

# Agenda

## Virtual Institute • August 5–7

### Wednesday, August 5

8:00–9:30 a.m.	<b>Introduction</b>  <b>Keynote</b> —Luis F. Cruz <i>Why the Urgency to Eliminate the Achievement Gap for Latino and Hispanic Students—and Can We Do It in the Middle of a Pandemic?</i>
9:30–9:45 a.m.	Break
9:45–11:15 a.m.	<b>Breakout Sessions</b>
11:15 a.m.–12:00 p.m.	Lunch / Break
12:00–1:30 p.m.	<b>Breakout Sessions</b>
1:30–1:45 p.m.	Break
1:45–3:15 p.m.	<b>Breakout Sessions</b>

### Thursday, August 6

8:00–9:30 a.m.	<b>Introduction</b>  <b>Keynote</b> —Hector Montenegro <i>Eliminating the Achievement Gap Through Caring, Compassion, and Possibility Thinking</i>
9:30–9:45 a.m.	Break
9:45–11:15 a.m.	<b>Breakout Sessions</b>
11:15 a.m.–12:00 p.m.	Lunch / Break
12:00–1:30 p.m.	<b>Breakout Sessions</b>
1:30–1:45 p.m.	Break
1:45–2:45 p.m.	<b>Panel Discussion</b> — <i>Presenters provide practical answers to your most pressing questions.</i>

### Friday, August 7

8:00–10:00 a.m.	<b>In-Depth Seminars</b> <ul style="list-style-type: none"> <li>• Luis F. Cruz—<i>Time for Change: Using Transformational Leadership to Bolster Achievement for EL Students</i></li> <li>• Rosa Isiah—<i>Improved Instruction for English Learners: Developing a Plan for Success</i></li> <li>• Hector Montenegro—<i>The Power of Student Voice: Integrating Social–Emotional Learning, Relationships, and Collaboration to Create an Inclusive and Positive Learning Environment Remotely</i></li> </ul>
10:00–10:15 a.m.	Break
10:15–11:30 a.m.	<b>Keynote</b> —Sharroky Hollie <i>Who Are Your Underserved and Are You Being Culturally Responsive to Them?</i>

**Agenda is subject to change.**

## Breakouts at a Glance

Presenter & Title	Wednesday, August 5			Thursday, August 6	
	9:45–11:15 a.m.	12:00–1:30 p.m.	1:45–3:15 p.m.	9:45–11:15 a.m.	12:00–1:30 p.m.
<b>Margarita Espino Calderón</b>					
How to Teach Vocabulary for EL Interaction in Hybrid Instruction (6–12)	X				
ELs Virtually Speaking ... How Do We Teach Vocabulary for Quality Interaction in Hybrid Instruction (6–12)?		X			
¿Vacío de vocabulario? Cómo enseñar el vocabulario y lenguaje académico virtualmente y en el salón (2º a 12º) <i>[sesión en español]</i>			X		
How to Engage Diverse ELs in Close Reading in Virtual and Blended Environments (6–12)				X	
Colaboración entre maestros y familias para apoyar alumnos en aprendizaje combinado <i>[sesión en español]</i>					X
<b>Luis F. Cruz</b>					
What Does an Inclusive, Healthy School Culture Look Like for Latino and Hispanic Students?	X				
Seven Golden Rules for Latino and Hispanic Parents During a Pandemic		X			
A Hands-On Experience: The School We Have Versus the School We Need to Get Through This Crisis			X		
The Role of the Site Leader in Predominantly Latino and Hispanic Schools				X	
Ensuring English Learners Achieve at High Levels: Building a Task Force to Overcome					X

Immediate Problems While Increasing Cultural and Leadership Capacity					
<b>Rosa Isiah</b>					
Funds of Knowledge: Tapping Into the Cultural Capital of Latinx Students and Families	X				
The One Doing the Talking Is Doing the Learning! Instructional Strategies That Promote Academic Discourse for Emergent Multilingual Students		X			
We're Actually Widening the Achievement Gap in Schools: Addressing Biases About English Learners			X		
A Whole Child, Whole Community Approach: The Key to Achievement for English Learners				X	
Four Strategies for Creating a Culture of Success					X
<b>Linda Mira &amp; Laura Reyes</b>					
Using Visuals to Build Vocabulary: Supporting Students in Content Classes (K–5)	X				
Student-Driven Text Talk (K–5)		X			
Visualizing to Comprehend Text (K–5)			X		
Using SDAIE Strategies to Support English Learners (K–5)				X	
Making Content Accessible to English Learners Through Language Development (K–5)					X
<b>Hector Montenegro</b>					
SEL and ELs (Part 1): A Virtual Introduction to Core Competencies and Academic Achievement in a Blended Learning Platform	X				

