



Improving Education for English Learners with Special Needs: *Promising Practices and Current Challenges*

Co-sponsored by: Council of the Great City Schools and
Office for English Language Acquisition (OELA), US Department of Education
May 18, 2011
Red Rock Resort - Las Vegas, Nevada

Agenda

- 7:30-8:30 Registration and Breakfast
- 8:30-8:45 Welcome and Opening Remarks
- Dwight Jones**, Superintendent
Clark County School District, Nevada
- Rosalinda B. Barrera**, Assistant Deputy Secretary
Office of English Language Acquisition, US Department of Education
- Melody Musgrove**, Director
Office of Special Education, US Department of Education
- Gabriela Uro**, Manager
ELL Policy and Research, Council of Great City Schools
- 8:45-10:15 Presentations from Practitioners: 15 minutes from Each Team
- | | | |
|----------------------|------------|---------------|
| New York City PS | Chicago PS | Dallas ISD |
| Miami-Dade County PS | Austin ISD | San Diego USD |
- 10:15-10:25 Break
- 10:25-11:45 Presentations from Researchers: 15 minutes from Each Researcher
- | | | |
|---------------------------|-----------------------|--------------|
| Diane Rodriguez-Luterbach | Sylvia Linan-Thompson | |
| Janette Klingner | Julie Esparza-Brown | Hector Ochoa |
- 11:45-12:30 Lunch and Local Update
English Learners with Special Needs in Clark County
- Charlene Green**, Deputy Superintendent of Student Support Services
Clark County School District, Nevada
- 12:30-2:00 Roundtable Discussions: Best Practices and Current Challenges
- 2:00-2:10 Break
- 2:10-3:30 Roundtable Report-outs from Each Group
- 3:30-4:00 Identifying Research and Evaluation Needs
- Samuel López**, Senior Education Program Specialist
Office of English Language Acquisition, US Department of Education
- 4:00-4:30 Community of Practice Introduction and Closing Remarks
- Rosalinda B. Barrera**
- Jeff Simering**, Director of Legislation
Council of Great City Schools



Detailed Agenda for Practitioner and Researcher Presentations

Practitioners

8:45 New York City Public Schools

Angelica M. Infante - Executive Director, Office of English Language Learners
Lauren I. Katzman, EdD - Executive Director, Special Education

9:00 Chicago Public Schools

Diane Zendejas – Chief Officer, Office of Language and Cultural Education
Richard Smith, EdD – Chief Officer, Office of Special Education and Supports

9:15 Dallas Independent School District

Elizabeth Casas – Executive Director, Multi-Language Enrichment Program (Bilingual/ESL)
Angela Pittman – Executive Director, Special Education Department

9:30 Miami-Dade County Public Schools

Rosy Ugalde – Executive Director and Title III Program Administrator, Division of Bilingual Education and World Languages
Rosalia F. Gallo – Instructional Supervisor, Visually Impaired, IDEA Private School Obligations, SLD/Inclusion, and Bilingual/ESOL ESE Programs

9:45 Austin Independent School District

Anna Pedroza, PhD – Executive Director, Special Programs (Departments of English Language Learners, Advanced Academics, and Special Education)
Janna Lilly – Director, Special Education

10:00 San Diego Unified School District

Teresa Walter – Director, Office of Language Acquisition
Susan Martinez – Executive Director, Special Education

Researchers

10:25 Diane Rodriguez Luterbach, East Carolina University
School-level Capacity

10:40 Sylvian Linan-Thompson, University of Texas, Austin
Reading Interventions for English Language Learners: The Way Forward

10:55 Janet Klinger, University of Colorado
Response to Intervention (RTI) for English Language Learners

11:10 Julie Esparza Brown, Portland State University
The Impact of Native Language versus English-Only Instruction on Cognitive Test Performance

11:25 Salvador Hector Ochoa, University of Texas, Pan-American
The Critical Importance of Language Proficiency Assessment when Referring ELs for Special Education Services





