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July 9, 1986

TO : SHELLY SPIEGEL-COLEMAN, CABA President

FROM : Raul Bravo, Chairman Evaluation Dept, NHU

RE : CABA 86 CONFERENCE EVALUATION REPORT

Enclosed please find the Final Evaluation Report of the CABA 1986 CONFERENCE. This set is not stapled, so feel free to duplicate as many copies as necessary.

We are glad to have contributed to this effort.  
Best wishes.

CALIFORNIA ASSOCIATION FOR  
BILINGUAL EDUCATION (CABE)

ELEVENTH ANNUAL BILINGUAL CONFERENCE  
January 14-18, 1986  
San Francisco, California

EVALUATION RESULTS

**RESEARCH & EVALUATION  
DEPARTMENT**



**THE NATIONAL HISPANIC UNIVERSITY**  
255 East 14th Street Oakland, CA 94606

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I. EXECUTIVE SUMMARY

CALIFORNIA ASSOCIATION FOR BILINGUAL EDUCATION  
 ELEVENTH ANNUAL BILINGUAL CONFERENCE  
 San Francisco, California January 14 - 18, 1986

I. EXECUTIVE SUMMARY

The CABE Eleventh Annual Bilingual Education Conference took place at the St. Francis Hotel in San Francisco, California January 14 through 18, 1986. The conference was co-sponsored by fifty one (51) corporations, community organizations/agencies, and State and Federal agencies (detailed list in Appendix C.)

The Summary, below, provides a quantitative overview of the Eleventh Annual CABE Conference:

S U M M A R Y

NUMBER OF GENERAL SESSIONS & WORKSHOPS	NUMBER OF REGISTERED PARTICIPANTS	NUMBER OF PARTICIPANTS	NUMBER OF EXHIBITORS	EVALUATION: OVERALL MEAN RATING FOR CONFERENCE
4 G. Sessions 373 Workshops	3,500	4,000	64	3.73 Above Average

Approximately 4,000 participants had a chance to attend over 370 sessions and workshops programmed for the conference. The assessment of the Conference was performed using the CABE Overall Conference Evaluation (green form), and the CABE Workshops Evaluation (yellow form). Both of them are based on a scale of 1 (NO, Negative, Low, Poor) to 5 (YES, Very Positive, High, Excellent), with the middle rating 3 corresponding to the classification Average. The ratings provided by the participants are compiled and yield a mean rating for each item and for each workshop. These mean ratings are reported on Table I for the evaluation results for the overall Conference and on Table II for the individual sessions.

A sample of 35 workshops was selected to be assessed. Participants in the selected sessions, returned the Workshop Evaluation Forms to the Evaluation Committee which did the data processing. The results were processed by The National Hispanic University, Research and Evaluation Department using in house computers capabilities.

TABLE I, on the following page, shows the results obtained through the Overall Conference Evaluation form. Four hundred twenty participants returned this form and rated the Overall Quality of the Conference as ABOVE AVERAGE. The items receiving the highest ratings were #1 (Effectiveness of the Presentations), #3 (Quality of the Sample Materials), and #6 (Knowledge Gained); they were all rated as ABOVE AVERAGE. Other items in the questionnaire also received high ratings, except for item #5 (Quality of the Facilities) which was rated Below Average. The overall mean for all items in this questionnaire was 3.59 (ABOVE AVERAGE). The total frequencies per ratings, provided on the bottom line of TABLE I, show that less than 25% of the responses pointed toward negative ratings, while near 60% of the responses showed a high level of satisfaction toward the activities and organization of the Conference.

Over 15% participants volunteered comments on the green form, and almost all of them were positive, pointing to the benefits derived from the Conference and the high spirit of comradery found among the participants. Some participants offered suggestions for improvement. Over half of them indicated that the highest source of inconvenience was the fact that the workshops were held in inadequate rooms, either too small, or too hot. Other comments pointed to the need of using maps and better signs to aid participants in find the rooms.

T A B L E I

CABE SEVENTH ANNUAL BILINGUAL CONFERENCE  
San Francisco, California January 14 - 18, 1986

SUMMARY OF RESULTS : Conference Evaluation Forms

Number of people in attendance : 4,000  
Number of forms returned : 420

ITEMS RATED	RATINGS					MEAN RATINGS
	1 POOR	2 BELOW AVERAGE	3 AVERAGE	4 ABOVE AVERAGE	5 HIGH, EXCELLENT	
1. EFFECTIVENESS OF PRESENTATIONS	0	41	59	128	182	4.10 Well Above Average
2. PLANNING OF THE ACTIVITIES	51	29	74	96	160	3.70 Above Average
3. QUALITY OF MATERIALS USED	10	56	63	87	193	3.97 Above Average
4. ORGANIZATION OF THE CONFERENCE	73	67	60	80	131	3.32 Average
5. FACILITIES (rooms sizes, equipment)	196	44	51	30	82	2.38 Below Average
6. KNOWLEDGE GAINED	11	67	32	118	180	3.95 Above Average
7. OVERALL QUALITY OF CONFERENCE	19	51	80	129	131	3.73 Above Average
FREQUENCY TOTALS ( and %)	360 (13%)	355 (12%)	419 (15%)	668 (24%)	1,059 (37%)	3.60 Above Average

OVERALL MEAN RATING FOR CONFERENCE : 3.60 (Above Average)



In summary, the results from the evaluations forms plus the comments offered by the participants point to the fact that the CABA Eleventh Annual Conference was very successful and fulfilled most of the expectations of bilingual educators and parents. The same overall positive feelings is observed in the results obtained with the Workshop Evaluations (yellow form) that was used to assess the participants' reactions toward each workshop attended. The results are summarized in Tables II-1 through II- 4, providing evaluation for the general sessions and workshops. Over 50% of the workshops assessed were rated as EXCELLENT by the participants. The mean rating for item #7 (Overall Level of Satisfaction with presentation) for all the workshops assessed was 4.51 - WELL ABOVE AVERAGE - indicating the high quality of the workshops presented at the Conference. The results obtained for item #7 correlates well with the result for item #6 of the Overall Conference Evaluation Form, which was designed to provide an estimate for the gain of knowledge. In that item participants were requested to rate their gain of knowledge of the topic, by been present at the workshop; and the results indicated they obtained an Above Average gain of knowledge by attending the sessions.

## II. EVALUATION DESIGN AND EVALUATION OF WORKSHOPS

## II. EVALUATION DESIGN AND EVALUATION OF WORKSHOPS

The evaluation design used for this Conference was adapted from the last CABE Conferences. The main feature consisted in allowing each participant to respond the Overall Conference Evaluation (green form), and requesting participants to return it to the last presenter or directly to boxes that were located in the registration areas and lobby of hotels. The green form was included in each registration packet and they were also made available at the registration area. This process lead to a 10% recovery of forms.

Workshops were assessed using the CABE Workshop Evaluation (yellow forms). A sample of 35 workshops were selected to be evaluated, that is, allowing each participant in the workshop to respond to the items in the form. The forms were given to the presenter to be distributed among participants with the results to be collected by a member of Evaluation team or to be returned to the boxes in the registration area. The criteria to select workshops to be evaluated was based on request of the presenter, request of the Program Committee because the workshop was presented by the first time, or finally by a process of random choice. Complete information for the workshops selected appear on Table II in this section.

Table II - 1 through II - 4, on the following pages, contain the description of the sessions in the order that they appeared in the program giving first the name(s) of presenter(s), the workshop title, and if the workshop was extended it also provides the number of sessions to cover the topic. Column three provides the language groups served by the Conference, and column four the number of trainees attending the session (headcount) and the average rating for item #7 (overall level of satisfaction with the presentation). If this information was not available for a particular workshop the symbol N.E. (no evaluation) appears in the space.

