



41st ANNUAL CONFERENCE

February 15–17, 2012
Hilton Anatole Hotel
Dallas, Texas

PROGRAM PREVIEW

Keynote Speakers
Featured Speakers
Intensive Institutes
Special Interest Groups
Concurrent Sessions
School Visits
Exhibitors



KEYNOTE SPEAKERS

Wednesday, February 15, 2012

GENERAL OPENING SESSION: 5:00 p.m. – 7:00 p.m.

The Common Core Standards and National Tests

5:30 p.m. – 6:30 p.m.

Trinity Ballroom

Stephen Krashen, Ph.D., Professor Emeritus of University of Southern California

Stephen Krashen, Ph.D. is best known for developing the first comprehensive theory of second language acquisition, introducing the concept of sheltered subject matter teaching, and as the co-inventor of the Natural Approach to second and foreign language teaching. He has also contributed to theory and application in the areas of bilingual education, and reading. He was the 1999 Honoree of the National Association of Bilingual Education, and was elected to the Reading Hall of Fame in 2005.



Thursday, February 16, 2012

GENERAL SESSION: 8:30 a.m. – 9:30 a.m.

Good News and Bad News: Educating English Learners in the Age of Obama

9:00 a.m. – 9:30 a.m.

Trinity Ballroom

James Crawford, President of DiversityLearningK12

James Crawford is president of Diversity-LearningK12, a consulting and professional development group specializing in the education of English language learners, and founder of the Institute for Language and Education Policy, a nonprofit organization dedicated to advocacy for ELLs. His latest book, coauthored with Sharon Adelman Reyes, is *Diary of a Bilingual School*, focusing on the enormous potential of dual immersion education. From 2004 to 2006, he served as executive director of NABE.



Thursday, February 16, 2012

Yudin Leads Efforts to Help Ensure Equal Access and Improve the Quality of Teaching and Learning in America's Classrooms

2:00 p.m. – 3:00 p.m.

Trinity Ballroom

Michael K. Yudin, Acting Assistant Secretary for Elementary and Secondary Education

Michael K. Yudin was named Acting Assistant Secretary for Elementary and Secondary Education in July 2011. In this role, he oversees the administration of the Office of Elementary and Secondary Education (OESE), comprised of approximately 275 employees and charged with implementation of over 50 grant programs designed to promote academic excellence and enhance educational opportunities for elementary and secondary school students. Yudin leads efforts to help ensure equal access to services leading to improved outcomes for all children, particularly educationally disadvantaged children. In addition, he is committed to building partnerships with state and local leaders and ensuring they have the necessary technical assistance and support to improve the quality of teaching and learning in America's classrooms.



Friday, February 17, 2012

GENERAL SESSION: 8:30 a.m. – 9:30 a.m.

Literacy Development in Multilingual Schools

8:50 a.m. – 9:30 a.m.

Trinity Ballroom

(presentation via Video Transmission)

Jim Cummins, Ph.D., Professor at University of Toronto

Jim Cummins, Ph.D. is a Research Chair in the Department of Curriculum, Teaching and Learning at the University of Toronto. His research focuses on literacy development in multilingual school contexts as well as on the potential roles of technology in promoting language and literacy development. He is the author (with Margaret Early) of *Identity texts: The collaborative creation of power in multilingual schools* (Trentham Books, 2011).



FEATURED SPEAKERS

Wednesday, February 15, 2012

2:00 p.m. – 3:30 p.m. Trinity Ballroom

Dual Language Enrichment are GT Programs!

Leo Gómez, Ph.D., Professor, UTPA, NABE 2011–2012

Executive Board Treasurer

José A. Ruiz-Escalante, Ed.D., Professor, UTPA, NABE

Executive Board Member-At-Large

Richard Gómez Jr., Dual Language Training Institute

3:30 p.m. – 4:30 p.m. Trinity Ballroom

Great Teaching by Teachers in Two-Way Dual Language Classrooms — K-3: From Theory to Best Practices

Josefina Villamil Tinajero, Ph.D. President of The Texas Association for Bilingual Education (TABE), Dean & Professor, College of Education, The University of Texas at El Paso

Thursday, February 16, 2012

10:30 a.m. – 11:45 a.m. Trinity Ballroom

Tapping into Young People's Passion to Teach: Recruiting the Generation of Bilingual Educators

Rossana R. Ramirez-Boyd, Ph.D., Director, Future Bilingual Teachers Academy Project, University of North Texas, NABE 2011–2012 Executive Board President

Rudy Rodriguez, Ph.D., Coordinator, Future Bilingual Teachers Academy Project, University of North Texas

Ms. Margaret Balandran, Executive Director, Bilingual/ESL Program, Fort Worth Independent School District

Mr. Carson Smith, ESL Specialist, Fort Worth Independent School District

3:00 p.m. – 4:00 p.m. Trinity Ballroom

Bilingual Education Maestras: Reforming, Renewing and Achieving Equity for All

Linda Prieto, Ph.D., Assistant Professor, Education and Reading, West College of Education, Midwestern State, University

