

DENTON INDEPENDENT SCHOOL DISTRICT

BILINGUAL/ENGLISH AS A SECOND  
LANGUAGE (ESL) ANNUAL REPORT

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AUGUST 26, 2014

1212 BOLIVAR ST  
DENTON, TX 76201

# BILINGUAL/ESL ANNUAL REPORT

AUGUST 26, 2014

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## DEPARTMENT OVERVIEW

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### MISSION STATEMENT

The mission of the Bilingual/ESL Department is to attain high academic and linguistic performance of English Language Learners by implementing research-based programs with fidelity.

### RATIONALE

The purpose of this report is to provide the Board of Trustees with an overview of Denton ISD's Bilingual/ESL Programs, including staffing, professional development, and program performance.

### GOALS

The Bilingual/ESL Department will impact student achievement by:

- Providing research-based professional development and campus support on best teaching practices to meet the affective, linguistic, and cognitive needs of English Language Learners (ELLs)
- Implementing rigorous academic programs that accelerate the learning of ELLs and develops biliteracy, bilingualism, and biculturalism of students in the Dual Language Enrichment Program
- Ensuring all federal and state mandates for the Bilingual/ESL programs are implemented and supported with proper documentation and best instructional practices for each ELL

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## BILINGUAL/ESL PROGRAMS

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There are two programs offered, Bilingual and ESL. The Bilingual Program serves identified Spanish-speaking ELLs who participate in a Dual Language Enrichment or Transitional Programs. The ESL Program serves students whose native language is predominately one other than Spanish and have been identified as ELL.

### BILINGUAL PROGRAMS

Transitional and Dual Language Enrichment Programs are offered in grades PreK-5. There are 10 elementary and two early childhood campuses that implement the bilingual program. These campuses are: Borman, Evers, Ginnings, Hodge, Rivera, Pecan Creek, Newton Rayzor, WS Ryan, Wilson, Lee, Gonzalez, and Ann Windle. During 2014-2015 school year, the Transitional Program will continue in grades 5 and will phase out in 2015-2016 with the Dual Language Enrichment Program district-wide.

## **DUAL LANGUAGE ENRICHMENT**

In the 2010-2011 school year, the district began implementing the Dual Language Enrichment Program (DLE) for Spanish-speaking students. DLE is an academic program that develops biliteracy, bilingualism, and biculturalism. The One-Way Dual Language serves only Spanish-speaking students identified as ELLs. Two-Way Dual Language integrates students proficient in English and Spanish-speaking students identified as ELLs in one instructional setting. The instructional model for both One-Way and Two-Way DLE is as follows:

- Reading and Language Arts
  - Pre-K through first grade is taught in native language only
  - Grades second through fifth is taught in both languages
- Mathematics
  - Pre-K through fifth grade is taught in English
- Science and Social Studies
  - Pre-K through fifth grade is taught in Spanish
- Key components throughout the day are implemented in the opposite language of instruction

In 2013-2014 school year, all bilingual campuses have implemented the One-Way Dual Language Enrichment Program in grades K-3, with the exception of Pecan Creek and Wilson. Pecan Creek has the Two-Way Dual Language Enrichment Program in grades K-2, One-Way in third grade, and will phase in the Two-Way Program by adding a grade level each year. Wilson has the Two-Way Program in grades K-5.

The district is piloting the Two-Way Dual Language Enrichment Program at Strickland Middle School. The first cohort of Wilson's Two-Way students completed seventh grade during 2013-2014 school year. The first cohort will move up this year to eighth grade. The other two cohorts at Wilson will be in sixth and seventh grade. These middle school cohorts receive Spanish Social Studies and Spanish Language Arts as an elective.

## **ESL PROGRAMS**

The goal of the ESL program is for ELLs to develop English language skills and competency in the four language domains of listening, speaking, reading, and writing. The program integrates English as a second language and content area instruction that focuses not only on learning the target language, but using that language as a medium to learn mathematics, science, social studies, or other academic subjects. ESL is offered in all campuses.

There are two programs for ESL in Denton ISD:

- Content-based ESL
  - Elementary: General education teachers who are ESL-certified provide linguistic accommodations
  - Secondary: The four content teachers are ESL-certified/sheltered instruction trained and provide linguistic accommodations
- Pull-out ESL

- Elementary: ESL support teacher provides reading instruction for general education teacher who is not ESL-certified
- Middle School: Reading and English classes are provided by an ESL-certified teacher
- High School: At least one content area teacher is ESL-certified/sheltered instruction trained

Middle schools and high schools offer sheltered instruction in the four content areas. Sheltered instruction scaffolds lessons to aid students' comprehension of content topics and objectives by adjusting their speech and instructional support and building appropriate background information. The goal is accessibility to grade level content standards and concepts while they continue to improve their English language proficiency.

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## **ELL POPULATION OVERVIEW**

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### **ELL POPULATION GROWTH**

The ELL population has grown significantly. In 1999, there were a total of 12,947 students enrolled of which 1,162 were ELLs. This past 2013-2014 school year, the total student population was 26,260 of which 3,853 were identified as English Language Learners (See Appendix 1). At the end of the school year, 4% of the students successfully met the state's criteria to be exited from the program. Students who are exited no longer count as ELLs and are monitored for two years. If the ELL population continues to grow at the same 10% per year, by 2017 there will be over 5,000 ELLs in the district, with several campuses having over 400 ELLs. There were a total of 497 Bilingual/ESL certified teachers serving ELLs and over 20 bilingual aides.

There are 45 languages represented in the bilingual/ESL programs (See Appendix 1). This past school year, the district experienced a great influx of immigrants. Fourteen campuses in the district had six or more languages represented in the ELL population. Nineteen campuses had between two to five languages spoken by ELLs. Ninety-two percent of ELLs speak Spanish and 2% speak Arabic.