TABLE II - 1

## CALIFORNIA ASSOCIATION FOR BILINGUAL EDUCATION (CABE)

1986 CABE CONFERENCE: January 14-18, 1986

## WORKSHOP EVALUATION

DATE, ACTIVITY, LOCATION	WORKSHOP LEADER (TRAINER) AND WORKSHOP TITLE	LANGUAGE GROUP(S) SERVED	NUMBER OF TRAINEES AND AVERAGE RATING
Jan. 14-18, 1986 CABE ELEVENTH ANNUAL BILINGUAL EDUCATION, Conference SAN FRANCISCO	I GENERAL SESSION I (01-15-86)	Cambodian	1,950//N.E.
	II GENERAL SESSION II (01-16-86)	Chinese	1,800//4.78
	III GENERAL SESSION III (01-17-86)	English Hmong	1,750//N.E.
	IV GENERAL SESSION IV (01-17-86)	Korean	1,120//N.E.
	1. MYRNA ABDEL-GAWAD Computer Use for the Transitional English Reading	Laotian	13//4.20
	2. TONY COLON, LUIS HERNANDEZ Bilingual Programs for Preschool School Children	Native American	4//4.75
	3. VAN LE, TRUONG LAN Amerisians: Needs and Expectations	Pilipino	11//4.27
	4. MICHAEL CHANG Chinese American History and Experience	Portuguese	8//4.50
	5. EILEEN RHENINSHILD-SHAEFFER, Dr. ANTONIA L. SIMS Clinical Supervision in Multi- lingual/Multicultural Settings	Punjabi	15//4.73
	6. RHONDA L. BROUDE Patterning Activities: Laying the Foundations for Understanding Mathematics	Samoan	19//4.42
	7. ROBERTO SALINAS, JOSE G. GUTIERREZ, GEORGE SOLIS Don't Let Math Be A "Four Letter" Word in Your Classroom	Spanish	17//4.35
	8. FRANK P. ROMERO, IRA WETHERILL Recovery and Retention Programs for Drop-Outs	Vietnamese	19//4.35
	9. SUSAN C. MORSE Pasos Al Exito: Padres de Familia de Estudiantes de la Escuela Se- cundaria		19//4.65

TABLE II - 2

## CALIFORNIA ASSOCIATION FOR BILINGUAL EDUCATION (CABE)

1986 CABE CONFERENCE: January 14-18, 1986

## WORKSHOP EVALUATION

DATE, ACTIVITY, LOCATION	WORKSHOP LEADER (TRAINER) AND WORKSHOP TITLE	LANGUAGE GROUP(S) SERVED	NUMBER OF TRAINEES AND AVERAGE RATING
Jan. 14-18, 1986 CABE ELEVENTH ANNUAL BILINGUAL EDUCATION, Conference SAN FRANCISCO (Cont'd.)	10. Dr. ALICE A. ADDISON Interaction for Second Language Development	Cambodian Chinese English	11//4.55
	11. DELIMA A. HALUSHKA, CARMEN SANCHEZ SADEK Hispanic Culture Bilingual Certifi- cate Preparation	Hmong Korean Laotian Native American	10//4.00
	12. ANAIDA COLON MUNIZ, BARBARA GONZALEZ, MARTHA ALVAREZ-MARTINI A Spanish Language Training Exper- ience: Oaxaca, 1985	Pilipino Portuguese Punjabi Samoan	4//5.00
	13. CAROL WILSON Community College/Adult ESL	Spanish Vietnamese	8//4.71
	14. LYNN ALPER Equals in Computer Technology		7//4.57
	15. ROBERT CERVANTES, ROY FLEISHER, EDITH BRANDENBURGER State and Federal Policy Issues in Preschool Bilingual Education		15//4.44
	16. RICHARD SHAPIRO Acceleration and Mastery in Math		9//4.11
	17. CARMEN SANCHEZ SADEK Teaching Reading in the Content Areas		30//4.13
	18. REBECCA SAPIEN, JACKI COTTINGIM, Designing an Effective Program for Bilingual Exceptional Students at the Elementary and Secondary Level		15//4.67
	19. Dr. ESTHER RAILTON, ARTI LAROA MIGLANI, HERMINIO RIOS Outdoor Science Vocabulary Activi- ties		25//3.96
	20. DIANNE MELTESEN, ALVIN DEA, SARINA KO G.A.T.E. and the Bilingual Student		11//4.20
	21. Dr. ALBERTO M. OCHOA, Dr. JUAN HURTADO, Dr. REUBEN ESPINOSA A Process in the Planning/Develop- ment/Implementation of a School Dropout Prevention Plan		13//4.42

TABLE II - 3

## CALIFORNIA ASSOCIATION FOR BILINGUAL EDUCATION (CABE)

1986 CABE CONFERENCE: January 14-18, 1986

## WORKSHOP EVALUATION

DATE, ACTIVITY, LOCATION	WORKSHOP LEADER (TRAINER) AND WORKSHOP TITLE	LANGUAGE GROUP(S) SERVED	NUMBER OF TRAINEES AND AVERAGE RATING
Jan. 14-18, 1986 CABE ELEVENTH ANNUAL BILINGUAL EDUCATION, Conference SAN FRANCISCO (Cont'd.)	22. ROSE MARIE AVILES, NANCY HERNANDEZ Special Education and the LEP Child	Cambodian	19//4.47
	23. MAUREEN BRADFORD, PAMELA LEAMON Chisanbop: Finger Calculation in the Bilingual Classroom	Chinese	27//4.70
	24. MARISOL NASO, JUAN BENJUMEA El "Cafe Literario" como Ejemplo de la Riqueza Hispanica	English	13//4.90
	25. MARISOL NASO Senora: Porque no Quiere que su Hijo este en un Salon Bilingue	Hmong	12//4.73
	26. GLORIA BURCHARD, MARY CORNELL, TINA WATKINS, JULIA LOPEZ, DENISE DREREGO, TIM BEATY, CHARLES RAND Networking with the Juvenile Pro- bation Department	Korean	9//4.56
	27. JOAN STEINBERG Selecting Science Textbooks for ESL/Bilingual Students	Laotian	10//5.00
	28. MEL GRUBB, PHILLIP GONZALES E.S.L. Writing	Native American	25//4.56
	29. MARY LEE SHON, TERESITA MENUDIADO, HELEN HUANG Asian Languages Programs	Pilipino	11//4.11
	30. JERILYNN SMITH-RITCHIE, MARTHA LILIA HALL Saturday Spanish School Escuela de Espanol de los Sabados	Portuguese	13//4.69
	31. Dr. ANA M. HORTA, ROBERT FIGONE, MARIA TERESA PONCE, ROSALINDA CALLEJAS Dropout Prevention Programs	Punjabi	27//4.59
	32. MARTHA McCARTHY, JULIE MIESCKE Project PRIDE / Parent Resources in Developing Esteem	Samoan	6//4.83
	33. GERRIE FAUSETT Screening Process for LEP Students with Special Needs	Spanish	9//4.60
		Vietnamese	

TABLE II - 4

## CALIFORNIA ASSOCIATION FOR BILINGUAL EDUCATION (CABE)

1986 CABE CONFERENCE: January 14-18, 1986

## WORKSHOP EVALUATION

DATE, ACTIVITY, LOCATION	WORKSHOP LEADER (TRAINER) AND WORKSHOP TITLE	LANGUAGE GROUP(S) SERVED	NUMBER OF TRAINEES AND AVERAGE RATING
Jan. 14-18, 1986 CABE ELEVENTH ANNUAL BILINGUAL EDUCATION, Conference SAN FRANCISCO (Cont'd.)	34. CAROL WILKINS, BILL CHAVEZ, BILL WHITENECK, JANET JAMIESON Legislative Perspectives on Bilingual Education for 1986	Cambodian Chinese English Hmong	19//4.00
	35. JEAN WELLIVER, RAMON LEYBA Implementation of Group I.L.P.'s	Korean Laotian Native American Pilipino Portuguese Punjabi Samoan Spanish Vietnamese	10//5.00



### III. SAMPLE OF COMMENTS BY PARTICIPANTS

### III. SAMPLE OF COMMENTS BY PARTICIPANTS

The following is a sampling of comments offered by participants. They are unedited, and they are offered to obtain a subjective, qualitative comparison with the numerical data presented in previous sections.

#### COMMENTS:

1. "I think this is a good form to let everybody know the importance of a second language"
2. "Great Conference! Some suggestions only: rooms were way-too small. There must be a convention center near some hotel you can use"
3. "This facility violated every principle of good pedagogy space arrangement"
4. "Meeting rooms too small and too hot. Other than this problem, it was great"
5. "Many workshops were too crowded"
6. "Lower rooms obviously where a very serious problem. Otherwise fabulous"
7. "If workshops are cancelled on the last minute they should post it on the doors. Exhibitors should open earlier and stay open longer. Overall it was a great conference"
8. "We need bigger rooms, too many people in one small room, too warm - NO AIR!  
Some Excellent Speakers! and Demonstrations. Excellent Computer Workshops"
9. "For 1987: 1.) that CAFE makes an earnest effort in bringing bilingual/ESL teachers-candidates from the Universities to the conference to make it more attractive for career fair participants. CAFE ought to be a motivating force for students in teacher training in Calif."  
  
