Registration Materials

29th Annual Conference
McEnery Convention Center  San José, California
March 4-7, 2004

Bilingual Education:
An Individual Right,  A National Asset,  A Global Imperative

cabe
2004
CABE announces its 29th Annual Conference, "Bilingual Education: An Individual Right, A National Asset, A Global Imperative," to be held at the McEnery Convention Center, March 4-7, 2004, in San José, California. We are extremely pleased that this year’s conference is being co-sponsored by the San José Unified School District, the San Francisco Unified School District, Alum Rock Union Elementary School District, the Eastside Union High School District, and the Franklin McKinley School District.

The California Association for Bilingual Education (CABE) promotes and supports educational excellence for all students in California. To this end, CABE 2004 provides intensive staff development appropriate to the education of pre-school, elementary, secondary, adult, and university second language learners. Teachers and para-educators of Bilingual, ESL/ELD, Structured English Immersion, Special Education, Title I, Migrant Education and Specially Designed Academic Instruction in English (SDAIE) programs benefit from this staff development opportunity. Additionally, school district board members, superintendents, administrators, business leaders and parents also have the opportunity to learn more about the range of programs and strategies available to meet the instructional needs of English learners and other students learning a second or third language. The goal of CABE 2004 is to provide participants with the latest and most innovative strategies and research on schooling for second language learners.

**Confirmed Keynote Speakers**

**David E. Hayes-Bautista**

David Hayes-Bautista is internationally recognized for his research on the culture and health of Latinos. The energetic and inspirational professor established the Center for the Study of Latino Health and Culture (CESLAC) at UCLA. David E. Hayes-Bautista has produced over 80 publications, has received numerous honors for his work and is always in demand as a public speaker.

**Donald Macedo**

Donaldo Macedo is a professor at the University of Massachusetts Boston. He has published extensively in the areas of linguistics, critical literacy, and bilingual and multicultural education. His publications include: *Literacy: Reading the Word and the World* (with Paulo Freire), *LITERACIES OF POWER: WHAT AMERICANS ARE NOT ALLOWED TO KNOW*, *DANCING WITH BIGOTRY* (with Lilia Bartolome), *CRITICAL EDUCATION IN THE NEW INFORMATION AGE* (with Paulo Freire, Henry Giroux and Paul Willis), *CHOMSKY ON MISEDUCATION* (with Noam Chomsky) and *IDEOLOGY MATTERS* (co-authored with Paulo Freire, forthcoming).

**Pat Wolfe**

Pat Wolfe is a former K-12 classroom teacher, county office administrator, and adjunct university professor. As an educational consultant, she has conducted workshops for thousands of administrators, teachers, boards of education and parents in schools and districts throughout the United States and internationally. Her major area of expertise is the application of brain research to educational practice. Her entertaining and interactive presentation style makes learning about the brain enjoyable as well as practical. She is an author and has appeared on numerous videotape series, satellite broadcasts, radio shows, and television programs.

**Ana Celia Zentella**


**Featured Presentations**

**Friday, March 5, 2004**

**José Luis Orozco**, Recording Artist, Author, Radio Host of Children’s Programs

**Laurie Olsen**, California Tomorrow

**Christine Sleetor**, Professor, CSU Monterey Bay

**Aida Walqui**, Director, Teacher Professional Development, West Ed

**Isabel Campoy**, Author, Professor University of San Francisco

**Alma Flor Ada**, Author, Professor University of San Francisco

**Saturday, March 6, 2004**

**Barbara Flores**, Researcher, Author and Professor, CSU, San Bernardino

**Kathryn Lindholm-Leary**, Author, Researcher, Professor, San José State University

**Donna Ford**, Professor Ohio State University

**Enid Lee**, Director, Enidlee Consultants UC Santa Cruz

**Jim Cummins**, Author, Researcher Professor, University of Toronto

**Ji-Mei Chang**, Professor, San José State University

**Lilia Bartolomé**, Associate Professor, University of Massachusetts, Boston

**Sunday, March 7, 2004**

**The Bronze Screen**, Documentary of 100 years of Latinos in Film, Farmers Insurance

**Gary Soto**, Bestselling Author of Children’s Literature

**Stephen Krashen**, Researcher, Author, Professor Emeritus University of Southern California

**Mexican Cultural Video “Nuestro México”,** Presented by The Institute for Mexicans Aboard-Secretaria de Relaciones en el Exterior
Workshops and Institutes
CABE 2004 features over 350 workshops and over 30 institutes (full and half-day) in all areas of education for English Language Learners and other students learning a second or third language. These professional development opportunities are scheduled throughout the four days of the conference, giving participants the opportunity to select workshops, featured speakers, institutes and other conference activities within their areas of interest. All sessions are held at the San José McEnery Convention Center (Please see the institute highlights and the Preliminary Agenda page in this brochure.)

Exhibits
Exhibitors with instructional materials in all areas of education for English Language Learners, including technology, provide participants the opportunity to review and purchase the latest in materials and publications. (See the Preliminary Agenda page of this brochure for Exhibit hours.)

Career Fair
School districts and various agencies participate at CABE 2004 with the primary goal of recruiting educational professionals for their districts and or organizations. This is the perfect opportunity to learn more about employment and professional opportunities within the educational field or other fields seeking bilingual personnel. A special Career Fair section with employment opportunities is also featured in the conference program. (See the Preliminary Agenda page in this brochure for Career Fair hours.)

Special Luncheons and Banquet/Dance
CABE 2004 features two special luncheons and a Saturday night banquet. Friday’s luncheon highlights Educators of the Year Award presentations. Saturday’s luncheon honors the CABE Parent of the Year and Student Writing Contest Winners. CABE’s Seal of Excellence banquet and dance are held on Saturday evening featuring the CABE Seal of Excellence Awards for schools with outstanding programs. For information about nomination opportunities for each of these awards, please see the information mailed to CABE members or visit CABE’s website at www.bilingualeducation.org. You may also contact CABE Headquarters at 626-814-4441.