Thursday, February 16, 2012 (continued)

4:00 p.m. – 5:00 p.m. Trinity Ballroom

Long-term Outcomes from a Dual Immersion School

Sharon Adelman Reyes, Ph.D., Program Director of DiversityLearningK12

Friday, February 17, 2012

10:00 a.m. – 10:55 a.m. Trinity Ballroom

Second Language and Bilingual Education and Social Inclusion: From the Brazilian Favelas to the American Inner City Schools

Fernando Naiditch, Ph.D., Assistant Professor, Department of Curriculum, Teaching at Montclair State University in New Jersey

11:00 a.m. – 12:00 p.m. Trinity Ballroom

The Alonzo Scholars Program: How Law Makers can do more to Promote such Programs

Honorable Roberto R. Alonzo, Texas State Representative, Legislative action for the preparation of bilingual teachers

2:00 p.m. – 4:00 p.m. Trinity Ballroom

The California State Seal of Biliteracy Program: The First in the Nation

Dr. Charles Weis, Santa Clara County Superintendent of Schools

Shelly Spiegel-Coleman, Executive Director, Californians Together

U.S. DEPARTMENT OF EDUCATION



Wednesday, February 15, 2012

10:00 a.m. – 4:30 p.m. Senators Lecture Hall

Indigenous Bilingual Education Special Interest Group

Trinidad Torres-Carrion, Office of English Language Acquisition (OELA), United States Department of Education

10:10 a.m. - 11:10 a.m.

The Diné Dual Language Teachers Professional Development Project: Developing a Sense of Place

Louise Lockard, Title III PD Project Director, AZ

2:00 p.m. - 3:00 p.m.

Providing Culturally Responsive Professional Development

Jon Reyhner, Diné Dual Language Teachers Professional Development Project, Co-PI, AZ

Native American ELL Students Grantee Meeting

Thursday, February 16, 2012

10:00am – 4:00pm

Peacock Terrace

National Professional Development Grantee Meeting

Cynthia Ryan, Director Discretionary Grants Division, Office of English Language Acquisition (OELA), United States Department of Education

Participants: Project Directors of Title III

National Professional Development grants

Participants will have an opportunity to share information in small discussion groups, meet their program specialist, and learn about funding opportunities for 2012.

Wednesday, February 15, 2012

10:00 a.m. – 4:00 p.m. Senator Lecture Hall

The Importance of Parent Involvement and Engagement in Public Education

Florencia Velasco, President, Dallas Concilio Information

Participants: Panel Members include: Liza Ogelsby, Executive Director, AVANCE (TBC); Elena Esparza, Denton ISD; Adriana Treviño, HIPPIY, Director, Dallas ISD; Parent 1 – José López; Parent 2 – Nelva Gonzalez or Gabi García

Participants will break out into groups and practice various strategies for parent involvement in different situations.

DUAL LANGUAGE SPECIAL INTEREST GROUP

A complete list of presentations will be provided in the Conference Program.

Wednesday, February 15, 2012

10:00 a.m. – 11:00 a.m. Trinity Ballroom
Dual Language Special Interest Group

KEYNOTE SPEAKERS

Virginia P. Collier, Ph.D., Professor Emerita, George Mason University, and Wayne P. Thomas, Ph.D., Professor Emeritus, George Mason University; Glenda Harrell is ESL/Title III Consultant and Project Officer for Dual Language Research, North Carolina Department of Public Instruction



10:00 a.m. - 11:00 a.m. Madrid Room
Session #1: "Implementing a Successful Dual Language Program"

Dalia Medina and Deborah Oms, Osceola School District, FL

11:00 a.m. - 11:50 a.m. Metropolitan Ballroom
Session #3: "Double Your Yield! Partner with Parents in the Development of Early Literacy in Dual Language Classrooms"

Linda Quiroz, M.Ed., Retired Curriculum Director-Ector County, Q4/NES

2:00 p.m. - 2:50 p.m. Metropolitan Ballroom
Session #7: "Crucial Tools for Dual Language Classrooms: Addressing Similarities and Differences between English & Spanish"

Linda Quiroz, M.Ed. Retired Curriculum Director-Ector County, Q4/NES

WORLD LANGUAGES AND CULTURES SPECIAL INTEREST GROUP

A complete list of presentations will be provided in the Conference Program.

Friday, February 17, 2012

10:00 a.m. – 4:30 p.m.