SEL and ELs (Part 2): Leadership, Mindfulness, Restoration, and Building Community Virtually and When Schools Open		X			
Engaging and Empowering Parents Remotely Through Collective Action			X		
SEL and Mindfulness Practices for District and School Staff, Self-Care, and Student Well-Being Remotely				X	
Using Swivl as an Innovative Coaching Strategy to Transform Teaching, Learning, and Leading on a Blended Platform					X

**Agenda is subject to change.**

## **Day 1 Session Descriptions**

### **KEYNOTE**

#### **Luis F. Cruz**

#### **Why the Urgency to Eliminate the Achievement Gap for Latino and Hispanic Students—and Can We Do It in the Middle of a Pandemic?**

Latino and Hispanic student populations continue to grow, yet these students continue to have the highest high school dropout rates of all ethnicities in the U.S. What consequences does this pose for the nation's future? Is there a solution? How must schools and districts reculture and restructure to meet the needs of all students? Luis F. Cruz makes a strong case that the achievement gap for Latino and Hispanic students must be eliminated—and without delay.

Participants in this session:

- Get a glimpse into the latest research showing why closing the achievement gap for Latino and Hispanic students must be a priority in U.S. schools.
- Become acquainted with best practices (in the school and virtually) to achieve this aim.
- Gain exposure to a multidimensional approach to eliminating the achievement gap for Latino and Hispanic students.

### **MORNING BREAKOUTS**

#### **Magarita Espino Calderón**

#### **How to Teach Vocabulary for EL Interaction in Hybrid Instruction (6–12)**

All students need to learn academic language early and aggressively. If ELs must learn 3,000 to 5,000 words per year to keep up with mainstream students, a systematic way to teach words during a lesson

is essential. ESL/ELD and content teachers can coteach vocabulary with these strategies. Listening and speaking is key in virtual learning. ELs will need tools to engage in succinct and elaborate conversations.

Participants in this session learn about the following concepts and practice how to teach virtually or in blended learning environments:

- Tier 2 and 3 words and phrases that undergird mastery of more words and discourse for reading and writing
- Preteaching five words or phrases in 10 minutes at the beginning of each lesson for better reading comprehension
- Virtual tools for continued word learning, saving, sharing, and practicing
- Performance assessment

## **Luis F. Cruz**

### **What Does an Inclusive, Healthy School Culture Look Like for Latino and Hispanic Students?**

While a multitude of schools and districts around the nation have focused their efforts on purchasing a “silver bullet” program to instantly increase learning for Latino and Hispanic students, high levels of learning for these students can only be found within the context of an organization’s culture. The key to generating a healthy school culture focused on the achievement of Latino and Hispanic students exists in the collective attitude, expectations, and values adults have toward these students.

How do prevailing sentiments and our present challenges influence policies, practices, and procedures affecting Latino and Hispanic students? How does leadership mold the collective mindset of educators and generate an innate desire to increase learning for Latino and Hispanic students? Luis F. Cruz describes the organizational steps necessary to generate high levels of learning for all students, especially those of Latino or Hispanic descent.

Participants in this session:

- Recognize what is healthy or toxic in school cultures that positively or negatively affect learning for Latino and Hispanic students.
- Identify how school culture influences the policies, practices, and procedures that work for or against the academic achievement of Latino and Hispanic students.
- Understand how effective leadership ensures the formation and maintenance of a healthy school culture designed to generate high levels of learning for all students.

## **Rosa Isiah**

### **Funds of Knowledge: Tapping Into the Cultural Capital of Latinx Students and Families**

Now, more than ever, the cultural and linguistic experiences that many students bring to the virtual school environment are often perceived to be deficits that require rectification, when in fact they are strengths and sources of knowledge. Participants in this session tap into the role this cultural capital plays in the academic identity and success of Latinx students and families in these challenging times.

Participants in this session:

- Gain an understanding of how to explore the funds of knowledge and cultural capital in the Latino and Hispanic community.

- Examine the biases that feed into our perceptions about language and culture.
- Leave with virtual and onsite strategies to help create a more inclusive learning environment for all students.