CABE Fundraiser
CABE 2004 participants have the opportunity to enjoy, network with new people, meet old friends, and dance at the annual CABE Fundraiser featuring a well-known talent and band. This event helps CABE raise additional funds for bilingual teacher and youth scholarships. Don’t miss this opportunity to contribute to CABE and have fun at the same time!!

CABE 2004 Distinctive Speaker
Special Closing Session
This year CABE 2004 is highlighting Ana Celia Zentella, a professor at UCSD and an exemplary author, at a special Conference Closing Session on Sunday, March 7, 2004, from 10:45 am to 12:30 pm.

University Credit
University credit will be available while attending workshops, institutes and featured speakers at CABE 2004. Registration and payment of fees can be made on-site at the University Credit table located in the Lobby area of the San José McEnery Convention Center. (Note: To earn university credit, participants must registered to do so prior to attending any workshops or institutes.

High School Student Institute
This annual full-day institute for high school students takes place on Saturday, March 6, 2004, from 10:30 a.m. to 4:00 p.m. This institute focuses on leadership, literature, and culture relevant for high school students. Participating students receive lunch along with registration for this event. (Please use the CABE registration form in this brochure to register high school students for this event.)

CABE 2004 Cyber Café
Don’t miss out on the central hub of the Exhibit Hall! This year’s Cyber Café provides attendees a location to check email, try new software, discover new technology trends, surf the web, and also meet friends. Mini-presentations and classes at the Cyber Café offer attendees an opportunity to obtain information on a wide range of technology topics, such as web development, software instruction, and technology for second-language learners.

CABE 2004 Artist
CABE welcomes Herman Sillas, Esq. as the official CABE 2004 Artist. Mr. Sillas has been CABE’s legal counsel for the past 23 years. He will be available for CABE 2004 poster signings at special hours during the conference.

Special Invited Speaker
for the Seal of Excellence Banquet
U.S. Senator Christopher Dodd, co-sponsor of Senate Resolution 170 designating years 2004 and 2005 as “Years of Foreign Language Study"
<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wednesday, March 3, 2004</td>
<td>8:00 a.m. - 4:00 p.m.</td>
<td>Exhibitors Move-In, McEnery Convention Center, Hall 1 and 2</td>
</tr>
<tr>
<td>Thursday, March 4, 2004</td>
<td>7:30 a.m. - 2:00 p.m.</td>
<td>School Site Visit Registration and Transportation to schools</td>
</tr>
<tr>
<td></td>
<td>8:00 a.m. - 11:00 a.m.</td>
<td>Exhibit/Career Fair Move-In and Set-up, McEnery CC Hall 1 and 2</td>
</tr>
<tr>
<td></td>
<td>9:00 a.m. - 4:00 p.m.</td>
<td>Conference Registration, 2nd Floor Concourse Area, McEnery CC</td>
</tr>
<tr>
<td></td>
<td>9:00 a.m. - 4:00 p.m.</td>
<td>Tote Bag pick-up, 1st Floor Arcade Lobby, McEnery CC</td>
</tr>
<tr>
<td></td>
<td>10:00 a.m. - 3:30 p.m.</td>
<td>CABE Joint Delegate Assembly Leadership Institute</td>
</tr>
<tr>
<td></td>
<td>12:00 p.m. - 4:00 p.m.</td>
<td>Exhibit Hall Opening, McEnery CC Hall 1 and 2</td>
</tr>
<tr>
<td></td>
<td>12:00 p.m. - 4:00 p.m.</td>
<td>Parent Hospitality Room Opening, McEnery CC Room A7 and A8</td>
</tr>
<tr>
<td></td>
<td>12:30 p.m. - 3:30 p.m.</td>
<td>Pre-Conference Institutes &amp; Economic Summit</td>
</tr>
<tr>
<td></td>
<td>4:00 p.m. - 6:00 p.m.</td>
<td>Opening General Session, Hall 3 - Keynote Address: David Hayes-Bautista</td>
</tr>
<tr>
<td></td>
<td>7:30 p.m. - 11:00 p.m.</td>
<td>Membership Reception and Dance</td>
</tr>
<tr>
<td>Friday, March 5, 2004</td>
<td>7:30 a.m. - 5:00 p.m.</td>
<td>Conference Registration, 2nd Floor Concourse Area, McEnery CC</td>
</tr>
<tr>
<td></td>
<td>7:30 a.m. - 5:00 p.m.</td>
<td>Tote Bag pick-up, 1st Floor Arcade Lobby, McEnery CC</td>
</tr>
<tr>
<td></td>
<td>7:30 a.m. - 5:00 p.m.</td>
<td>Parent Hospitality Room, McEnery CC Room A7 and A8</td>
</tr>
<tr>
<td></td>
<td>8:30 a.m. - 10:00 a.m.</td>
<td>General Session, Hall 3 - Keynote Address: Pat Wolfe</td>
</tr>
<tr>
<td></td>
<td>9:00 a.m. - 6:00 p.m.</td>
<td>Exhibits/Career Fair, McEnery CC Hall 1 and 2</td>
</tr>
<tr>
<td></td>
<td>10:30 a.m. - 12:00 p.m.</td>
<td>Workshops and Featured Speakers</td>
</tr>
<tr>
<td></td>
<td>10:30 a.m. - 5:00 p.m.</td>
<td>Full Day Institutes</td>
</tr>
<tr>
<td></td>
<td>12:30 p.m. - 2:00 p.m.</td>
<td>Educator of the Year Awards Luncheon, Hall 3</td>
</tr>
<tr>
<td></td>
<td>2:00 p.m. - 5:00 p.m.</td>
<td>1/2 Day Institutes</td>
</tr>
<tr>
<td></td>
<td>2:15 p.m. - 3:45 p.m.</td>
<td>Workshops and Featured Speakers</td>
</tr>
<tr>
<td></td>
<td>4:00 p.m. - 5:30 p.m.</td>
<td>Workshops and Featured Speakers</td>
</tr>
<tr>
<td></td>
<td>7:30 p.m. - 11:00 p.m.</td>
<td>CABE Fundraiser</td>
</tr>
<tr>
<td>Saturday, March 6, 2004</td>
<td>7:30 a.m. - 5:00 p.m.</td>
<td>Conference Registration, 2nd Floor Concourse Area, McEnery CC</td>
</tr>
<tr>
<td></td>
<td>7:30 a.m. - 5:00 p.m.</td>
<td>Tote Bag pick-up, 1st Floor Arcade Lobby, McEnery CC</td>
</tr>
<tr>
<td></td>
<td>7:30 a.m. - 5:00 p.m.</td>
<td>Parent Hospitality Room, McEnery CC Room A7 and A8</td>
</tr>
<tr>
<td></td>
<td>8:30 a.m. - 10:00 a.m.</td>
<td>General Session, Hall 3 - Keynote Address: Donaldo Macedo</td>
</tr>
<tr>
<td></td>
<td>9:00 a.m. - 4:00 p.m.</td>
<td>Exhibits/Career Fair, McEnery CC Hall 1 and 2</td>
</tr>
<tr>
<td></td>
<td>10:30 a.m. - 12:00 p.m.</td>
<td>Workshops and Featured Speakers</td>
</tr>
<tr>
<td></td>
<td>10:30 a.m. - 5:00 p.m.</td>
<td>Full Day Institutes</td>
</tr>
<tr>
<td></td>
<td>12:30 p.m. - 2:00 p.m.</td>
<td>Parent of the Year Awards and Student Essay Winners Luncheon, Hall 3</td>
</tr>
<tr>
<td></td>
<td>2:00 p.m. - 5:00 p.m.</td>
<td>1/2 Day Institutes</td>
</tr>
<tr>
<td></td>
<td>2:15 p.m. - 3:45 p.m.</td>
<td>Workshops and Featured Speakers</td>
</tr>
<tr>
<td></td>
<td>3:00 p.m. - 4:00 p.m.</td>
<td>CABE Membership Meeting</td>
</tr>
<tr>
<td></td>
<td>4:00 p.m. - 5:30 p.m.</td>
<td>Workshops and Featured Speakers</td>
</tr>
<tr>
<td></td>
<td>7:00 p.m. - 9:00 p.m.</td>
<td>Seal of Excellence Awards Banquet</td>
</tr>
<tr>
<td></td>
<td>9:00 p.m. - 12:00 a.m.</td>
<td>CABE Seal of Excellence Dance</td>
</tr>
<tr>
<td>Sunday, March 7, 2004</td>
<td>7:30 a.m. - 9:00 a.m.</td>
<td>Conference Registration, 2nd Floor Concourse Area, McEnery CC</td>
</tr>
<tr>
<td></td>
<td>7:30 a.m. - 9:00 a.m.</td>
<td>Tote Bag pick-up, 1st Floor Arcade Lobby, McEnery CC</td>
</tr>
<tr>
<td></td>
<td>8:00 a.m. - 12:00 p.m.</td>
<td>Parent Hospitality Room, McEnery CC Room A7 and A8</td>
</tr>
<tr>
<td></td>
<td>9:00 a.m. - 10:30 a.m.</td>
<td>Workshops and Featured Speakers</td>
</tr>
<tr>
<td></td>
<td>10:45 a.m. - 12:30 p.m.</td>
<td>Closing General Session - Keynote Address: Ana Celia Zentella</td>
</tr>
</tbody>
</table>
Pre-Conference Activities