Monet Room

12:00 p.m. – 12:30 p.m.
NABE Journal of Research & Practice (NJRP):

Virginia Gonzalez, Ph.D., Literacy and Second Language Studies Program, University of Cincinnati

Mariella Herold, Ph.D., College of Education, Northern Arizona University

Josefina V. Tinajero, Ph.D., Dean of the College of Education, Professor of Bilingual Education, University of Texas at El Paso

2:00 p.m. – 4:30 p.m.
FIXING BROKEN SCHOOLS: Effective Multicultural and ELL approaches to Literacy Engagement, Technology and Culturally-Based Curriculum

Lily Wong Fillmore, Ph.D., Jerome A. Hutto Professor of Education, Emerita, University of California, Berkeley

Jim Cummins, Ph.D., Professor at University of Toronto

Virginia Gonzalez, Ph.D., Literacy and Second Language Studies Program, University of Cincinnati

Mariella Herold, Ph.D., College of Education, Northern Arizona University

Among a panel of experts

SPECIAL INTEREST GROUPS

ASIAN AND PACIFIC ISLANDER SIG—

Thursday, February 16th, 2012

2:00 p.m. – 6:00 p.m. Coronado A Room

CRITICAL PEDAGOGY SIG –

Friday, February 17th, 2012

2:00 p.m. – 5:30 p.m. Morocco Room

DUAL LANGUAGE IMMERSION SIG

Wednesday, February 15th, 2012

10:00 a.m. – 5:00 p.m.

Opening Session:

10:00 a.m. – 11:00 a.m. Trinity Ballroom

Breakout Rooms:

TBA in the official NABE Conference Program

EARLY CHILDHOOD EDUCATION

Friday, February 17th, 2012

10:00 a.m. – 12:30 p.m. V-Parkview Room

ELEMENTARY EDUCATION SIG

Thursday, February 16th, 2012

2:00 p.m. – 6:00 p.m. Cortez C Room

ELL SECONDARY EDUCATION SIG

Thursday, February 16th, 2012

2:00 p.m. – 4:00 p.m. Cortez A Room

ESL IN BILINGUAL EDUCATION SIG

Friday, February 17th, 2012

2:00 p.m. – 5:00 p.m. Steuben Room

GIFTED EDUCATION SIG

Friday, February 17th, 2012

10:00 a.m. – 5:00 p.m. Madrid Room

INDIGENOUS BILINGUAL EDUCATION SIG

February 15th, 2012

10:00 a.m. – 4:30 p.m. Senators Lecture Hall

LANGUAGE POLICY SIG

February 15th, 2012

10:00 a.m. – 12:30 p.m. De Soto B Room

ELL NEWCOMER AND RECENT IMMIGRANTS SIG

Friday, February 17th, 2012

10:00 a.m. – 12:30 p.m. Steuben Room

INSTRUCTIONAL TECHNOLOGY SIG

Friday, February 17th, 2012

10:00 a.m. – 12:30 p.m. Monte Carlo Room

PARENT AND COMMUNITY SIG

Thursday, February 16th, 2012

2:00 p.m. – 5:00 p.m. Cortez D Room

POLICY MAKERS

Friday, February 17th, 2012

10:00 a.m. – 11:00 a.m. De Soto A Room

RESEARCH AND EVALUATION SIG

Friday, February 17th, 2012

10:00 a.m. – 12:30 p.m. De Soto B Room

SPECIAL EDUCATION SIG

Thursday, February 16th, 2012

2:00 p.m. – 4:30 p.m. Cortez B Room

WORLD LANGUAGE AND CULTURES SIG

Friday, February 17th, 2012

10:00 a.m. – 4:30 p.m. Monet Ballroom

Complete presentations and session details will be included in the Conference Program.

CONCURRENT SESSIONS

This is a sample of over 60 sessions that will run concurrently.

Wednesday, February 15, 2012

10:00 a.m. – 11:00 a.m.
Sapphire Room

Supporting Secondary English Language Learners an Analysis of Effective Schools and Educational Programs

Adelita Gonzales Baker - University of North Texas
Kathleen Mohr - University of North Texas

The investigation summarizes practices and programs evidencing success with secondary English Language Learners in Texas schools. Analyzing dropout rates, attendance rates, and students enrolled in AP/dual enrollment courses helped determine the measurement for success. The presenter will share a breakdown of costs related to supporting secondary ELLs.

10:00 a.m. – 11:30 a.m.
Topaz Room

ELD Goes to the Movies

Darleana McHenry - St. Carries Center
Maria Ines Brumana Espinosa - St Carries Center

Films used in class support the different learning styles and/or strategies of students. Together with proper activities, the four language skills are developed. This workshop instructs teachers in how to: select material according to language level, interests, and needs; develop new material; and plan a lesson based on audio-visual material.

10:00 a.m. – 11:00 a.m.
Cortez A Room

Let Them Read, Write, and Act!: Multi-literacies in Culturally Responsive Classrooms

Anita Hernandez - New Mexico State University
Marisol Ruiz - New Mexico State University
Jose Montelongo - Canutillo Independent School District

This paper will report on the results of pre-service teachers working with English learners and bilingual learners in K-6 classrooms, developing multi-literacy and critical literacy lessons. Examples of students' literacy development. Handouts provided.

10:00 a.m. – 11:00 a.m.
Madrid Room

Implementing a Successful Dual Language Program

Dalia Medina - Osceola School District
Deborah Oms - Osceola School District

This presentation demonstrates the successful dual language program implementation in the Osceola School District. Presenters will share a program model, goals, components, materials, and instructional strategies that have been implemented in a successful two-way dual language program.

