

# Improving Instruction, Assessment, and Policies for Secondary English Learners Across the Content Areas 2023 Conference

Monday, May 8 – Tuesday, May 9

George Washington University

Washington, D.C.



CENTER FOR THE SUCCESS  
of ENGLISH LEARNERS



National Research & Development Center to Improve  
EDUCATION FOR SECONDARY ENGLISH LEARNERS  
WestEd



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## Conference Organizers

### Conference Organizers

Dr. David Francis | *Center for the Success of English Learners*

Dr. Aída Walqui | *National Research & Development Center to Improve Education for Secondary English Learners*

Dr. Joel Gómez | *Center for Applied Linguistics*

Dr. Keira Ballantyne | *Center for Applied Linguistics*

Dr. Amy Burden | *Center for Applied Linguistics*

Erica Lepping | *WestEd*

Althea Rowe | *Center for Applied Linguistics*

Lupe Hernandez-Silva | *Center for Applied Linguistics*

Brittany York | *Center for Applied Linguistics*

The Conference Organizers would like to thank the following organizations for their support:



## Welcome Message



Dr. David Francis,  
Principal Investigator,  
*Center for the Success of  
English Learners*



Dr. Aída Walqui  
Principal Investigator,  
*National R&D Center to Improve  
Education for Secondary English  
Learners*

We are pleased to welcome you to George Washington University and the Nation's capital for this inaugural conference: "Improving Instruction, Assessment, and Policies for Secondary English Learners across the Content Areas."

We encourage you to seek out research-based findings, tools, processes, and practices working to deliver quality opportunities for English Learners to succeed and realize their potential.

We also hope you find the time to connect and network with colleagues throughout the field.

It is only by bridging research-to-policy-to-practice and working together across jurisdictions and roles that we can optimize progress.

Thank you for your dedication to this important work.

With gratitude,

*David Francis*

*Aída Walqui*

For more on Center studies and resources available, visit:

**Center for the Success of English Learners**

**National R&D Center to Improve Education  
for Secondary English Learners**



## Foggy Bottom Dining Guide



Panera is located on the first floor of the Student Center.

Western Market Food Hall is located across from the University Student Center on 2000 Pennsylvania Avenue NW #3500.

# Updated Program

## Monday, May 8

- 8:00am **Check-In** University Student Center, 3rd floor lobby
- Light breakfast** Continental Ballroom, 3rd Floor
- 8:45am **Opening remarks and introductions** Grand Ballroom, 3rd Floor  
 David Francis, Principal Investigator, *Center for the Success of English Learners*  
 Aída Walqui, Principal Investigator, *National R&D Center to Improve the Education of Secondary English Learners*  
 Michael Feuer, Dean, The Graduate School of Education and Human Development, *George Washington University*  
 Mark Schneider, Director, *Institute of Education Sciences*
- Keynote address - Looking back and moving forward: The complex path for English Learners across support systems and their policies**  
 Kenji Hakuta, Professor Emeritus, *Stanford University* Grand Ballroom, 3rd Floor
- 10:30am **Coffee break** Continental Ballroom, 3rd Floor
- 10:45am **Breakout sessions (first round)** [on 3rd and 4th floors]  
 Please check your badge to see your first assigned breakout session (**B1**).

Breakout 1 302	Systemic levers for improving access for English learners in the core content areas	Michael Kieffer, <i>New York University</i> Karen Thompson, <i>Oregon State University</i>	This session will share findings from recent research with large city and state datasets. We will start by describing English learners' access to the general curriculum, then turn to levers under the control of education agencies that are associated with increased access.
Breakout 2 307	Design principles in the development and implementation of educative curriculum in Science	Diane August, <i>Center for the Success of English Learners</i> Jess Debski, <i>Center for the Success of English Learners</i>	This session describes the methods and resources developed to support English learners' science learning and associated academic language. The principles that guided the design of the methods and resources include the importance of: forefronting science, inquiry-based learning; developing students' academic language in the context of science; using multimodal supports to make core content more accessible, and capitalizing on student's first language knowledge and skills. There will be opportunities for partner discussion and questions

