

# The University of North Texas Bilingual/ESL Teacher Education Program

## Second Annual Symposium on Second Language Acquisition & Diversity



A professional meeting for school personnel and teachers-in-training dedicated to the education of English Language Learners



Saturday, August 19, 2006

University of North Texas Dallas Campus  
8915 Hampton Road  
Dallas, Texas



*Helping to Meet the  
Challenge of Language and  
Cultural Diversity in  
Today's Schools*



# Conference Overview

7:30 am - 8:00 am	Registration and Breakfast
8:30 am - 10:15am	Welcome Remarks
10:20 am - 11:05 am	Concurrent Sessions I
11:10 am - 11:55 am	Concurrent Sessions II
12:00 pm - 1:20 pm	LUNCH— Dr. Gwendolyn Webb-Johnson, Keynote Speaker
1:35 pm - 2:20 pm	Concurrent Sessions III
2:25 pm - 3:10 pm	Concurrent Sessions IV
3:15 pm - 4:00 pm	Concurrent Sessions V
4:05 pm - 4:14 pm	Closing Presentation

## Welcome/Bienvenida/Remarks

8:30 am - 10:15 pm	<p>Dr. John Price, Vice Provost, UNT Dallas Campus</p> <p>Dr. Leslie Patterson, UNT Professor and Assistant Chair, Teacher Education &amp; Administration</p> <p>Honorable Roberto R. Alonzo, Texas State Representative, District 104</p> <p>Honorable Kathleen Leos, Assistant Deputy Secretary and Director, Office of English Language Acquisition, Washington DC Topic: <i>The NCLB Legislation: What it means for Bilingual / ESL Education</i></p> <p>Georgina González, Director, Division of Bilingual/ESL Education, Texas Education Agency Topic: <i>State Bilingual/ESL Program Policies: An Update</i></p> <p>Ana Coca, UNT, Overview of Symposium Program</p>
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224/5 7:30-8:00 REGISTRATION AND CONTINENTAL BREAKFAST (EAST FOYER)