11:00 a.m. – 12:00 p.m.
Coronado D Room

Elementary Summer School: A Roadmap for Success

Marcia De Avila - Lewisville Independent School District
Johanna Bolado - Lewisville Independent School District
Cynthia Jaird - Lewisville Independent School District

This presentation includes the road map for establishing a highly successful elementary summer school for bilingual, ESL, and SSI students. The multi-year study addresses curriculum, professional development, authentic student assessment, budget, and academic continuity with the home campus. Student success has been shown to increase significantly with this model.

12:00 a.m. – 12:30 p.m.
Cortez A

Rethinking Assessment Practices: Pre-Service ESL Teachers' Use of Multimodal Composition at the College Level

Deborah Romero - University of Northern Colorado

Through an examination of college students' election of multimodal video composition, as an alternative to a written assignment in an ESL teacher preparation course, this session invites critical reflection about what counts as learning and innovative assessment in academia, especially since students who produced the videos were themselves English language learners.

2:00 p.m. – 3:00 p.m.
Cortez C

English-language Learner Student Leadership and Second Language Learning in Middle School

Lori Kijanka - José María Vargas University

Trends in English-language learner performance signal the need for reform. The purpose of this study is to investigate English language learner student and their teachers' perceptions of ELL student leadership and second-language learning before and after a leadership project. Analyses of survey and interview data promote ELL student leadership opportunities.

3:30 p.m. – 4:00 p.m.
De La Salle Room

Dual Language through Distance Learning: Reaching Educators through Distance Education

Edith Esparza-Young - Colorado State University-Global Campus

This presentation describes and shares how Bilingual Education Professors are reaching educators who are working with English Language Learners and Dual Language Programs in Colorado, Texas, and California through distance education undergraduate and graduate courses.

CONCURRENT SESSIONS

This is a sample of over 60 sessions that will run concurrently.

Thursday, February 16, 2012

10:00 a.m. – 11:30 a.m.
Cortez A Room

Songs, Games and Rhymes for the Multicultural Classroom

José-Luis Orozco - Arcoiris Records, Inc.

Music is an exceptional learning tool! Music promotes every important aspect of a child's development. It sparks and enhances language, listening, and cognitive skills, as well as motor and coordination skills. Music allows children the ability to learn faster and more effectively, especially when games, rhymes, and movement are combined. Unlike formal teaching modalities, musical games are a non-threatening mode of learning, and skill retention is very high.

10:00 a.m. – 11:30 a.m.
Governors Lecture Hall Room

Dual Language Early Learning Programs: Let's Have Fun with Rourke's Happy Reading Happy Learning

Arnilda Badia - Badia & Associates, Inc.

Debbie Oms - Osceola County Public Schools

An overview of Dual Language Early Learning and the use of Happy Reading Happy Learning dual language program will be provided. This is an engaging curriculum that builds students' oral language and academic vocabulary to support English and Spanish literacy skills in reading, science, and math through songs and fun activities.

Handouts and audiovisual materials will be used to have full participation from the audience throughout the presentation. These include games and activities designed for early learners to build literacy skills and content area concepts.

11:00 a.m. – 12:00 p.m.
Monte Carlo Room

AVID: College Readiness for All Students

Wendell J. Brown - Advancement via Individual Determination

Participants will understand the AVID College Readiness System (ACRS) and have both insights and resources to enhance the school's instructional culture. AVID's ELL and ELCR (English Learner College Readiness) processes will be presented. Each participant will understand how academic rigor and a culture that advocates for learning will close the achievement gap for all students.

2:00 p.m. – 3:30 p.m.
Primula Room

Engaging Reluctant Readers

Samuel Klein - Fairfax County Public Schools

Do you have reluctant readers in your middle or high school classes? Do you have students who say, "I hate reading"? This session addresses current research of how to engage reluctant readers, especially males, in an interactive manner. See how some schools have successfully addressed this chronic issue.

2:00 p.m. – 3:30 p.m.
Senators Lecture Hall Room

Using nonfiction texts daily to boost students' reading and writing achievement

Yuliya Summers - University of North Texas, Denton, TX

This session explores different practical ways how the educational classroom weekly magazines are used by the teachers. Learn how to provide your students with high interest vocabulary rich texts weekly; reinforce science and social studies skills while teaching reading. Increase student's motivation to read and write critically, engage your readers in interactive experiences that spark classroom discussion.

2:00 p.m. – 3:30 p.m.
Coronado B Room

eCommunity of Practice: Providing Innovative Induction Support to Bilingual Teachers

Belinda Bustos Flores - University of Texas at San Antonio

Lorena Claeys - University of Texas at San Antonio

Norma Guerra - University of Texas at San Antonio

Lucretia Fraga - University of Texas at San Antonio

Esther Garza - University of Texas at San Antonio

The Academy for Teacher Excellence approaches bilingual novice teachers' induction support in an innovative manner to ensure their success and retention as classroom teachers in high-need schools where equity is often disregarded.

