

OKLAHOMA ASSOCIATION FOR BILINGUAL EDUCATION

DETAILED SESSION DOCUMENT • DEC. 9, 2023

[SESSION 1](#) • [PANEL DISCUSSION](#) • [SESSION 2](#) • [LUNCH](#) • [SESSION 3](#) • [SESSION 4](#)

SESSION 1 • 8:45AM to 9:45AM

Learning Reboot: Using AI to teach Academic Language [\[top\]](#)

Dr. Jamie Lake and Jessica Marine • Room 159

Academic language is complex, and goes beyond just vocabulary. The words, phrases and style/register of an academic topic can be difficult to identify, let alone teach! This session showcases how mainstream/content-area and ELD educators can use AI and our strategy toolkit to identify and teach academic language effectively and painlessly.

Poetry for Magic (and Pronunciation) [\[top\]](#)

Elizabeth Wilner • Room 160

In this active session, Liz Willner with Community Literacy Center will share ideas for using the natural features of poetry to teach pronunciation with English learners. She will share her experience of teaching an English pronunciation class that utilized a variety of English poetry. Research and examples of best practices will be included as will examples for lessons and a large sampling of poetry. Participants will be invited to select poems that will engage their learners and to share ideas from their own teaching. We'll create poetry magic together!

Integrating Cultural Competence into the Classroom to support Multilingual Learners

Sally Diaz • Room 161

This session will address the need for intentional actions to nurture positive relationships to facilitate language acquisition and academic success in the classroom. Through pre-prepared activities, participants will actively engage in helping to build a supportive and trusting atmosphere. Participants will become familiar with strategies to promote positive relationships that can be implemented school-wide and/or at the classroom level. Participants will also learn how to start embedding these activities, with a "How to get started" checklist. Additionally, they will also take a self-assessment about Student-Teacher relationship building and create an action plan. By the end of the session, participants will have a better understanding of how positive relationships can lead to increased language acquisition and improved academic performance.

The Brain Based Classroom [\[top\]](#)

Katie Kinder • Room 164

Colors matter to the adolescent brain, movement matters; kids should never sit longer than their age in minutes! Let's discuss that underdeveloped prefrontal cortex and how to effectively engage a student's brain in your school settings.

Authentic Bilingualism through Highly Qualified International Educator Recruitment

Ronald Sandoval • Room 165

How do I hire international educators? This session will present an overview of the components, time requirements and challenges of international educator hiring. The overview will address finding sources of international educator candidates, immigration requirements, state requirements, certifications, and onboarding needs.

PANEL DISCUSSION • 10:00AM to 11:30AM

Biographies: [Dr. J. Taylor Tribble](#) • [Christendoza Le](#) • [Dr. Kelly B. Forbes](#) • [Dr. April Haulman](#) • [Dr. Susie Popplewell](#) • [Dr. Laura Grisso](#) • [Dr. Jamie Lake](#) • [Judith Huerta](#)

SESSION 2 • 11:45AM to 12:45PM

Motivation is Magic: Backward Planning Schoolwide Success on ELP Assessments

Dr. Jamie Lake and Jessica Marine • Room 159

Motivating students to work hard on hours-long WIDA assessments can be tricky, particularly for long-term ELs who have taken the exams many times. Breaking this cycle isn't magic, but it does take some planning. Join us to learn how we did it, and how you can, too!

Motivation and Autonomous Digital Language Learning with Emergent Bilinguals [\[top\]](#)

Dr. Robyn Edwards • Room 160

During a two-year study on emergent bilingual Mexican students, I found two key themes towards language development 1) Students' English improved when engaging with personally interesting content, often seeking rich English activities outside school. 2) The students gravitated towards self-directed digital English learning, particularly with native speakers, highlighting the mix of formal and informal learning through technology. For K-12 educators, these findings advocate for personalized digital tools, like gaming and social media, to foster genuine English interactions. Merging classroom and digital experiences can enhance bilingual English learning. The study underscores the pivotal role of digital platforms in modern bilingual education.