Thursday, March 4, 2004

Pre-Conference Events and Opening General Session Highlights

Conference Registration at the McEnery Convention Center in the 2nd Floor Concourse Area
Registration opens at 9:00 a.m. and closes at 4:00 p.m. Participants, who are pre-registered and received their conference badges in the mail, may go directly to the 1st Floor Arcade Lobby—Tote Bag Pick-up area to receive their conference materials and join the pre-conference activities. Other participants, who are pre-registered and did not receive their badge in the mail, may pick up badge and conference materials on the 2nd Floor, Concourse Area. New Registrants, that are not pre-registered, are invited to register for the conference at the “New Registration” area on the 2nd Floor, Concourse Area.

School Site Visits (9:00 a.m. - 2:00 p.m.)
Visit exemplary programs for English Learners—e.g., Two-Way/Dual Language Immersion, ELD. Participants have an opportunity to see these programs in action. Buses depart from the San José McEnery Convention Center at 8:00 a.m. and return at 2:00 p.m. in time to participate in the Opening General Session. Please indicate participation and selection of school site (first and second choice—see descriptions of program types on page 8) for this event on the CABE 2004 Conference Registration Form in the appropriate section of this brochure. (Please note that there is a fee of $30 to participate in this event.)

Economic Summit (12:30 p.m. - 3:30 p.m.)
Join in the dialogue about the importance of bilingualism for the 21st Century. Hear future-oriented business, community and educational leaders discuss the many powerful benefits available to students who are literate in two or more languages. A panel of experts explores issues of language diversity, bilingualism and multilingualism in the context of an educated, biliterate workforce that brings linguistic, economic, cultural and social assets to our state as well as stimulating democratic participation in our communities.

Joint Delegate Assembly (JDA) (10:00 a.m. - 3:30 p.m.)
CABE chapter leaders and delegates come together to learn, network, share best practices, and plan for regional and chapter activities at the local level at this semi-annual JDA session. Participants receive an overview of the workshops, featured speakers, and institutes featured in the CABE Leadership strand. (Please note: For CABE Chapter Presidents/Designees only.)

Exhibit Hall Opening (12:00 p.m. - 4:00 p.m.)
Leisurely visit the McEnery CC Hall 1 and 2 before the Opening General Session, when the conference formally opens. Participants have the opportunity to preview materials and other events at the Exhibitor/Career Fair as a first day, pre-conference activity.

CABE 2004 has an exciting pre-conference activity planned!

Pre-Conference Extended Learning Opportunity

Participate in this CABE 2004 Extraordinary Extended Learning Opportunity at the de Saisset Museum in Santa Clara, California. Register Now! (Capacity is limited to 200 guests) Transportation will be provided.

CABE is delighted to have Farmers Insurance as a sponsor for a special VIP Continental Breakfast and Museum tour. This special complimentary pre-conference learning opportunity is scheduled for Thursday, March 4, 2004. At the VIP Breakfast, Farmers Insurance will honor CABE Latina Leaders in Education, and participants will also enjoy a private tour of the highly acclaimed Smithsonian touring exhibition: “AMERICANOS: Latino Life in the United States.”

