Multilingualism: Embracing Our Identity and Connecting Our World

Multilingüismo: Abrazando Nuestra Identidad y Conectando Nuestro Mundo

Keynote Speaker: KIM POTOWSKI
JANUARY 10 & 11, 2020
MERIDIAN CREEK MIDDLE SCHOOL
6300 SW Hazel St,
Wilsonville, OR 97070

Special Thanks to
West Linn-Wilsonville School District
for your sponsorship and hosting the
2020 OABE Winter Institute

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MESSAGE FROM THE OABE PRESIDENT

On behalf of the executive board of the Oregon Association for Bilingual Education (OABE), it is my honor and privilege darles la bienvenida al Instituto de Invierno OABE 2020. The conference theme this year is ‘Multilingualism: Embracing Our Identity and Connecting Our World’ - ‘Multilingüismo: Abrazando Nuestra Identidad y Conectando Nuestro Mundo’. This theme captures our essence and emulates the direction for our students, families, and large community in the State of Oregon. The OABE executive board and conference planning committee se han enfocado intencionalmente en el tema when planning the conference keynote speaker, sessions, and strands offered.

It is both nuestra misión y creencia that promoting and sustaining a safe, welcoming and growing space for everyone committed to bilingual education and multiculturalism in our community es un acto de equidad y valentía. May you take this opportunity to attend sessions that will support and extend your professional and personal goals in your work with children. Padres, estudiantes, educadores, líderes, community representatives, and advocates: I invite you all to embrace the identify of multilingualism and to keep connecting and making a difference in the lives you touch every day.

The Oregon Association for Bilingual Education has been an affiliate of the National Association for Bilingual Education (NABE) for several years. Our affiliation with NABE ayuda a fortalecer los programas bilingües existentes, support the implementation of new programs, provide strategies and new learning for educators, as well as a path toward the Seal of Biliteracy for our students in Oregon.

This year, con la oportunidad que la ley llamada Ley del Éxito Estudiantil de Oregon trae a nuestras escuelas after 30 years of insufficient funding, we challenge you to dream bigger. We challenge you to think critically about how you can support, promote, and implement sustainable programs and pathways in your district to provide students with unprecedented and innovative opportunities to expand their multilingualism and multiculturalism. We challenge you to think about maneras de fomentar el crecimiento de los estudiantes que no participan en programas bilingües as many of these students come from multilingual and multicultural homes. We challenge both monolingual and multilingual educators to engage in collaboration and learning together para cumplir esta meta.

Gracias por participar in the OABE Winter Institute 2020. We hope our conference will inspire and strengthen your efforts para continuar el trayecto of providing a world-class, equitable education for our students in Oregon.

Sigamos adelante,

Elaine Merighi Morelock
OABE President
KEYNOTE: KIM POTOWSKI

Dr. Kim Potowski is Professor of Spanish linguistics in the Department of Hispanic & Italian Studies at the University of Illinois at Chicago. She directs the Spanish for Heritage Speakers program and is the founding director of its summer study abroad program in Oaxaca, Mexico. Her research focuses on Spanish in the U.S. and connections between language and ethnic identity.

As a Fulbright scholar she studied the linguistic and educational experiences of U.S.-raised Mexican youth whose families had returned to Mexico. She has authored and edited over 12 books including: "The Handbook of Spanish as a Heritage Language", "Mexi-Rican' Spanish and identity in Chicago", "El español de los Estados Unidos", "Heritage Language Teaching: Research and Practice", "Language Diversity in the USA", and "Language and identity in a dual immersion school".

She has also written Spanish textbooks including "Gramática española: Variación social, Conversaciones escritas" and "Dicho y hecho". Her advocacy for the value of dual language education in promoting bilingualism and academic achievement was the focus of her 2013 TEDx talk "No Child Left Monolingual."