2.) that page numbers may be added by the name of presenter, in the index of the program to facilitate finding the presenter's workshops"

IV. APPENDIXES

A: LIST OF WORKSHOPS AND PRESENTERS

B: CAREER FAIR PARTICIPANTS

C: CONFERENCE CO-SPONSORS

D: EVALUATION FORMS

APPENDIX A:

LIST OF WORKSHOPS AND PRESENTERS

# WORKSHOPS LISTED BY STRANDS

## ADMINISTRATION

### Wednesday Room:

1:30-2:45	688	Hispanic Women in Administration: A Success
3:15-4:30	685	Comite de Padres vs Riles — The Language Consensus Connection

### Thursday

10:45-12:00	587	Reform and Reality — Equity and LEP Students
1:45-3:00	Oxford	Model Curriculum Standards and Bilingual Education
1:45-4:30	584	Developing More Effective Programs
1:45-3:00	586	Business and Education Together (BEST) Adopt-A-School Program
1:45-3:00	689	Microcomputer Program for Facilitating Bilingual Education Programs
3:15-4:30	595	Effective Bilingual Project Management

### Friday

8:30-11:30	Golden Gate	Legal Requirements for Bilingual Education: AB 507
8:30-9:45	682	Overview of the Registration/Testing/Procedures/Transcript Evaluation and Followup
8:30-9:45	698	Motivating Leaders to Teach, Lead and Succeed
8:30-9:45	699	How to Develop and Implement a Standardized and Comprehensive Identification and Assessment Process
1:30-2:45	584	Cross Cultural Strategies for Coping with Immigrant Needs
1:30-2:45	698	A Model for Interstate Training and Coordination

### Saturday

9:00-10:15	Golden Gate	Alhambra Spanish Bilingual Manual — Comprehensive Management System
9:00-10:15	698	Oral Language Assessment: A Survey of Instruments and Issues

## AMERICAN INDIAN

### Wednesday

1:30-2:45	581	American Indian Values and Urban Teachers: Building Awareness
1:30-2:45	682	Computer Based Instruction with Native American Boys and Girls
1:30-4:30	694	American Indian Educational Resources: Cultural/Academic/Curriculum

### Thursday

10:45-12:00	693	An Urban Indian Language Lab Model
1:45-4:30	693	American Indian Bilingual Curriculum Demonstration & Exchange
3:15-4:30	699	A View of Changing Lives: A Proactive Prevention Model

### Friday

8:30-11:30	695	Language and Learning Styles in American Indian Children: An Update with Hands-On Application
1:30-2:45	681	Rejuvenation of American Indian Language
1:30-4:30	695	Evaluating American Indian Bilingual Bicultural Programs
3:15-4:30	585	Maintenance and Preservation of American Indian Language and Culture

## BILINGUAL CERTIFICATE OF COMPETENCY

### Wednesday

1:30-4:30	697	Preparing for the Bilingual Certificate Exam, Spanish Language
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### Thursday

683		A Spanish Language Training Experience: Oaxaca, 1985
1:45-4:30	Golden Gate	Bilingual Methodology in a Capsule Exam — Bilingual Methods
1:45-3:00	583	Preparing for the Bilingual Certificate Exam — Bilingual Methods
1:45-4:30	683	Staffing and Compliance: Legal Options
3:15-4:30	583	Preparing for the Bilingual Certificate Exam — Spanish Culture

<b>Friday</b>	<b>Room:</b>	
1:30-4:30	Golden Gate	Hispanic Culture Workshop for Teachers on Waiver
1:30-4:30	581	Practica Oral y Escrita Para Maestros/Spanish Language Skills for Teachers on Waiver

<b>Saturday</b>		
9:00-10:15	Oxford	The Bilingual Certificate of Competence

### BLACK ENGLISH

<b>Wednesday</b>		
1:30-2:45	595	Recent Research in Communication Disorders of African Americans
3:15-4:30	581	History and Development of the African Languages

<b>Thursday</b>		
1:45-3:00	686	Power of the Word

<b>Friday</b>		
10:15-11:30	599	Diagnosis and Treatment of Communication Disorder of Bilingual Child: A Case for American Children
1:30-2:45	599	Bilingual Issues For Hearing Impaired African American Children
3:15-4:30	684	The Importance of Teaching African-American Children

### COMMUNITY COLLEGE / ADULT ESL

<b>Wednesday</b>		
3:15-4:30	682	Application of Freire's Method in ESL

<b>Thursday</b>		
10:45-12:00	MacArthur	Life Skills Writing Assessment
10:45-12:00	682	LEP Adults and Job Preparation, Who's Doing What? A Policy Overview
3:15-4:30	Yorkshire	Becoming American

<b>Friday</b>		
8:30-9:45	Yorkshire	Refugees Today: What ESL Professionals Need to Know
1:30-2:45	682	The Working Culture: Bilingual, Cross-Cultural Vocational Counseling Materials for LEP Students
1:30-2:45	693	Bridging the Cultural Gap
3:15-4:30	682	Competency Based Adult Education (CBAE): How It Works for the Adult ESL Students

### COMPUTERS

<b>Wednesday</b>		
1:30-2:45	Olympic So	Microcomputers in ESL
1:30-2:45	Olympic No	Languageware
3:15-4:30	Olympic No	Computer Use for the Traditional English Reader

<b>Thursday</b>		
10:45-12:00	Olympic So	Computers and Kids — A Classroom Program
10:45-12:00	Olympic No	Bilingual Instructional Technologists
10:45-12:00	594	Gender Expectations and Achievement for Bilingual and LEP Students
1:45-4:30	Olympic So	Using computers with English Limited Students
1:45-4:30	Olympic No	Equals in Computer Technology
1:45-2:00	594	Implementation Issues for Equity-Sensitive Computer Programs

<b>Friday</b>	<b>Room:</b>	
8:30-9:45	Olympic So	Spanish Fred Writer
8:30-9:45	Olympic No	Multilingual Logo
8:30-9:45	594	Schools of the Future
10:15-11:30	Olympic So	Harmony for ESL Students
10:15-11:30	Olympic No	Quality Computer Education in Bilingual Classrooms
10:15-11:30	594	Writing to Read
1:30-2:45	Olympic So	Problem Solving Software for LEP
1:30-2:45	Olympic No	Sound Ideas
3:15-4:30	Olympic So	Word Processing Through Journalism
3:15-4:30	Olympic No	Minority Students and Computers
3:15-4:30	594	Interactive CAI

**Saturday**

9:00-10:15	Olympic So	What Does The Future Hold?
9:00-10:15	Olympic No	Fostering Equity in Educational Computing: A Regional Survey

**EARLY CHILDHOOD**

**Wednesday**

1:30-4:30	587	Bilingual Programs for Preschool Children
1:30-2:45	599	Articulation Strategies for Vietnamese and Spanish Speaking Preschoolers
3:15-4:30	597	Bilingual Education in Early Childhood
3:15-4:30	684	Multicultural Education — The Four Year Old Way

**Thursday**

1:45-3:00	684	Un Marco Abierto — The High Scope Bilingual Preschool Curriculum
3:15-4:30	Victorian	Curriculum and Instructional Strategies for Preschool and Grades K-1
3:15-4:30	686	Statement of Federal Policy Issues in Preschool Bilingual Education

**Friday**

8:30-11:30	589	Early Learning Fun
8:30-9:45	599	Research Implications for Second Language Training in Early Childhood and Pre-School Settings
10:15-11:30	587	Learning to Differentiate Early Childhood Behaviors
10:15-11:30	683	Strengthening Preschool Bilingual Children and Families Through Mental Health Services
1:30-2:45	684	Project First Chance
1:30-2:45	688	A Two-Way Language Immersion Preschool Program
3:15-4:30	685	Early Intervention for the LEP Child: The ELEM's Curriculum for Pre-School

**Saturday**

9:00-10:15	684	Prejudice in Early Childhood: What Can I Do About It?
9:00-10:15	685	Creating a Sense of Family in the Bilingual Preschool
9:00-10:15	686	Enriching Limited-English Students Aural/Oral Language Development Through Songs, Rhymes, and Poems

**EXHIBITORS**

**Wednesday**

1:30-2:45	594	Pasitos for Kindergarten
3:15-4:30	Theatre on the Square	Nutrition Education, K-5
3:15-4:30	699	Latinos Can Enhance Their Nutritional Habits By Combining Cultural Food And Typical American Food

<b>Thursday</b>	<b>Room:</b>	
10:45-12:00	Oxford	Program for Success! The Idea and Oral Language Program
10:45-12:00	Golden Gate	The Basal and Beyond
10:45-12:00	586	Nuevas Fronteras/New Frontiers: An Early Learning Bilingual Program
1:45-4:30	MacArthur	A Model for Excellence in Early Childhood Education Programs
1:45-3:00	595	Chulas Fronteras

<b>Friday</b>		
8:30-9:45	London	Rimas para Marisa, The Use of Nursery Rhymes as a Basic Literary Tool
10:15-11:30	London	Language Experience Through Poetry in the Bilingual Classroom
10:15-11:30	582	Laguna Language Series
10:15-11:30	585	Hands On as the Language Development Vehicle in Content of Social Studies
1:30-2:45	London	Orthografia Santillana
1:30-2:45	582	Communicative Grammar & the Four Skills In The Classroom
1:30-2:45	585	Bilingual/ESL Education: A Model That Works
3:15-4:30	Grand Ballroom	"Going International" Award Winning Film/Video Series: "Working in the U.S.A." and "Living in the U.S.A."
3:15-4:30	MacArthur	Open Sesame
3:15-4:30	582	Teaching Science in a Bilingual Education Classroom
3:15-4:30	597	Creating Personal Wealth