Don’t wait—this complimentary pre-conference activity is limited to the first 200 registrants to this event and will be handled on a first-come basis only. If you would like to attend, you must complete the additional Pre-Conference Activity Registration form and send it with your CABE 2004 Conference Registration form. (Please note that this event is only available for registered CABE 2004 conference attendees.)

Guests participating in this event will meet at the San José Convention Center, and buses will leave the Convention Center for the museum promptly at 9:00 a.m., participants will return to the San José Convention Center by 2:00 pm, in time to attend the General Opening Session scheduled for 4:00 p.m.
CABE 2004 Pre-Conference Institutes

Pre-conference Institutes (12:30 p.m. to 3:30 p.m.)

**ELD Strategies for Differentiation**

Differentiation is the topic de jour across the state of California. Many educators would like to shine the spotlight brightly on this topic to reveal the hidden crevices and dark corners, but thus far differentiation has been an elusive subject. "ELD Strategies for Differentiation" aims to bring the dark spots and confusing components into the light. Using the ELD standards and effective strategies, this institute will explain how to differentiate ELD instruction to ensure the academic success of English learners.

Presenter(s): Donna Heath, Laurie Nesrala, Julie Goldman

**"La Causa" ("The Cause")**

"La Causa" takes audiences into the world of migrant farm workers and their battle against racism along with their fight for civil rights in the late 1960’s. Experience this chapter of American history as one woman balances the demands of family, with her fight to free them from poverty with the formation of the UFW.

Presenter(s): Linda Palomino, Robyn L. Giuseffi

**Using Classroom Assessment Data to Build Better Readers: Implications for English Learners**

Assessment, Evaluation, and Accountability: Data Evaluation

The key to no child being left behind in reading is day-to-day instructional decision-making, and effective decision-making depends on the skillful use of classroom data. During this session, teachers and administrators will learn how to: (1) use outcome, demographic, and process data to analyze classroom assessment data; (2) identify specific, concrete instructional behaviors that lead to increased student achievement in reading; and (3) use classroom assessment data in reading to improve instructional practice for English Learners.

Presenter(s): Denis Fox

**The WRITE Institute Presents: A New Elementary Staff Development Model and a César Chávez Resource Unit for K-12**

Participants will learn about how WRITE has expanded its staff development program into grades 4-6. They will also receive the bilingual unit, “Learning Activities and Resources to Commemorate César Chávez.” This resource unit, with activities in both English and Spanish, is aligned to the California State History-Social Science Standards and Frameworks and promotes biliteracy, academic learning and critical thinking for English Learners at all grade levels. The unit includes information about César Chávez and his legacy, as well as activities to foster leadership and academic achievement.

Presenter(s): Donna Heath, Laurie Nesrala, Julie Goldman

**Developing Meaningful Literacy Activities Through Family Stories and Oral Histories**

This session presents strategies and examples for preparing students to conduct meaningful exploration of issues that relate to their lives and their families’ sociohistorical experiences. These activities provide a base for transforming curriculum while simultaneously incorporating California subject matter standards. Examples of student products across curriculum and grade levels will be presented.

Presenter(s): Irene Villanueva, Vanessa Sanchez, Shauna R. Polson, Noemi Borjon, Laura Harriman

**We Can Talk! Simple Cooperative Strategies to Promote Language Acquisition**

This institute shares simple cooperative learning structures which can be used as part of any lesson, at any grade level. The structures promote language acquisition by creating more comprehensible input, frequency of output, and a safer classroom context, lowering the affective filter. The structures are easily adapted for all levels of language proficiency. Among the many structures participants will experience and process are Drop-A-Gambit, Paraphrase Passport, Boss-Secretary, RallyRobin, Three-Step Interview, and Sharing Secrets.

Presenter(s): Dr. Spencer Kagan

**Planning and Implementing Successful EL Programs**

Careful planning is needed to ensure consistency and effectiveness in English Learner programs. This institute provides a framework for planning complex educational projects, and describes how several districts have developed comprehensive EL master plans. The session concentrates on the development of these plans and also on how the process of master plan development (or revision) can serve as a major professional development opportunity. Participants are encouraged to bring their own plans, and will have the opportunity to work on improvements to their districts plans and to receive recommendations for effective program implementation.

Presenter(s): Norm Gold, Karen Kendall

**Closing the Achievement Gap: Understanding Poverty**

This session will focus on the disparity in achievement among students from different socioeconomic classes. The session will provide specific strategies & instructional practices that will work to the advantage of children living in poverty.

Presenter(s): Martha Hall

Opening General Session (4:00 p.m. to 6:00 p.m.)

This is the formal grand opening of CABE 2004. Participants have the opportunity to hear a motivational keynote address featuring Dr. David Hayes-Bautista, internationally recognized for his research on the culture and health of Latinos and Director of CESLAC (Center for the Study of Latino Health and Culture) at UCLA. Attendees also receive greetings from dignitaries and other special guests invited to officially open the 29th Annual CABE Conference.

Membership Reception and Dance (7:30 p.m. to 11:00 p.m.)

Don’t miss out! After the Opening General Session, CABE welcomes all CABE members to join us at the annual Membership Reception/Dance in their honor. Meet the CABE Board and Chapter Presidents, network with other members, eat great food, dance and just have fun!
Conference Information

Hotel Reservations
All hotels listed on the CABE 2004 Housing Form offer special conference rates. Some hotels are conveniently located within walking distance of conference activities. Complimentary ground transportation will be offered for hotels that are not within walking distance. Conference participants can make CABE 2004 housing reservations directly with the San José Convention & Visitors Bureau. Refer to the enclosed housing form for rates and deadlines. Submit your reservations to the housing bureau in a timely manner to secure conference rates at the hotel of your choice.

Air Travel
In cooperation with the California Association for Bilingual Education, United Airlines and Southwest Airlines are offering discounted fares to CABE 2004 attendees. You may make arrangements by calling the airline directly and referencing the appropriate Group Meeting ID Code, listed below.