### **ACADEMIC PROGRESS**

Performance Based Monitoring Analysis System (PBMAS) is a district-level data driven analysis system developed by TEA to evaluate school districts' performance and bilingual/ESL program effectiveness. STAAR and TELPAS assessment results, as well as graduation, diploma, and dropout rates are included in the data-driven PBMAS analysis. The following are the ten indicators evaluated by PBMAS:

- Bilingual STAAR 3<sup>rd</sup> to 8<sup>th</sup> Passing Rate
- ESL STAAR 3<sup>rd</sup> to 8<sup>th</sup> Passing Rate
- LEP (parent denials not served in BE/ESL) STAAR 3<sup>rd</sup> to 8<sup>th</sup> Passing Rate
- LEP Year-after-Exit STAAR 3<sup>rd</sup> to 8<sup>th</sup> Passing Rate
- LEP STAAR EOC Passing Rate

- LEP Annual Dropout Rate (Grades 7-12)
- LEP RHSP/DAP (Recommend High School Program/Distinguished Achievement Program) Diploma Rate
- LEP Graduation Rate
- TELPAS Reading Beginning Proficiency
- TELPAS Composite Rating Levels for Students in US Schools Multiple Years

PBMAS assigns performance level scores of one to three for each indicator. The desired performance level/score is 0 which indicates the district has met the set standard. For the majority of the STAAR performance indicators, level 1 is assigned when the district's passing rate is up to 10.0 percentage points below the PBMAS' standard for each of the tested subject. A performance level of 2 indicates that the passing rate is 10.1 to 20.0 percentage points below the PBMAS' standard for the subject and a performance level of 3 indicates that the passing rate is at least 20.1 percentage points below the PBMAS' standard for the subject.

For the 2013-2014 school year, the district met seven of the ten PBMAS indicators. The district performance level of three in the area of ESL STAAR science and social studies passing rate, performance level of two in the areas of bilingual STAAR writing and science passing rate, and a performance level one in the areas of bilingual STAAR math and reading passing rate, ESL math, and LEP (parent denial not served) math. These performance levels place the district in a stage one of intervention. We have taken the steps required by the state and continue to work with the District Leadership Team (DLT) consisting of teachers, parents, community members and administrators to gather, disaggregate and review these indicators to determine possible causes for the performance of concern and identify issues. The results of the analysis will be used to add to the existing improvement plan. The committee will meet periodically to review and evaluate the progress.

ELL performance in STAAR and EOC's is reported by program participation (See Appendix 2).

#### Bilingual:

- The percentage of bilingual students 3<sup>rd</sup> to 5<sup>th</sup> obtaining a Level II-Satisfactory Performance or above was higher than the state's in reading and science.
- The percentage of bilingual students obtaining a Level II-Satisfactory Performance or above was lower than the state's in writing and math. In math, the difference between the state and the district was 0.5%.

#### ESL:

- The percentage of ESL students obtaining a Level II-Satisfactory Performance or above was higher than the state's in all subjects for grades 3<sup>rd</sup> to 8<sup>th</sup>.

EOCs:

- The percentage of LEP students obtaining a Level II-Satisfactory Performance or above was higher than the state's in all subjects except social studies.

LEP Year-After-Exit

- The percentage of LEP students Year-After-Exit obtaining a Level II-Satisfactory Performance or above was higher than the state's in all subjects.

## **ENGLISH PROGRESS AND ATTAINMENT AS REFLECTED IN TELPAS**

In 2013-2014, TEA made some fundamental changes to TELPAS, the instrument used to measure the English language proficiency of ELLs. TEA changed the TELPAS reading proficiency standards of TELPAS to be more rigorous in light of the new STAAR assessment. In addition, TEA made the decision to change the listening, speaking, reading, and writing domain weights that are used in the calculation of the TELPAS composite proficiency ratings. The district's goal is for ELLs to progress at least one language proficiency level a year in the TELPAS composite rating which includes all four language domains (listening, speaking, reading, and writing) and to reach advanced high rating after three or more years in US schools. The four English language proficiency levels in the TELPAS composite ratings are beginning, intermediate, advanced, and advanced high.

For spring 2014, the percentage of ELLs who progressed at least one language proficiency level varied from 45% to 73% in grades 1 to 12 (Appendix 3). In grades K-2, 18% of bilingual students and 25% ESL students obtained advanced high. For grades 3-5, 33% of the students obtained advance high while 47% of ESL students in grades 3-12 obtained advanced high.

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## **PROFESSIONAL DEVELOPMENT**

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### **PROFESSIONAL LEARNING**

The Bilingual/ESL department offered extensive opportunities for professional development to Bilingual and ESL teachers. Over 2,500 teachers and 73 administrators attended the sessions. The following are several professional development sessions offered during 2013-2014 school year:

- District-wide Sheltered Instruction Training: All content teachers PK through 12 serving ELLs were trained
- Dual Language Enrichment (DLE) Institutes: Understanding and implementing the DLE model components
- Dual Language Enrichment for District and Campus Administrators: Describes the benefits and components of the model to promote long-term academic achievement of ELLs and Non-ELLs that Closes Academic Gaps
- Kinder-2<sup>nd</sup> Grade Spanish Language Arts and Reading Standards (SLARS): Understanding and Implementing the Spanish Language TEKS.

- ESL Connections: Best practices provided for teachers to meet the needs of ELLs
- Sheltered Instruction Observation Protocol (SIOP): Gain an in-depth understanding of the SIOP model to implement effectively to develop student language skills along with academic content
- ELPS: Implementing the English Language Proficiency Standards to provide second language acquisition essential knowledge and skills for the four language domains
- Spanish Reading Comprehension “Leer Mas II” & Enseñando la Lectura: Learning to teach Spanish reading
- ESL TExES Preparation: Classes to prepare generalist teachers to be certified in ESL and acquired strategies to work with ELLs
- LPAC (Language Proficiency Assessment Committee) for Administrators, Parents, and Teachers: Participants trained to identify, review, recommend placement, assessment decision- making, and annual review for ELLs

### **PROJECT NEXUS**

Since 2012, the district has been part of a collaborative program targeting science and math teachers servicing ELL students (Project NEXUS). This is a partnership between the University of North Texas, Denton ISD, Lewisville ISD, and the Texas Education Agency’s Region 10 Education Service Center. Through this grant, participating secondary teachers and administrators receive customized professional development to acquire the instructional skills and strategies that make content comprehensible for ELLs. The purpose of the grant is to increase academic achievement, graduation rates, and entry into postsecondary education. This is a 5-year project that will continue until the year 2017.