<b>Saturday</b>		
9:00-10:15	London	Look Again Pictures
9:00-10:15	585	CIMA — An Integrated First Grade Language Dictation Program in Spanish
9:00-10:15	682	Hagamos Caminos: Integrating Culture, Literature and Creative Reading

## GLOBAL

<b>Wednesday</b>		
1:30-2:45	681	The Global Marketplace — Diversity Working for You
3:15-4:30	Golden Gate	Amerasians: Need and Expectations: K-12
3:15-4:30	588	Mama Said/Teacher Said

<b>Thursday</b>		
10:45-12:00	583	Songs and Games for the Bilingual Children
10:45-12:00	684	Diverse Communications and the Basic Skills K-5
10:45-12:00	696	Creating a Multicultural/Multilingual Book
1:45-4:30	599	Translating Travel to Your Classroom
1:45-3:00	697	Multicultural Education in the South Pacific

<b>Friday</b>		
8:30-9:45	684	Language/Culture Through Music
10:15-11:30	684	Motivate Your Student with a Global Perspective
3:15-4:30	599	Global Resources at Your Fingertips

<b>Saturday</b>		
9:00-10:15	582	Franchising: A New Business Frontier for Hispanics
9:00-10:15	599	Metodo Global De Analisis Estructural

## IHE / TEACHER TRAINING

<b>Wednesday</b>		
1:30-2:45	598	Chinese American History and Experience
1:30-2:45	685	Clinical Supervision in Multicultural/Multilingual Settings

<b>Thursday</b>		
10:45-12:00	589	Classrooms Without Borders
10:45-12:00	686	A Pre-service Bilingual Teacher Program
1:45-4:30	685	Cooperative Learning Strategies



<b>Friday</b>	<b>Room:</b>	
8:30-11:30	584	Teaching Methods
8:30-9:45	588	Designing and Implementing a Secondary Subjects Bilingual Emphasis Credential Program
8:30-9:45	686	Becoming a Bilingual Teacher
8:30-9:45	696	Integrating Multicultural Perspectives into Teacher Education
10:15-11:30	588	Language, Linguistics and Cognitive Psychology
10:15-11:30	687	Developing A Bilingual Special Education Program
1:30-4:30	595	Second Language Acquisition Vs. Language Disorders Among Vietnamese Students
1:30-2:45	685	How To Become A Teacher Under the Emergency Bilingual Teaching Credential
1:30-2:45	687	The I.H.E. and Special Program Evaluation
3:15-4:30	584	Classroom Management Skills
3:15-4:30	587	How to Secure a Teaching Position
<b>Saturday</b>		
9:00-10:15	597	Teaching to the Brain
9:00-10:15	687	Career Ladder Program for Instructional Aides

### I.L.P.

<b>Wednesday</b>		
3:15-4:30	593	Designing an Effective Individual Learning Program
<b>Thursday</b>		
1:45-3:00	Italian Fover	ILPs: Doors to Equal Education Opportunity
3:15-4:30		Implementation of ILP Programs
<b>Friday</b>		
10:15-11:30	581	The Individual Learning Plan Process — A Progress Report from the Alhambra School District
<b>Saturday</b>		
9:00-10:15	596	Implementation of Group ILP

### MATH

<b>Wednesday</b>		
1:30-2:45	683	Patterning Activities: Laying the Foundation for Understanding Math
3:15-4:30	683	Don't Let Math Be a "Four Letter" Word in Your Classroom
<b>Thursday</b>		
10:45-12:00	695	Astra's Magic Math
1:45-3:00	581	Acceleration and Mastery in Math
1:45-3:00	695	Word Problems
3:15-4:30	695	Expanding Your Horizons Conference
<b>Friday</b>		
8:30-9:45	689	Chisanbop: Finger Calculation in the Bilingual Classroom
10:15-11:30	688	Family Math (Elementary)
3:15-4:30	686	Manipulatives in the Bilingual Classroom
<b>Saturday</b>		
9:00-10:15	Victorian	Family Math

## MODEL PROGRAMS

### Wednesday Room:

1:30-2:45	693	From Theory to Practice
3:15-4:30	595	TESA — Teacher Expectations and Student Achievement

### Thursday

10:45-12:00	Victorian	Parents in Action
10:45-12:00	Kent	Anatomy of a Bilingual Program
10:45-12:00	Essex	Implementing a Successful Spanish Bilingual Program
10:45-12:00	585	Computers on the Move
1:45-3:00	Essex	Implementing a Successful Spanish Bilingual Program
1:45-3:00	Essex	Counseling and Instruction for the LEP Recent Immigrants
3:15-4:30	Kent	Designing an Affective Program for Bilingual Exceptional Students at the Elementary and Secondary Levels
3:15-4:30	Essex	A Bilingual Program: For The Child, The Teacher, The Future

### Friday

8:30-9:45	Kent	Reaping the Harvest: After a Decade of Mini-Corps
8:30-9:45	Essex	Two-Way Language Immersion: A Ten Year Study
8:30-9:45	585	A Case of Collaboration: Bilingual Special Education at the Secondary Level
10:15-11:30	Kent	Finding Out/Descubrimiento
10:15-11:30	Essex	Meeting the Challenge of Change
10:15-11:30	685	Making Bilingual Education Work for Students
1:30-4:30	Kent	Case Studies in Bilingual Education: A Progress Report
1:30-2:45	Essex	Rockwood Bilingual Program
3:15-4:30	Essex	Parents Like the Chinese Immersion Program

### Saturday

9:00-10:15	Kent	Special Education LEP Student Study Team Process
9:00-10:15	Essex	Project Readiness

## PARENT/COMMUNITY RELATIONS

### Wednesday

1:30-2:45	699	Parent Involvement in Preschool Relations
3:15-4:30	688	Child Assault Prevention

### Thursday

10:45-12:00	687	Parents + Teachers = Achievement
10:45-12:00	688	Parent-Teacher Conferences
1:45-3:00	598	Parenting at Home and School
1:45-3:00	688	The Importance of Involving Parents
3:15-4:30	687	Parents, The Vital Link

### Friday

8:30-9:45	685	Piscando Promesas
8:30-9:45	693	Utilizing Community Organizations as Vehicles for Parental Involvement
10:15-11:30	693	Parents are Partners, "The Alaskan Way"
3:15-4:30	688	Role of the State Committee of Migrant Ed.

### Saturday

9:00-10:15	588	Parent Resources in Developing Esteem
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## PARENT EDUCATION

### Wednesday

1:30-2:45	687	Pasos al Escrito
1:30-2:45	689	Getting Involved in Your Child's Education

<b>Thursday</b>	<b>Room:</b>	
10:45-12:00	582	Estableciendo Comunicacion Don Las Escuelas
3:15-4:30	581	Entrenamiento Para Padres Sobre Presupuestos
3:15-4:30	585	Manipulatives at Home That Help Your Children
3:15-4:30	688	Building Better Parent Involvement
3:15-4:30	689	Reading Without Books

<b>Friday</b>		
8:30-9:45	582	Poco Cosa
8:30-9:45	688	Establishing an Adult ESL Class on the High School and Elementary School Sites
10:15-11:30	583	Reaching for Fluency, Achievement, and Pride Through Literary Cafe
10:15-11:30	689	Networking With the Juvenile Probation Department
1:30-2:45	683	Senora: Por Que No Quiere Que Su Hijo Este En Un Salon Bilingue?
1:30-4:30	588	Parent Involvement: The Difference in Students' Achievement
1:30-2:45	689	Parent Education — One Key to Bilingual Program Improvement
3:15-4:30	689	Parent Handbook

<b>Saturday</b>		
9:00-10:15	581	Getting Involved in Your Child's Education
9:00-10:15	689	Porque Somos Asi?