Breakout 3 309	Design principles in the development and implementation of educative curriculum in ELA	Aída Walqui, <i>WestEd</i> Lee Hartman, <i>WestEd</i>	The session discusses the design principles, iterative refinement, and implementation of 3 educative units of study intended to replace the regular curriculum for an academic quarter (12 weeks) in 8 <sup>th</sup> grade English Language Arts classes. Specifically focused on students who have been bureaucratically classified as Long-term English Learners, the lessons' main features are their dialogic and metacognitive nature.
Breakout 4 310	Design principles in the development and implementation of educative curriculum in Social Studies	Sharon Vaughn, <i>Center for the Success of English Learners</i> Leticia Martinez, <i>Center for the Success of English Learners</i> Tim Andress, <i>University of Texas at Austin</i>	The session discusses the design principles, iterative refinement, and implementation of educative units of study intended as a summer bridge course for graduating middle schoolers. Specifically focused on students who have been bureaucratically classified as Long-term English Learners, the lessons' main features are their emphasis on dialogic interaction and conceptual understanding of pivotal cross-cutting social studies themes.
Breakout 5 405	Design principles in the development and implementation of educative curriculum in Mathematics	Haiwen Chu, <i>WestEd</i> Leslie Hamburger, <i>WestEd</i>	The session discusses the design principles, iterative refinement, and implementation of 3 educative units of study intended as a summer bridge course for graduating middle schoolers. Specifically focused on students who have been bureaucratically classified as Long-term English Learners, the lessons' main features are their emphasis on dialogic interaction and conceptual understanding of pivotal cross-cutting mathematical themes.
Breakout 6 407	Reaping the Benefits of Formative Assessment for Learning and Development	Margaret Heritage, <i>WestEd</i> Lorena Llosa, <i>New York University</i>	Effective formative assessment occurs when student learning is made visible and audible so that teachers and students can engage in interactions and activities to continuously move learning forward. In this session, we will explore how formative assessment can be designed into ambitious teaching units for secondary-grade English learners to support teachers in reaping its documented benefits for student learning. Specifically, we will discuss characteristics of assessment tasks that support multilingual learners in the content classroom.
Breakout 7 Grand Ballroom	Collaborative Practices that support Teacher Development and Student Success	Amanda Kibler, <i>Oregon State University</i> Martha Palacios, <i>WestEd</i>	This session will share findings from recent research in school districts that are implementing teacher collaboration and co-teaching practices to serve secondary English learners across the curriculum. Specifically, we explore factors that were found to support the development of teacher expertise and capacity-building through participation in this model.

11:30am                    **Transition** to next breakout session

11:40am                    **Breakout sessions** (second round)                    [on 3rd and 4th floors]  
Please check your badge to see your second assigned breakout session (**B2**).  
[Note: Second round breakout rooms are in the same locations as shown above.]

12:30pm                    **Lunch buffet**                    Continental Ballroom,  
3rd Floor

1:30pm                    **Vignette sessions** (first round)                    302, 307, 309, 310, 405, 407  
Please check your badge to see your assigned vignette session (**V1**).



2:20pm	<b>Break</b>	
2:30pm	<b>Vignette sessions</b> (second round) These will take place in the same room as your first vignette session.	
3:00pm	<b>Gallery walk</b> for vignette posters	Continental Ballroom, 3rd Floor
3:30pm	<b>Coffee break</b>	Continental Ballroom, 3rd Floor
3:45pm	<b>General session presentation – Challenges and Possibilities in the Assessment of English Learners: Evolving Policies, New Technologies, and Old Problems</b> Guillermo Solano-Flores, Professor, <i>Stanford University</i> Introduction by Montserrat Garibay, Assistant Deputy Secretary and Director for Office of English Language Acquisition, <i>U.S. Department of Education</i>	Grand Ballroom, 3rd Floor
4:45pm	<b>Closing session</b> Jennifer O’Day, Institute Fellow, <i>AIR</i>	Grand Ballroom, 3rd Floor
5:15pm-6:30pm	<b>Reception</b> (hors d'oeuvres and cash bar)	Continental Ballroom, 3rd Floor