Guiding Topics for the Roundtable Presenters and Discussions



- **Identification and Placement**
 - What effective assessments are/should be used to evaluate ELs for possible referral?
 - What procedures/protocols help us determine the language proficiency of ELs with disabilities?
- **Teaching and Learning**
 - Implementation of the Response to Intervention (RTI) model with ELs
 - How can the provision of special education services be integrated with English language development instructional models?
 - Effective uses of technology for instruction and assessment of ELs with disabilities
 - Protocols for monitoring progress of ELs with disabilities and the use of data to monitor English language development, academic achievement, and special education needs
- **Human Capital (HR)**
 - Professional development: pre-service and in-service for teachers
 - School level staff capacity to distinguish between expected English language development and indications of learning disabilities
 - Incentives for additional degrees and certifications for teachers
 - Building relationships with community colleges and teacher preparation programs
 - Grow-your-own programs
 - Evaluation of the effect of professional development and certification programs
- **Policy and Leadership**
 - Language and special education policies at the LEA, SEA, and Federal levels
 - Collaboration across departments
 - Teacher and principal leaders
 - Coordination of various funding streams to support ELs with disabilities
- **Parental and Family Engagement**
 - Outreach efforts responsive to linguistically and culturally diverse communities
 - Providing program information to families
 - Early learning
 - IEP meeting

Background Briefs for Practitioners and Researchers

Practitioners



New York City Public Schools

Angelica M. Infante; Alnfante@schools.nyc.gov

Ms Infante is the Executive Director of the Office of English Language Learners. Prior to this position, she served the Department in a variety of instructional leadership positions, including Deputy Director in the Office of English Language Learners, Region 10 ELL Regional Instructional Specialist specializing in professional development, instruction and compliance, Director of the Early Childhood Center located at The George Washington High School Campus, Assistant Principal, Bilingual Coordinator, and Director of a Dual Language Program. She began her career as a bilingual classroom teacher in the South Bronx. Ms Infante has not only served as an adjunct professor, but also holds a Master's Degree in Education and in School Administration & Supervision from Mercy College.

Lauren I. Katzman, EdD; Lkatzman2@schools.nyc.gov

Dr. Katzman is the Executive Director of Special Education, providing leadership during reform of instruction for students with disabilities. Prior to this position she worked in special education teacher preparation as an associate professor at Boston University. Dr. Katzman has an EdD in Administration, Planning and Social Policy from Harvard University. In addition to her teaching experience, Dr. Katzman has published and presented nationally in the areas of special education, inclusion and testing.

Chicago Public Schools

Diane Zendejas; dzendejas@cps.k12.il.us

Ms Zendejas has been the Chief Officer for the Office of Language and Cultural Education since 2007. In this position she provides leadership, management and supervision to administrators and other school district personnel as it relates to services for ELs. Ms Zendejas has worked as an administrator in a number of capacities, along with her years as a bilingual teacher for CPS. She has a Master's Degree in reading and Learning Disabilities from De Paul University, along with various certificates related to administration, special education, elementary physical education, early childhood and bilingual education.

Richard Smith rgsmith@cps.k12il.org

Dr. Smith is the Chief Officer of the Office of Special Education and Supports. Prior to this position he had been the Chief Area Office of Area 27 in CPS, in which he was responsible for program development and accountability for fourteen schools. Dr. Smith has also been a school principal, coordinator of the Physical Disabilities/Other Health Impairment Programs, and School Psychologist. He has an EdD in Education Psychology from North Illinois University and is certified in administration, psychology, learning behavior, elementary and secondary.