## PRIMARY LANGUAGE

<b>Wednesday</b>		
1:30-4:30	584	Aprendiendo a leer y a escribir por medio de L.E.A.
3:15-4:30	599	Multilingual Homework Assistance Network: A Television Tutoring Program

<b>Thursday</b>		
10:45-12:00	595	Spanish for Spanish Speakers — Validated, Emancipated, Articulated
10:45-12:00	597	A High School Experiment in "Spanish" Language Development for Native and Non-Native Speakers
10:45-12:00	698	Primary Language Inventories
1:45-4:30	587	Cooperative Learning and the Language Minority Student
1:45-3:00	597	Spanish Literature
1:45-3:00	687	Aprendiendo en Espanol
1:45-4:30	698	Beginning Spanish Reading: A "Complete" Program
3:15-4:30	Oxford	Teaching Reading in the Content Areas
3:15-4:30	593	Saving Precious Planning Time

<b>Friday</b>		
8:30-9:45	593	Preliterates, Today's Challenge to the ESL Teacher
8:30-9:45	697	Folktales Written in Hmong/English
10:15-11:30	Yorkshire	La Lectura Creadora — Creative Reading
10:15-11:30	686	Puppetry in the Classroom
1:30-2:45	MacArthur	Dichos y Refranes
1:30-2:45	589	Tutorial Program — Middle School
1:30-2:45	697	Exito en la Lectorescritura: El Metodo Global de Analisis Estructural
3:15-4:30	693	Techniques to Incorporate Material into the Bilingual Classroom
3:15-4:L30	697	Reading Comprehension: The Missing Link in Spanish Reading Programs

<b>Saturday</b>		
9:00-10:15	MacArthur	Content Instruction Through Spanish
9:00-10:15	593	Spanish/English Bilingual Education: San Diego City Schools Reading Program
9:00-10:15	698	Integrating Language Minority and Majority
9:00-10:15	695	Focusing on Primary Language Development
9:00-10:15	697	Slingerland in Bilingual Programs

## RESEARCH

### Wednesday Room:

1:30-2:45	Golden Gate	The Class of 1999
1:30-2:45	Theatre on the Square	Language, Ethnicity and Chicanos: Chicano English
1:30-2:45	684	Using Small Groups to Manage Computer Classrooms
1:30-2:45	686	Chinese-American FEP Students and School Achievement
3:15-4:30	585	Nonverbal Factors in Chinese Bilingual Classrooms
3:15-4:30	689	Oral Reading and Cognitive Style in Greek Bilingual Children

### Thursday

10:45-12:00	Yorkshire	Specifying the Instructional Treatment in Bilingual Educational Research
10:45-12:00	593	Right/Left Brain Research
10:45-12:00	599	Creating a Teaching Academy for Bilingual Education Teachers: A New Approach
10:45-12:00	685	Academic Achievement of Former LEP Pupils in the Urban School District
1:45-3:00	Yorkshire	Parents in Bilingual Classrooms: Research Results
1:45-4:30	London Suite	Assessment and Instructional Strategies for LEP Students
1:45-3:00	589	Hispanic High School Student's Argumentative Discourse Skills
1:45-3:00	596	The University of Houston — Clear Lake Model for Parent Education Program
3:15-4:30	684	American Cultural Components in K-12 Bilingual and ESOL Programs

### Friday

8:30-11:30	MacArthur	Children in the Nuclear Age
8:30-9:45	597	Comparison of a Variety of ESOL Materials for Sexual/Racial Bias
8:30-9:45	598	Asian/Pacific Islanders Regional Report
8:30-9:45	687	The Successful Hispanic Student — What Does It Take
10:15-11:30	593	Policy and Practice in Bilingual Education
1:30-2:45	Yorkshire	Effective Teaching for L.M.S. An Emerging Agenda for CLEAR
1:30-4:30	Italian Foyer	Implementing MTTI Training: Results and New Directions
1:30-4:30	586	Quantum Learning: A New Technological Basis For Bilingual Education
3:15-4:30	London	Using Computers for Bilingual Instruction
3:15-4:30	696	A Management Handbook for Bilingual Education

## RESOURCE CENTER

### Thursday

1:45-3:00	Georgian	Migrant Education Curriculum Resource Center
3:15-4:30	Georgian	American Indian Oral Tradition: Medicine Wheels

### Friday

8:30-9:45	Georgian	Idea Factory
10:15-11:30	Georgian	Light Up ESL With Exciting Materials
1:30-2:45	Georgian	Kite Making
3:15-4:30	Georgian	Bulletin Boards That Don't Just Hang There

### Saturday

9:00-10:15	Georgian	Idea Factory
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## SCIENCE

### Wednesday

1:30-2:45	588	Secondary ESL/Bilingual Sciences: A Hands-On Approach
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### Thursday

10:45-12:00	699	Developing an Effective ESL Program Through Content Area
1:45-3:00	585	Outdoor Science Vocabulary Activities

### Friday

8:30-9:45	581	Finding Out/Descubrimiento: Cooperative Learning for Language Minority Students
8:30-9:45	595	Selecting Science Textbooks for ESL Bilingual Students
10:15-11:30	697	Dramatic ESL Series

<b>Saturday</b>	<b>Room:</b>	
9:00-10:15	584	Teaching LEP Students Communicative Skills Through Science Activities
9:00-10:15	699	Science: A Hands-On Experience

## SECOND LANGUAGE

### Wednesday

1:30-2:45	585	Transfer to English Reading
1:30-4:30	586	Interaction for Second Language Development
1:30-2:45	698	Transition Time
3:15-4:30	598	Motivation and Self-Concept of Non and LEP Students
3:15-4:30	686	Similar Reading Sounds in Spanish, Vietnamese, and English
3:15-4:30	698	Instructional Television for ESL

### Thursday

10:45-12:00	Windsor	State Planning Guide for LEP Students: What to Teach and How to Teach It
10:45-12:00	584	Bi-Modal Language Acquisition: A Practical Alternative for Second Language
10:45-12:00	588	Catch A Rising Star — Ideas For Fun
10:45-12:00	596	The Learning Board: A New Technique in Bilingual Education
10:45-12:00	689	Video Instruction for ESL
1:45-3:00	Grand Ballroom	Improving ESL Through Cooperative Learning
1:45-3:00	582	Using Art, Literature, and Drama to Motivate the Young New English Speakers
1:45-3:00	588	Let's Teach Reading, Not Word Calling
1:45-4:30	694	San Diego's ELEP's Program: A New Look for Elementary ESL
3:15-4:30	Grand Ballroom	Immersion Education: From Compensatory to Enrichment Models
3:15-4:30	Italian Foyer	Teaching Reading to Pre and Semi-Literate High School Students
3:15-4:30	588	Sheltered English Courses — What, Why and How

### Friday

8:30-11:30	Grand Ballroom	All Write — ESL Writing Activities That Work
8:30-11:30	Oxford	ESL Writing
8:30-9:45	587	A Creative Language Curriculum
8:30-11:30	596	Making Your Text Comprehensible; Reading Strategies for ESL and Content Classrooms
8:30-11:30	694	San Diego ELEP's Program: A New Look for Secondary ESL
10:15-11:30	Victorian	Asian Languages Program
10:15-11:30	586	Teaching Content Subjects Through Sheltered English
10:15-11:30	597	Acquisition Through Action: English for Beginners
10:15-11:30	696	From Listening to Writing, What is Comprehensible Input for the LEP Children?
1:30-2:45	Grand Ballroom	Reading English as a Second Language
1:30-4:30	593	Look What You Can Do With An Overhead Projector
1:30-2:45	594	A Comprehensive Writing Program for ESL Students
1:30-4:30	596	A Lab That Works
1:30-2:45	597	The Mitten: ESOL Through Stories
1:30-4:30	598	T.P.R. — A Right Brain/Left Brain Approach to Language Acquisition
1:30-2:45	686	Motivating ESL Lessons for Secondary Students
1:30-4:30	694	Strategies for Teaching Social Studies to LEP Students
3:15-4:30	583	Saturday Spanish School — Bilingual Presentation
3:15-4:30	681	Prewriting: Stage One

<b>Saturday</b>	<b>Room:</b>	
9:00-10:15	Borgia	Purple Cows and Potato Chips
9:00-10:15	583	The Dangers of Translation — False Cognates and Idiomatic Expressions
9:00-10:15	586	The Imperatives of Language Proficiency for Academic Success
9:00-10:15	587	Spanish as a Second Language
9:00-10:15	694	Second Language Acquisition Programs: Variety is the Spice of Life

## SOCIOCULTURAL

<b>Thursday</b>		
10:45-12:00	Borgia	Contextual Interaction Model for the Education of Language Minority Students
1:45-3:00	Borgia	Ethnic Minority Issues in the U.S.: Challenge for the Educational System
3:15-4:30	Borgia	Understanding Sociocultural Factors: Knowledge, Identity, and School Adjustment

<b>Friday</b>		
8:30-9:45	Borgia	Sociocultural Contexts of Language Development
10:15-11:30	Borgia	Sociocultural Resources in Instruction: A Content-Specific Approach
1:30-2:45	Borgia	Cooperative Learning: Sociocultural Factor in Schooling
3:15-4:30	Borgia	Responding to Sociocultural Diversity