## Tuesday, May 9

8:00am	<b>Light breakfast</b>	Continental Ballroom, 3rd Floor
8:30am	<b>Video remarks</b> by Miguel Cardona, <i>U.S. Secretary of Education</i> <b>Keynote address – Why Ecologies Matter: Critical and Dialogic Perspectives on Instruction, Assessment, and Policies Impacting Multilingual Youth</b> Amanda Kibler, Professor, <i>Oregon State University</i> Introduction by Guadalupe Valdés Professor Emerita, <i>Stanford University</i>	Grand Ballroom, 3rd Floor
9:30am	<b>Transition</b> to breakout groups	
9:40am	<b>Breakout groups: Panel discussions</b> Please look at your badge for your assigned panel room ( <b>P1</b> ).	[on 3rd and 4th floors]

Breakout 1 302	How do principals and teachers take on innovative curriculum for Secondary ELs?	David Manzo, <i>Principal, Gage Middle School, LAUSD</i> Maria Ramirez, <i>ELA Teacher</i> John Soto, <i>ELA Teacher</i> Viridiana Siordia, <i>EL Coordinator, Gage Middle School</i> Lee Hartman, <i>WestEd</i> Mary Schmida, <i>WestEd</i>
Breakout 2 307	Collaborations among state, universities, districts and schools to develop joint expertise in the education of English Learners	Amanda Kibler, <i>Oregon State University</i> Tim Blackburn, <i>Title III Administrator, Tigard-Tualatin School District, Oregon</i> Toshiko Maurizio, <i>Administrator for Multilingual Programs, Beaverton School District, Oregon</i> Barb Soisson, <i>Assistant Superintendent, West-Linn Wilsonville School District, Oregon</i>
Breakout 3 309	Tools and processes for the development of educator expertise	George Bunch, <i>Univ. of California, Santa Cruz</i> Yael Glick, <i>Voyages Academy, New York City</i> Alexandra Estrella, <i>Superintendent, Norwalk Public Schools, Conn.</i> Heather Schlaman, <i>Yolo County Office of Education</i> Aída Walqui, <i>WestEd</i>
Breakout 4 310	Innovative policies and supportive systems for English learners in Middle and High School	Karen Thompson, <i>Oregon State University</i> Stela Radovanović, <i>Executive Director for Research, Instruction, and Professional Learning, Division of Multilingual Learners, NYC Public Schools</i> Mary Martinez Wenzl, <i>Oregon Department of Education</i> Michelle Williams, <i>Manager of Special Populations, Michigan Department of Education</i>
Breakout 5 405	Classroom practices that promote student engagement and motivation (discourse)	Catherine Snow, <i>Harvard Graduate School of Education</i> Suzanne Donovan, <i>SERP Institute</i>

11:00am                      **Coffee break**    Continental Ballroom, 3rd Floor

11:20am                      **Reflections and closing remarks**    Grand Ballroom, 3rd Floor  
David Francis, Principal Investigator, *Center for the Success of English Learners*  
Aída Walqui, Principal Investigator,  
*National R&D Center to Improve the Education of Secondary English Learners*  
Jennifer O'Day, Institute Fellow, *AIR*

12:00pm-1:00pm                      **Networking and departure.** A conference evaluation will be sent via email.

*Thank you in advance for your feedback to improve our conference each year.*

## Campus Map and Walking Directions



From the D.C. Metro to the University Student Center:

- Take the Orange, Silver, or Blue Line to Foggy Bottom/GWU
- Exit the metro station off the escalators
- Walk to the arches directly on the right and cross 23rd Street
- Walk along I Street
- Cross over 22nd Street
- University Student Center will be on the right



*Foggy Bottom/GWU Exit. Street view.*

For taxi/Uber:

