra Butvilofsky, Jody Slavick and Elizabeth Silva Diaz

Descripción:

En esta sesión, las presentadoras compartirán los beneficios del teatro de lectores y explicarán cómo el teatro de lectores forma parte de Lectoescritura al Cuadrado. Los asistentes participarán en un teatro de lectores y desarrollarán las habilidades para implementar el teatro de lectores en sus propias aulas. Esta sesión se llevará a cabo en español.

Description:

In this session, presenters will share research about the benefits of Reader's Theater in the classroom and explain how reader's theater fits into the Literacy Squared framework. Attendees will participate in a reader's theater and will leave with the skills to implement Reader's theater in their own classrooms. This session will be presented in Spanish.

Project Recuerdo

Michelle Lopez

Project Recuerdo is a monthly interactive activity in which families answer interview questions and delve into rich dialogue. After the conversation, families record a written summary in a writing journal and deliver it to the teacher who responds with comments of her own. When we connect academic content to culture, communicate differently about academic content and promote the practice of reading, writing, speaking and listening in a culturally-relevant way, we offer a different social structure. This maintains cultural bonds, capitalizes on funds of knowledge, builds capacity by providing a window into the classroom, fosters meaningful learning and aids in identifying mutual goals and values of all stakeholders.

Creating a Language Rich Classroom through Digital Storytelling

Alison Boardman and Karla Scornavacco

Digital storytelling can be a powerful vehicle for developing student voice and classroom community, and can amplify what is possible for language and literacy instruction in diverse classrooms. In this interactive session, we describe instructional routines used in a digital storytelling project that was co-designed by teachers and researchers, and that supports emerging bilingual students in sharing, listening, and collaboratively developing compelling stories that matter to the students and their communities. Students develop literacy skills by creating compelling digital stories, honoring the emotional aspects of telling and receiving each other's stories, and considering audience for presenting their work. Participants in this session will view student stories and engage in routines of the project, including mentor text analysis, design sprints, and feedback protocols.

Family Engagement: Las familias quieren ser parte de la educación de sus hijos.

Marisol Wharemate

Have you wondered how your school can energize family engagement in a meaningful, culturally responsive way? This session models one school's approach to boost family engagement using the family's funds of knowledge. Families are invited to participate in a monthly, 20-minute interactive discussion where topics such as culture, traditions and friendship are addressed. All families, even those who did not attend, receive a summary of the topic with an activity that they can complete at home. Students return these projects and they are displayed at school so that all community members can celebrate the child and their family.

Critical Consciousness at the Core: Working for Equity in Dual Language/Bilingual Education

Deb Palmer and Dan Heiman

Two-way dual language (TWDL) bilingual education programs share three core goals: academic achievement, bilingualism and biliteracy, and sociocultural competence for ALL participating students. CAL's 'Guiding Principles for DLE' emphasize "equity and a positive school environment." To help ensure this, I propose a fourth goal: Critical Consciousness. Although TWDL programs are designed to integrate students from diverse backgrounds, equity is still a challenge. Centering critical consciousness, or fostering among teachers, leaders, parents and children an awareness of the structural oppression that surrounds us and a readiness to take action to correct it, can support increased equity and social justice in TWDL education. Together we will define four elements of critical consciousness: interrogating power, critical listening, historicizing schools, and embracing discomfort.

'My kids were just clueless': Creating a plan to help teachers examine language ideologies

Kim Strong and Caitlin Fine

Teachers' beliefs about students impact these students' success, and this is especially true regarding teachers' beliefs about bilingual students' language practices and abilities. Language ideologies shape how we interpret language practices and by extension how we interpret ourselves and others, but they often remain unarticulated and unexplored. This makes them both powerful and critically important to understand lest they impact our views and values in unanticipated ways. In this interactive workshop, participants will learn about common language ideologies in bilingual educational spaces as well as current research and resources that look at how those ideologies circulate amongst teachers and can be interrupted. Then, participants will draft a plan to help their individual school context examine its linguistic ideologies. Together, these tools and conversations will help participants not only think critically about their own ideologies and practices but also become advocates to help their colleagues do the same.

Integrating Oracy All Day Long!

Amy Mosquera and Jody Slavick

Oracy differs from oral language as it puts into practice the language needed to complete a literacy task. Emerging bilingual students need multiple opportunities to develop and apply their language skills in meaningful contexts in order to make connections and develop the literacy needed to succeed. This workshop will focus on the importance of building oracy in reading, writing and content. Presenters will share research on oracy development in bilingual and ESL contexts. Participants will engage in several oracy activities and have time to develop an oracy activity to try out in their classroom. Participants will walk away with a deeper understanding of oracy and learn how to build oracy activities in reading and writing that are tied to standards and content.

Teaching Students about Contributions Latinos Have Made in Their Communities

Flora Sanchez

Connect your local Latino history to your curriculum with lessons, primary sources and materials. Learn how teachers working with the Latino community and historians, produced lessons and materials exploring Latino history using local sources including photographs, oral histories, & newspaper articles. An emphasis on how to engage students and teachers in courageous conversations about race and ethnicity is a focus.

Passport to a Diverse School's Family Engagement Initiatives

Tammy Molinar-LeBlanc and Angeles Osorio Cooper

Engaging with students, parents, and communities is highly interactive work that takes practice, challenging teachers and leaders to enact skill sets and to balance their professional response with the emotional investments that families and communities make in their schools" (Hiatt-Michael, 2007). Presenters from the BUENO center share the lessons learned from A Day of Family Engagement at Bauder Elementary in Poudre School district. Working together, teachers and school liaisons transformed an international flag day into a "passport to the world" event that brought parents into the school to share as experts, leaders, and presenters. Along with their students they presented on their family culture, heritage, traditions, languages and more.

Abriendo Puertas: Desarrollando el lenguaje a través de la escritura

Mariana Castro

La escritura provee oportunidades para el desarrollo del lenguaje. Este taller se enfocará en el desarrollo del lenguaje español a través de la escritura, en el uso los niveles de desempeño de WIDA para la evaluación y planificación, y en estrategias que pueden usarse durante la enseñanza para enriquecer la escritura de los estudiantes. Los participantes evaluarán la escritura de estudiantes usando la rúbrica para la escritura de WIDA y discutirán su uso dentro del ciclo de la enseñanza y el aprendizaje. Este taller se llevará a cabo en español.

Dignity, Duty, and Learning: Notes on a "Periodic Table" of Education

Manuel Luis Espinoza, Ph.D.

Making use of audio-video information, Dr. Espinoza will discuss the idea of a "Periodic Table" of educational activity--i.e., social and relational elements of the educational process, broadly construed, that are potentially "dignity generative."

Making it your own: Implementing Lotta Lara in your teaching context

Deena Gumina, Sandra Butvilofsky, Delia Meza, Alexandra Ramirez, & Hunter Smith

In this collaborative workshop, teachers will have the opportunity to expand on their pre-existing knowledge of the Literacy Squared Lotta Lara strategy. Facilitators will guide participants as they deepen their understandings around 1) text selection, 2) collaborative structures, 3) implementing with emergent readers (kinder), 4) vocabulary development, and 5) adapting the strategy with pre-existing curriculum. We recommend this workshop for any educators who may have some experience with Lotta Lara and are hoping to learn new and exciting ways to adapt the strategy to their own contexts!