Multilingual Ways of Naming Harm and Healing [\[top\]](#)

Carolina López Burrola • Room 161

"Multilingual Ways of Naming Harm and Healing," a research-based paper written with Sarah Donovan as co-author. In this workshop, Carolina will give us a space to explore a culturally-diverse text with the Harm and Healing Reading Protocol with an Anti-Bias Anti-Racist lens (Ramirez and Donovan, 2022). Participants will practice and discuss ways to support their students' use of unique linguistic repertoires by moving away from Standard Written English (SWE). Participants will also reflect on practices that will help students understand and explore texts through their own ways of naming.

The Family Classroom [\[top\]](#)

Katie Kinder • Room 164

Setting up a school environment that is safe and familial is essential in providing teachers and students a protected space to express their thoughts, feelings, and fears. Come be a part of a school community, where hard conversations can happen in a place where everyone is included and celebrated.

A Japanese Graduate Student in Oklahoma [\[top\]](#)

Airi Matsuura • Room 165

Airi Matsuura, a Japanese graduate student specializing in Bilingual Education at the University of Central Oklahoma. Airi will delve into the unique challenges and experiences encountered by international students, drawing from personal anecdotes. This engaging discussion will explore the needs and obstacles faced by international students while shedding light on the rich tapestry of Airi's own cultural background. Serving as a board member for the Japan America Society of Oklahoma, a nonprofit dedicated to cultural exchange, Airi will illuminate the growth of the Japanese community in Oklahoma, offering profound insights into how community engagement has shaped their personal and academic journey.

Little Sponges: How it helps support an ELD Program [\[top\]](#)

Nicole Amzycki • Room 166

Join Nicole Amzycki, an EB Coordinator from Western Heights, as she unpacks the success of Little Sponges on an ELD program and the incredible growth the district saw because of the implementation with complete fidelity.

GENERAL SESSION and LUNCH • 12:50PM to 2:00PM

[Agenda for General Session](#)

SESSION 3 • 2:05PM to 2:55PM

Using Bilingual Anticipatory Guides in Multilingual Learning Spaces [\[top\]](#)

Dr. Paul Pakerson • Room 159

This session demonstrates how to implement bilingual anticipatory guides with texts in a manner that helps instructors provide leverage in reading comprehension to EB students, focusing specifically on Spanish and English. The session also includes insights into the use of translanguaging, as well as other reading comprehension tools that are integrated with the strategy to maximize the making of meaning in multilingual learning spaces.

Advocacy for English Learners' Success [\[top\]](#)

Dr. Robyn Edwards & Dr. Joe Terantino • Room 160

This session, presented by Drs. Joe Terantino and Robyn Edwards of Oklahoma State University, addresses how teachers can advocate for emerging bilingual students within their classrooms, schools, districts, and community. The session starts with a discussion of how to identify pertinent issues that should be addressed through advocacy. It then shifts to emphasize specific advocacy strategies such as learning and sharing about the laws and policies relevant to emergent bilinguals, building an advocacy team, professional development, and establishing family and community partnerships.

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Developing Vocabulary through Art, Music, and Physical Education Classes [\[top\]](#)

Hannah Jimenez and Jenna Buell • Room 165

This session will focus on how art, music, and physical education classes can foster language development. The content and vocabulary developed in art, music, and physical education are essential to bridge cultural gaps in dual language programs. These classes expose students to unique vocabulary and can motivate students to build both academic and basic interpersonal language. Participants will connect the use of content area classroom strategies in the arts and physical education and the use of fine arts integration in the content area classrooms. This session will share vocabulary strategies that can help other programs utilize these classes to their full language building potential.

SESSION 4 • 3:05PM to 4:00PM

Project Nexus for Emergent Bilinguals [\[top\]](#)

Dr. April Haulman, Dr. Regina Lopez, and Dr. Angela Mooney • Room 159

This session will explain the University of Central Oklahoma (UCO) five-year National Professional Development grant through the US Department of Education- Office of English Language Acquisition. Project Nexus is designed to improve the educational services for English learners (ELs).