## SPECIAL EDUCATION/GATE

<b>Wednesday</b>		
1:30-4:30	MacArthur	Gifted Services to Bilingual Students
1:30-4:30	581	What Do We Do About Special Needs
1:30-2:45	593	Bilingual Spanish Education Integration
1:30-4:30	695	The Learning Potential Assessment Device
3:15-4:30	681	Certification of Clinicians for the Assessment of Bilingual Handicapped Children

<b>Thursday</b>		
10:45-12:00	681	Literacy Programs for Handicapped Hispanic Adolescents
1:45-3:00	Victorian	GATE and the Bilingual Child
1:45-3:00	Windsor	Finding Hidden Treasures
1:45-3:00	593	Identification and Intervention Strategies for the Bilingual Exceptional Preschool Child
1:45-4:30	682	A Working Model for Institutionalizing Bilingual/Special Education of the IHE and LEA Levels
3:15-4:30	Windsor	The Accelerated Bilingual Cluster-Project ABC
3:15-4:30	589	Special Education and the LEP Child
3:15-4:30	597	Language Sampling in L1 and L2 LEP/Bilingual Students

<b>Friday</b>		
8:30-9:45	Victorian	Working With the Learning Disabled Child in the Bilingual Class
8:30-9:45	586	Opening the Gate for Bilingual Students
8:30-9:45	683	Art Experiences for Self Esteem
10:15-11:30	Windsor	The BHI: A Culturally & Linguistically Appropriate Assessment Instrument
10:15-11:30	682	Assessment of LEP Students for Sp. Ed.
1:30-4:30	Victorian	The Whole Child — Language One and Language Two
1:30-4:30	Windsor	Critical Thinking and the LEP Child
1:30-2:45	587	MSRTS + Bil Ed + Sp. Ed =
3:15-4:30	589	Language Experience Techniques in a Bilingual Special Education Classroom

<b>Saturday</b>		
9:00-10:15	683	Screening for LEP Students with Special Needs

## SUPPORT SERVICES

<b>Wednesday</b>	<b>Room:</b>	
1:30-2:45	589	The Friendship Project and the ESL Rap Group Welcome New Students
3:15-4:30	589	We've Got You Covered (From S.A. Brochure)
<b>Thursday</b>		
10:45-12:00	581	Q It Up
1:45-3:00	699	Extended Day Labs
3:15-4:30	586	Trained Peer Tutors, Extra Help for ESL Classes
<b>Friday</b>		
10:15-11:30	698	Using Community Support at the Middle School — One Agent's Story
3:15-4:30	Yorkshire	Becoming American: One Laotian Family's Story
3:15-4:30	687	Asian American Communities for Education
<b>Saturday</b>		
9:00-10:15	Yorkshire	Mi Carrera

## TITLE VII

<b>Thursday</b>		
3:15-4:30	596	The Support System to Title VII Projects
<b>Friday</b>		
1:30-2:45	Oxford	Applying Lessons Learned in the Last Decade
3:15-4:30	Oxford	The New Title VII and What It Means To You

## UNDERACHIEVERS AND DROPOUTS

<b>Wednesday</b>		
1:30-2:45	583	Recovery and Retention Programs for Dropouts
3:15-4:30	582	Collaboration Models on Retention, K-PhD
3:15-4:30	593	Programas Para Atraer y Detener Al Alumno Descontinuado
<b>Thursday</b>		
10:45-12:00	694	Acculturation Factors and the Hispanic Student: Implications in the Learning Process
1:45-3:00	697	A Hispanic Dropout Model and Preventive Strategies
<b>Friday</b>		
8:30-9:45	681	The Good Fairy
10:15-11:30	681	Drop-out Prevention Programs
1:30-2:45	683	Score for College: A Program That Works
1:30-2:45	696	Demystifying the Dropout
3:15-4:30	683	Developing LEP Students CALP
<b>Saturday</b>		
9:00-10:15	594	How to Help Our Children to Achieve Their Highest Potential
9:00-10:15	681	Coping with College

## WORKING WITH POLICY MAKERS

<b>Thursday</b>		
10:45-12:00	Italian Foyer	Celebrating a Court Victory
10:45-12:00	London Suite	Legal Development in California Bilingual Education
<b>Friday</b>		
8:30-11:30	Italian Foyer	Federal Development in Bilingual Education
8:30-9:45	Windsor	Teacher Union View on Bilingual Education
10:15-11:30	598	How To Support Bilingual Education Programs in Your Community

UPDATE

INTENSIVE TRAINING INSTITUTES  
January 15-18, 1986

ALL DAY INSTITUTE:

Administration:

"How to Develop and Implement a Standardized and Comprehensive  
Identification and Assessment Process"

Francisca Sanchez                      January 17                      8:30 - 4:30  
Room 699

HALF DAY INSTITUTES:

Administration and Management

"Developing More Effective Programs:

Les Birdsall                              January 16                      1:45 - 4:30  
Room 584-Tower

Bilingual Competency:

"Bilingual Methodology in a Capsule"

Connie Williams                      January 16                      1:45 - 4:30  
Golden Gate Suite

Second Language Acquisition:

"ESL Writing"                              January 17                      8:30 - 11:30

Mel Grubb                                  Oxford Room  
Philip Gonzales

Research:

"Implementing MTTI Training: Results and New Directions"

Margarita Calderon                      January 17                      1:30 - 4:30  
Italian Foyer

I.H.E./Teacher Training:

"Teaching Methods"

Les Birdsall                              January 27                      8:30 - 11:30  
Room 584-Tower



ADDITIONS

**CONTENTS AND GOALS IN TEACHING**

**SPANISH AS A SECOND LANGUAGE**

**Wednesday, 1:30 - 2:45 p.m. . . . . Oxford**

**Presenter: Francisco Navarro, Education Attache of Spain in the United States  
Jose Maria Anton, Assistant Attache**

**Language: English**

**Audience: Teachers, Administrators, Teacher Trainers, Teacher Trainees**

**Content Level: Teacher Education**

**Audience Level: New to Field, Experienced**

**This workshop will provide information on training of teachers on waiver, preparation of didactic materials and pedagogical assistance and organization of teacher training courses.**

**IT'S TIME FOR A CHECK-UP!**

**Wednesday, 3:15 - 4:30 p.m. . . . . Kent**

**Presenter: William Harvey, Santa Ana Unified District, Rancho Santiago College  
Tomas Hernandez, Santa Ana Unified District, Rancho Santiago College**

**Language: English**

**Audience: Teachers and Administrators**

**Content Level: All levels**

**Audience Level: New to Field, Experienced**

**Exciting new teaching guidelines for successful second language instruction now make it convenient for ESL teachers to self-evaluate their own teaching techniques, curriculum and materials. Just what are the ideal classroom conditions for language learning? How do teachers know if their methods are supported by the latest research? And following a check-up, how can ESL instruction be improved? These and other questions will be discussed.**

**CBEST Preparation -- Strategies and Insights**

**Wednesday, 1:30 - 4:30 . . . . . Room 596**

**Presenter: Dr. Harold Nathan Lecturer  
Author, Bobrow Test Preparations Services**

**Language: English**

**Audience: Those who plan or need to take CBEST**

**Content Level: Teacher Education**

**Audience level: All interested**

**This workshop will give an overview of the CBEST including strategies and techniques for a successful approach to the exam. Test-type problems will be discussed and analyzed.**

**ADDITIONS (con't)**

**FINDING OUT: DESUBRIMIENTO**

**Thursday, 1:30 - 2:45 p.m. . . . . Tower, 696**  
**Presenter: Alicia Soin, Bilingual teacher, San Jose Unified School District**  
**Rubena Euuel, Language Development teacher, San Jose Unified Sch. Dist.**

**Language: English**  
**Audience: Teachers, Administrators**  
**Content Level: Primary Elementary and Upper Elementary**  
**Audience Level: Experienced**

**Finding Out - Descubrimiento is a collection of math and science activities that develops language skills, thinking skills, and positive social behaviors. This program has 130 learning center activities organized in 17 units. Instructions and worksheets are provided in English, Spanish, Portuguese, Vietnamese as well as in pictograph. Students are trained to work cooperatively knowing that each member is an important resource for the group. Finding Out-Descubrimiento is most appropriate for 2nd, 3rd and 4th grade.**

**REACHING OTHERS NATURALLY**

**Saturday, 9:00 - 10:15 a.m. . . . . Tower, 693**  
**Presenter: Nelda Esmeralda, Title VII Resource Teacher, Desert Sands**  
**Juliana Rodriguez, Title VII Resource Teacher, Desert Sands**  
**Susan Hustad, Bilingual Teacher, Desert Sands**  
**Kathy Kronemeyer, Bilingual Teacher, Desert Sands**

**Language: English**  
**Audience: Teachers, Teacher Trainees/Students**  
**Content Level: Primary Elementary, Upper Elementary**  
**Audience Level: New to Field**