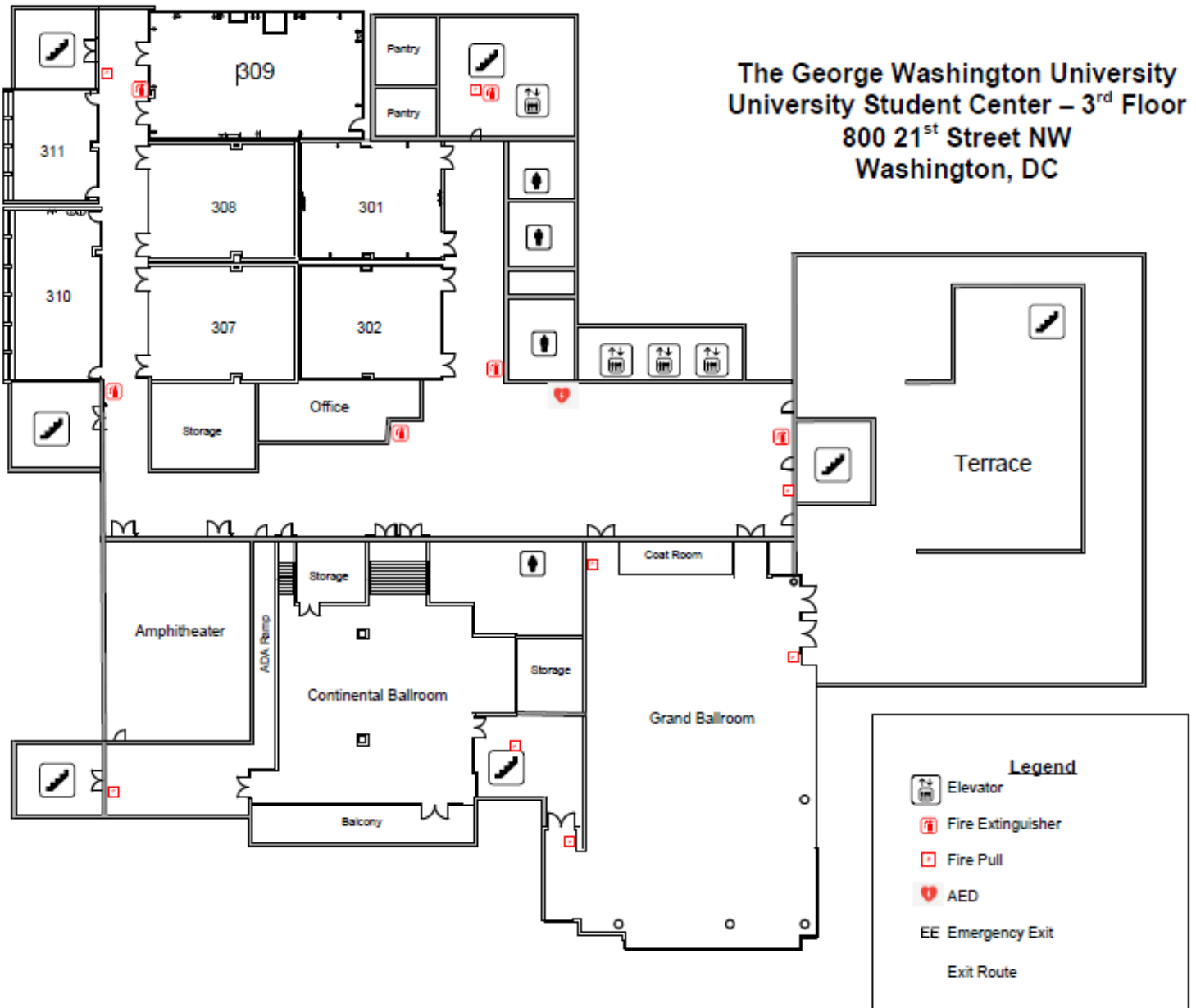
GW University Student Center  
 800 21st St NW  
 Washington, DC 20052

For Parking:





University Student Center Garage  
 Access: H Street between 21st and 22nd streets, NW  
 Hours: 6am-midnight  
 Daily Maximum rate: \$23  
 Payment: All major credit cards, Apple Pay, Google Wallet. No cash.