8:30-10:15 OPENING SESSION

		<b>LUNCH 12:00-1:20 AND KEYNOTE PRESENTATION</b>					
RM	Session 1 10:20-11:05	Session 2 11:10-11:55	Session 3 1:35 – 2:20	Session 4 2:25 – 3:10	Session 5 3:15 – 4:00		
220	Cynthia Anzaldúa, Dallas I.S.D., Dr. June Azua, UNT-Dallas Campus <b>Dialogue through Art</b>		Annette Torres Elias, SMU <b>Supplemental Early Literacy Intervention for First Grade ELLs in Bilingual Education</b>	Dr. Veronica Pasternak, UNT <b>Beyond Tolerance: Pluralism by Deliberate Curriculum Design</b>	María Sheffield, Fort Worth ISD <b>Is it a Linguistic Difference or a True Learning Disability?</b>		
223	Kathleen Leos, OELA <b>Aligned systems that include ELL focus on Instructional Strategies for Title III</b>	Dr. Luis Rosado, UT Arlington Lidia Morris, Bilingual Consultant <b>Challenges of the New Spanish Proficiency Tests for Teacher Certification</b>	Dr. Linda Allen, UNT-Dallas <b>Engaging the Diverse Learner in the Act of Listening</b>	Vanesa Pérez Moran, IDRA <b>Effective Science and Social Studies Classroom Strategies for Secondary English Language Learners</b>	Dr. Elvia A. Rodríguez, Dr. Joe Rodríguez, & Marisela Annette Rodríguez, Consultants <b>Increase Your English and/or Spanish Reading Scores One Book at a Time</b>		
230	Ana Alicia Romero, IDRA <b>Engaging Parents for their Children's Educational Success</b>	Dr. Bill Pulte, SMU <b>Significance of CALP in Promoting Cognitive Development of ELLs</b>	Magda Schenck, GPISD <b>What about those newbies in your Classroom?</b>	Isabella Piña Hinojosa, CFB ISD <b>High Stakes Testing Influencing Instructional Practices for English Language Learners</b>	Pam Creed, Lewisville ISD <b>SIOP Implementation and Academic Vocabulary</b>		
243	María Sheffield, Fort Worth ISD <b>Is it a Linguistic Difference or a True Learning Disability?</b>	Anne Marie Weiss-Armush, DFW International Community Alliance <b>The Immigrant Student in the Classroom</b>	Gary G. Eagleton, Consultant <b>40 Developmental Assets that Children Need to Succeed</b>				
244	Dr. Elvia A. Rodríguez, Dr. Joe Rodríguez, & Marisela Annette Rodríguez, Consultants <b>Increase Your English and/or Spanish Reading Scores One Book at a Time</b>	Dr. Carlos Martínez, Texas Wesleyan University <b>(IPT) Idea Proficiency Test</b>	Dr. Cynthia Rodríguez, TWU <b>Literacy Development in Bilingual/ESL Classroom Settings</b>	Thelma Morris-Lindsey, Consultant <b>Earning by Learning Reading Program</b>	Joe Dugan, UNT <b>"The Best and the Rest" Inequities in Funding</b>		
222	Dr. Linda Cantú, IDRA <b>Coca-Cola Valued Youth Program</b>	Dr. Linda Cantú, IDRA <b>Transitions to Teaching – Accelerated Certification Program</b>	Mr. Tim Owens, UNT <b>Building Community Through Welcoming Diversity</b>				
242	Dr. Rudy Rodríguez, UNT <b>The Texas Bilingual Education Story: Celebrating our Legacy</b> A TABE Video Documentary	Ana Coca, UNT <b>Two Languages one Community Two-Way Bilingual Program</b>	Panelists: Dr. Carlos Martínez, Texas Wesleyan University; Dr. Luis Rosado, UTA; Dr. Rudy Rodríguez, UNT; Dr. Adriana Rodríguez, Richland Community College; Dr. William Pulte, SMU; Kathleen Leos, OELA. <b>Institutions of Higher Education: Bilingual/ESL Teacher Education Program Directors and Faculty Rap Session</b>	Panelists: Jaime Barron, Attorney at Law; Rosemary Rodríguez, Denton ISD, Social Worker, Ana Coca UNT; Anne Marie Weiss, DFW International Community Alliance <b>State/Federal Restrictions: Effects on Immigrant Families and Children</b>			



**LUNCHEON SPEAKER**  
12:00 pm - 1:20 pm

**Dr. Gwendolyn Webb-Johnson**  
University of Texas

**TOPIC:** *Educating Children in a Diverse Society*

Dr. Webb-Johnson speaks eloquently about the language and cultural diversity challenge faced by today's schools and how educators can respond by helping foster students' pride in their cultural roots and broadening their awareness of the world and background of fellow Americans.

**MODERATOR:** Mercedes Olivera, *Dallas Morning News*

**INTRODUCTION OF SPEAKER:** NeTassha Puricelli,  
President, UNT Bilingual Education Student Organization

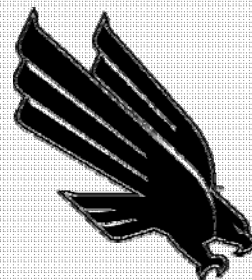


# Symposium Objectives

Keynote and small group sessions speakers will be guided in their presentations by the following objectives:

- To update pre K-12 educators on new and emerging language assessment and curriculum policies affecting English Language Learners
- To share techniques for the integration of native language in content area instruction
- To share techniques for the integration of ESL in the critical subject areas through the use of SIOP
- To describe methods for developing literacy among English Language Learners
- To present start-up techniques and curriculum features of dual language programs
- To discuss some of the major cultural considerations in the education of English Language Learners

Very importantly, the Symposium will provide an excellent forum for teachers to engage in discourse with their colleagues and exchange of successful approaches and materials used in elementary and secondary Bilingual/ESL programs.



# Session I: 10:20 am - 11:05 am

## **Policy Updates: NCLB**

Kathleen Leos, OELA

Aligned systems that include ELL focus on instructional strategies for Title III

**Audience:** ALL

**Location:** Room 223

## **Dialogue Through Art (10:20-11:55)**

Cynthia Anzaldúa, Dallas ISD, & June Azua, UNT-Dallas

An integrated approach that maximizes student involvement through multi-modal learning will be presented. Arts integration has much potential to promote language development for second language learners and to encourage active participation by all students.