3:00 p.m. – 4:00 p.m.
V-Parkview Room

Responsive Science Pedagogy by Pre-Service Bilingual Teachers

Jorge Solis - University of California, Santa Cruz

Marco Bravo - San Francisco State University

This paper discusses the findings of a three-year study aimed at augmenting pre-service science teaching (n=24) through a responsive science pedagogical approach. Participants experienced a reformed science methods course and mentoring support with science-language instruction. Results from survey and classroom observation data suggest bilingual teacher beliefs and practices toward science teaching can change at the pre-service level.

CONCURRENT SESSIONS

This is a sample of over 60 sessions that will run concurrently.

Friday, February 17, 2012

10:00 a.m. – 11:30 a.m.
Rosetta Room

The New Order of Literacy for English Learners - The Stoplight Strategy

Linda Ventriglia-Navarrette - National University

Did you know that there is a new order of literacy for English learners? The goal of literacy is to get meaning from the written word. This workshop will teach participants the Stoplight Strategy, a Best Practice for academic literacy development that integrates the common core standards with 21st century creative and critical thinking skills. The consistent use of the Stoplight literacy strategy resulted in dramatic gains for English learners and other diverse learners on standardized tests.

10:00 a.m. – 11:30 a.m.
Honeysuckle Room

Bilingual Basics: The Language of Advocacy

Joan Wink - California State University Stanislaus

Dawn Wink - Santa Fe Community College

All NABE members need the pedagogical knowledge and the ability to articulate clearly our complex understandings. The presenters will use visuals, images, stories, and a self-created 3D digital storybook to share their understandings of language acquisition. Participants will be encouraged to generate their own ways of advocating for bilingual education.

10:00 a.m. – 11:30 a.m.
Travertine Room

English Language Learning Professional Development for Administrators: Project Power Up Models Best Practice

Jobi B. Lawrence - William Penn University

Julianne Gentz - William Penn University
Administrator Panel Group – Districts across Iowa

This session provides insight into the need for ongoing and intensive professional development for K-12 school administrators, and an overview of the model of PD provided through Project Power Up (a federally funded National Professional Development Grant). A Panel of K-12 administrator from Iowa schools join the panel moderators to highlight and quote what is working in their respective districts and how their involvement in Project Power Up has added to the knowledge and expertise in maximizing the success of all students, specifically the success of English Language Learners. Time for audience participation is provided during the session.

11:30 a.m. – 12:30 p.m.
Coronado D Room

Parental Involvement: Bringing Literacy into the Home Environment

Noemi Gonzales - San Antonio, TX

Differences between the cultures of minority families and schools frequently become barriers that hinder effective communication and prevent schools and families from developing into successful partnerships. In this demonstration, you will find different strategies to help parents get involved in the literacy development of their ELL students.

2:00 p.m. – 3:00 p.m.
Coral Room

Tamales, Comadres, and the Meaning of Civilization: Secrets, Recipes, History, Anecdotes, and a Lot of Fun

Ellen Riojas Clark - Professor, Division of Bicultural Bilingual Studies, University of Texas at San Antonio

Carmen Tafolla - Author

Affirming the fun, the flavor, and the 7,000 years of tamalada history throughout the Americas, *Tamales, Comadres, and the Meaning of Civilization: Secrets, Recipes, History, Anecdotes, and a Lot of Fun* is a delightful collection in book form of folk sayings, personal anecdotes, hints, recipes, a tamale corrido, humor, a blog duel, and the philosophy of women's collaborations.

2:00 p.m. – 4:00 p.m.
De La Salle Room

SYMPOSIUM

Border Literacy: Discourse Practices and Language Policies

Nancy Nelson, Ph.D. - Professor and Chair-Teacher Education and Administration University of North Texas

Recent scholarly work in various disciplines has focused on borders, both geopolitical and cultural, and has directed attention to individuals' border lives and border identities. This symposium builds on that prior work by describing what can be called border literacy. Symposium participants, who focus on the Texas-Mexico border, consider the challenges that students face in terms of language and schooling practices as they move from one environment to another, one life to another.

- Characterizing Border Literacy: *Nancy Nelson*, University of North Texas
- Borderland Crossings: The Significance of Place on Adolescent Reading Practices on the U.S.-Mexico Border: *Rosalind Horowitz*, University of Texas at San Antonio
- Negotiated Interpretations and "Schooled" Conversations Near the Texas-Mexico Border: *Estanislado S. Barrera, IV*, Corpus Christi I.S.D., and *Kim Skinner*, Texas A&M University-Corpus Christi
- Border Language: The Language Practices of College Students on the Texas-Mexico Border: *Angelica Fuentes*, University of Texas at Brownsville
- A Cross-Border Comparison of Language Policies: *Kathryn Dixon*, University of North Texas

CONFERENCE EVENTS

Wednesday, Feb. 15, 2012

GENERAL OPENING SESSION: 5 p.m. – 7 p.m.