Plenary:

“No Child Left Monolingual”

The U.S. has always been a linguistically diverse nation, but the overall climate usually discourages and sometimes outright discriminates against the use of non-English languages. The grandchildren of immigrants often don’t speak their grandparents’ language anymore, which squanders the wonderful resource of hundreds of non-English languages spoken in communities across the U.S. In addition, overall we don’t do a great job teaching foreign languages to monolingual English-speakers. This talk explores several myths about languages in the U.S. and presents arguments and strategies that favor promoting multilingualism among our population.
Institute at a Glance

7:30 AM - 8:30 AM  Registration & Breakfast  
* Sponsored by West Linn-Wilsonville School District*

8:30 AM - 8:45 AM  Welcome by OABE President, Elaine Merighi Morelock

8:45 AM - 10:00 AM  Keynote: Kim Potowski

10:00 AM - 10:15 AM  Passing Time

10:15 AM - 11:30 AM  AM Breakout Sessions #1

11:30 AM - 12:45 PM  Lunch  
*Meridian Creek MS Band*  
*Aspiring Activist Award*

12:45 PM - 1:00 PM  Passing time

1:00 PM - 2:15 PM  PM Breakout Sessions #2

2:15 PM - 2:30 PM  Passing Time

2:30 PM - 3:45 PM  PM Breakout Sessions #3

3:45 PM - 4:15 PM  Closing Remarks, Raffle & Evaluations

4:15 PM  Conference Adjourns
**AM Breakout Sessions #1**

<table>
<thead>
<tr>
<th>Session Title</th>
<th>Room</th>
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<tbody>
<tr>
<td>&quot;Spanish Variation: Why Teachers Should Respect haiga and la rufa está liqueando&quot;</td>
<td>A-107</td>
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<tr>
<td><strong>Presenter:</strong> Kim Potowski <strong>DLI K-12 Strategies</strong></td>
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<tr>
<td>Spanish lexicon and grammar vary widely around the extensive geographical locations in which it is spoken, including the U.S. However, as is the case with all languages, some variants are considered prestigious while others are stigmatized. In this session, we explore some common stigmatized Spanish variants, including monolingual features such as haiga (haya) and bilingual features such as codeswitching and borrowing from English. We see who determines that they are stigmatized and why, and what teachers can do to respect variation while simultaneously promoting formal language uses.</td>
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| "Latino Affinity Group: Taking Care of Ourselves and Each Other" | B-215 |
| **Presenter:** Dr. Mayra Gomez **Equity, All Levels As**             |      |
| Latinx educators of color we share a lived experience with our students making us someone they go to for support. During times of uncertainty and insecurity how do we continue supporting our kids while taking care of ourselves? What can school district leaders do to support us and empower us to serve our kids? This session will be an opportunity for us to connect, listen to each other and share ideas. |      |

| "Creating Linguistically Responsive Data Team Meetings Using Language-based Formative Assessments" | A-205 |
| **Presenter:** Jaclyn Caires-Hurley **DLI Middle/Secondary**            |      |
| Do you ever wish your data team meetings would include conversations about language proficiency? Are you in need of a tool to progress monitor for language development? In this session you will learn why it’s important to think about language development alongside tracking gains in literacy, and you will learn to create your own language-based formative assessment that applies to any grade level or content area. |      |

| "OCDE Project GLAD Awareness" | A-206 |
| **Presenter:** Jody Bader **EL Elementary**                              |      |
| The Project GLAD® instructional model has been helping teachers for 3 decades meet the language development needs of their students by integrating content and language within the regular classroom. This informative and fast paced workshop will give you an overview of the model and you’ll walk away with strategies you can use immediately with your students. |      |

| "Regresando a Casa: Teachers' Voices About their Preparation as Teachers of Spanish" | A-208 |
| **Presenters:** Carmen R. Cáceda & María Martinez-Gutierrez **Leadership, All Levels** |      |
| In this session, we will share two teachers’ voices about their preparation as teachers of Spanish. These first generation teachers were members of the first cohort of a Bilingual Teacher Scholars Program. This program was devised to prepare primarily Hispanic teachers and upon preparation, they are expected to “return home” as licensed teachers. The teachers will share some lessons learned, for example, completing the program due to having someone like them; becoming aware of the population they would teach (e.g., heritage speakers of Spanish like themselves); and knowing that some of their instructors cared and had high expectations for them. They will also share some challenges faced during their preparation (e.g., funding, having to work and study simultaneously, or not being fully socialized with the edTPA test). Finally, returning home or to their partner school districts as qualified teachers of Spanish has positioned them as the role models needed in such contexts (Mercado, 2016). |      |
### AM Breakout Sessions #1

