Detailed Agenda

Title: Optimizing Outcomes for Multilingual Learners (MLs): Developing Culturally and Linguistically Responsive Multi-tiered System of Supports (MTSS/RtI)

This 3 -day intensive institute provides interactive, multimodal professional learning that builds across the 3 days. Activities are planned throughout for multi-perspective teams to deepen their work and develop collaborative skills for problem solving.

Day I   Highlights

- Introduce Framework for Culturally and Linguistically Responsive Inclusive Learning Environments for MLs

- Explore the socio-cultural context for educating MLs by examining seven integral factors that impact student achievement and support data collection, monitoring progress and instruction and intervention through a case study application.

- Examine collaborative principles for participants to practice in their interactions with small groups throughout the institute, and for application in their own settings.

- Participate in guided and shared inquiry-based, problem-solving as part of a diagnostic process for MLs within a Multi-tiered System of Supports (MTSS)
- Discuss academic challenges that MLs experience from a language learner perspective and a special education perspective in order to guide participants in developing culturally and linguistically responsive instruction, interventions, and assessment.

Day 2 Highlights

- Continue to discuss academic challenges that MLs experience from a language learner perspective and a special education perspective in order to guide participants in developing culturally and linguistically responsive instruction, interventions, and assessment.

- Explore and develop a strengths inventory for MLs with or without special educational needs

- Summarize current research and showcase multilingual resources that incorporate students' home languages as assets for learning and diagnostic teaching in the classroom.

- Highlight the role that problem-solving plays in culturally and linguistically responsive MTSS as a diagnostic tool, to document interventions and monitor student progress.

Day 3 Highlights

- Provide insight into classroom-based research for creating culturally and linguistically responsive learning environments for MLs with special educational needs

- Review key elements for optimizing instruction and intervention: oral language, conceptual development, peer interaction, and home languages for both younger and adolescent learners.

- Practice evidenced-based strategies and instructional approaches for MLs with special educational needs

- Reflect on and plan next steps in developing more culturally and linguistically responsive inclusive learning environments in your setting.

Presenters

Theresa Young, Speech-Language Pathologist, M.Cl.Sc., Reg.CASLPO, SLP(c), SLP-CCC
Sound Communication Speech & Language Services

Cristina Sanchez-Lopez, Education Specialist, M.S.Ed. Literacy Education, Paridad Education Consulting

Theresa Young began her career as a speech-language pathologist on the Pacific island of Saipan, in the Commonwealth of the Northern Mariana Islands where she worked with multilingual students and families in home, school, and medical settings. She coordinated a

team of speech-language pathologists who developed assessment and intervention practices for Pacific Islanders. Upon returning to Canada, Theresa worked in schools in the highly diverse Toronto area, while providing professional development and authoring articles and chapters on multicultural, multilingual topics in education. She had the opportunity to bring diversity theory into practice during four years in a co-instructional role in a multicultural Kindergarten Early Language Intervention classroom in the Toronto District School Board. Theresa has instructed both children and adult language learners in Saipan, Canada and Israel. She currently resides in her hometown of Parry Sound where she provides clinical services to pediatric and adult populations. She works with local First Nations to design and implement SLP services for preschool and school age children in their home communities.

Cristina Sanchez-Lopez is a specialist at Paridad Education Consulting. She collaborates with educators in the US and Canada on special education; middle school mathematics; literacy across the content areas; multilingual education, engaging parents, and supporting Early Childhood educators who serve MLs. Cristina has taught at the elementary, middle school and university levels in the US and Mexico. At present, Cristina teaches graduate and undergraduate courses in the areas of *Biliteracy*, *Foundations* and *Assessment*. Cristina has been working extensively with her colleague, Theresa Young (SLP), in collaborating with school teams as they support MLs. Cristina is co-author of the book: *Special Education Considerations for English Language Learners: Delivering a continuum of services* (Caslon Publishing, 2nd edition, 2013) as well as various articles and chapters on addressing the needs of English language learners. Cristina and her husband raised their daughter bilingually.

Cristina's and Theresa's collaborative work melds the fields of language learning and special education into a framework for qualitative assessment and evidence based instruction and intervention for Multilingual Learners (MLs). They model collaborative practice in multi-day professional development events and conference sessions in United States and Canada. Their approach is featured in chapters 2-4 of *Special Education Considerations for English Language Learners: Delivering a Continuum of Services* (2013) as well as in a recent book in the Oxford University Press Focus on the Language Classroom series: *Focus on Special Educational Needs* (2018).

Audience:
- Bilingual/ESL teachers
- Dual language teachers
- General education teachers

Paridad Description   February 2019

- Reading specialists
- Special Education teachers
- Community liaison workers
- School and District Administrators
- Social workers
- School Psychologists / Psychometrists
- Speech-language pathologists
- Interventionists