Dallas Independent School District

Elizabeth Casas; edesas@dallasisd.org

Ms Casas is the Executive Director of the Multi-Language Enrichment Program (Bilingual/ESL). In this position, she oversees all elementary and secondary instructional programs for 59,285 English Learners, including One-Way and Two-Way Dual Language, Transitional Bilingual, ESL, Newcomer and Sheltered Instructional programs. Ms Casas has a Master's Degree in Educational Administration from the University of North Texas, in Denton. She has been a bilingual elementary teacher, along with a principal and assistant principal.

Angela Pittman; apittman@dallasisd.org

Ms Pittman is the Executive Director of the Special Education Department where she oversees the services for approximately 12,700 students from birth through age 21, 1,029 special education teachers, 651 teacher assistants and 326 therapists and assessment staff. Ms Pittman received both her Master's and Bachelor's Degrees in Communication Disorders from Southern Methodist University. In addition to 35 years experience in the field of special education in K – 12, she has taught at the university level.

Miami-Dade County Public Schools

Rosy Ugalde; RUgalde@dadeschools.net

Ms Ugalde is Executive Director and Title III Program Administrator with the Division of Bilingual Education and World Languages. She has a Bachelor's degree in Liberal Arts, a Masters' Degree in TESOL, and an Educational Specialist degree in Educational Leadership. In her current capacity of Executive Director, Ms Ugalde manages the activities and budget for Title III for the entire District, she oversees the secondary curriculum component, the technology training for ELL programs, the Multilingual Team composed of teachers and paraprofessionals that support minority language students, and the Bilingual Parent Outreach Program that provide parental support presentations in Spanish and Haitian-Creole to parents of ELL students.

Rosalia F. Gallo; rgallo@dadeschools.net

Ms Gallo is the Instructional Supervisor for the Visually Impaired, IDEA Private School Obligations, SLD/Inclusion and Bilingual/ESOL ESE Programs. Ms Gallo has a Master's Degree in Special Education, with certification in educational administration, special education and ESOL. She is currently working on her doctorate in Exceptional Student Education and Leadership from Barry University. Ms Gallo has worked in the Miami-Dade County Public Schools over 30 years in a variety of teaching capacities. She also has taught in higher education and has presented nationally on topics related to ELSN.

Austin Independent School District

Anna Pedroza, PhD; apedroza@austinisd.org

Dr. Pedroza has been the Executive Director of Special Programs providing leadership to the Departments of English Language Learners, Advanced Academics, and Special Education since 2004. Dr. Pedroza has a PhD in Educational Administration from the University of Texas at Austin. In addition to administration, Dr. Pedroza has worked as a bilingual education classroom teacher. She was named 2008 Elementary Principal of the Year by the Austin Partners in Education and was honored as a Texas finalist for the HEB Elementary School Principal in 2009 and 2010.

Janna Lilly; Janna.lilly@austinisd.org

Ms Lilly has been the Director of Special Education since 2007; she held the same position in the Llano, TX, school district from 1999-2007. In her role she has participated and interfaced with a variety of community/educational organizations, actively involved parents, developed a systematic staffing decision-making model for ensuring students needs are met while being fiscally responsible, and managed all special education programming for students in accordance with federal, state and local regulations. Ms Lilly also has served as a teacher in regular education and special education classes. She holds a Master's Degree in Education, with a focus on school administration and has a certificate in the education of the visually impaired.

San Diego Unified School District

Teresa Walter; twalter@sandi.net

Ms Walter has been the Director of the Office of Language Acquisition since 2006. She provides district-wide leadership in the planning, development and implementation of instructional programs and services for more than 37,000 ELs. Ms Walter also has been a principal, program manager, resource teacher, and classroom teacher. She has presented and published in the area of ELs. Ms Walter has an Administrative Services Credential from National University, along with teaching credentials in Bilingual, and K – 12 multiple subjects.

Susan Martinez; Smartinez7@sandi.net

Ms Martinez is the Executive Director of Special Education. Prior to this position she was the Program Manager of Transdisciplinary Services in the San Diego Unified School District. Ms Martinez also has worked in New Mexico and Texas as a special education teacher, administrator, and coordinator of professional development activities. Ms Martinez has a Master's Degree in Supervision and Early Childhood, with certification in Special Education and Elementary Education.