**Audience:** Early Childhood, Elementary, Middle School, High School

**Location:** Room 220



## **Coca-Cola Valued Youth Program - Dropout Prevention Program**

Dr. Linda Cantú, IDRA/San Antonio

The Coca-Cola Valued Youth Program (VYP) is a cross-aged tutoring program in which secondary school students who are at risk of dropping out of school tutor younger elementary students. The Coca-Cola VYP helps reduce dropout rates, enhance students' basic academic skills, strengthens students' perception of self and school, decreases student truancy, and reduces student disciplinary referrals.

**Audience:** Administrators and Lead Teachers

**Location:** Room 222



## ***The Texas Bilingual Education Story: Celebrating our Legacy***

### **A TABE Video Documentary**

Dr. Rudy Rodríguez, UNT

The video presentation and follow-up discussion will focus on Texas' rich and vibrant bilingual tradition. The session should lend a sharper focus to the issues extant in present practices and thus place into perspective emerging trends that will no doubt guide the future development of bilingual education in Texas.

**Audience:** ALL

**Location:** Room 242

## **Engaging Parents for their Children's Educational Success**

### **Enlazando a los padres para el éxito educacional de sus hijos**

Ana Alicia Romero, IDRA/San Antonio

Participants will learn why parent engagement is so important to the success of all children and techniques on how to involve families in ways that allow them to become leaders and advocates. This interactive session will include a review of the relevant portions of the No Child Left Behind Act.

**Audience:** ALL

**Location:** Room 230



# Session II: 11:10 am - 11:55 am

## Challenges of the New Spanish Proficiency Tests for Teacher Certification

Dr. Luis Rosado, UT Arlington and Lidia Morris, Bilingual Consultant

Presents an overview of the new Spanish proficiency tests for bilingual education teacher candidates and for certification in secondary Spanish. Standards for the tests will be discussed together with sample questions and strategies to address each language component.

**Audience:** ALL

**Location:** Room 223

## Transitions to Teaching-Accelerated Certification Program

Dr. Linda Cantú, IDRA

Transitions is an accelerated certification program (funded through the U.S. Department of Education) designed to increase the number of fully qualified and credentialed ESL/bilingual teachers to work with English language learners in high-need schools. Eligible candidates include mid-career professionals seeking a career change and recent college graduates. Transitions provides to qualified candidates accepted into the program \$3000 of tuition support in a teacher preparation program, placement as a full-salaried teacher of record, three-years of continued support and mentorship.

**Audience:** Elementary and College Students

**Location:** Room 222

## The Immigrant Student in the Classroom

Anne Marie Weiss-Armush, DFW International Community Alliance

The NEW Global Face of North Texas

What are the latest demographic figures for our region, and how do they affect our work and our growth?

**Audience:** ALL

**Location:** Room 243

## Significance of CALP

Dr. Bill Pulte, SMU

Significance of CALP in building cognitive skills among ELLs

**Audience:** ALL

**Location:** Room 230

## IPT TEST

Dr. Carlos Martínez, Texas Wesleyan University

The Scoring Accuracy of the Idea Test: Problems with Assumed Item Ordinality and Ceiling Rules

**Audience:** Teachers and Administrators

**Location:** Room 244

## Two Languages, One Community Two-Way Bilingual Program

Ana Coca, UNT

Throughout the United States the Bilingual Program is undergoing a major paradigm shift toward Two-Way Language Programs. No longer are schools looking towards the Transitional or Maintenance Program to provide the educational needs for all bilingual classes.

A Two-Way Bilingual Immersion Model as described by Lindholm (1992) is one that includes goals that (a) promote the development of high levels of academic proficiency in two languages for all students, (b) assist students in achieving academic success in both languages determined by conventional measurements, and (c) add the acquisition of high levels of cross-cultural understanding and psycho-social competence by all students involved.