## **Linda Mira & Laura Reyes**

### **Using Visuals to Build Vocabulary: Supporting Students in Content Classes (K–5)**

Learning vocabulary is an ongoing process for Latino and Hispanic students. Vocabulary building helps students increase their language skills through authentic interaction, systematic repetition, and context. Students can retain the vocabulary they find useful and relevant to the subject matter by learning through visuals, context, cooperative learning, and the use of technology. Exposure to rich vocabulary and opportunities to interact collaboratively equip students with the tools they need to articulate their thoughts through writing.

Participants in this session learn:

- Simple and effective instructional strategies to build vocabulary at all English learner proficiency levels
- How to involve students in virtual discussions centered on rich vocabulary
- How to incorporate rich vocabulary and graphic organizers that engage students and provide them the basics to develop a strong writing piece using various virtual tools

## **Hector Montenegro**

### **SEL and ELs (Part 1): A Virtual Introduction to Core Competencies and Academic Achievement in a Blended Learning Platform**

This session introduces the five SEL core competencies virtually and demonstrates how to integrate these competencies into adult interactions and into every classroom in light of social distancing, distance learning, reopening of schools, and CDC guidelines for students. Focusing on adult social and emotional development while ensuring that all students feel their cultures and languages are valued increases a sense of belonging for all and provides adults and students opportunities to contribute to their schools through different platforms, including morning meetings and “community circles,” restorative and mindfulness practices, whether remotely or directly. Most challenging will be addressing the emotional and academic needs of students directly related to the “COVID slide.”

Outcomes for this session include:

- Understanding SEL core competencies and their importance to student achievement
- Recognizing school-based structures and virtual platforms that create an inclusive culture for Latino and EL students
- Practicing such key SEL strategies as morning meetings, community circles, restorative and mindfulness practices, and the three signature SEL practices, both remotely and in the classroom
- Focusing on incorporating SEL competencies into a personal and professional context
- Exploring options for distance learning and virtual integration of SEL

## **EARLY AFTERNOON BREAKOUTS**

### **Magarita Espino Calderón**

#### **ELs Virtually Speaking ... How Do We Teach Vocabulary for Quality Interaction in Hybrid Instruction (6–12)?**

Every student must learn academic language early and aggressively. If LTELs need to learn 3,000 to 5,000 words per year to keep up with mainstream students, a systematic way to teach words during a lesson is necessary. ESL/ELD and content teachers can coteach vocabulary, listening, and speaking with these strategies to ensure more active participation. LTELs can use these tools to engage in succinct and elaborate conversations.

Participants in this session learn about the following concepts and practice strategies for implementing them in virtual or blended learning contexts:

- Tier 2 and 3 words and phrases that undergird mastery of more key words and discourse
- Preteaching words, phrases, sentence starters, and question starters in 10 minutes at the beginning of each lesson to build EL students' confidence and toolkits for interaction
- Discussing and summarizing frames and activities for reading and writing discourse
- Performance assessment

### **Luis F. Cruz**

#### **Seven Golden Rules for Latino and Hispanic Parents During a Pandemic**

The research on Latino and Hispanic student achievement has identified parent involvement as a key factor. But what does effective parent involvement look like during a Pandemic? How do schools work with diverse Latino and Hispanic parent populations to generate partnerships that promote learning for these students? Do we seek parental involvement or parental empowerment? Luis F. Cruz draws on his experience as an academic scholar and successful educational practitioner to provide participants with simple, yet effective, steps in interacting with parents at the school and district level.

Participants in this session:

- Discover strategies to communicate with parents and reach out virtually.
- Learn an effective way to serve diverse parent communities through an easy-to-use, color-coding system.
- Explore structures to create partnerships between schools and Latino and Hispanic parents.
- Learn seven essential skills for parents that generate and sustain academic success for their students.

### **Rosa Isiah**

#### **The One Doing the Talking Is Doing the Learning! Instructional Strategies That Promote Academic Discourse for Emergent Multilingual Students**

We've often heard in education that whoever does the talking does the learning. This is especially true for emergent multilingual students. English learners must simultaneously learn content and language. They need instructional support as they work to achieve the monumental task of developing language in various content areas. Teachers can provide this support by explicitly and intentionally creating opportunities for discourse and language development in the classroom.

Participants in this session:

- Explore the role that academic discourse has on achievement and language development.
- Gain remote, blended, and onsite instructional strategies to assist English learners in developing academic discourse and academic vocabulary.