Southwest Airlines offers up to 10% off most fares for air travel to and from the event, with the convenience of Ticketless Travel. To qualify, call Southwest Airlines Group and Meetings Reservations at 1-800-433-5368 and reference the assigned I.D. Code ÑS0322. Reservations Sales Agents are available 7:00 a.m. - 8:00 p.m. Monday-Friday, or 8:30 a.m. - 5:30 p.m. Saturday and Sunday, Central Standard Time. You may begin to make reservations starting 4-6 months prior to travel or up to one hour prior to flight.

United Airlines is offering special fares for all attendees of CABE who use the Special Meeting Desk to book their reservations. Book early and take advantage of the promotional fares that give you the greatest savings! Earn a 5% discount off the lowest applicable fare, including First Class, or 10% off the mid-week coach fare. United is also offering an additional 5% off tickets issued 30 days prior to travel within the conference dates. Simply call the Meeting Plus Reservation Center at 1-800-521-4041 Monday-Sunday, 8:00 a.m. Ð 10:00 p.m., Eastern Time, and refer to Meeting ID Number 516GP. Mileage Plus members receive full credit for all miles flown when attending this meeting. Tickets can be mailed by United, picked up at your local travel agency or United Airlines ticket office. You or your travel agent should call today as seats may be limited.

Avis & Alamo Rental car companies will offer CABE 2004 attendees a 10% discount off of the applicable rental rates when reservations are made in conjunction with United Airlines air reservations.

Auto Travel and Parking
See enclosed map for details on directions to the conference. Parking is available for the daily fee of $10 at the San José McEnery Convention Center. In and out daily passes are available for $20. The San José Convention Center parking structure opens daily at 6:00 a.m. CABE 2004 attendees can also take advantage of the Light Rail system, with stops conveniently located near the San José Convention Center (SJCC) and which serves as an easily accessible source of transportation between SJCC and the various sites and activities of San José and surrounding cities. For more information visit the San José Convention Center website at www.sjcc.org.

Interesting Activities in the San José Area
For you and your family's enjoyment, see listing of San José area highlights. Check for availability of the special conference hotel rates with your hotel. The following is a partial list of after conference activities available in the San José area:

San José
San José, capital of Silicon Valley, is California’s third, and the United States eleventh, largest city.

Mexican Heritage Plaza
The Mexican Heritage Plaza, promoting the arts, building community, and advancing social and economic development.

Winchester Mystery House
The beautiful, yet bizarre Winchester Mystery House is a 160-room Victorian mansion filled with many oddities.

Children's Discovery Museum
The Children's Discovery Museum of San José is the largest museum for children in the West.

San José Museum of Art
The San José Museum of Art is an innovative center for the contemporary visual arts.

Tech Museum of Innovation
The mango-colored Tech Museum of Innovation is a 132,000 square-foot, three-level facility with nearly 300 high tech exhibits located in the heart of Downtown San José.

Paramount’s Great America
Paramount’s Great America, located in Santa Clara, is a 100-acre blend of movie magic and theme park thrills.
Take advantage of the on-line discount and avoid on-site registration lines. When you submit your CABE 2004 registration(s) early, either on-line or by mail, your registration is processed in advance.

- If you register (either on-line or by mail) on or before December 31, 2003, we assure that you will receive your registration materials (conference badge, conference activity tickets, and school site visit assignments, etc...) mailed to the address you provide on the registration form between January 15, 2004, and January 31, 2004.

- If you register between January 1, 2004, to January 31, 2004, we will mail you a registration confirmation letter only. You will need to bring your confirmation letter and pick up your conference materials on-site at the designated registration booth(s).

- If you register on or after February 1, 2004, you will not receive a registration confirmation letter from CABE. You must bring and show your ID at the on-site registration area to pick up all conference related materials.

Important- Please Note:
- Name badges must be worn for admittance to all conference events, workshops, and exhibit hall.
- If badge is lost or forgotten, please be advised that requests for replacement badges prior to or during the conference will be honored but charged the full price paid when registration was first submitted. There will be NO EXCEPTIONS to this policy.

Mailing Instructions for Conference Registration
Please fill out the attached registration form completely and enclose payment. Pre-registration must be postmarked no later than December 31, 2003.

Mail registration to:
CABE 2004 Registration
P.O. Box 51204
Los Angeles, California 90051-5504

Please Note: If you do not mail the registration form to the address above, it cannot be processed. Registration inquiries may be made to CABE at (866) 814-CABE (2223), or via e-mail at customerservice@bilingualeducation.org.

Staff Development Day(s) For those school districts designating CABE 2004 as "Staff Development Day(s)," a registration incentive of one free registration (excluding meals) is available to groups submitting 25 registrations. These registrations must all be the same (either a full four-day pass or a one-day pass) regardless of the category: member, non-member, administrator, teacher, para-educator, parent, or student. All 25 registrations must be submitted on the same purchase order. For further information see the "Instructions and Information" form located in this brochure.

Save time and money Using On-line Registration
- Please note that the last day to register on-line is February 25, 2004. However if you register on-line between January 1 -- February 25, 2004 you are still eligible for up to a $20 discount.
- Join CABE Today! Save on conference fees when you become a member. You can also renew your membership on-line or use the on-line registration process to check your membership status.
- It’s fast and user friendly! Your registration is processed via a secure server. Our secure site accepts Visa, MasterCard, American Express, and School District/Organization Purchase Orders.
1. General Programs/Services for Second Language Learners
Language Assessment Center (K-12): Assessment Centers are locations specifically created for identification of, and placement services for, English Language Learners. The assessment information is provided to schools ensuring English Learners placement into instructional programs that meet their linguistic/instructional needs.

2. Family Literacy (K-12)
Family Literacy Programs are intergenerational literacy programs that involve parents and their children. Program’s focus is on literacy strategies parents and other adults can use at home to develop and maintain the home language.

3. Newcomer Program, Elementary Level
This program is for newly arrived English Learner immigrant students. Students attend this program to learn “survival” English. These programs are meant to be temporary placements until students learn enough English to be placed into other linguistically appropriate school programs.