10:15 - 11:30 AM

<table>
<thead>
<tr>
<th>Session Title</th>
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<tr>
<td>&quot;Eliminating Illiteracy with a $10,000,000 Bilingual Literacy Grant&quot;</td>
<td>A-209</td>
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<td><strong>Presenter:</strong> Dr. Gregory A. Spencer</td>
<td><strong>EL Elementary</strong></td>
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<td>Workshop attendees will learn how an innovative, transformative, equity access, and social justice approach to eliminating illiteracy, in a matter of months, is changing the landscape of schools and communities across America. We will share how millions of children/students, and dozens of school districts and counties are eliminating illiteracy, empowering parents, and supporting educators. All participants will receive FREE access to our White House recognized, award-winning, standards-based, fun, and gamified Apps that focus on Birth - 3rd Grade children and students. We will share data, discuss the impact, and invite interested districts to be considered for one of our 12 $10,000,000.00, ($120MM Total for Oregon), grants. Grant Info: <a href="https://app.box.com/s/f33t8xkdkd0tykemovuoit7g2lu5fswu4">https://app.box.com/s/f33t8xkdkd0tykemovuoit7g2lu5fswu4</a></td>
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| "The Reading Workshop in a Dual-Language Classroom" | A-210 |
| **Presenters:** Abby Verri, Adriana Burrola & Maria Lira-Wiser | **DLI Elementary** |
| This workshop will introduce the basis for establishing and maintaining a reading workshop model in a dual language classroom as a way to promote a well balanced literacy model. Presenters will share the work and experience in structuring, maintaining, and growing highly functioning reading groups and conferences. The work is aligned with the reading Common Core Standards, and the Reading Units of Study by Lucy Calkins. |

| "Story Exchange: Student Voices" (Student Panel) | A-204 |
| **Presenter:** Gerardo Ibarra-Eola | **Equity, All Levels** |
| High School students speak openly about key issues facing them today. Come and hear their words and carry the message forward in your work. This facilitated, interactive, and honest discussion will be about equity from a student's perspective. |

<p>| &quot;Fostering Best Practices: Using the Culture Linguistic Diversity Matrix to Increase Accurate Special Education Identification of Culturally and Linguistically Diverse Students&quot; | A-202 |
| <strong>Presenter:</strong> Cynthia Velásquez | <strong>Equity, All Levels</strong> |
| This presentation will provide guidance for supporting inclusive practices for culturally and linguistically diverse students and caregivers including best practices for communicating with caregivers. The Cultural Linguistic Diversity (CLD) Difference vs. Disability Matrix will be presented with a focus on exclusionary factors, considerations of developmental history and addressing difficult cases e.g. new comers/ students with interrupted schooling, and students with suspected Intellectual Disability. |</p>
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<tr>
<td>&quot;How POC Can Get Help from Allies in Predominantly White Environments&quot;</td>
<td>Rm A-110</td>
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<td><strong>Presenters:</strong> Juliana Smith &amp; Jodi LePla</td>
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<td>Presenters will share their personal experiences and ideas on how to support POC in predominantly white work places.</td>
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<tr>
<td>&quot;Strengthening Classroom Connections Through Oral Language Practice&quot;</td>
<td>Rm B-215</td>
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<td><strong>Presenter:</strong> Sarah Knudsen</td>
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<td>DLI Elementary</td>
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<td>We know how important lowering the affective filter is for language education; however, it can be hard to find the time to fit in community building activities in a busy dual language schedule. In this presentation we will examine practical ways to use a social/emotional learning program to simultaneously develop a supportive and connected classroom community and provide students with plentiful opportunities for structured, meaningful oral language practice in targeted language forms.</td>
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<td>&quot;Academic Conversations in a Collaborative Co-Teaching Model&quot;</td>
<td>Rm A-109</td>
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<td><strong>Presenters:</strong> Tracy Dunn &amp; Silvana Balladares</td>
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<td>Culturally Responsive Teaching, All Levels</td>
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<td>Building strong academic conversations is fundamental in developing oracy, language, and literacy in all learners. Come learn how a kindergarten dual language and ELD teacher developed the structures and practices for academic conversations through content learning by co-planning, co-teaching, and co-assessing using the Jeff Zwiers’ conversation skills framework. We will share our process and strategies that can be adapted for any classroom.</td>
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<td>&quot;Supporting EL Students: Best Practices for Distinguishing Language Acquisition from Learning Disabilities&quot;</td>
<td>Rm A-104</td>
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<td><strong>Presenter:</strong> Julie Esparza Brown</td>
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<td>DLI Elementary</td>
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<td>This session supports development of effective, culturally and linguistically responsive systems to support learners, including, when appropriate, special education evaluation and placement. We will provide guidance and specific tools to help districts, schools, and classrooms promote higher levels of achievements for ELs with academic challenges and/or learning disabilities within a multi-tiered system of supports (MTSS) in dual language settings.</td>
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<td>&quot;Developing Spanish Literacy through High-Leverage History Instruction at the Middle School Level&quot;</td>
<td>Rm A-205</td>
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<td><strong>Presenter:</strong> Emily Grant Molina</td>
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<td>DLI Middle/Secondary</td>
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<td>I will share strategies that have worked for me over the last eleven years of teaching 6-8th grade Dual Language Humanities, focusing in particular on how I have taught History using scaffolds such as; close reading, interactive notebooks and historical art to develop literacy, vocabulary and fluency in reading, writing, listening and speaking.</td>
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## Project GLAD® en Español; Elementary

