

The Science of Reading for Emergent Bilinguals

A GLR Learning Tuesday's Webinar
February 13, 2024 | 3:00 pm – 4:30 pm ET

MODERATOR:



Julie Sugarman, Ph.D.
Associate Director for K-12 Education Research, Migration Policy Institute

Julie Sugarman is Associate Director for K-12 Education Research at the Migration Policy Institute's (MPI) National Center on Immigrant Integration Policy. For over 20 years, Dr. Sugarman has worked to help stakeholders understand complex research and policy issues in multilingual learner education, improve program design, and evaluate program effectiveness. At MPI, Dr. Sugarman has written informational briefs on topics such as federal policy supporting immigrant-background and English learner students, school funding, and federal and state data systems. Additionally, she has published numerous research reports on how state and federal policies impact the educational options of newcomers who arrive in U.S. schools in high school. Previously, Dr. Sugarman was a senior research associate at the Center for Applied Linguistics specializing in dual language education and program evaluation. She earned her Ph.D. in second language education and culture from the University of Maryland, College Park.

PANELISTS:



Elsa Cárdenas-Hagan, Ed. D. CCC/SLP, CDT, CALT-QI
President, Valley Speech Language and Learning Center

Elsa Cárdenas-Hagan is a bilingual speech and language pathologist, certified dyslexia specialist, certified academic language therapist and a qualified instructor. Dr. Cárdenas-Hagan is the President of the Valley Speech Language and Learning Center in Brownsville, Texas and a research associate with the Texas Institute for Measurement, Evaluation and Statistics at the University of Houston. Elsa has spent the last 24 years working in national research projects sponsored by the National Institute for Child Health and Human Development, the Institute of Education Sciences, a research arm of the United States Department of Education and the Office of Special Education Programs. Each national project was related to the development of language and literacy skills among Spanish-speaking English learners. She has worked with teams of researchers designing assessments and interventions for English learners who struggle with reading. Dr. Cárdenas-Hagan is currently

the Chairperson of the National Joint Committee on Learning Disabilities, a Past-Vice-Chairperson of the International Dyslexia Association, she has also served as a board member of the Academic Language Therapy Association, Southwest Regional Education Laboratory and Texas Comprehensive Center at the American Institutes for Research. Elsa has written many scholarly articles, curricular programs, and book chapters related to the oracy and literacy development among English learners. Her book entitled: Literacy Foundations for English learners: A Comprehensive Guide to Evidence-Based Instruction was recently released to help educators implement Structured Literacy among English learners.



Claude Goldenberg, Ph.D.
Nomellini & Olivier Professor of Education, Emeritus, Stanford University

Claude has taught junior high in San Antonio, TX; first grade in Lennox, CA; and at California State University, Long Beach, and Stanford University. His primary focus throughout his career has been to promote literacy development and academic achievement among English Learners. After retiring from Stanford he has published articles and blogs and participated in podcasts and webinars to promote widespread understanding of

the best available research knowledge to help all students develop high levels of literacy in English or, preferably, in English and another language.



Martha Hernandez, M.A.
Executive Director, Californians Together

Martha Hernández is the Executive Director for Californians Together, a coalition of 26 statewide professional, parent and civil rights organizations focused on improving schooling for English learners by promoting equitable educational policy. Her 42 years of public school experience includes serving as the Assistant Superintendent of Educational Services for the Fillmore Unified School District, as Curriculum Director for the Ventura County Office of Education and as a district administrator, principal, staff developer, and bilingual and special education teacher in various districts. She was also the Director of Bilingual Teacher Training at California Lutheran University and served as past president of California Association for Bilingual Education. She has served on numerous state advisory committees including the Instructional Quality Commission, the English Learner Progress Indicator (ELPI) Workgroup and the EL Roadmap Advisory Committee. She was appointed by the State Board of Education to serve as the Co-Chair of the California ELA/ELD Curriculum Framework and Evaluation Criteria Committee. Her work now focuses on biliteracy with an expansion of the California Seal of Biliteracy, the implementation of California's new English learner policy, the California English Learner Roadmap and effective literacy for emerging bilingual and English learner students.



Kari Kurto, MAT, OGA-C
National Science of Reading Project Director, The Reading League

Kari Kurto is the National Science of Reading Project Director at The Reading League. She directs all work related to The Reading League Compass and supports work related to English Learners and Emergent Bilinguals, Diversity, Equity, Inclusion, and Belonging (DEIB), the Curriculum Evaluation Guidelines and Navigation Reports, and runs communities of practice for state education agencies and faculty from educator preparation programs seeking to implement evidence-aligned practices. Kari is a member of The Path Forward advisory group and has presented to professional organizations and several state departments of education. She formerly worked as a Literacy Specialist at the Rhode Island Department of Education where she led statewide efforts to implement the Rhode Island Right to Read Act.. Kari is an Orton Gillingham practitioner who worked at Middlebridge School in Narragansett, Rhode Island, and Rawson Saunders School in Austin, Texas. Before her career in education, Kari worked as a Casting Director in Los Angeles. She and her three wonderful children live in southern Rhode Island.



Magaly Lavadenz, Ph.D.
Leavey Presidential Endowed Chair in Moral and Ethical Leadership & Executive Director, Center for Equity for English Learners (CEEL)

Magaly Lavadenz, Ph.D. is Leavey Presidential Endowed Chair in Moral and Ethical Leadership and founding Executive Director of the Center for Equity for English Learners in the School of Education at Loyola Marymount University. Her research addresses the intersections and impact of policies and practices for culturally and linguistically diverse students, their teachers and school leaders. Her work is published in numerous articles, chapters, and books, including *Latino Civil Rights in Education: La Lucha Sigue*, with Anaida Colón Muñiz and *Questioning our Practices: Bilingual Teacher-Researchers and Transformative Inquiry*. She began her teaching career as a bilingual paraprofessional and has served in a variety of roles in K-12 settings, including as a bilingual teacher and English as a Second Language Specialist. Magaly has also served in statewide leadership positions, including as past president of the California Council on Teacher Education, Californians Together, the California Association for Bilingual Education, and as founding president of the California Association of Bilingual Teacher Educators, and serves on local, state and national education advisory boards.