4. Elementary Programs
   a. Two-Way Bilingual/Dual Immersion: These programs have a strong, comprehensive instructional design that includes English Language Development, primary language instruction and SDAIE (Specially Designed Academic Instruction in English/other non-English language). There are two language groups represented in the Two-Way classroom: English Learners and English proficient students who serve as language models for each other during the instructional day. The goal of this program is to promote high levels of biliteracy in two languages.
   b. Elementary Transitional Bilingual Programs (TBE): The purpose of these programs is to use the native language of English Learners as a bridge while they transfer into total English instruction. Instruction in TBE programs develops and enriches the students’ native language as they learn English, so that students can access the total curriculum.

5. Middle School Programs
   a. Two-Way Bilingual/Dual
   b. Transitional Bilingual Programs (TBE)
   c. Other- e.g., ELD and SDAIE

6. High School Programs
   ELD and SDAIE
CABE Leadership and Advocacy
- Policy Making/Legal and Political Issues
- CABE-Orientation priorities
- Chapter leadership
- Grass-roots organizing
- Media Training

Cooperative/Collaborative Learning
- Strategies for implementing cooperative learning
- Demonstration lessons and classroom materials
- Essential elements for English learners

Critical Pedagogy
- Problem posing and questioning
- Questioning power structures
- Participatory learning
- Strategies for developing voice and community

Dual Language/Two-Way Bilingual Immersion Programs
- Program planning, strategies and implementation
- Research and evaluation

English Language Development
- Content-based learning experiences
- Methodology, strategies, and sample lessons
- Demonstrations and classroom materials
- English literacy development

Heritage Language/Spanish for Spanish Speakers Programs
- Strategies
- Model programs
- Adult and K-12 student programs
- Spanish for Spanish Speakers
- African American Student Populations
- Standards based instruction

Integrated Content – L1 and SDAIE
- Theme development for content based integrated literacy
- Multiple intelligences through integrated content curriculum
- Models of integrated content based education
- Literature/language arts

Multicultural/Anti-Bias/Diversity Education
- Building upon students’ cultural and linguistic backgrounds
- Student empowerment for academic success
- Multicultural studies in the classroom
- Anti-bias curriculum

Para-Educators
- Strategies for working with small groups
- Assisting with assessment and evaluation
- Providing primary language support
- Career ladders

Parent Involvement/Community Partnerships
- Workshops for parents on the public education system, special programs and services
- Parents as partners in education
- Parent advocacy and empowerment
- Workshops for educators on parent involvement

Policy Making/Legal and Political Issues
- Review of current legislative and policy issues
- Compliance regulations and equity issues

Preschool/Early Childhood Education
- Current research, models and curriculum
- Oral language and cognitive development
- Developmentally appropriate activities

Research
- Proven Models (3yrs+ data)
- Recent Studies
- Teacher Action Research Evaluation Reports
- Evaluation Research

Special Needs Education
- Gifted and Talented education/ High achievers
- Intervention strategies
- IEP development and parental input
- Current teaching methods/strategies
- Assessment and placement issues
- Inclusion
- Differentiated instruction/curriculum
- Educational program development
- Identification

Student Leadership

Teacher Education
- Professional Development
- Teacher Certification
- Teacher Preparation

Technology/Technology Integration
- Technology integration in schools
- Creative software for bilingual classrooms
- Creating access and equity in technology use and instruction
Friday, March 5, 2004         Full Day Institutes

**Critical Pedagogy Institute: From PK-Higher Education Dissident Voices in Critical Times**
As a continued discussion in critical pedagogy, anti-racist and bilingual education, this session will focus on a variety of projects involving critical educators:
1) Parent involvement
2) Teacher preparation
3) Alternative curriculum in elementary
4) Developing and honoring student voice in middle school
Presenter(s): Theresa Montaño, Arcelia Hernandez, Laura DuMond Kerr, Lissette Sosa, Rosario Diaz-Greenberg, Juan Carlos Ledesma, Margie Berta Avila, Luis Urieta Jr.

**Differentiated Instruction That Works!**
Learn how to meet your English Learners needs through Differentiated Instruction in English. Experience every step of the process starting with curriculum mapping, planning and instructing through a standards-based system, classroom management, goal setting, and strategies that make sense!
Presenter(s): Carmen Beck, Magdalena Ruz González

Friday, March 5, 2004         1/2 Day Institutes

**Reaching and Teaching All Students Through Specially Designed Academic Instruction in English**
Revitalize, review, and relish in some fresh ideas/strategies to make your curriculum more comprehensible to all of your students. This hands-on, interactive workshop will focus on Specially Designed Academic Instruction in English (SDAIE) strategies used to give students access to the core curriculum. These strategies are used in Project PEAKS, an award winning program that focuses on using SDAIE strategies to deliver the content area curriculum to English Language Learners. The PEAKS program is currently being replicated in districts in Arizona, California, New Mexico, and the District of Columbia.
Presenter(s): Kathy Reich, David Noyes

**Reflective Quality ELL Instruction: Developing a Professional Community with a Common Language**
Similar to the intent of instructional conversations with students, teachers need opportunities to discuss and reflect on their teaching practices since it has been shown that reflective quality instruction has an impact on student achievement. In this session, a district model will be shared that established ongoing instructional conversations with ELL teachers. The framework included regularly scheduled meetings using, as a catalyst for discussion, video examples of teachers providing differentiated literacy instruction to English Language Learners.
Presenter(s): Ruth Barajas, Jane M. Wolz

**“To Refer or Not to Refer...Factors to Consider when Deciding Whether to Refer an English Learner for Special Education Assessment”**
Should an English Learner who is “not making progress” be referred for special education assessment? This is a question asked by many concerned educators every day. This presenter has been actively involved with answering this question for the past 19 years. User-friendly information and materials will be provided to help educators make this important decision.
Presenter(s): Nancy A. Snodgrass

**Engaging Students of Color in Reading and Writing Activities**
This presentation demonstrates activities that engage Students of Color in reading and writing. The Language experience approach and a variation of this approach is utilized. Students develop community written stories. Many of these activities will assist teachers to conduct Language Arts when texts arrive late.
Presenter(s): Marilyn B. Joshua, Jose Lalas

**Current Issues in the Education of Asian Pacific American Students**
This institute will present and discuss current issues in research and practice for teaching Asian Pacific American students. Some of the presentation topics include parents & teachers; attitude towards Chinese bilingual
preschools; a meta-analysis of select Asian language bilingual education programs and heritage language development. In addition, teaching strategies and ideas will be presented for teachers to authentically integrate Asian American literature into the curriculum by highlighting contributions of Asian Americans to the U.S. using children’s literature. There will be an opportunity for group discussion facilitated by the board members of the California Association for Asian Bilingual Education.