**Participants will see demonstrations of "Sheltered English Techniques" used to teach ESL and other content areas through the four stages of Language Acquisition. The techniques will provide refreshing ideas for the experienced and beginning teacher. Handouts on units demonstrated will be provided.**

CHANGES

STRAND: PARENT EDUCATION

Thursday, January 16

1:45 - 3:00 Gate and the Bilingual Child - omit: Sarina Ko  
add: Mary Ann Lyon

3:15 - 4:30 The Accelerated Bilingual Cluster - Project ABC. . . Windsor  
Add Presenters: Albert Mendivil, Robert Bareno

STRAND: PRIMARY LANGUAGE

Friday, January 17

10:15 - 11:30 La Lectura Creadora: Creative Reading . . . . . Yorkshire  
Presenter will be Jan Mayer instead of Alma Flor Ada

CHANGE: Should be Second Language Acquisition Strand

10:15 - 11:30 Dramatic ESL Series . . . . . 697

CHANGE: Should be Research strand

1:30 - 2:45 Bilingual/ESL Education: A Model That Works . . . 585

STRAND: SCIENCE

Saturday, January 18

9:00 - 10:15 a.m. Science Activities with Your Students" . . . 595  
Presenter: Gilbert Yee

**CORRECTIONS: WORKSHOP LOCATIONS IN THE CONFERENCE PROGRAM**

<b>PAGE</b>	<b>WORKSHOPS</b>	<b>LOCATION</b>
31	Cultural Nutritional Habits January 15 3:15 - 4:30	Tower Room 699
32	Mama Said/Teacher Said January 15 3:15 - 4:30	Tower Room 588
51	Community College/Adult ESL Life Skills Listening Assessment January 16 10:45 - 12:00	Mac Arthur
57	Word Problems January 16 1:45 - 3:00	Tower Room 695
59	Counseling and Instruction For the LEP Recent Immigrant January 16 1:45 - 3:00	Main Building Essex
59	Multicultural Education An Exemplary Model for Designing Your Own Program January 16 1:45 - 3:00	Main Building Kent
61	Entrenamiento Para Padres Sobre Presupuestos January 16 3:15 - 4:30	Tower Room 581
65	Specifying the Instructional Treatment in Bilingual Education Research: National Longitudinal Study of Immersion Programs January 16 10:45 - 12:00	Main Building Yorkshire
66	American Indian Oral Tradition: Medicine Wheels January 16 3:15 - 4:30	Main Building Georgian
74	Eliminate Workshop: How To Support Bilinugal Education Programs in Your Community January 16 10:45 - 12:00	
	Will be presented on: January 17 10:15 - 11:30	Tower Room 598

CANCELLATIONS

WEDNESDAY, JANUARY 15

- 1:30 - 2:45 p.m.  
The Global Marketplace - Diversity . . . . . 681
- 1:30 - 2:45 p.m.  
What Do We do About Special Needs? . . . . . 581
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Linda Ball

Robert Barend

John Buckley

Sue Cederquist

Dr. Concha Delgado-Gaitan

Denise Dorrego

Nancy Flynn

Rosanne Hally

William Harvey

Leann Howard

Tomas Hernandez

Ramon Leyba

Liza Maytorena-King

Albert Mendivil

Sam Nofzeyer

Jerry Neale

Dr. John Shulene

Lusa Tekerian

Charlette Taylor

Matilda Zapien

APPENDIX B:

CAREER FAIR PARTICIPANTS

CABE CAREER FAIR PARTICIPANTS 1986

1. ALHAMBRA SCHOOL DISTRICT
2. ALISAL SCHOOL DISTRICT
3. ALUM ROCK UNION SCHOOL DISTRICT
4. ALVORD UNIFIED SCHOOL DISTRICT
5. ANAHEIM CITY SCHOOL DISTRICT
6. AZUSA UNIFIED SCHOOL DISTRICT
7. BAKERSFIELD CITY SCHOOL DISTRICT
8. BASSETT UNIFIED SCHOOL DISTRICT
9. BURBANK UNIFIED SCHOOL DISTRICT
10. CALIFORNIA STATE DEPARTMENT OF EDUCATION
11. CAPISTRANO UNIFIED SCHOOL DISTRICT
12. CHINO UNIFIED SCHOOL DISTRICT
13. COACHELLA VALLEY UNIFIED SCHOOL DISTRICT
14. COALINGA-HURON UNIFIED SCHOOL DISTRICT
15. COLTON JOINT UNIFIED SCHOOL DISTRICT
16. COMPTON UNIFIED SCHOOL DISTRICT
17. DAVIS JOINT UNIFIED SCHOOL DISTRICT
18. EARLIMART SCHOOL DISTRICT
19. ENCINITAS UNION HIGH SCHOOL
20. FRANKLIN McKINLEY SCHOOL DISTRICT
21. FRESNO UNIFIED SCHOOL DISTRICT
22. GARVEY UNIFIED SCHOOL DISTRICT
23. GLENDALE UNIFIED SCHOOL DISTRICT
24. GILROY UNIFIED SCHOOL DISTRICT
25. GROSSMONT UNION HIGH SCHOOL DISTRICT
26. HAYWARD UNIFIED SCHOOL DISTRICT
27. HEMET UNIFIED SCHOOL DISTRICT
28. LOS ANGELES UNIFIED SCHOOL DISTRICT
29. LOYOLA MARYMOUNT UNIVERSITY
30. LYNWOOD UNIFIED SCHOOL DISTRICT
31. MADERA UNIFIED SCHOOL DISTRICT
32. MERCED CITY SCHOOL DISTRICT
33. MILPITAS UNIFIED SCHOOL DISTRICT
34. MONTEBELLO UNIFIED SCHOOL DISTRICT
35. MOUNTAIN VIEW SCHOOL DISTRICT
36. NEWHAVEN UNIFIED SCHOOL DISTRICT
37. NORWALK-LA MIRADA UNIFIED SCHOOL DISTRICT
38. OAKDALE UNION ELEMENTARY SCHOOL DISTRICT
39. OAK GROVE SCHOOL DISTRICT
40. OAKLAND UNIFIED SCHOOL DISTRICT
41. OXNARD SCHOOL DISTRICT
42. PAJARO VALLEY UNIFIED SCHOOL DISTRICT
43. PARAMOUNT UNIFIED SCHOOL DISTRICT
44. POMONA UNIFIED SCHOOL DISTRICT
45. RICHLAND SCHOOL DISTRICT

cont'd

CABE CAREER FAIR PARTICIPANTS 1986

46. SALINAS CITY SCHOOL DISTRICT
47. SAN DIEGO UNIFIED SCHOOL DISTRICT
48. SAN FRANCISCO UNIFIED SCHOOL DISTRICT
49. SAN MARCOS UNIFIED SCHOOL DISTRICT
50. SANTA ANA UNIFIED SCHOOL DISTRICT
51. SANTA BARBARA UNIFIED SCHOOL DISTRICT
52. SANTA CRUZ CITY SCHOOLS
53. SANTA ROSA ELEMENTARY SCHOOL DISTRICT/CITY OF SANTA ROSA  
HIGH SCHOOL DISTRICT
54. STOCKTON UNIFIED SCHOOL DISTRICT
55. SWEETWATER UNION HIGH SCHOOL DISTRICT
56. TRACY JT. UNION HIGH SCHOOL/TRACY SCHOOL DISTRICT
57. UNIVERSITY OF SOUTHERN CALIFORNIA
58. VENTURA UNIFIED SCHOOL DISTRICT
59. VISALIA UNIFIED SCHOOL DISTRICT
60. WASCO UNION ELEMENTARY SCHOOL
61. WHITTIER CITY SCHOOL DISTRICT
62. WHITTIER UNION HIGH SCHOOL DISTRICT
63. WOODLAND JOINT UNIFIED SCHOOL DISTRICT
64. YUCAIPA JOINT UNIFIED SCHOOL DISTRICT

APPENDIX C:

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APPENDIX D:

EVALUATION FORMS

C A B E 1986 C O N F E R E N C E  
 J A N U A R Y 14 - 18, 1986  
 S A N F R A N C I S C O, C A L I F O R N I A

Participant (please circle):						
Administrator	Teacher	Parent	Student	Aide	Other	
Agency/Institution (please circle):						
Local School District	IHE	Other(specify)				

**INSTRUCTIONS :** Please take a few minutes to complete this evaluation form. This evaluation affords you the opportunity to express your reactions and comments and will provide us with information to plan future conferences. A rating of 5 is HIGH (YES, VERY POSITIVE, EXCELLENT); 3 is Average; 1 is LOW (NO, POOR, NEGATIVE). For non applicable items, please circle 0, N/A.  
**PLEASE, RETURN THIS COMPLETED FORM BEFORE YOU LEAVE THE CONFERENCE**

Please:	PLEASE CIRCLE YOUR RATINGS					
	HIGH	AVRG	LOW			N/A
1. Rate the <u>effectiveness</u> of the presentations .....	5	4	3	2	1	0
2. Rate the <u>planning</u> of the activities .....	5	4	3	2	1	0
3. Rate the <u>overall quality</u> of the materials used in the Conference .....	5	4	3	2	1	0
4. Rate the <u>organization</u> of the Conference.....	5	4	3	2	1	0
5. Rate the <u>facilities</u> (room sizes, equipment, etc.)	5	4	3	2	1	0
6. Rate the <u>knowledge that you gained</u> .....	5	4	3	2	1	0
7. Rate the <u>OVERALL QUALITY</u> of the Conference .....	5	4	3	2	1	0

Your COMMENTS are appreciated : \_\_\_\_\_

\*\*\*\*\*

**W I N A S I L K F L O W E R C E N T E R P I E C E**

**IMPORTANT:** After filling in the ratings on this form please deposit it in the EVALUATION BOX at the REGISTRATION AREA. If you want to participate in the RAFFLE (FREE AIRFARE TICKET), please fill in the form below, detach it from questionnaire and deposit it in the RAFFLE BOX. Thank you.