## **Linda Mira & Laura Reyes**

### **Student-Driven Text Talk (K–5)**

Providing high levels of communication and collaborative learning in the classroom are two practices proven to increase learning for Latino and Hispanic students at all grade levels. This session provides participants with ideas about how to create student-driven discussions that increase their opportunities to communicate and collaborate. Student-driven discussions create a rigorous learning environment in which students think critically and build on one another's ideas. Environments full of rich, student-driven discussions increase learning for all Latino and Hispanic students.

Participants in this session learn:

- Effective ways to create an environment full of rich, student-led discussions in virtual breakout sessions
- How to get all students involved in collaborative, student-driven discussions by having them build on each other's ideas using a variety of virtual tools
- New strategies to facilitate focused, content-rich discussions that increase student engagement and participation during distance learning

## **Hector Montenegro**

### **SEL and ELs (Part 2): Leadership, Mindfulness, Restoration, and Building Community Virtually and When Schools Open**

This session reinforces the five SEL core competencies and demonstrates how to integrate these competencies schoolwide and into every classroom through explicit instruction, SEL standards development, and academic integration. Added consideration will be on social distancing, distance learning, remote learning, reopening of schools, and CDC guidelines for students. The challenge is to focus on the consequences of the "COVID slide" by addressing students' social and emotional needs, trauma, and separation anxiety, while also shifting to a more rigorous academic learning environment. Instructional approaches that allow students to practice SEL competencies result in intrinsic motivation, a safe and caring learning environment, peer and family engagement and support, and improved classroom management and teaching practices.

Participants in this session:

- Learn about SEL core competencies and their importance to student achievement.
- Review examples of SEL standards and their integration into the core instructional framework.
- Review the four focus areas for schoolwide SEL implementation.
- Explore options for distance learning and virtual integration of SEL.



## **LATE AFTERNOON BREAKOUTS**

### **Magarita Espino Calderón**

#### **¿Vacío de vocabulario? Cómo enseñar el vocabulario y lenguaje académico virtualmente y en el salón (2º a 12º) [sesión en español]**

La educación dual sigue surgiendo por todo el país. Pero es imperativo que los alumnos estén bien preparados en español, así como en inglés. El aprendizaje del lenguaje de ciencias naturales, ciencias sociales y matemáticas es tan necesario como el aprendizaje del lenguaje de la literatura y conversaciones casuales. La equidad en los programas duales implica que todos aprenden de 3000 a 5000 palabras en español e inglés por año. Maestros pueden colaborar para lograr esta meta.

En esta sesión trabajaremos con un texto de ciencias en español para practicar técnicas del aprendizaje combinado/sistema híbrido y aprender:

- Cómo escoger palabras claves que impactan la comprensión de la lectura, enfocándonos en palabras académicas de las categorías 2 y 3 de los textos que van a leer los alumnos.
- Cómo enseñar esas palabras.
- Cómo utilizar esas palabras en discusiones, resúmenes verbales, lectura y escritura.
- Cómo evaluar de una manera auténtica.

### **Luis F. Cruz**

#### **A Hands-On Experience: The School We Have Versus the School We Need to Get Through This Crisis**

Luis F. Cruz leads participants through a guided experience that takes a hard look at the school or district they represent and envisions the school that students need right now to be successful.

Participants in this session:

- Examine hard truths within schools that inhibit progress for Latino and Hispanic students.
- Identify key stakeholders in the community who can partner with schools to effect positive changes.
- Acquire strategies for developing a school where all students are successful.

### **Rosa Isiah**

#### **We're Actually Widening the Achievement Gap in Schools: Addressing Biases About English Learners**

Are we lacking the skill to close achievement gaps or the will to do so? Eliminating the achievement gap and creating equitable learning opportunities for students requires a shift in adult beliefs and behaviors. This shift is challenging and includes the acknowledgement that our own implicit biases result in achievement and opportunity gaps for emergent, multilingual, diverse, and marginalized students.

Participants in this session:

- Explore implicit biases and their impact on student success.
- Examine their own beliefs and behaviors and their role in creating a healthy and equitable school culture.
- Leave with practical strategies that can be used to recognize, understand, and change their own biases.