Presenter(s): Fay Shin, Stephen Krashen, Mary Jew, Christy Lao, Grace P. McField, Grace Cho

**Multilingualism and the World Economy: Preparing Teachers for Biliteracy and Cross-Cultural Competence**

The institute will examine multilingualism and the world economy as it relates to the preparation of teachers for Biliteracy and Cross-Cultural Competence. Since the passage of the Lau vs. Nichols Supreme Court case in 1974, school districts have grappled with the issue of best practices for educating our nation’s ever growing population of English Language Learners (ELLs). At the same time, almost paralleling this dilemma, there has been a surge in interest for foreign or second language learning for the nation’s English only speaking student population (Branaman & Rhodes, 1999). Both groups desire to produce what Padilla (1990) would label a language competent society, that is, a society in which all residents, both citizens and immigrants, have the opportunity to develop to the highest possible degree proficiency in English and a second language. The institute will present the work of the Biliteracy Teacher Education program at SDSU through the Policy Studies Department in its work in Mexico, Spain and China.

Presenter(s): Alberto Ochoa, Ernesto Sanz, Cristina Alfaro, Lei Wei-lin

**Improving Local Accountability for English Learners: What’s Next?**

This institute highlights recent changes (both state and federal) in the EL accountability landscape, and reviews a framework and essential questions to guide accountability for EL and former EL success. Presenter offers strategies for setting performance expectations and monitoring progress in ELD and academic core subjects that respond to external accountability demands and foster meaningful accountability within schools and districts. Implications and applications of these concepts and tools are explored using district and state data.

Presenter(s): Robert Linquanti

**No Child Left Behind: What You Need to Know**

No Child Left Behind sets out a new accountability framework which promises to have longstanding and significant impact on all levels of our educational system. This presentation focuses on some key aspects of Part A of Title I, specifically, some of the accountability, staff qualifications, and parental involvement issues, as well as some of the provisions of Title III, which specifically addresses requirements for English Learners.

Presenter(s): Francisca Sánchez, Jan Mayer

**Emotional Development: The Foundation for Intellect**

We all want bright, productive children, but do we really understand how to help them develop to their full capacity? This session will address the role early emotional development plays in the forming of a fully functioning brain.

Presenter(s): Pat Wolfe

**A Comprehensive Language and Literacy Program for Middle and High School English Learners**

This session is designed to help teachers and administrators to plan, implement and evaluate language and literacy instruction for older English Learners. Ideas for accelerating academic language development for students at various levels of English proficiency, as well as fostering reading abilities will be shared. Selected research-based instructional strategies will be modeled using state-adopted ELD and reading materials.

Presenter(s): Alfredo Schifini, Yvonne Garcia, Jorge Cuevas Antillon

**Students as Agents of Change (A Critical Dialogue)**

This institute for high school students will introduce critical theory through the use of Paulo Freire’s transformative educational practices. The presenters, teachers and students will share ways in which participants can use voice, dialogue, reflection, and action to become social agents for change in their schools and communities. High school & university students will present the harsh cultural, political, economic and social realities. This institute is open only to high school students.

Presenter(s): Guillermo Terrazas, Emelina Coronado, Nick Crisosto, Rosalba Jasso
The CASA Project: Working with Classroom Teachers in Underperforming Schools to Improve Instructional Practices for English Learners
Curriculum Coordinators in the San Mateo County Office of Education are currently involved in an intensive three year reform project with three underperforming schools. Presenters will discuss their theory of action, project design, tools, findings and recommendations for those interested in working intensively with school staff members serving English Learners. Professional development materials and a tiered ELD/ELAInstitute model will be shared.
Presenter(s): Liz Wolfe, Lori Musso, Ruth Goldhammer, Alexa Hauser

Understanding Language Needs Among Indigenous Children from Oaxaca: Looking at Cali-Calméac Charter K-8 School in Windsor, California
Understanding the world of ELL students before we teach the word, is essential. Students who come from Spanish speaking countries are often taught as ESL students when many need to learn Spanish and English simultaneously. Learning about their unique needs is vital in building upon their new languages. Recognizing their native indigenous languages and cultures are the key to building effective academic connections.
Presenter(s): Ellie Galvez-Hard, Carla Musik

Teaming for Success: Blazing the Path to Success for All Children Through Cultural and Linguistic Relevancy
This workshop provides participants with ideas and materials that assist in building individualized, culturally relevant, learning strategies for each student. Tools are provided to build a “Super Highway” of relevant communication and commitment to work together between the classroom and the home environment. Materials and handouts are in Spanish and English, are culturally relevant, strength-based, family focused, needs driven, and solution/achievement oriented. The tools assist in building strong working relationships using the existing strengths of the teacher, child, family, and community.
Presenter(s): Gerry R. Rodriguez, Brad D. Norman, Paula Keith, Susan Denison

La imaginación y creatividad en el desarrollo del lenguaje y lecto-escritura
En este institute se presentan y se practican actividades y técnicas para desarrollar la imaginación y la creatividad de los niños y padres de familia al inventar, contar, leer y escribir cuentos/historias.
Los participantes:
-practican las actividades y técnicas durante la presentación
-hacen y se llevan los trabajos manuales
-se llevan consigo un manual con todas las actividades presentadas
Presenter(s): Martha Alvarez-Martini, Martha Farfán

Connecting Powerful Standards for Powerful Teaching Units
The author of WestEd’s Map of Standards for English Learners guides you through authentic activities in small grade level teams to: refine the starter set of essential ELD standards; identify the cross-curricular standards for thematic instruction and small learning communities; and then build Standards for Teaching Units (STUs), cohesive standards for instruction and assessment, to fit into powerful lesson plans.
Presenter(s): John Carr