RAFFLE ENTRY (Please cut along marks \*\*\*\*\* and deposit in in the RAFFLE BOX)

NAME : \_\_\_\_\_

ADDRESS: \_\_\_\_\_

CITY & STATE: \_\_\_\_\_ ZIP: \_\_\_\_\_ PHONE: \_\_\_\_\_

\*\*\* EVALUACION DE LA CONFERENCIA \*\*\*  
 (Spanish version. For English version, please turn page)

CONFERENCIA CABE 1986  
 ENERO 14 - 18, 1986  
 SAN FRANCISCO, CALIFORNIA

Participante (por favor, marque con un círculo):					
Administrador	Maestro	Padre	Estudiante	Ayudante	Otro
Agencia/Institución (por favor, marque con un círculo):					
Distrito Escolar Local		Instituto Educacional Universidad		Otra (especificue)	

**INSTRUCCIONES:** Por favor use unos minutos para llenar este formulario. Esta evaluación le ofrece a Ud. la oportunidad de expresar su opinión y reacciones. Sus comentarios nos darán información para planificar futuras sesiones y conferencias. La evaluación 5 es alta (MUY POSITIVA, EXELENTE); 3 es Promedio (MAS O MENOS), y 1 es baja (MALA, NEGATIVA). Donde la pregunta no corresponde, marque con un círculo el cero, N/A.

	POR FAVOR, MARQUE SU EVALUACION CON UN CIRCULO					
	ALTO	PROMEDIO	BAJO		N/A	
Por favor, evalúe lo siguiente:						
1. <u>Eficacia</u> de las presentaciones (sesiones) .....	5	4	3	2	1	0
2. El <u>planeamiento</u> de las actividades .....	5	4	3	2	1	0
3. <u>Calidad de los materiales</u> que se usaron en la Conferencia .....	5	4	3	2	1	0
4. La <u>organización</u> de la Conferencia .....	5	4	3	2	1	0
5. Las <u>facilidades</u> (local, equipo, etc.)	5	4	3	2	1	0
6. Los <u>conocimientos</u> que Ud. obtuvo en la Conferencia..	5	4	3	2	1	0
7. Su <u>REACCION GENERAL</u> frente a la calidad de la Conferencia .....	5	4	3	2	1	0

Agradeceríamos recibir sus COMENTARIOS: \_\_\_\_\_

\*\*\*\*\*  
**GA NE UN ARREGLO FLORAL DE SEDA**  
**IMPORTANTE:** Despues de llenar el cuestionario, depositelo en la caja de EVALUACION en el AREA DE REGISTRACION. Si desea participar en la RIFA (boleto de viaje aereo) por favor llene este cupon, cortelo de esta hoja y lo deposita en la caja marcada RIFA. Muchas gracias.

CUPON DE RIFA (corte el cupon en las marcas \*\*\* y depositelo en la caja marcada RIFA)

NOMBRE: \_\_\_\_\_

DIRECCION: \_\_\_\_\_

CIUDAD Y ESTADO: \_\_\_\_\_ ZIP: \_\_\_\_\_ TELEFONO: \_\_\_\_\_

\* \* \* W O R K S H O P   E V A L U A T I O N   F O R M   \* \* \*

C A B E   1986   C O N F E R E N C E  
 J A N U A R Y   15 - 18, 1986  
 S A N F R A N C I S C O,   C A L I F O R N I A

Presenter : \_\_\_\_\_ Today's date \_\_\_\_\_

Session : \_\_\_\_\_ Time \_\_\_\_\_

Participant (please circle):					
Administrator	Teacher	Parent	Student	Aide	Other
Agency/Institution (please circle):					
Local School District		IHE	Other(specify)		

INSTRUCTIONS : Please take a few minutes to complete this evaluation form. This evaluation affords you the opportunity to express your reactions and comments and will provide us with information to plan future workshops. A rating of 5 is HIGH (YES, VERY POSITIVE, EXCELLENT); 3 is Average; 1 is LOW (NO, POOR, NEGATIVE). For non applicable items, please circle 0, N/A.

PLEASE, RETURN THIS COMPLETED FORM AFTER EACH WORKSHOP THAT YOU ATTEND

	PLEASE CIRCLE YOUR RATINGS					
	HIGH	AVRG	LOW	N/A		
1. <u>Clarity of objectives</u> for the workshop .....	5	4	3	2	1	0
2. <u>Knowledge and expertise in the subject area</u> demonstrated by the speaker(s).....	5	4	3	2	1	0
3. The presentation was <u>helpful in using for</u> <u>instructions and/or applications</u> .....	5	4	3	2	1	0
4. The <u>effectiveness of use of audio-visual materials</u> throughout the presentation .....	5	4	3	2	1	0
5. The <u>quality of the sample materials</u> .....	5	4	3	2	1	0
6. <u>Your knowledge of the topic:</u>						
a. <u>Before</u> the presentation .....	5	4	3	2	1	0
b. <u>After</u> the presentation .....	5	4	3	2	1	0
7. Your <u>OVERALL LEVEL OF SATISFACTION</u> with presentation	5	4	3	2	1	0

Your COMMENTS AND RECOMMENDATIONS are appreciated (use the other side if necessary):

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PLEASE, RETURN THIS COMPLETED FORM AFTER EACH WORKSHOP THAT YOU ATTEND

\* \* \* EVALUACION DE SESION DE TRABAJO \* \* \*  
(Spanish Version. For English version, please turn page)

C O N F E R E N C I A    C A B E    1986  
E N E R O    15 - 18,    1986  
S A N F R A N C I S C O,    C A L I F O R N I A

Presentador : \_\_\_\_\_ Fecha \_\_\_\_\_  
Sesión : \_\_\_\_\_ Hora \_\_\_\_\_

Participante (por favor, marque con un círculo):					
Administrador	Maestro	Padre	Estudiante	Ayudante	Otro
Agencia/Institución (por favor, marque con un círculo):					
Distrito Escolar Local		Instituto Educacional Universidad		Otra(especifique)	

INSTRUCCIONES: Por favor use unos minutos para llenar este formulario. Esta evaluación le ofrece a Ud. la oportunidad de expresar su opinión y reacciones. Sus comentarios nos darán información para planificar futuras sesiones y conferencias. La evaluación 5 es alta (MUY POSITIVA, EXELENTE); 3 es Promedio (MAS O MENOS), y 1 es baja (MALA, NEGATIVA) Donde la pregunta no corresponde, marque con un círculo el cero, N/A.

	POR FAVOR, MARQUE SU EVALUACION CON UN CIRCULO					
	ALTO	PROMEDIO	BAJO			
Por favor, evalúe lo siguiente:						
1. Claridad de los objetivos de la presentación .....	5	4	3	2	1	0
2. El orador demostró buena preparación y conocimiento del tema .....	5	4	3	2	1	0
3. La presentación fue útil para uso en la instrucción o en la práctica .....	5	4	3	2	1	0
4. El orador usó los materiales audio visuales en forma efectiva durante la presentación .....	5	4	3	2	1	0
5. La calidad de los ejemplares o materiales .....	5	4	3	2	1	0
6. Los conocimientos que Ud. tenía del tema:						
a. Antes de la presentación .....	5	4	3	2	1	0
b. Después de la presentación .....	5	4	3	2	1	0
7. Su REACCION GENERAL FRENTE a esta sesión .....	5	4	3	2	1	0

Agradeceríamos recibir sus COMENTARIOS:

\_\_\_\_\_

\_\_\_\_\_

POR FAVOR, DEVUELVA ESTE CUESTIONARIO AL FINAL DE CADA SESION EN QUE UD. PARTICIPE