Mistress of Ceremonies: Claudia Torrescano, Univisión

Welcoming Remarks from Senator Royce West

Ohtli Award to Dr. Joe Bernal

NABE Ramón Santiago President's Award to Dr. Angel Noé Gonzalez

President's Reception

7:00 p.m. – 8:30 p.m. Trinity Exhibit Hall

8:30 p.m. – 10:00 p.m. Trinity Ballroom

Special Reception where the NABE President and Board welcomes NABE Members and conference attendees to the 2012 NABE Conference

*Join us for cocktails and a taste of Texas Style Hors d'oeuvre
Music and dance by the "Latin Express" and the Mariachi Group, "Los Reyes de Dallas."*

NABE BUSINESS MEETINGS

AFFILIATE MEETING

1:00 p.m. – 3:00 p.m. Coronado C Room

SIG MEETING

3:00 p.m. – 4:00 p.m. Sapphire Room

Thursday, February 16, 2012

GENERAL SESSION:

8:30 a.m. – 9:30 a.m. Trinity Ballroom

Mistress of Ceremonies: Claudia Torrescano, Univisión

NABE Legislative Award to California Governor Jerry Brown

Student Entertainment

10:00 a.m. – 11:00 a.m. Trinity Exhibit Hall

DVA Kidz-Pop trio

Juan Dávila, Director; César Morales, Pianist

2:00 p.m. – 3:00 p.m. Trinity Exhibit Hall

Greiner Middle School

Mariachi - María Vargas, Director

Ballet Fólklórico - Daniel Alvarado, Director

Thursday, February 16, 2012

GENERAL SESSION: 8:30 a.m. – 9:30 a.m.

Awards Luncheon

12:00 p.m. – 1:30 p.m. Trinity Ballroom

Mistress of Ceremonies: Norma García, Telemundo

Guest of Honor: Anne Marie Weiss-Armush, Director of DSW International

Recognition of First Place Winners of the Student Essay Competition

Recognition of the Bilingual Teacher of the Year

Recognition of the Outstanding Dissertation Awards

NABE BUSINESS MEETINGS

BRJ MEETING

2:00 p.m. – 3:00 p.m. DeSoto A Room

RESOLUTIONS' MEETING

3:00 p.m. – 4:00 p.m. DeSoto B Room

Friday, February 17, 2012

GENERAL SESSION:

8:30 a.m. – 9:30 a.m. Trinity Ballroom

Mistress of Ceremonies: TBA, Univisión

Bilingual Research Journal Awards

Senior Scholar Reviewer Award

Early Career Reviewer Award

Recognition for the California Seal of Biliteracy

Dr. Charles Weis, Shelly Spiegel-Coleman, Californians Together

Student Entertainment

11:00 a.m. – 11:45 a.m. Trinity Exhibit Hall

Woodrow Wilson Elementary School

Denton Independent School District

Ballet Fólklórico - Patsy Sosa-Sánchez, Director

2:00 p.m. - 3:00 p.m. Trinity Exhibit Hall

Dancer's of the World - Mary Spence, Director

NABE BUSINESS MEETING

MEMBERSHIP MEETING

3:00 p.m. – 4:00 p.m. Monte Carlo Room

Wednesday, February 15, 2012

Farine Elementary – Irving ISD

Two-Way — K-5

Farine Elementary, part of the Irving Independent School District, is a K-5 campus with an enrollment of approximately 760 students. The student body is composed of 72% economically disadvantaged students with about 60% Hispanic, 20% White; 10% African American, and 6% Asian. Farine Elementary is a Recognized Campus by Texas Education Agency in 2010 and 2011. It was an Exemplary Campus in 2009.

William B. Travis Middle School – Irving ISD

Dual Language — 6-8

Travis MS is a Texas Education Agency Recognized campus with a student population of over 1,000 students with 20% being identified as English language learners. The school offers an array of excellent programs for English language learners including a Dual Language Program. The mission of the dual language program at Travis MS is to produce bilingual, bi-literate and multicultural learners who are critical thinkers, leaders, and contributors in a diverse and competitive twenty-first century world.

Irving High School – Irving ISD

9-12

Irving High School is a Texas Education Agency Recognized public high school in Irving, Texas that serves over 2200 students in grades 9 through 12. It was the first high school established in the Irving Independent School District. The Limited English Proficient population comprises 25% of the student body (500 – 600).

Wednesday, February 15, 2012 (continued)

Otis Brown Elementary – Irving ISD

Bilingual Enrichment Model — K-5

Otis Brown Elementary is one of the first schools in Irving. The school first opened its doors in 1955. Otis Brown Elementary has 78% Hispanic, 11% White, 8% African American and 3% other with 53% of the student population identified as Limited English Proficient (LEP) and 86% economically disadvantaged. For the past 5 years, Otis Brown Elementary has been the proud recipient of the State's Gold Performance Acknowledgement for its high rate of commended students in the science state assessments. In school year 2010-2011, Brown Elementary was also acknowledged by the Texas Education Agency for comparable improvement on math when compared to like-group schools.

Lorenzo de Zavala Middle School – Irving ISD

6-8

Lorenzo de Zavala Middle School, in partnership with families and the community, equip all students to become productive and responsible citizens. The de Zavala campus is unique in that it is constructed on a site which includes a federally protected wetlands area. The unique design and construction of the campus was an award winning project. De Zavala is a wireless campus with the majority of its core classes having a one-to-one computer to student ratio. Previously part of the TIP Vertical Team Grant, which was awarded to IISD during October of 2003, de Zavala is continuing to explore the impact of technology immersion on student achievement. We are very proud for our students to have this level of technology access and are excited about the opportunities the technology affords our students in better preparing them for the 21st Century.