Idiomatic Expressions: A Resource for Bilingual Education [\[top\]](#)

Manelic Nava Taylor • Room 160

This session will be divided into five stages to help you better understand the use of idiomatic expressions in the classroom. Introduction: We will begin with a brief activity to introduce educators to the topic of idioms. Understanding the theory: We will cover the basic theory by J. Cummins, including BICS (Basic Interpersonal Communication Skills) and CALP (Cognitive Academic Language Proficiency). Using idiomatic expressions as a resource: We will provide strategies to effectively implement idiomatic expressions in the classroom. Brief discussion: We will have a short discussion to address any questions or concerns among educators. We will wrap up the session with a Q&A session.

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PANELIST BIOGRAPHIES

DR. JAMIE LAKE • Jamie Lake Buckmaster is an Assistant Professor of K-12 English language learning at Oklahoma State University. Prior to joining the Cowboy family, Jamie worked for Oklahoma City Public Schools for 16 years, first as an ELD/bilingual teacher and later as an EL Instructional Facilitator. Jamie holds a Masters of Education in Bilingual/TESL from the University of Central Oklahoma and an Ed.D in Education Leadership from the University of Oklahoma. She won the NABE Outstanding Dissertation award in 2020. Jamie's research interests include grade retention and academic language acquisition as related to multilingual learners.

DR. LAURA GRISSO • Laura Grisso serves as the Executive Director of Language and Cultural Services for Tulsa Public Schools. In her current position, she works with the local schools and community leaders to support the growing population of diverse students and families around the city, including English learners, immigrant and refugee students, multilingual students and Native American students. In Tulsa Public Schools, Grisso led the implementation of the first one-way dual language classes in the state of Oklahoma. In November 2013, Grisso was inducted into the Oklahoma Bilingual Education Hall of Fame. Recently, in 2021, Grisso and her team welcomed almost 400 refugee students from Afghanistan and, currently, Grisso is leading the district's new multilingual learner initiative and implementation of language look-fors in all classrooms districtwide to support the growing multilingual learner population. Grisso has also served as the National Liaison and Vice-President of the Oklahoma Teachers of English to Speakers of Other Languages association and locally with the Coalition of Hispanic Organizations (COHO) and the Greater Tulsa Hispanic Affairs Commission education committee. She earned her bachelor's degree in Elementary Education from Northeastern State University, her master's degree in Teaching English as a Second Language from Oklahoma State University, her specialist degree in educational leadership and her doctorate in educational leadership at Liberty University. Grisso is passionate about social justice and working collaboratively to ensure educational equity for diverse student groups. She is grounded in her belief that all students bring unique talents and perspectives to the learning experience. She prioritizes language and culture and believes those are the keys to the core of self and must be valued in the learning community.

JUDITH HUERTA • Judith started in education in 2014 as the Community Resource Coordinator for the department of Language and Cultural Services. Because of that work, I learned I wanted to become a principal one day, so I obtained a Masters in Educational Leadership. And since I did that without the experience of being a teacher, into a teaching position I went. This year is currently my fifth year as an ELD teacher, and I love it, which makes it hard for me to move on to the next step, but I can also say that I am not in a hurry because I know where I need to be right now. My passion for Multilingual Learners comes from my own experiences in a new country while it also comes from listening to stories from close friends who were made fun of for speaking differently so stopped practicing it. There is also the piece about wanting to stay connected with my elders.