## **Linda Mira & Laura Reyes**

### **Visualizing to Comprehend Text (K–5)**

This session provides participants with visualizing tasks to help increase reading comprehension for Latino and Hispanic students. Visualizing is among the most effective strategies to facilitate reading comprehension. Students gain a better understanding of text by using words to create mental images. Students who visualize as they read have a richer reading experience and can recall what they have read for longer periods of time. This makes for a more meaningful reading experience and encourages Latino and Hispanic students to continue reading.

Participants in this session:

- Learn ways to incorporate visualizing strategies to enhance reading comprehension through the use of screen recorders.
- Discover how to get students actively engaged with text by visualizing what they read.
- Receive hands-on visualizing activities to implement in their virtual reading programs.

## **Hector Montenegro**

### **Engaging and Empowering Parents Remotely Through Collective Action**

Increasing levels of parent connectivity among underserved EL and Latino populations has gone largely unaddressed by key educational reforms. This problem has been amplified during the COVID-19 pandemic. Too few capacity-building models are in place to facilitate the equitable partnerships among Latino and Hispanic parents, their children, and the schools they attend. This session focuses on creating a systemic approach to empowering parents to become more engaged in their children's success by conducting a resource and needs assessment, considering virtual parent–teacher home visits, providing parent social and emotional learning (SEL) academies and engagement strategies, and coordinating SEL parent and family nights remotely.

Participants in this session:

- Gain strategies to effectively assess, plan, and engage faculty and staff in increasing Latino parents in activities that will ultimately improve their children's academic achievement.
- Engage in interactive, practical, virtual, and focused activities that build on how we think and learn using a myriad of engaging activities.
- Identify virtual learning activities with key strategies to help parents build purpose and develop social and emotional responsibility.

## **Day 2 Session Descriptions**

### **KEYNOTE**

## **Hector Montenegro**

### **Eliminating the Achievement Gap Through Caring, Compassion, and Possibility Thinking**

The ways we think and believe shape the decisions we make. Believing all students can achieve and be successful is foundational to establishing structures, systems, and practices that are collaborative,

inclusive, and empowering to all stakeholders, especially in light of social distancing and other consequences of COVID-19. Through a personal story, with learning benchmarks illustrated along the way, Hector Montenegro highlights themes and topics from the Soluciones institute to emphasize the common thread that has brought us all together. The achievement gap can be eliminated, but system barriers and silos need to be dismantled and replaced with interdependent creative networks before the vision and goal of all children achieving at high standards can be realized.

## **MORNING BREAKOUTS**

### **Magarita Espino Calderón**

#### **How to Engage Diverse ELs in Close Reading in Virtual and Blended Environments (6–12)**

Despite the academic disadvantages for English learners with diverse language and literacy skills, there are instructional approaches that can be used in blended instruction with different levels of proficiency.

Participants in this session experience how reading instruction can reach EL students and all students virtually or in a classroom using these proven strategies:

- Setting the stage for expediting reading comprehension
- Students' reading strategies and summarization for depth of comprehension
- Close reading activities
- Performance assessment

### **Luis F. Cruz**

#### **The Role of the Site Leader in Predominantly Latino and Hispanic Schools**

Research confirms that the role of the principal is essential to ensuring the academic success of Latino and Hispanic students. Principals must make a commitment to distribute leadership throughout the organization. Effective leadership in schools extends beyond the principal to include a team of educators focused on generating influence, productivity, and support throughout the organization. But what does a team of educator leaders look like? More importantly, what purpose do members of this team promote? Luis F. Cruz provides insights on the type of site leadership that is needed to generate high evidence of learning for Latino and Hispanic students.

Participants in this session:

- Are encouraged to redefine leadership as a collective, rather than individual, focus.
- Learn what effective leadership entails.
- Recognize the practical steps teams must take to increase specific aspects of learning for Latino and Hispanic students.

### **Rosa Isiah**

#### **A Whole Child, Whole Community Approach: The Key to Achievement for English Learners**

It will take the whole village in these days of remote learning to ensure our students are successful. How might a whole-child, whole-community approach in schools impact academic achievement for English learners? Students thrive when we include parents and the community as partners in learning. Those partnerships have a significant impact on achievement, school culture, wellness, and academic excellence.

Participants in this session:

- Gain an understanding of the social–emotional needs of Hispanic and Latino EL students.
- Reach a clear understanding about the importance of the social–emotional needs of families and the impact on school culture.
- Learn strategies to remotely build trust with students and increase the level of parent engagement.
- Gain virtual and classroom strategies to create a whole-child, whole-community approach to learning.