SCHOOL VISITS *(continued)*

Wednesday, February 15, 2012 *(continued)*

Jack E. Singley Academy – Irving ISD

9-12

Jack E. Singley Academy is an open enrollment, comprehensive high school that opened its doors during the 2001-2002 school year and accommodates 1700 students in grades nine to twelve. Almost 15% of the students are English language learners and receive wonderful opportunities through their content-based ESL program. Some of the opportunities that the Singley ELL students participate in include the JOURNEYS Program, a college and career preparatory program. Through JOURNEYS, ELL students explore career and technical education pathways, college/university programs of study, set personal goals, and plan for life after graduation.

Thursday, February 16, 2012

C.F. Carr Elementary School – Dallas ISD

One-Way Campus — PK-5

At C.F. Carr Elementary School, the mission is to prepare students to achieve at a high level so that they will be headed on the road to college and career readiness. C.F. Carr is a dynamic elementary campus providing a one-way Dual Language instructional environment PK-5th grade in Dallas ISD.

Emmett J. Conrad High School – Dallas ISD

9-12

Emmett J. Conrad High School's mission is to provide a safe and secure learning environment in which students gain the academic and career readiness skills to become successful. They empower students to learn by providing a rigorous curriculum, promoting collaboration, and allowing students to be stakeholders in their own education.

Thursday, February 16, 2012 *(continued)*

Lorenzo de Zavala Elementary School – Dallas ISD

One-Way Campus — PK-5

Lorenzo de Zavala commits to establishing a community of continual learners where excellence, academic rigor, and clear expectations will prepare the 491 students to be bilingual, and to be successful in college and life. This One-Way Dual Language campus in Dallas ISD serves students in grades PK-5 and has 49% LEP enrollment.

At Lorenzo de Zavala Elementary School, they engage students in rigorous curriculum activities. Samples of this rigorous schoolwork and student artwork are displayed throughout the school where “students believe and achieve.” Teachers and staff form strong collegial ties to plan, collaborate, and maximize student learning.

Mount Auburn Elementary School – Dallas ISD

One-Way Campus — PK-3

Mount Auburn Elementary is a One-Way Dual Language Campus in Dallas ISD where the staff, parents, and community work to ensure that every child develops socially, emotionally, and academically through affection, appreciation, and personal achievement. The PK-3 campus has 718 students, of which 59% are LEP, 93% qualify for Free-Reduced Lunch, and 95% are Hispanic. The One-Way Dual Language Program has been in place at Mount Auburn since 2006-2007, and each year a new grade level is folded into the program.

Bonham Early Education Center – Grand Prairie ISD

Two-Way — PK

Bonham Early Education Center in Grand Prairie ISD is a 2-way dual language school with full implementation. Approximately 350 pre-kindergarten students are enrolled for the 2011-2012 school year. Bonham is currently in its second year as a Grand Prairie School of Choice.

SCHOOL VISITS *(continued)*

Thursday, February 16, 2012 *(continued)*

Chris V. Semos Rosemont Primary School – Dallas ISD

One-Way/Two-Way Campus — PK-2

Chris V. Semos Rosemont Elementary School – Dallas ISD

One-Way/Two-Way Campus — 3-5

Rosemont Primary and Elementary Schools both offer programs and activities that suit the interests of the students. Currently, both schools are TEA Academically Recognized and challenge students to strive for the best. Although, located at two campuses both schools work under the same great leadership and teachers collaborate for student success. Rosemont Primary was one of the first schools in Dallas ISD to offer both Two-Way and One-Way Dual Language Programs in 2006. Both programs at Rosemont Primary and Rosemont Elementary are highly effective and help children to learn and be able to communicate in a second language.

Winnetka Elementary School – Dallas ISD

One-Way/Two-Way Campus — PK-5

Winnetka Elementary is a Two-Way Dual Language campus in Dallas ISD. The PK-5 campus provides a safe and positive environment to educate 845 students to become successful independent learners. Winnetka has implemented many innovative programs and research-based instructional practices, placing student academic performance on an upward trend. The campus is 54% LEP. The school staff connects with parents and the community to ensure student success. The school has monthly support workshops for parents on subjects from health to homework. Other parental involvement opportunities include assisting in classrooms, participating in PTA, and serving on the Campus Improvement Planning and Site-Based Decision Making committees.

Thursday, February 16, 2012 *(continued)*

Harry C. Withers Elementary School – Dallas ISD

One-Way/Two-Way Campus — PK-5

Withers Elementary is a Two-Way and One-Way Dual Language Campus in Dallas ISD where the staff, students, and parents are truly committed to the success of each child. The PK-5 campus has 430 students, of which 59% are LEP, 78% qualify for Free-Reduced Lunch, and 83% are Hispanic. The dual language program is based on the model Drs. Leo and Richard Gomez developed in Pharr-San Juan-Alamo ISD in South Texas in the 1990s. They continue to research and enhance the program, to ensure that results are maximized.