### **DENTON ISD 1<sup>ST</sup> AND 2<sup>ND</sup> DUAL LANGUAGE INSTITUTE**

In 2013-2014 school year, the Bilingual/ESL Department had their 1<sup>st</sup> Dual Language Institute during specialized training day in August. The department offered a variety of targeted professional development for bilingual teachers, teacher assistants, and administrators. Over 200 teachers, para professionals and administrators participated in this event. The department offered the 2<sup>nd</sup> Dual Language Institute during the beginning of 2014-2015 school year. (See Appendix 4)

### **ACADEMIES**

In 2013-2014 school year, the Bilingual/ESL Department was committed to providing research-based and culturally relevant professional development academies focusing on best teaching practices to ensure college and career readiness and community success for ELLs. It is our purpose to support campuses in meeting cognitive, affective, and linguistic needs of our students. To accomplish this goal, the Bilingual ESL Department developed Professional Development Academies last year. The department will continue offering these academies in 2014-2015 school year.

The three professional development academies were tailored to Dual Language/Bilingual, ESL, Sheltered, and Content Area teachers. Each academy is designed for the purpose of building capacity among our dedicated staff and developing instructional leaders in the area of second language acquisition.

- Academy One: Foundation necessary to understand the philosophy of programs

- implemented in Denton ISD and provide strategies vital to student academic success
- Academy Two: Deeper understanding of second language acquisition focusing on successful implementation of best practices to ensure academic success of our English Language Learners
  - Academy Three: Instructional leadership opportunities for teachers to develop into trainer of trainers and coaches to ensure success and continuity of the various program models

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## **SUMMARY**

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The Bilingual/ESL Department is committed to supporting administrators and teachers as they guide ELL students into academic excellence. The majority of ELLs demonstrated growth in their English language proficiency as reflected in TELPAS performance. There are areas of strengths and needed improvement in STAAR performance. The targeted professional development will continue to assist teachers to improve and target their instruction in the identified critical areas which will ultimately improve ELLs academic performance. In addition, ELL population will be monitored closely at all grade levels in an effort to identify more specific areas of needs at each campus.

## **STRENGTHS**

The following strengths have been identified:

- District-wide Dual Language Enrichment Program
  - One Way PK – 4<sup>th</sup>
  - Two-Way Dual in Pecan Creek, Wilson, and Strickland Middle School
- Yearly increase of ESL-certified teachers in the four content areas for teachers new to Denton ISD
- Bilingual/ESL specialized professional development
  - 1<sup>st</sup> and 2<sup>nd</sup> Annual Dual Language Institute
  - NEXUS grant participation
- Monitoring student progress through LPAC process
- Established English Language Learner Advisory Committee (ELLAC)
- Exited program students continue to excel in STAAR performance

## **BARRIERS**

The following barriers have been identified:

- Rapid increase of newcomers from different countries and languages
- Addressing the inadequate educational foundation and language needs of newcomers
- Shortage of campus bilingual teachers, counselors, office staff, and instructional specialists



## **FUTURE PLANS**

The Bilingual ESL Department has the following future plans:

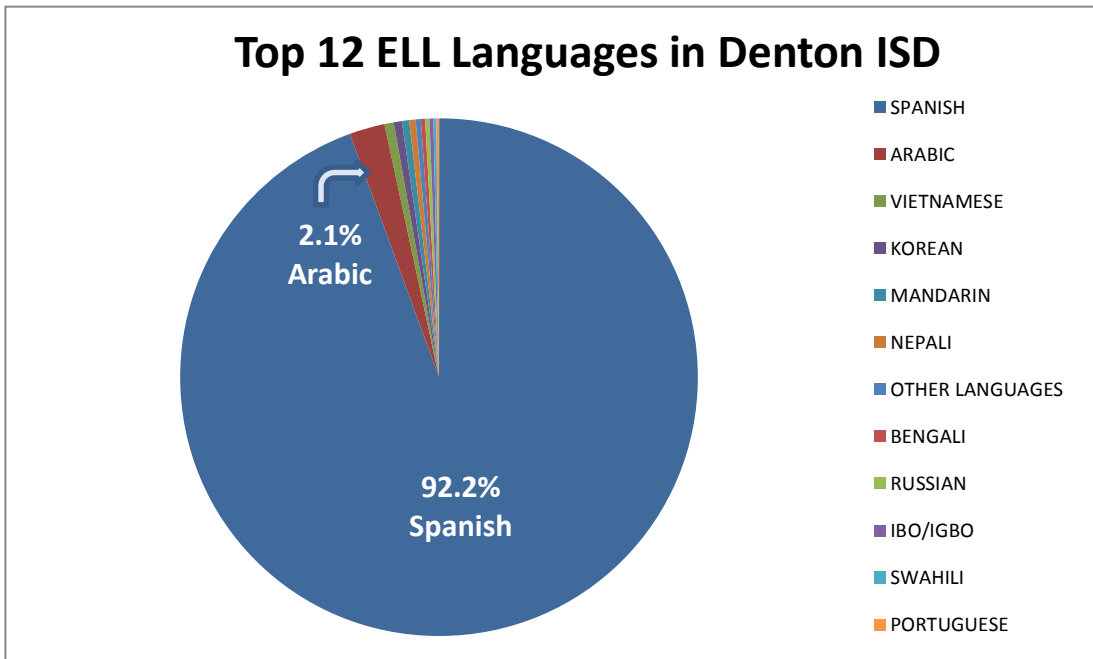
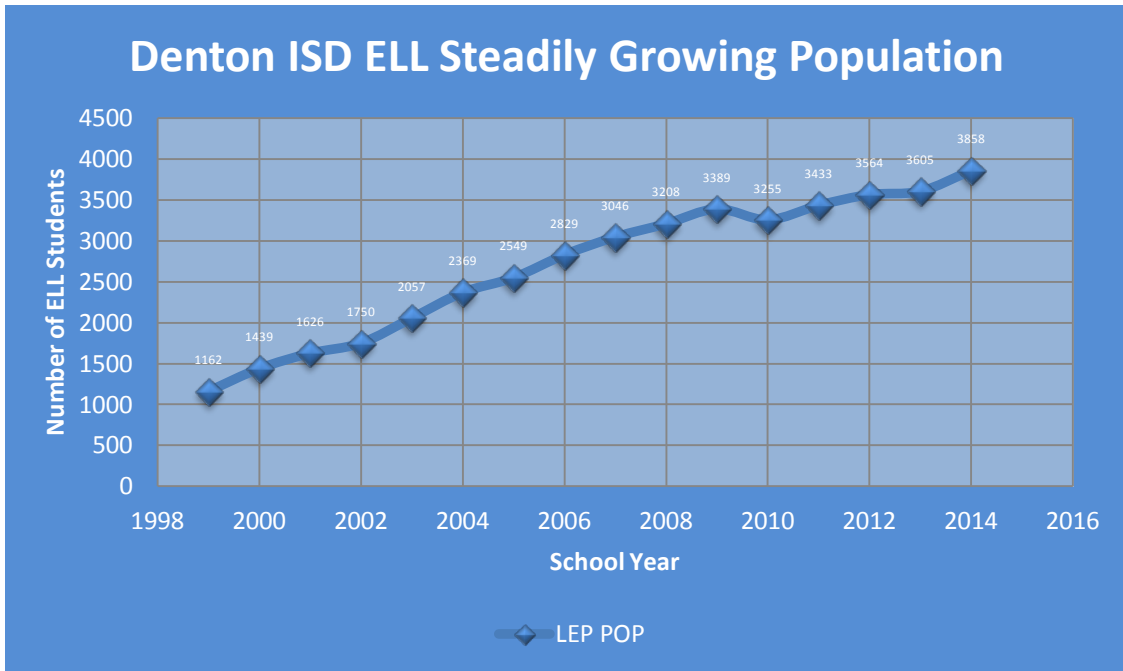
- Recruiting and strategic hiring of bilingual and ESL teachers
- Continuing to monitor bilingual student numbers for expansion of dual language programs
- Continuing Two-Way Dual Language in 8<sup>th</sup> -12<sup>th</sup>
- Facilitating DLE cohorts at high school to receive AP Spanish credits
- Strengthening Spanish literacy in K-2<sup>nd</sup>
- Ensuring fidelity of DLE program
- Researching time-saving data management tool for LPAC process
- Meeting needs of refugees and their families