**Presenter:** Diana Hernandez & Omar Guillén  
**DLI Elementary**

Project GLAD® en español is a professional development model dedicated to building academic language and literacy in content areas for language learners. This session will provide an overview of the model and next steps for Project GLAD® en español. We will focus on 3 key instructional strategies; which will strongly support with language development, transference and literacy within a dual language setting. We will explore application in a biliterate environment where the target language is Spanish.  
*This session will be conducted in both Spanish and English.*

## Recruiting and Supporting Diverse Staff

**Presenter:** David Pryor  
**Leadership, All Levels**

Hiring and supporting diverse staff is a priority for schools and districts working to close opportunity gaps and achieve equitable outcomes for all students. What strategies are districts and schools implementing to successfully hire and support the work of diverse staff members? What challenges are we facing and how can we overcome these challenges? What are we learning in our efforts to diversify staff? Leaders will participate in a circle protocol to collaboratively share ideas and strategies to address these questions.

## Resource, Tool, Repertoire, Identity: Defining language through the decades

**Presenter:** Kena Avila  
**Equity, All Levels**

Perspectives and definitions on language have changed throughout the decades and language planning for PK-12 Emergent Bilingual (EB) students have also changed. In 1984, Richard Ruiz outlined three orientations toward language: problem, right, and resource. At that time, Ruiz described an international attitude situated in a problem discourse and offered language as a resource as an alternative. In 2002, Susana Dutro and Carrol Moran presented An Architectural Approach with a focus on form, function, and fluency, with metaphors of tools, bricks, and mortar. Dutro’s blueprint was to explicitly teach Academic English Language (AEL) throughout the day. In 2010, Ofelia Garcia described translanguaging as a repertoire of related language practices or ways of using language within particular sociocultural contexts. More recently, in 2014, Palmer et al described translanguaging strengths through identity theories of positioning and investment.

## Bridging Home, Community and School for Our Newest Immigrants

**Presenter:** Kelli Scardina  
**Family Engagement, All Levels**

Supporting immigrant newcomers is complex in our existing school systems. Our newest immigrants come with many needs, but also many assets. How can we tap into existing systems of support within schools, districts and communities at large to best provide an engaging environment for learning and for living? Learn strategies to build relationships and engage in reciprocal learning with some of our most fragile learners and their families as they make the transition to life in the US.
### PM Breakout Sessions #2

#### "Sheltering Spanish In Two-Way DLI Classrooms"  
**Presenter:** GM García  
**DLI Elementary**

How can DLI teachers ensure student understanding in the early grades, when about 1/2 the kids are not proficient in the language of instruction? Done well, the sheltering of any instruction involves lowering the linguistic demand of the learner without compromising the integrity of the grade level content. The unique linguistic make-up of 2-way classrooms present challenges and opportunities to merge best practice for sheltering instruction, with deliberate strategies that support language acquisition. This session will focus on emphasizing early grades and present ways to challenge students who are native speakers, while supporting those who are more limited.