At Withers, the One-Way Dual Language program began in 2006-2007 and the Two-Way Dual Language Program has been in place since 2007-2008, and each year a new grade level is folded into the program. By the 2012-2013 school year, the Two-Way Dual Language Program will be available Kindergarten through 5th grade. Withers One-Way Dual Language program will continue into E. D. Walker Middle School starting at sixth grade 2012-2013.

Harrell Budd Elementary School – Dallas ISD

One-Way Campus — PK-5

At Harrell Budd Elementary School, the mission is to provide a safe and secure learning environment in which students gain the behavioral and academic skills necessary to become lifelong learners and successful citizens. The staff empowers students to learn by providing a rigorous curriculum that encourages collaboration and permits students to be stakeholders in their own education.

EXHIBITORS

NABE has traditionally attracted a diverse selection of educational publishers, teacher resource vendors, technology and software providers, job fair employers, universities and non-profit organizations.

Abrams Learning Trends	ETS (<i>Bronze</i>)	Nouveau Journey Productions
AC Language School	Forde-Ferrier	Overlooked Books
Adams County School District 50	Franklin	Pacific Learning, Inc.
ALEKS Corporation	Frog Publications	Pearson
Alief ISD	Frogstreet Press (<i>Bronze</i>)	Piel Canela
American Federation of Teachers (<i>Silver</i>)	Funiber	Randleman Galvan Books
American Reading Company (<i>Silver</i>)	Galena Park ISD	Really Good Stuff
AppleABC Teachers Gifts	Garland ISD	Renaissance Learning
Aprendamos A Leer	Green Apple Educational Products	Richardson ISD
Arte Publico Press	Handwriting Without Tears	Riverside
Austin ISD	Heinemann	Riverside Learning - Reception
Ballard & Tighe	Heinemann-Bag	Rosarion Software Development
Bastrop ISD	Houston ISD	Rourke Classroom (<i>Silver</i>)
Benchmark Education	IceStacks Rings	Routledge Journals
Bensenville School District 2	Imagine Learning	Santillana
Big Books By George	Imagine Learning-Luncheon (<i>Bronze</i>)	Scholar Mind Corp
Big Books By George	Inter Development Group	Schoolwide, Inc.
Bilingual Education Programs, Texas A&M University	Intercultural Development Research Assoc (IDRA)	Scobre Press Corporation
Bilingual Planet	Irving ISD	Seidlitz Education
Captain Write	iStation (<i>Bronze</i>)	Shurley Instructional Materials, INC.
Comal ISD	Kamico Instructional Media Inc.	Simmons School of Education
Corwin Press	Kaplan Early Learning Company	Star Bright Books
CTB/McGraw-Hill	Karen & Company	Step Ahead Studios
Dallas Baptist University	Keystone Books & Media	Students First
Delightful Jewelry	La Causa	Sunburst
Denton ISD	Lectorum Publications	Teacher Created Materials
Department of Homeland Security	Let's Read in Spanish!	Teacher Created Resources
Detroit Public Schools	Lintor Make-A-Book	Teacher Tops
Dinah-Might Adventures	Math Teachers Press, Inc	Teton County School District
Discovery Toys	McGraw-Hill Education	The Pin Man
DLB Educational Corporation	Mentoring Minds	The Spanish Center
East West Discovery Press	Mexican Consulate (<i>Bronze</i>)	Tyler ISD
EBRPSS	Mexican Tourism Board	University of North Texas
El Mundo de los Niños	Milo Educational Books and Resources	UNT-Dallas (<i>Bronze</i>)
El Saber Enterprises	Mister G	US Department of Education
Embassy of Spain/ Education Office (<i>Bronze</i>)	National Educational Systems (<i>Silver</i>)	UTSA
ESL Reading Smart	National Geographic Learning/ Cengage Learning	Valley Speech Language & Learning Center
Estrellita	Native Craft/Local Vendor Tables	Walden University
	Neill Sales & Consulting	Western Governors University

Important Dates to Remember

Onsite Registration

February 14, 2012 — 4:00 p.m. – 8:00 p.m.

February 15 & 16, 2012 — 7:30 a.m. – 6:00 p.m.

February 17, 2012 — 7:30 a.m. – 12:00 p.m.

***Deadline for regular registration is February 1, 2012
after this date registration will be onsite ONLY.***

Make your hotel the Hilton Anatole Hotel
NABE's 2012 Conference Headquarters Hotel
2201 North Stemmons Freeway, Dallas, TX, 75207
Tel: 1-214-748-1200 ~ Fax: 1-214-761-752

TICKET SALE ON-SITE

Purchase your tickets at the Local Committee Booth for the following events:

Awards Luncheon on Thursday, February 16, 2012
12:00 p.m. – 1:30 p.m. (\$40 per person)

Gala Dance on Friday, February 17, 2012
7:00 p.m. – 10:00 p.m. (\$20 per person)



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