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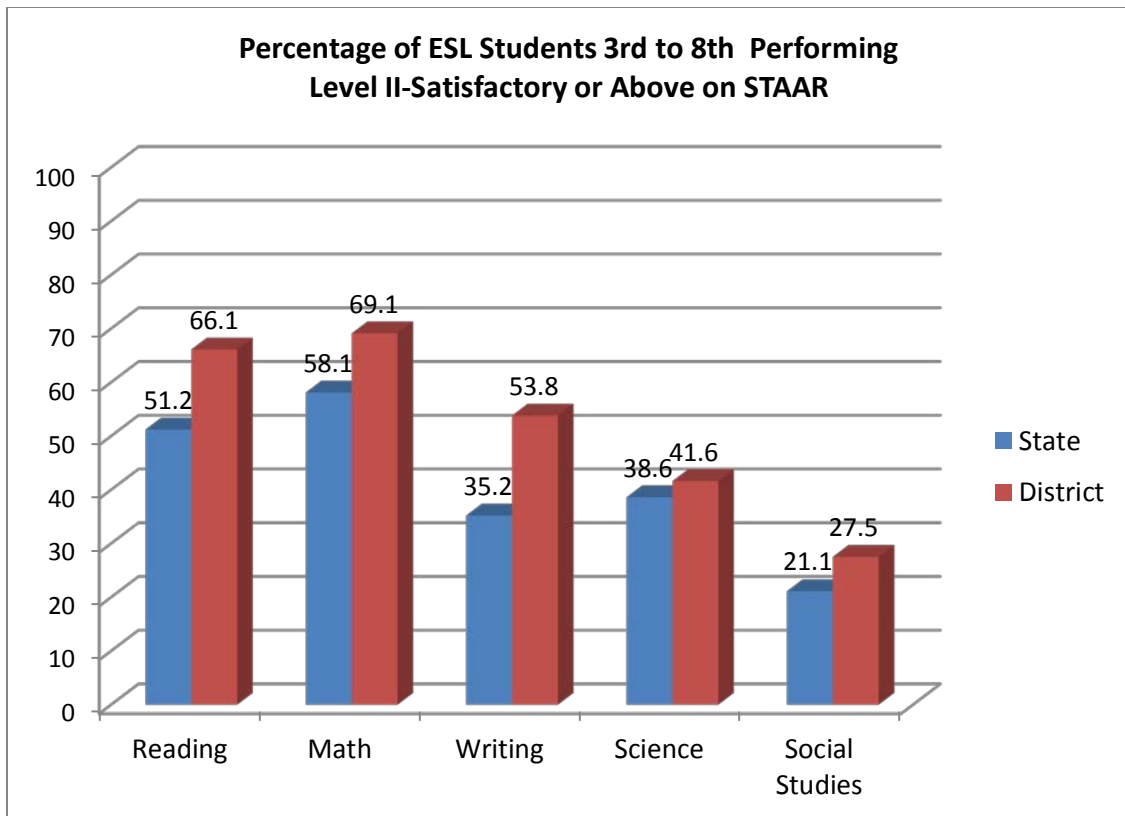
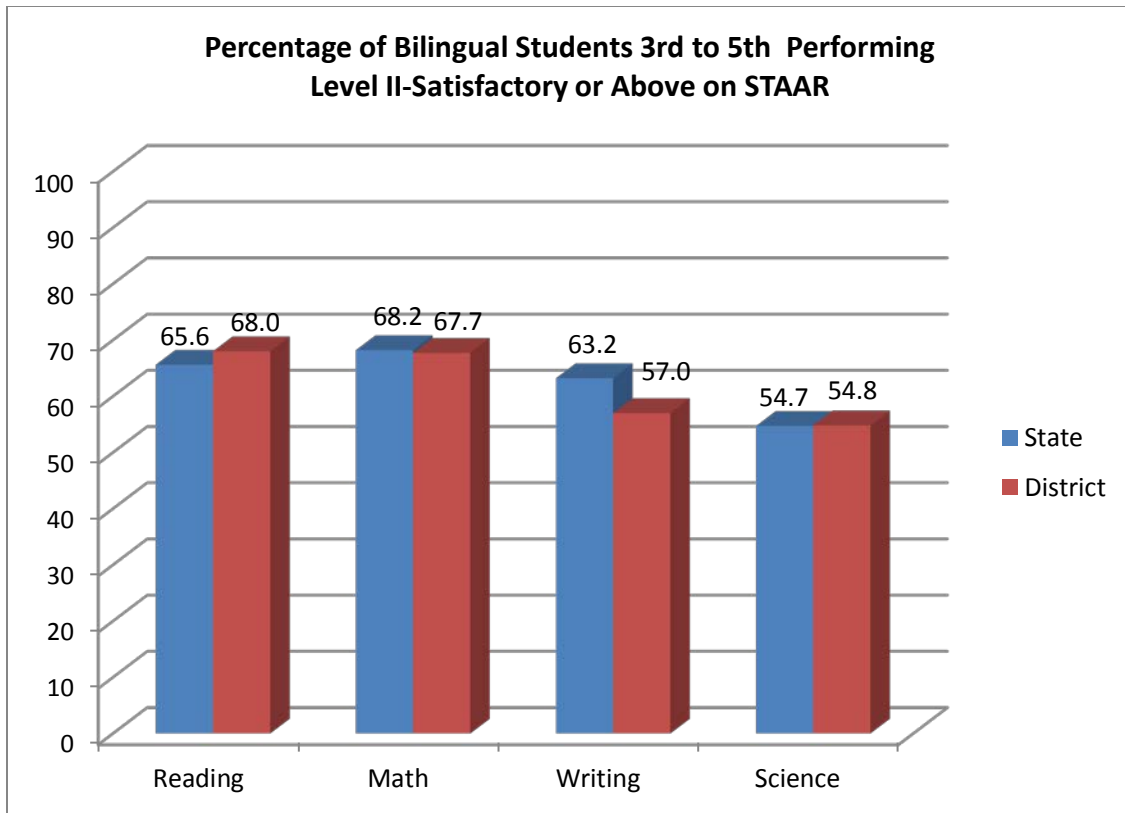
## APPENDIXES

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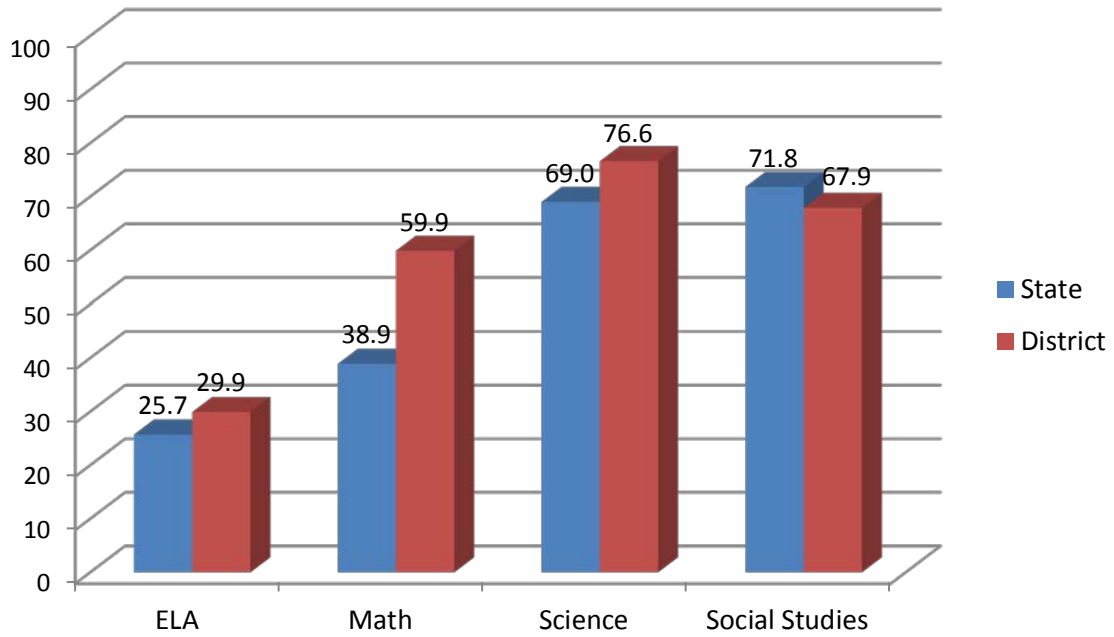
### APPENDIX 1: ELL POPULATION GROWTH