**Audience:** Early Childhood, Elementary, Parents

**Location:** Room 242

# Session III: 1:35 pm - 2:20 pm

## Supplemental Early Literacy Intervention for First Grade English Language Learners in Bilingual Education

Annette Torres Elias, SMU

Academic success is closely connected to early literacy development. Bilingual students who are finding difficulty with early literacy learning must quickly close existing gaps in literacy as well as in content area achievement. They simply can not afford to spend time in lengthy remedial settings. This presentation will focus on two early literacy intervention models currently available to Spanish-speaking first graders which provide a unique context for extending our knowledge in this area.

**Audience:** Elementary, Administrators

**Location:** Room 220

## What about those Newbies in your Classroom

Magda Schenck, GPISD

Teachers will get an overview of instructional strategies used in a newcomer classroom.

Participants will see a sample day in a life of a Newbie (Newcomer) in my classroom. I will share ideas and programs that help students make connections in English through listening, speaking, reading and writing.

Handouts: A mock schedule of Newcomer Center, Lesson Plans

**Audience:** ALL

**Location:** Room 230

## Literacy Development in Bilingual/ESL Classroom Settings

Dr. Cynthia Rodríguez, TWU

Theoretical underpinnings and practical considerations in developing literacy among English language learners in elementary and secondary classrooms.

**Audience:** ALL

**Location:** Room 244

## Engaging the Diverse Learner in the Act of Listening

Dr Linda Allen, UNT Dallas

Children use listening in their everyday lives: following directions, acquiring information, avoiding danger, and learning about the world are just a few of the ways. Listening is also a crucial component for learning to read, but listening skills do not develop automatically. This presentation will focus on helping family members, caregivers, and educators understand the importance of teaching listening skills. A resource packet with information for assisting teachers, parents, and students in their endeavors to develop better listening skills will be distributed.

**Audience:** Early Childhood, Elementary, Middle School, Parents

**Location:** Room 223

## 40 Developmental Assets that Children Need to Succeed (1:35 - 3:10)

Gary G. Eagleton, Consultant

To familiarize participants with the relationship between the developmental assets framework and school success; and to help participants begin to envision the framework in their school communities.

By the end of the introduction/overview, participants will have: Reviewed the research on positive youth development; examined the relationship between assets, academic achievement, and high-risk behaviors; and identified practical strategies for increasing assets with young people and staff.

**Audience:** Elementary, High School, Parents

**Location:** Room 243

## Building Community Through Welcoming Diversity (1:35 - 3:10)

Mr. Tim Owens, Associate Director, North Texas Chapter of the National Coalition Building Institute

This fun, up beat, and interactive presentation is designed to promote awareness and appreciation of the many similarities and differences among individuals and groups in our society. Participants are helped to identify and work through stereotypes and misinformation about other groups, reclaim pride in one's own background while building bridges of understanding and cooperation with others.

**Audience:** ALL

**Location:** Room 222

## Institutions of Higher Education: Bilingual/ESL Program Directors and Faculty Rap Session

Discussion Leader: Dr. Carlos Martínez, Dean, School of Education and Bilingual/ESL Program Director, Texas Wesleyan University  
IHE Participants: Dr. Luis Rosado, UTA; Dr. Rudy Rodríguez, UNT; Dr Adriana Rodríguez, Richland Community College; Dr. Pulte, SMU; Kathleen Leos, Assistant Deputy Secretary and Director, Office of English Language Acquisition, Washington DC

The discussion will address such topics as: recruitment and retention of teachers for bilingual/ESL education; institutionalization of programs; issues of community college and university articulation; student financial support; support for BESO - type student groups; issues associated with HB 1403 students; placement of program graduates.

**Audience:** ALL

**Location:** Room 242

# Session IV: 2:25 pm - 3:10 pm



## High-Stakes Testing Influencing Instructional Practices of English Language Learners

Isabella Piña-Hinojosa, Carrollton-Farmers Branch ISD

Participants will dialogue on the implementation of high stakes testing for ELLs in Texas since the inception of SB676 that limited exemptions to immigrants and then leading to NCLB where ELL students are expected to achieve English proficiency within three school years. Districts across the state are faced with meeting AEIS ratings or AYP under NCLB. Are you in favor or against high-stake testing for ELL students?