#### "Teaching and Supporting Migrant Children in Our Schools: A Culturally Proficient Approach”  
**Presenter:** Antonio Ramos  
**Equity, All Levels**

Recently presented at the annual National Migrant Education Conference, this informational workshop gives audience participants an improved cultural lens and awareness, along with new tools to support migrant and English Language Learners (ELL) students. Participants will learn about research-based best practices in supporting migrant students and families in a way that is culturally responsive, deeply engaging, and respectful of migrant students' particular socio-cultural reality. We will view the migrant program in a broad and inclusive manner, viewing through a lens of cultural sensitivity, which can inform staff about development models that work effectively with migrant students and their families in and out of the classroom.

#### "Our Nombres Matter!!"  
**Presenter:** Amparo Santa García-Yurchenco  
**Equity, All Levels**

In this bilingual workshop we will share and discuss personal experiences around the importance of our name and personal identity. We’ll also discuss and analyze effective strategies to explore our identity and to build strong relationships with our students. In this bilingual workshop we will discuss and plan how to build a respectful and caring culture in school communities that values diversity. We will also review some amazing picture books related to the importance of names. Participants will explore hands on activities. Participants will write a beautiful, powerful and personal poem that will represent specific moments in their lives. Participants will have some activities that can be implemented right away in their instruction. This workshop will be conducted in Spanish and English.


### PM Breakout Sessions #3

#### "What It Means To Be An Ally"  
**Presenters:** John Lenssen & Karen Perez  
**Equity, All Levels**

We will engage in dialogue and story telling around our different and shared understanding of what it means to show up as an ally. We will challenge each other’s thinking that allyship is an option and not a necessity. We will also explore what people of color want from white allies.
### Bilingual Education: Online Resource to Enhance your Spanish Instruction K-8.

**Presenters:** Jonica Tabler & Dale Bernardini  
**Room:** B-215  
**DLI Elementary**

One of the major obstacles to teaching Spanish in a bilingual program is finding the time to research appropriate resources, and the money to buy them. Many book adoptions done through the districts provide limited to no Spanish materials to mirror the English. Literacy materials are usually easier to come by than those for the content areas of social studies, science and math. Presenters will share online resources to enhance your Spanish instruction and guidance in navigating the free resources available through the Mexican government and other sites. Our goal is to provide bilingual Spanish teachers with the tools to enhance their instruction and increase student success.

### Technology in the Dual Language Classroom

**Presenter:** Juliana Smith  
**Room:** A-110  
**DLI Middle/Secondary**

At this workshop, participants will be able to play around with some of the technology that can be used to engage students in the dual language classroom.

### Determining Difference from Disability: A Culturally Responsive Approach

**Presenters:** Dr. Gerry McCain & Dr. Megan Farnsworth  
**Room:** A-109  
**Culturally Responsive Teaching, All Levels**

The main question IDEA (2004) tells us to consider when determining difference from disability is student’s learning/behavior problem primarily due to: (1) language and cultural factors (external); or (2) true disabling condition (internal)? Therefore, educators must consider data that may fit into these two categories, and examine the biases that inform these decisions. Next, we will share research illuminating the school to prison pipeline, and then present a Culturally and Linguistically Diverse (CLD) case study student who has been labeled as “defiant.” Together, participants will practice viewing student data through a culturally responsive lens in interpreting both internal and external factors that affect her behaviors.

### Providing Students Equitable Access through a Co-Teaching Model

**Presenters:** Christina Chapman & Timothy Montgomery  
**Room:** A-104  
**Equity, Middle Level**

This session will focus on the work Woodburn School District is doing in partnership with Education Northwest to provide equitable access to students that receive both special education services and English learner services. The district is piloting a co-teaching model with a middle school ELD teacher and special education specialist. This model is providing students with coordinated services and access to additional course offerings.

### Become a National Geographic Certified Educator

**Presenter:** Marieta McCormack  
**Room:** A-205  
**DLI Middle/Secondary**

Ésta capacitación tiene como objetivo introducir paso por paso los beneficios curriculares y estratégicos que conllevan a una educación con motivación y el deseo que buscar soluciones a los problemas de la vida diaria usando el proceso de pensamiento crítico.  
**Presentation in Spanish.**
### PM Breakout Sessions #3