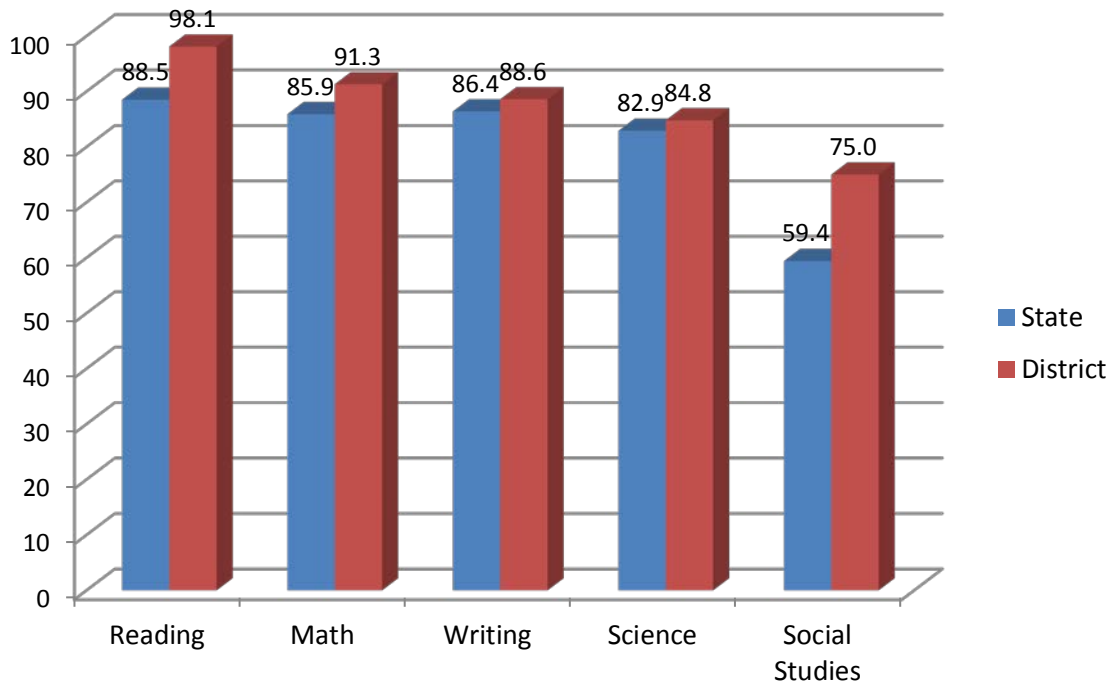
## APPENDIX 2: 2014 STAAR RESULTS



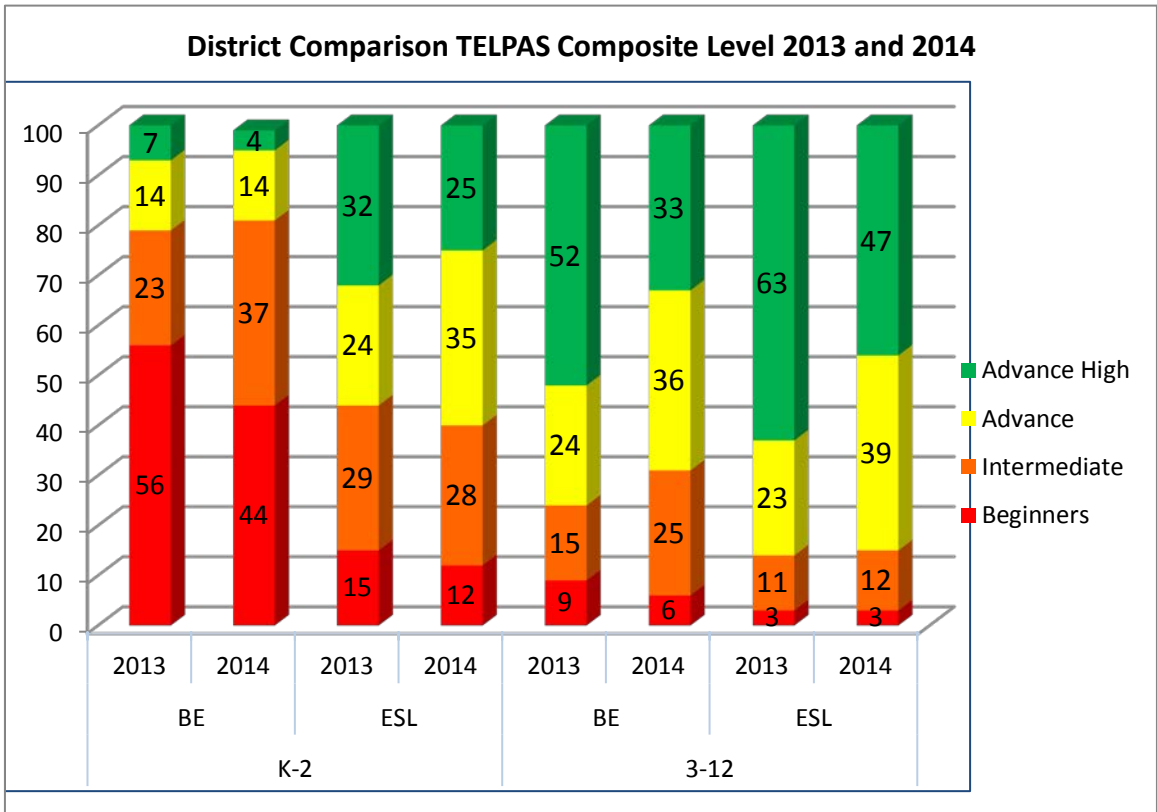
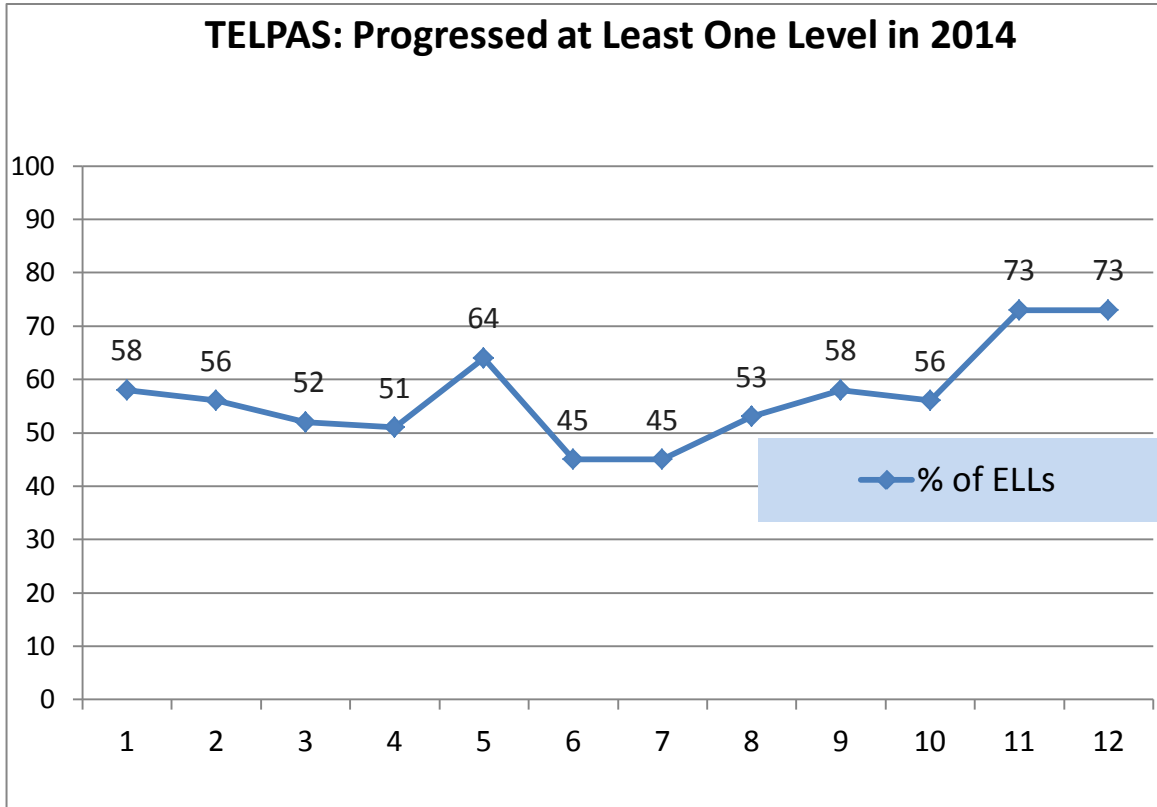
**Percentage of LEP Students Performing Level II-Satisfactory or Above on EOC STAAR**