**Audience:** Elementary, Middle, and High School

**Location:** Room 230

## Beyond Tolerance: Pluralism by Deliberate Curricular Design

Dr. Veronica Pasternak, UNT

Science is intertwined with key goals of multiculturalism. The participants explore how physiological traits of the eyes, hair, and skin color; the shape of the body, lips, noses, and eyelids are related to better survival in geographical areas of the world over thousands of years. Understanding scientific explanations of the natural phenomena observed may possibly redirect the human tendency to categorize by replacing preconceived racial stereotypes with scientific explanations for differences among human races.

**Audience:** ALL

**Location:** Room 220



## Effective Science and Social Studies Classroom Strategies for Secondary English Language Learners

Vanessa Pérez & Yolanda Moran, IDRA/San Antonio

Participants will be introduced to teaching strategies that help build a foundation for ELL students at the secondary level to think critically and understand complex concepts using pictures and models. These strategies help students interact and feel comfortable with the lesson, thereby building the students' confidence in the classroom. These same teaching techniques are useful for TAKS preparation.

**Audience:** Middle and High School Teachers

**Location:** Room 223

## State/Federal Restrictions: Effects on Immigrant Families and Children

Panel Discussion Leaders: Jaime Barrón, Attorney at Law; Rosemary Rodríguez, Denton ISD Social Worker; Ana Coca, UNT, Anne Marie Weiss-Armush, DFW International Community Alliance

The panel will discuss: the immigrant impact in North Texas schools and communities; emotional effects on children from undocumented immigrant families; how teachers and other school educators can help children cope with the prospect of deportation.

**Audience:** ALL

**Location:** Room 242

## Earning by Learning Reading Program

Thelma Morris-Lindsey, Consultant

Earning by Learning (EBL) is a reading incentive program designed to encourage K-6 grade students to read. Earning by Learning services 41 campuses within the Dallas Independent School District. The program provides a rare opportunity for children to read for both pleasure and purpose, to have a greater awareness of fiscal responsibility, and to ultimately learn to give back in ways that really count. ([www.eblofdalls.org](http://www.eblofdalls.org))

**Audience:** Elementary

**Location:** Room 244



# Session V: 3:15 pm - 4:00 pm

## Is it a Linguistic Difference or a True Learning Disability?

María Sheffield, Fort Worth ISD

The objective of this seminar is to delineate the difference between a legitimate candidate for a referral for special education, due to a suspected learning disability, versus a student who is referred because he/she is displaying cultural and linguistic diversity. The presentation will explain the concept of “diagnostic teaching.” A packet of hand-outs will be distributed to the participants to assist them in the process of implementing appropriate pedagogy and reducing the number of CDL students placed inappropriately in remedial programs.

**Audience:** K-12 grades

**Location:** Room 220

## SIOP Implementation and Academic Vocabulary

Pam Creed, Lewisville ISD

This workshop will present an overview of one district’s successes and pitfalls during their three-year SIOP implementation. Included will be information on current implementation, logistics and materials used. In addition, this workshop will provide research-based information on what academic vocabulary is and specific word lists which detail academic vocabulary that occurs most frequently in academic settings. You may be surprised that this is not content-specific vocabulary!

**Audience:** Elementary School, Middle School, High School

**Location:** Room 230



## Increase Your English and/or Spanish Reading Scores One Book at a Time

Dr. Elvia A. Rodríguez, Dr. Joe Rodríguez, & Marisela Annette Rodríguez, Consultants

Are your English/Spanish reading scores low? Are your students reading below grade level in English and/or Spanish? Join us in this session and see how the proven research on why students’ volume of reading is the single best predictor of test score performance and success in schools. Our approach to reading is aligned to the best practices for getting results. We’ll show you five ways with which to get your students to become better readers. Reading is more than a asset of skills. It’s a lifestyle!

**Audience:** ALL

**Location:** Room 223



## “The Best and the Rest” - Inequities in Funding

Joe Dugan, UNT

For years Texas has been trying to come up with an equitable formula for funding public education. Although students are the key stakeholders in the school finance debate, they have had little input on this political issue. In *High School: The Best and the Rest*, teenagers from three economically-diverse school districts present relevant perspectives on how they perceive their schools’ funding. This workshop will deal with the tough issue of equitable and fair funding.