Researchers

Julie Esparza Brown, EdD; Portland State University; jebrown@pdx.edu

Julie Esparza Brown has been a tenure-track Assistant Professor in the Department of Special and Counselor Education since 2007. She has taught at a number of other institutions of higher education (IHEs), in addition to extensive experience in K–12 education as a bilingual teacher, Title I teacher, and classroom teacher. Dr. Brown's degree is in Educational Leadership with a specialization in Special Education from Portland State University. Her areas of research include issues related to bilingual education teachers, a cultural framework for Response to Intervention (RTI) and other areas of ELSN.

Janette K. Klingner, PhD; University of Colorado at Boulder; janette.klingner@colorado.edu

Janette K. Klingner has been a professor at the University of Colorado in Boulder since 2007. She also has taught at the University of Miami and worked as a bilingual special education teacher in California and Florida. Dr. Klingner's degree, from the University of Miami, is in Reading and Learning Disabilities. She is certified in a number of areas, including Early Childhood, Bilingual/Special Education, Learning Handicapped and Elementary Classroom. She has been involved with a number of successful grant competitions, including the Region VII Equity Assistance Center at the BUENO Center with the University of Colorado. Dr. Klingner has published extensively and her areas of research include teaching ELs, reading issues and ELs, RTI, and other issues related to ELSN.

Sylvia F. Linan-Thompson, PhD; The University of Texas at Austin; sylviat@mail.utexas.edu

Sylvia F. Linan-Thompson is an Associate Professor in the Department of Special Education and has been there since 2006. She is certified in Special Education, Elementary Education, Bilingual/ESL Education, and Early Childhood. Dr. Linan-Thompson has published and presented nationally and internationally, been involved with extensive service activities, and served as an editorial board member and guest reviewer for a number of publications related to special education and education in general. She also has worked as a consultant on international projects in Africa and Central America. She holds a degree in Special Education, with a focus in Multicultural Special Education and Literacy. Her areas of research include reading instruction for ELs, RTI and other intervention models, assessment, disproportionality, and other issues related to ELSN.

Salvador Hector Ochoa, PhD; The University of Texas – Pan American; shchoa@utpa.edu

Salvador Hector Ochoa has been the Dean of the College of Education at the University of Texas – Pan American (UTPA) since 2007. He also has served as Department Chair of the Department of Educational Psychology and is a tenured professor. Dr. Ochoa's degree is in School Psychology from Texas A&M University; his Master's Degree is in Guidance and Counseling. Dr. Ochoa has served as an editor and editorial board member for a number of research journals and publications, including the *American Educational Research Journal: Teaching, Learning and Human Development*. He has been Principal Investigator (PI) or Co-PI on funded grants totaling over \$3,000,000. Dr. Ochoa's areas of research include issues related to migrant students in special education, assessment, parental involvement and policies related to Hispanic student education.

Diane Rodriguez, PhD; East Carolina University; rodiguez@ecu.edu

Diane Rodriguez has been an Associate Professor in the College of Education, Curriculum and Instruction since 2006. She also has been a professor at Barry University in Florida and City College in New York. Dr. Rodriguez's K–12 experience includes work as a bilingual and special education teacher, ESL teacher, and staff developer. Her degree is in Education, with concentrations in Language, Learning and Literacy from Fordham University. Her Master's and Bachelor's Degrees include concentrations in Bilingual Special Education and ESL. She also has studied in Madrid and Puerto Rico. Dr. Rodriguez has participated in the successful funding of a number of federal grants, assisted with curriculum development and other service activities and advisory boards. Her areas of research include issues related to Latino and Hispanic students in education, the recruitment of culturally diverse students into doctoral level special education programs, teacher preparation for ELs and special education and other issues related to ELSN.