**Percentage of LEP Students 3rd to 8th Performing Level II-Satisfactory or Above on STAAR One Year After Exit (M1)**



APPENDIX 3: TELPAS RESULTS



## APPENDIX 4: DUAL LANGUAGE/ESL INSTITUTE

**Bilingual /ESL Department**  
**Director of Bilingual/ESL/Migrant Programs**  
 Teresa Taylor  
 Phone: 940-369-0151  
 ttaylor@dentonisd.org

**Bilingual/ESL Compliance Coordinator**  
 Dr. Grace Del Valle  
 (940)-369-0158  
 gdelvalle@dentonisd.org

<b>Elementary Dual Language/ Bilingual/ESL Coordinator</b> Lucy Roblez 940-369-0156 lroblez@dentonisd.org	<b>Secondary Dual Language/ ESL Coordinator</b> Mara Dudash 940-369-0577 mdudash@dentonisd.org
<b>Elementary Academic Translator Dual Language Coach</b> Teresa Orlóñez 940-369-0164 mordonez@dentonisd.org	<b>Secondary Dual Language ESL Coach</b> Amy Molina 940-369-0154 amolina@dentonisd.org

**Bilingual Communication Specialist/District Translator**  
 Hermilla De La Garza  
 940-369-0157

**Bilingual/ESL Tester**  
 Teresa Portillo  
 940-369-0150

**Administrative Assistant**  
 Rose Calvo  
 940-369-0590

**DENTON**  
 INDEPENDENT SCHOOL DISTRICT

*Denton ISD 2<sup>nd</sup> Annual*  
**Dual Language / ESL  
 Institute 2014 - 2015**



*License to Teach  
 Dual Language*

Wednesday August 20<sup>th</sup>, 2014  
 W. S. Ryan Elementary School  
 Deborah Merki, Principal  
 201 W. Ryan Rd.  
 Denton, TX 76210  
 940-369-4600

*Hosted by Denton ISD Bilingual / ESL Department*

### 2014 Opening Remarks



*Presented by*

**Carine M. Feyten, Ph.D.**  
*Chancellor and President, Texas Woman's University*

Dr. Carine M. Feyten became the 2nd Chancellor and 11th President at Texas Woman's University on July 1, 2014. Prior to this, she was Dean of the College of Education, Health and Society at Miami University for eight years. She also served as associate dean of academic affairs in the College of Education at the University of South Florida (Tampa) where she joined the faculty in 1988.

Dr. Feyten's research interests lie in the areas of listening, second language acquisition, cross-cultural communication issues, teaching English to Speakers of Other Languages, digital learning and the integration of technology in education. Dr. Feyten has authored or coauthored over 100 journal articles, conference papers, addresses, and book chapters. She has published extensively in journals such as *The Modern Language Journal*, *Foreign Language Annals*, *Hispania*, *The Middle School Journal*, *Language Quarterly*, and others. She founded and directed the doctoral program in Second Language Acquisition and Instructional Technology at USF.

Carine has won several awards, including the USF President's Award for Faculty Excellence in 2003. She is also the 2001 recipient of the prestigious Florence Steiner Award for Leadership in Foreign Language Education-Postsecondary from the American Council on the Teaching of Foreign Languages. She was the president of the Florida Foreign Language Association in 1992-1993 and president of the National Network on Early Language Learning in 2002-2003.