## Third Floor Map

**The George Washington University  
 University Student Center – 3<sup>rd</sup> Floor  
 800 21<sup>st</sup> Street NW  
 Washington, DC**

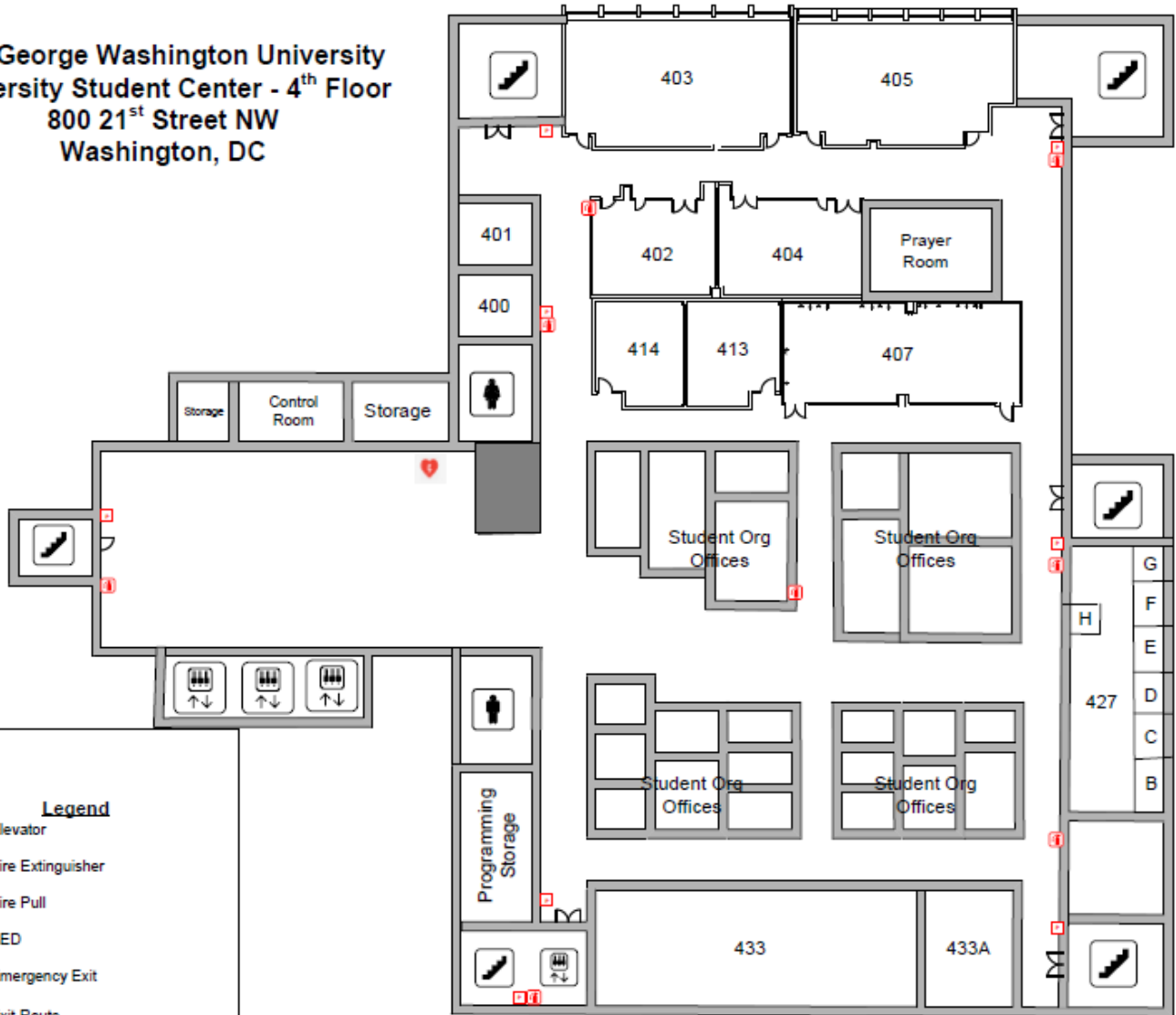


**Legend**

-  Elevator
-  Fire Extinguisher
-  Fire Pull
-  AED
- EE Emergency Exit
- Exit Route

# Fourth Floor Map

The George Washington University  
 University Student Center - 4<sup>th</sup> Floor  
 800 21<sup>st</sup> Street NW  
 Washington, DC



**Legend**

- Elevator
- Fire Extinguisher
- Fire Pull
- AED
- Emergency Exit
- Exit Route

**General Session Presenter Biographies**







[ies.ed.gov](http://ies.ed.gov)

[cselcenter.org](http://cselcenter.org)

[elrdcenter.wested.org](http://elrdcenter.wested.org)

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*Front page photo credit: SeanPavonePhoto*