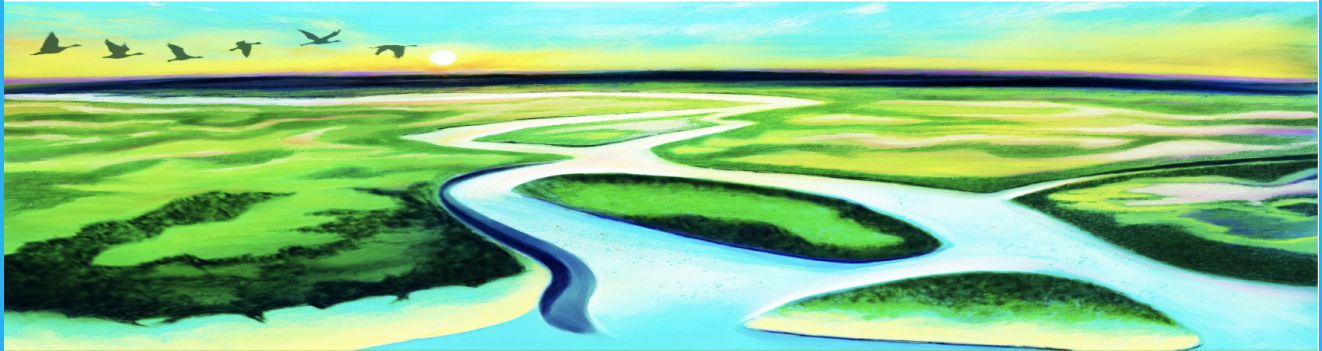


***Multilingual Special Education:  
Perspectives and Practices to Transform Learning Landscapes***



**Day ONE: Thursday, May 1, 2025**

*8:00 am - 1:00 pm PST / 9:00 am - 2:00 pm MST / 10:00 am - 3:00 pm CST /  
11:00 am - 4:00 pm EST / 4:00 pm - 9:00 pm GMT*

***Opening: Transforming Learning Landscapes  
Exploring An Estuary Ecology***

***Recognizing and Revaluing Funds of Strength in Learners with  
Differences: Practical Solutions for Language Learning Challenges***

**Dr. Ryan Nelson**

All learners arrive in our classrooms with expertise in what it is like to be them. Our efforts to instruct, differentiate, cultivate and develop language and content area competence in learners with differences is enhanced when we create space for, and invite students to leverage their experience and expertise. Educators are frequently faced with a litany of institutional demands, compounded by the additional challenges of educating learners classified as special needs. Mindful, relationship-based, language-proficiency developing practices commonly feel impossibly out of reach. This presentation will provide a practical framework for considering our approach to classroom relationships and instructional practices. Strategies for leveraging student experience to cultivate academic growth will be described and demonstrated. Specific attention to the strengths of students with special needs will be

highlighted to illuminate the potential for revaluing the diversity and uniqueness of all learners.

### **Conversation with Dr. Ryan Nelson**

### ***Wellness Break***

### ***Collaborating to Support Multilingual Learners with Special Education Needs***

#### **Linde Parvin & Araceli Medina**

In this session, presenters from a large suburban school district will share their innovative approach to supporting students with disabilities within a Dual Language Program. Through the implementation of a co-teaching model, teachers collaborate to meet the individual needs of dually identified students, ensuring equitable access to both language and academic content. Attendees will learn about the strategies used to differentiate instruction, provide targeted interventions, and promote an inclusive classroom environment where all students can thrive.

The session will also highlight the district's commitment to continuous professional development, showcasing two impactful book studies that have empowered staff to refine their practices. These studies focused on enhancing teaching strategies for students with disabilities, providing educators with the tools to better support language learners with special needs. By the end of the session, participants will gain practical insights into creating an inclusive, supportive, and collaborative environment for all learners in a Dual Language setting.

### **Q&A & Wrap Up**

***Video recordings will be made available for registered participants.***

***Participants are eligible to receive a certificate of participation  
for 10 hours of professional learning.***

## ***Multilingual Special Education: Perspectives and Practices to Transform Learning Landscapes***



**Day TWO: Friday, May 2, 2025**

8:00 am - 1:00 pm **PST** / 9:00 am - 2:00 pm **MST** / 10:00 am - 3:00 pm **CST** /  
11:00 am - 4:00 pm **EST** / 4:00 pm - 9:00 pm **GMT**

### ***Welcome Back: Centering Voices***

#### ***Part I: We Share the Students: Collaborating to Serve Multilingual Learners with Exceptionalities***

**Dr. Andrea Honigsfeld & Dr. Audrey Cohan**

This session will focus on the hallmarks of inclusive, collaborative classrooms for multilingual learners with exceptionalities. A comprehensive review of evidence-based best practices will be aligned with an interactive discussion of *how to* create student and educator learning teams. Select high-leverage practices are shared and discussed including the collaborative cycle of planning, teaching, assessing, and reflecting as a framework. Three possible configurations--collaborative teaching, partnership teaching, and coordinated teaching--will be illustrated through video and traditional case studies. The session will explore collaborative models and strategies as well as include real-life stories about the impact that collaboration may have on teaching. Participants will have an opportunity to consider collaborative practices as best suited for their own context and how to best meet the needs of their multilingual learners with exceptionalities.

## **Wellness Break**

### **Part II: Identity-Affirming and Linguistically Sustaining Approaches to Universal Design for Learning**

**Dr. Andrea Honigsfeld & Dr. Audrey Cohan**

Students in contemporary general and special education bilingual classrooms represent a broad continuum of abilities and a rich diversity of talents, gifts, and background experiences. This session explores ways to establish a shared framework among special educators, bilingual teachers, and ELD specialists based on UDL (Universal Design for Learning). To support the complex work of responding to both the language and literacy development needs and the IEPs or 504s, we also introduce our adapted version of the UDL framework (CAST, 2018, 2024) with an enhanced focus on identity-affirming pedagogy and identity-safe places. We unpack these two key constructs through specific examples. Finally, we highlight multidimensional teaching practices and authentic, student-focused learning experiences that center student voice and choice.

***Conversation with Dr. Honigsfeld & Dr. Cohan***

***Interactive Forum: Reflecting on Our Practice***

***Closing & Celebration***

***Video recordings will be made available for registered participants.***

***Participants will be eligible to receive a certificate of participation for 10 hours of professional learning.***