## **Linda Mira & Laura Reyes**

### **Using SDAIE Strategies to Support English Learners (K–5)**

SDAIE (specially designed academic instruction in English) strategies are effective and specifically target English learners. This session exposes participants to various SDAIE strategies that move students into, through, and beyond instruction. Educators can use these tactics with students to make core curriculum accessible and content comprehensible. Through SDAIE, students can engage in a safe environment where they share and collaborate freely.

Participants in this session learn:

- SDAIE strategies that can be used across the curriculum to support students in the virtual classroom
- Approaches that give Latino and Hispanic students confidence and ongoing feedback to move into, through, and beyond a lesson
- How to provide students access to curriculum by implementing virtual strategies that promote communication, collaboration, and critical thinking in core instruction

## **Hector Montenegro**

### **SEL and Mindfulness Practices for District and School Staff, Self-Care, and Student Well-Being Remotely**

Positive relationships are at the heart of a healthy and positive school climate, engaging and inclusive classroom environments, and a healthy lifestyle. However, due to COVID-19, the challenges of dealing with social distancing and communicating with and educating children, we must redefine ways to establish and sustain healthy relationships that support one another. Building on the social and emotional competency of relationship skills through mindfulness practices results in greater self-compassion and improved relations with students and adults. This is the key to creating an inclusive classroom, whether physically or remotely, where adults show greater appreciation and acceptance toward the diversity of students in their schools. Latino students, especially ELs, need adult role models who demonstrate high levels of sensitivity to, and acceptance of, their language, culture, and economic status, especially in light of the “COVID slide” and the lack of connectivity.

Participants in this sessions learn:

- Practical mindful skills for cultivating self-care that supports loving, fulfilling, and lasting relationships with others
- Greater sensitivity toward valuing diversity and showing empathy toward others

- Strategies for teaching students to use calming and mindfulness strategies remotely to result in better classroom behavior, increased SEL skills, personal wellbeing, and greater academic achievement

## **AFTERNOON BREAKOUTS**

### **Magarita Espino Calderón**

#### **Colaboración entre maestros y familias para apoyar alumnos en aprendizaje combinado [Sesión en español]**

Más que nunca, la colaboración entre maestros, alumnos y familias es imprescindible para la educación virtual. Existen estrategias que maestros y familias pueden utilizar para crear hábitos de estudio, rutinas para tareas, aprender nuevos procesos virtuales, establecer cómo apoyar (y cuando no apoyar) en casa, y ampliar formas de fomentar el español para el vocabulario académico, lectura y escritura.

En esta sesión, los participantes pueden practicar estrategias para desarrollar:

- La participación de los alumnos y sus familias en el aprendizaje híbrido a través de videos, salas para subgrupos, y plantillas.
- Confianza, autoevaluación, y autorregulación con técnicas virtuales (Padlet, videos, salas de subgrupos, etc.).
- Comunicación efectiva y apoyo en el hogar para crear un ambiente emocional seguro.
- Técnicas para fomentar el español y valorar la cultura de la familia.

### **Luis F. Cruz**

#### **Ensuring English Learners Achieve at High Levels: Building a Task Force to Overcome Immediate Problems While Increasing Cultural and Leadership Capacity**

Luis F. Cruz illustrates how schools use PLC strategies to help English learner populations flourish. This session details PLC components that administrative and teacher leaders use to close the achievement gap for students learning English as a second language. Dr. Cruz shows how taskforce leadership can reculture and restructure, while introducing best practices to increase learning outcomes for all students.

Participants discover how:

- Teacher-led task forces increase academic performance for English learners.
- PLC practices highlight stark realities when English learners are not learning.
- Adults change their expectations and behaviors when listening to the needs of English learners, resulting in significant improvements in student achievement.

### **Rosa Isiah**

#### **Four Strategies for Creating a Culture of Success**

Even during a pandemic, we can work to close achievement gaps. School communities are charged with creating a culture of success for all students, but moving beyond “gap gazing” to actively closing achievement gaps for Hispanic and Latinx requires more than wishful thinking. Where might we begin the journey toward a culture of success? As demonstrated at Smith Elementary School in California, the journey can begin with four proven strategies.