#### 2:30 - 3:45 PM

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<tr>
<td><strong>&quot;Project GLAD® en Español; Secondary&quot;</strong></td>
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<td><strong>Presenters: Omar Guillen &amp; Diana Hernandez</strong></td>
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<td>DLI Middle/Secondary</td>
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<tr>
<td>GLAD en Español (7-12): This workshop will engage participants with Spanish literature, as well, as present seldom used GLAD strategies. These strategies will increase and develop academic vocab that could be used in academic and social contacts. This workshop will also provide opportunities on how to create and maintain a positive classroom environment among secondary students. Come on in and you could go with two strategies you can implement right away!</td>
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| **"Survival Guide for Teachers of Color in Oregon"**                          | A-209|
| **Presenters: Teresa Sanches & Vanessa Davalosw**                            |      |
| Equity, All Levels                                                          |      |
| This presentation will stress in the importance of hiring and retaining teachers of color in our schools. We will explore the reasons why teachers of color leave the profession at a high rate. We will hear personal stories from teachers of color who have been in the educational system in Oregon for many years. They will also give advice on how to overcome potential barriers. |      |

| **"Estrategias de AVID Adaptadas para el Desarrollo de la Biliteracidad"**   | A-210|
| **Presenters: Michelle Perales & Danielle Reynolds-Young**                  |      |
| DLI Elementary                                                              |      |
| En esta sesión, presentaremos diferentes estrategias de AVID utilizadas en un salón de tercer grado en un programa de inmersión dual para desarrollar la biliteracidad de los estudiantes emergentes bilingües. Según Escamilla et. al (2014), “el desarrollo de la oralidad (habilidades de lenguaje oral necesarias para comprender un texto y dialogar con otros acerca de un texto) y el metalenguaje (la habilidad para pensar y hablar acerca del lenguaje en un contexto específico) son esenciales para un desarrollo robusto de la biliteracidad.” Los participantes aprenderán diferentes estrategias para reforzar la lectura, escritura, comprensión auditiva, y producción oral en el idioma español. |      |
| *Presentation in Spanish.*                                                   |      |

| **"Growing Multilingual Ideology in a Language Desert"**                    | A-202|
| **Presenters: Leah Hinkle & Elaine Merighi Morelock**                       |      |
| Equity, All Levels                                                          |      |
| While bilingual education is blossoming in pockets across the nation and our state, the majority of students (and staff) find themselves in a linguistic desert, where the only language left standing is English. Is it because English is a survivor or is it because it is the only language we have nourished and protected? How do we recognize and eliminate language bias that even exists in dual language programs? Let's learn to be language gardeners and tend a multilingual landscape within monolingual and bilingual school systems. |      |

| **"Harnessing Bilingual Teachers' Identities as Assets"**                   | A-208|
| **Presenters: Maria Dantas-Whitney, Jessica Dougherty & Kristen Pratt**     |      |
| Leadership, All Levels                                                     |      |
| Bilingual teacher candidates and professors from the Bilingual Teacher Scholars program at Western Oregon University will share their experiences and perspectives on the positive impact of bilingual teachers. Best practices for serving emergent bilingual learners and their families will be discussed, such as creating a culturally-relevant school climate; principles of effective teaching and learning; family and community partnerships; and the need for advocacy. |      |
2019-20 OABE Board Members

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Vicki Aguilar  
Regional Representative
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Because of your support and contributions this is possible.

Bill Rhoades
Annikke Olson
Joe Morelock

Leadership Panelists (Friday):
Angie Navarro
Molly Little
Michael Bacon
Karina Bruzzese
Perla Rodriguez

Youth Music Project

Meridian Creek Band Program

OALA

Institutional Members
Bend-La Pine School District
Canby School District
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Newberg School District
Oregon City School District
Oregon State University
PPS Rigler Elementary
PPS Bridger School
Tigard-Tualatin School District
West Linn-Wilsonville School District
Western Oregon University
Woodburn School District

Julie Esparza Brown
David Rogers
Derek Brown

School Sites (Friday):
Candy Lane Elementary
Lowrie Primary
Trost Elementary
Baker Prairie Middle School

All presenters
& Student Volunteers!

Oregon Association for Bilingual Education
8 Professional Development Units are hereby granted to:

This document certifies the aforementioned person attended the
2020 Winter Institute of the Oregon Association of Bilingual Education on
January 11, 2020

OABE 2020 President: Elaine Merighi Morelock
OABE 2020 Vice President: Lara Smith
2020 OABE SPONSORS

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