An internationally recognized consultant and speaker, she has delivered keynote addresses in Lisbon, Portugal; Sao Paulo, Brazil; Brussels, Belgium and has done consulting work for the International Baccalaureate Organization and other schools and educational institutions in places such as Cardiff, Wales; Brussels, Belgium; and Prague, Czech Republic. A native of Belgium, she is fluent in five languages.

### 2014 Keynote Speaker



**Dr. Ivannia Soto**  
*Associate Professor of Education,  
 Whittier College*

Dr. Ivannia Soto, co-author of *The Literacy Gaps: Building Bridges for ELLs and SELs*, will unpack one of the literacy gaps that impacts achievement with ELLs—the socio-cultural and linguistic gap between the teacher and the student—as well as provide practical strategies for closing those gaps.

Dr. Ivannia Soto is Associate Professor of Education at Whittier College, where she specializes in second language acquisition, systemic reform for English language learners (ELLs), and urban education. She began her career in the Los Angeles Unified School District (LAUSD), where she taught English and English Language Development to a population made up of 99.9% Latinos, who either were or had been ELLs. Before becoming a professor, Dr. Soto also served LAUSD as a literacy coach and district office administrator. She has presented on literacy and language topics at various conferences, including the National Association for Bilingual Education (NABE), the California Association for Bilingual Association (CABE), the American Educational Research Association (AERA), and the National Urban Education Conference. As a consultant, Soto has worked with Stanford University's School Redesign Network (SRN) and WestEd, as well as a variety of districts and county offices in California, providing technical assistance for systemic reform for ELLs and Title III. She is the co-author of *The Literacy Gaps: Building Bridges for ELLs and SELs*, her first book with Corwin Press, and the author of a variety of articles on providing appropriate instructional access for ELLs. Her second book with Corwin Press, *ELL Shadowing as a Catalyst for Change*, was released in February 2012, and her forthcoming book *From Spoken to Written Language with ELLs* will be published in July 2014.

## APPENDIX 4: DUAL LANGUAGE/ESL INSTITUTE

### Dual Language Training Workshops

Afternoon Sessions 1:00 - 3:30 p.m.

#### The Fifth Dimension of ELPS

**Presenter:** Dawn Osborne, Educational Consultant

We are all familiar with the four components of ELPS; listening, speaking, reading, and writing, but were you aware of the fifth and most important component? Without the fifth component our ELLs are doomed to never reach an independent level of learning that is so critical in language learning and academic success. We are required by TEA to implement this fifth component. This presentation will not only explain what that fifth component is, but will show you fun ways you can implement it into every lesson. Come learn how to help your students reach an increased ability to solve problems and learn independently. This is an opportunity to learn new and exciting ways to teach second language learners.

**Audience:** Paraprofessionals, Teachers and Administrators  
**Location:** Science Lab

#### Roundtable Discussion

**Presenter:** Dr. Richard Gómez

Come join Dr. Richard Gómez in a roundtable discussion. This is a great opportunity to ask and hear from the experts their model and guidelines for Dual Language implementation and get answers to all your pressing questions.

**Audience:** ESL Support Teachers and Administrators  
**Location:** Library



### 2014 Conference Presenters



**Dr. Ivannia Soto**  
Associate Professor of Education, Whittier College



**Dr. Richard Gómez**  
Dr. Gómez and Gómez Dual Language Training Institute



**Dr. Rossana Boyd**  
Director Bilingual/ESL  
Teachers Certification  
Programs and Principle  
Lecturer



**Dr. Ricardo González**  
UNT Assistant  
Professor, Teacher  
Education and  
Administration



**Dr. María  
Arreguin-Anderson**  
Dr. Gómez and Gómez  
Dual Language Training  
Institute Associate



**Dawn Osborne**  
Osborne Educational  
Services

### Dual Language Training Workshops

Morning Administrator Session 9:00 - 11:30 a.m.

#### A Look Inside A Dual Language Classroom

**Presenter:** Dr. Richard Gómez

In this session, teacher leaders and administrators will be trained on looking inside a dual language classroom including the organization, characteristics, environment and non-negotiable.

**Audience:** Administrator Session  
**Location:** Library

Afternoon Sessions 1:00 - 3:30 p.m.

#### ELL Shadowing as a Catalyst for Change

**Presenter:** Dr. Ivannia Soto

ELL Shadowing has been used to create urgency--either in schools or districts--by focusing attention on the academic language development of students in order to generate achievement change. Participants will be taught and then encouraged to spend "a day in the academic life of an ELL" by monitoring their academic oral language development and active listening processes. Academic oral language development strategies for leveraging change will also be presented.

**Audience:** Teachers, Paraprofessionals  
**Location:** Cafeteria



### Dual Language Training Workshops

Afternoon Sessions 1:00 - 3:30 p.m.

#### Cómo Preparar a Estudiantes Bilingües a Escribir en Español Correctamente

**Presenters:** **Dr. Rossana Boyd**, Director, Bilingual/ESL Teacher Certification Programs and Principal Lecturer

**Dr. Ricardo González**, UNT Assistant Professor

Esta presentación se enfoca en ayudar a los maestros bilingües a mejorar la redacción en español de los estudiantes de pre-kinder a cuarto grado. Se repasarán las reglas gramaticales y ortográficas básicas. Los participantes practicarán con redacciones auténticas de estudiantes y recibirán un folleto con información útil para sus clases.

**Audience:** Teachers and Paraprofessionals  
**Location:** Computer Lab S4

#### Recursos Culturales: Adivinanzas, dichos y trabalenguas para aprender lenguaje y contenido de ciencia

**Presenter:** **Dr. María Arreguin-Anderson**

En esta presentación se analizarán los dichos, las adivinanzas, y los trabalenguas como recursos que entrelazan el aprendizaje de ciencia con el desarrollo cognoscitivo y lingüístico en el aula bilingüe. La sesión incluirá ejemplos concretos de este tipo de recursos culturales e ideas para su integración a la enseñanza.

**Audience:** Teachers and Paraprofessionals  
**Location:** Computer Lab S5