Participants in this session explore:

- The four strategies Smith Elementary School implemented to create a culture of academic success for all of its students
- Effective ways to apply these strategies
- How school culture impacts academic achievement

## **Linda Mira & Laura Reyes**

### **Making Content Accessible to English Learners Through Language Development (K–5)**

This presentation provides participants with information and tools vital to support the language needs of English learners. While developing English skills, EL students must also develop content knowledge. To do this, teachers must provide them with the language skills they need to actively engage in lessons in the content areas. Linda Mira and Laura Reyes illustrate how language objectives are a key component of language development and how these objectives provide EL students access to content.

Participants in this session:

- Examine the differences between integrated ELD and designated ELD.
- Learn how to plan, teach, and formatively assess integrated ELD in a virtual setting.
- Explore how to construct an ELD objective and how to use this language objective to support and enhance a content objective to meet students' needs at all English learner proficiency levels.
- Analyze a content lesson to determine the language demands and write a language objective based on these linguistic demands to meet students' needs at all English learner proficiency levels.

## **Hector Montenegro**

### **Using Swivl as an Innovative Coaching Strategy to Transform Teaching, Learning, and Leading on a Blended Platform**

This session focuses on instructional coaching, both directly and remotely, and the impact that video-recorded lessons and activities have on transforming teaching, learning, and leading. Innovative coaching strategies and the use of Swivl to video record and broadcast blended learning platforms in real time have had a positive impact in helping teachers become more reflective of practice by providing them with constructive feedback in a timely manner. Hector Montenegro leads a discussion on translating quality professional development into practice sustained over time, enhancing the quality of classroom observations through video recording and real-time broadcasting, remote coaching as a shared responsibility among peers and administrators, and using video recordings for teachers' professional development and growth.

Participants in this session:

- Become fully engaged in learning about a research-based coaching cycle.
- Collaborate in recording and broadcasting real-time instruction.
- Explore ways to safely and effectively use video recording as an instructional tool and for professional development and to help others implement instructional strategies.

# Day 3 Session Descriptions

## IN-DEPTH SEMINARS

### Luis F. Cruz

#### **Time for Change: Using Transformational Leadership to Bolster Achievement for EL Students**

Transformational leadership converts the outcomes from this institute into actions to benefit students learning English as a second language. Luis F. Cruz, coauthor of *Time for Change: Four Essential Skills for Transformational School and District Leaders* (Solution Tree Press, 2019), combines the book's big ideas with the major themes of this institute. Dr. Cruz illustrates what implementing the practical ideas in the book look like so participants can return to their schools and districts with a clear and detailed approach to leadership that ensures actions to positively and immediately impact student learning.

\*Participants are urged to bring their copy of *Time for Change*, the book provided with registration, to this seminar.

### Rosa Isiah

#### **Improved Instruction for English Learners: Developing a Plan for Success**

Use this global pandemic to hit the reset button and start fresh. Attendees at this institute have an opportunity to transform their learning into actionable commitments in their approach to instruction for students who are acquiring English as a second language. Each participant assesses their programs and personal current realities and develops next steps for success that can later become common agreements and commitments as they embark on a journey of success for English learners.

### Hector Montenegro

#### **The Power of Student Voice: Integrating Social–Emotional Learning, Relationships, and Collaboration to Create an Inclusive and Positive Learning Environment Remotely**

In this engaging and interactive session, participants learn about social and emotional learning and explore themes and topics of interest to them and to students in a collaborative and participatory way. Taking into consideration social distancing, distance learning, school reopenings, and CDC guidelines for students, the focus of this session is to ensure all students have a voice and that there is a process in place to establish healthy and productive peer networks. This is an optimal time to focus on personal stories, especially in light of the COVID-19 pandemic, and broader social issues regarding race and immigration. Hector Montenegro introduces three signature SEL practices for adults and classrooms as well as welcoming routines and rituals, engaging pedagogy, and optimistic closure.

Participants in this session learn:

- How to implement the five core SEL competencies in creating an inclusive, engaging, and positive environment, whether directly or remotely
- How to implement a process that ensures all students know how to become involved and participate in collaborative and supportive peer relationships
- How to gather and use critical feedback from students that informs and improves class structures, communications, and behaviors

## **KEYNOTE**

### **Sharroky Hollie**

#### **Who Are Your Underserved and Are You Being Culturally Responsive to Them?**

Probably the most critical aspect of cultural responsiveness is identifying the students who are receiving “bad customer service” because the school, as an institute, is not being culturally responsive to their needs.

This session poses the questions:

- Who are the underserved in your school?
- Are you being responsive to who they are culturally—not just racially?
- Do you know who the students are in your classrooms, schools, and districts?