DR. KELLY B. FORBES • Dr. Kelly B. Forbes, fondly known as Señor Kellito, Dr. Forbes has been involved in education since 2004 and has occupied many roles such as: Newcomer Teacher, District ELL Facilitator, Title III Director, Instructional Coach, Assistant Principal, Dual Language Head Principal, Director of ESSER, and Director of Dual Language Education. More than being an educator, Kelly has been a member of the arts since he was three years old. It was at the young age of nine that he was dancing behind his grandmother's dance group from Tulsa, OK, The Happy Hoofers. His love for the arts and education have offered Kelly the opportunities to travel to local venues while acting, dancing, singing, and educating all the way from Branson, MO, Cairo, Egypt, the Caribbean on Royal Caribbean Cruise Line as a singer and dancer, Central and South America, and even Bangkok, Thailand. In Oklahoma, Kelly has continued to enjoy dancing with his Salsa partner, Marti Rickman, originally from Palmira Valle, Colombia. Forbes recently conducted research examining the role that cultural proficiency plays in providing an equitable education for all students, and believes that it is through our diversity that we find unity. Intercultural connectivity uplifts us all. His philosophy is simple: Do unto others as you would have them do unto you. And, remember to make today the very best day for this day begins the rest of our lives!

DR. SUSIE POPPLEWELL • Dr. Susie Popplewell is a veteran educator and former public school administrator whose expertise in teaching English as a Second Language has led to a diverse and successful career in related fields. Highlights include: teaching graduate and undergraduate classes for pre-service and in-service educators at Oklahoma State University and the University of Central Oklahoma, leading the comprehensive reform of a private, English language institute to achieve federally recognized accreditation with distinction, and leading a culturally and linguistically diverse, high needs elementary school to achieve consistent, measurable academic growth for all learners. Popplewell now works as an independent education consultant, a qualified administrator of the Intercultural Development Inventory, and an author, trainer and presenter for Kaplan Early Learning Company and EduSkills, LLC. Popplewell holds a Masters of Education, specializing in Bilingual/TESL Education, from the University of Central Oklahoma and a Ph.D. in Professional Studies in Education from Capella University. The focus of her doctoral studies was closing the academic achievement gap experienced by cultural and linguistic minority learners in public schools. Outside of work, her favorite things to do include raising horses and cattle, spoiling grandkids, and spending time on the ranch with her husband, Joe, and their “good dog”, Buck.

DR. APRIL HAULMAN • Dr. April Haulman is a current Professor, and Co-Coordinator of the Bilingual Education/TESOL program at the University of Central Oklahoma (UCO), Edmond, OK, having worked in bilingual education for over 45 years as a teacher (Oklahoma City Public Schools’ first traveling secondary, bilingual teacher), curriculum developer, grant writer/administrator, and university faculty member. My educational background includes a BA in History from Colorado State University, M.Ed. and Ph.D. in Adult Education from the University of Oklahoma as a recipient of the Title VII Bilingual Fellowship. Classroom experiences include elementary, secondary, junior college, community education, and university level settings. I have written and administered millions of dollars in federal grants and am currently the Director and Principal Investigator for the NEXUS Project at UCO. My professional goals and activities have always focused on aspects of educational equity and social justice for all students, realizing it is a work in progress.

CHRISTENDOZA LE • Christendoza’s educational journey had a rocky and confusing start when she first attended school in refugee camps, hearing English for the first time from Vietnamese teachers, Japanese nurses, and American missionaries. It got much more interesting once she came to small town America and just immersed herself in the language and culture. Christendoza currently holds a Doctor of Pharmacy (Pharm.D.) from the University of Oklahoma and a Masters of Ministry from Oklahoma Christian University, two totally unrelated professions that have worked synergistically to bring her to the wonderful work she does every day.

DR. J. TAYLOR TRIBBLE • Dr. Tribble is a former classroom teacher, multilingual program coordinator, district administrator, and university instructor turned “accidental entrepreneur”. He is the current founder and CEO of EduSkills where he leads his team with an unwavering vision to leverage technology to reduce paperwork, simplify compliance, enhance instruction, and support educators and families of multilingual learners. Dr. Tribble played an instrumental role in the adoption of the Oklahoma Seal of Biliteracy. Lastly, Dr. Tribble holds a PhD. in Educational Administration, Curriculum and Supervision from the University of Oklahoma in addition to a Bachelor’s degree in Spanish and a Masters degree in Bilingual Education. In his commitment to life-long learning, he is now pursuing a Masters of Business degree at Southern Methodist University’s Cox School of Business which he anticipates completing in the summer of 2024.