Two-Way Bilingual Immersion Programs: An Overview
Two-way bilingual immersion programs are inclusive programs that offer all students the opportunity to acquire language proficiency and literacy in two languages. This institute is designed for participants who are interested in developing or beginning a two-way immersion program. Participants will interact with a panel of experienced practitioners as they provide a critical overview of the two-way bilingual immersion programs including definitions, goals, theoretical rationale, criteria for success, and basic components for implementation.
Presenter(s): Marcia Vargas, Rosa G. Molina

Recruiting and Retaining Culturally Diverse Students in Gifted Programs
This institute will address the urgent need for educators to increase the representation of diverse students in gifted programs. Barriers and recommendations for identification will be discussed as well as instruments and promising practices and other resources.
Presenter(s): Donna Ford
El Proyecto California: Bringing Digital Spanish Language Content to every English Language Learner in California via the Internet

Participants will be shown key on-line Spanish language resources made available through El Consejo Nacional de Educación Para la Vida y el Trabajo, Presidente, Ramon de la Peña, and the Proyecto California, especially in Mathematics and Science, from a variety of Mexico Government resources sponsored by the Office of the Secretaría de Educación Pública (SEP), El Instituto Latinoamericano de Comunicaciones Educativas (ILCE) and other agencies. These resources will bring Spanish language academic content from a host of the Mexican government resources listed above and others to all California classrooms. Participants will have opportunities to discuss resources in periodic break-out sessions throughout the three hour session. After this Institute, teachers will be able to immediately use these supplementary resources, aligned to California Academic Content Standards, to immediately use in their classroom, to assure equity of access to needed Spanish language content in Mathematics and Science.
Presenter(s): Richard Thome, Ramon De la Peña, Patricia Ramos, Rosalia Salinas

Project GLAD (Guided Language Acquisition Design)

Project GLAD (Guided Language Acquisition Design) is a model of professional development that is research-based and standards-driven. GLAD training provides teachers with practical and effective strategies that promote academic language and achievement, literacy and cross-cultural skills for all students, but especially for English learners.
Presenter(s): Regina M. Rosenzweig, Kate Wyffels

Rigorous Vocabulary Development to Accelerate Academic Literacy Development for English Language Learners

Drawing upon relevant research, secondary school literacy coaching and training experience, and a decade of academic literacy instruction for bilingual adolescents, the presenter will demonstrate instructional front-loading strategies to enhance vocabulary development and increase reading comprehension in linguistically diverse classrooms. The presenter will establish clear criteria for prioritizing words for robust pre-teaching that will profoundly impact reading comprehension, as opposed to covering every unfamiliar word or simply clarifying meanings in a hazard drive-by manner while reading aloud. Participants will learn how to utilize a "high-utility, high-frequency" academic word list to assess the lexical demands of texts, and to select appropriate strategies to pre-teach different types of words. The presenter will share reproducible strategy implementation guidelines and templates, in order for participants to effectively introduce these research-based and classroom-tested practices to colleagues, along with tools for authentically assessing student’s vocabulary gains.
Presenter(s): Katherine Kinsella

LOTS: Performance Based Classroom Assessment System

This institute focuses on a performance based, classroom assessment system tied to the California ELD Standards to be used by teachers on an on-going basis for consistent measurement of K-12 English language development growth and progress. Participants will have the opportunity to practice using the instrument.
Presenter(s): Natalie Kuhlman

California Department of Education-Technical Assistance Room

California Department of Education Consultants will be available throughout the conference to offer special assistance to district personnel in charge of English Learner programs.
We acknowledge and thank our partial list of co-sponsors for their continuous support.

### County Offices of Education

<table>
<thead>
<tr>
<th>Alameda County of Education</th>
<th>Los Angeles County Office of Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kern County Superintendent of Schools</td>
<td>San Bernadino County Superintendent of Schools</td>
</tr>
<tr>
<td>Orange County Department of Education</td>
<td>San Mateo County Office of Education</td>
</tr>
<tr>
<td>Riverside County Office of Education</td>
<td>Santa Clara County Office of Education</td>
</tr>
<tr>
<td>San Diego County Office of Education</td>
<td>Ventura County Superintendent of Schools Office</td>
</tr>
<tr>
<td>San Joaquin County Office of Education</td>
<td></td>
</tr>
</tbody>
</table>

### School Districts

<table>
<thead>
<tr>
<th>ABC Unified School District</th>
<th>Oak Grove School District</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alhambra School District</td>
<td>Ocean View School District</td>
</tr>
<tr>
<td>Apple Valley Unified School District</td>
<td>Oxnard School District</td>
</tr>
<tr>
<td>Azusa Unified School District</td>
<td>Pittsburg Unified School District</td>
</tr>
<tr>
<td>Chula Vista Elementary School District</td>
<td>Rialto Unified School District</td>
</tr>
<tr>
<td>El Monte City School District</td>
<td>Salinas Union High School District</td>
</tr>
<tr>
<td>El Monte Union High School District</td>
<td>San Bernardino City Unified School District</td>
</tr>
<tr>
<td>Franklin-McKinley School District</td>
<td>San José Unified School District</td>
</tr>
<tr>
<td>Glendale Unified School District</td>
<td>San Rafael City Schools</td>
</tr>
<tr>
<td>Long Beach Unified School District</td>
<td>Sequoia Union High School District</td>
</tr>
<tr>
<td>Los Angeles Unified School District</td>
<td>South Bay Union School District</td>
</tr>
<tr>
<td>Montebello Unified School District</td>
<td>Sweetwater Union High School District</td>
</tr>
<tr>
<td>National School District</td>
<td>West Fresno School District</td>
</tr>
</tbody>
</table>

### University and Organizational Co-Sponsors

- Barahona Center for the Study of Books in Spanish for Children and Adolescents
- Hartnell College Center for Teacher Education
- San José City College
Bilingual Education:

An Individual Right,
A National Asset,
A Global Imperative

California Association for Bilingual Education
16033 E. San Bernardino Road
Covina, California 91722-3900

If the addressee is unknown, please forward to an interested or potential participant.