**Audience:** ALL

**Location:** Room 244

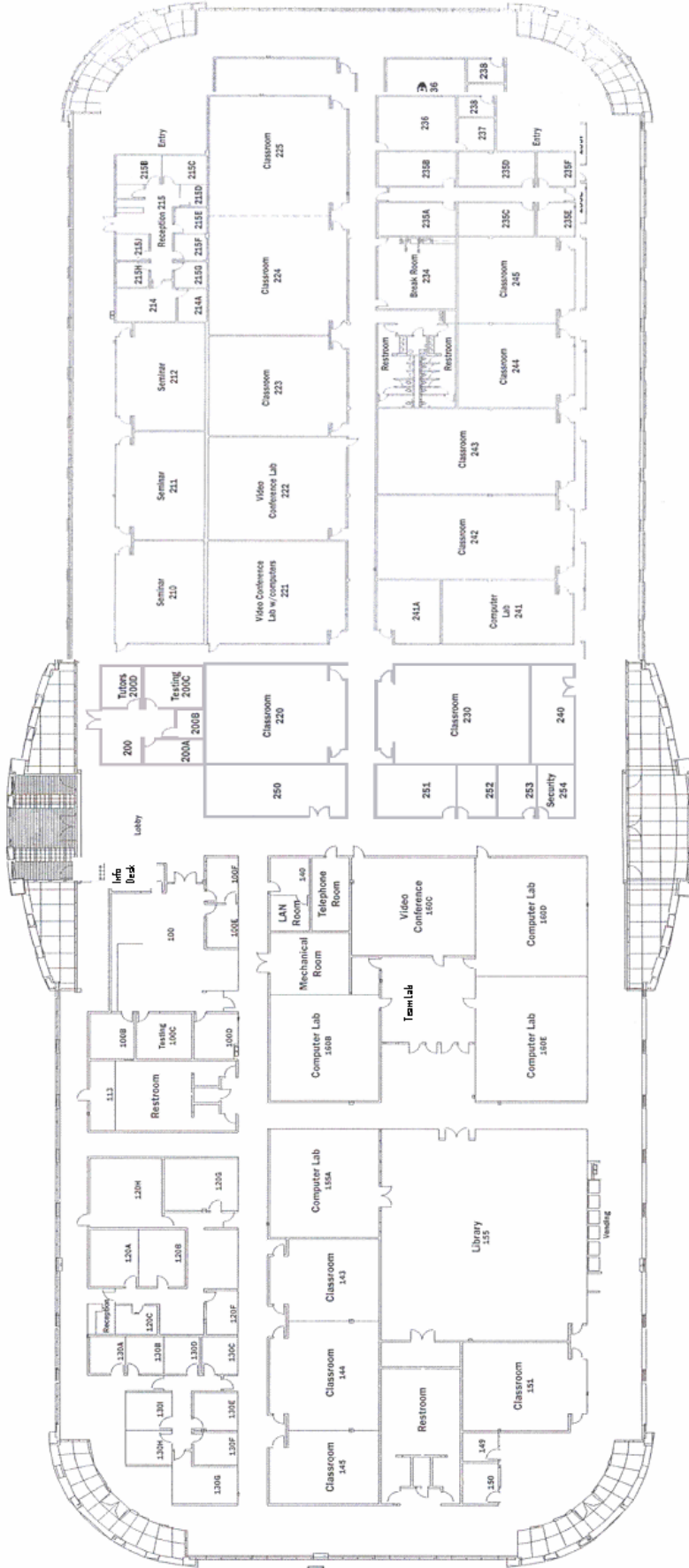
# Campus Map

UNIVERSITY OF  
**NORTH TEXAS**<sup>TM</sup>  
DALLAS CAMPUS

Becklymeade Avenue

North Entrance

South Entrance



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Metroplex (BEAM) and the Effective Network for The  
Advancement of Bilingual Education (ENABLE) for their  
support of this event.***





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