

With Different Eyes 2024

A Conference for Teachers of Multilingual,
Multicultural Learners Across The Disciplines

Saturday, November 2
8:30 AM - 3:00 PM at UCLA



Keynote Speaker

Joseph Velasco

Storyteller, Theater Artist and
High School ELA Teacher

Welcome

Very exciting to see 100 teachers gather for With Different Eyes: A Conference for Teachers of Multilingual, Multicultural Students. One hundred of you, finding your way on a Saturday to the UCLA campus, more than willing to collaborate with and learn from kindred spirits. This year, 2024, marks our 34th annual conference focusing on social justice for all students, with diverse multilingual students center stage. Our theme: “The Power of Words, The Strength of Story.” Many students don’t think they have any stories to tell. We know otherwise. How do we as teachers encourage students to speak and write their own, everyday stories? And help them realize the stunning impact their words carry?

No doubt you, as teachers, already know what it feels like when your own words capture your intentions “just so.” Satisfaction—and depending on the message, delight and even joy. Joseph Velasco, in his keynote address, will set today’s stage by illuminating what happens when he guides students to find their voices.

Then our K-University colleagues will engage us in hands-on workshops across the disciplines. These workshops speak to sustainable practices, to co-creating a sense of spaciousness and connection in our classrooms, to considerations of the multiple languages and Englishes our students bring with them. They focus on subject matter content as well as on students’ identities and lived experiences—and how important a role we, as teachers, can play as we pay close attention and honor all the students we meet every day.

Looking forward to a stimulating day with exquisite colleagues!

Faye Peitzman, Director
UCLA Writing Project

The UCLA Writing Project wishes you the power of words.

Program for the Day

WELCOME & KEYNOTE SPEAKER

Joseph Velasco, Storyteller and High School ELA Teacher

8:30 - 9:40 AM

SESSION 1 WORKSHOPS

9:50 - 11:05 AM

SESSION 2 WORKSHOPS

11:15 - 12:30 PM

LUNCH

12:30 - 1:30 PM

SESSION 3 WORKSHOPS

1:45 - 3:00 PM

“My students tell stories all the time. My roles—to elevate their telling, to guide them into appreciating how much they have to offer, to empower them to take chances. And, just for fun, to tell a tale or two myself.”

Keynote Speaker

Joseph Velasco

Joseph Velasco is a graduate of UC Santa Barbara with a degree in Theater Arts. He began his career with El Teatro Campesino, the renowned Chicano theater company, as a resident director. He went on to study physical theater at the international Estudio Busqueda de Pantomima Teatro in Guanajuato, Mexico and later joined James Donlon & Company in creating original movement theater works including the award-winning WRENCH. In 1994 he co-founded BOXTALES Theatre Company in Santa Barbara which is celebrating its 30th anniversary this year. Joseph has also worked and taught in New York, Los Angeles, and San Francisco as well as with various local theater groups including the Lobero Theater, Speaking of Stories, and the Ensemble Theatre Company. He is the former Artistic Director for City at Peace Santa Barbara which used the performing arts to empower youth to create original theater.

Joseph teaches English with an Emphasis in Ethnic Studies, Mexican-American Literature, and AVID at Santa Barbara High School where he has been teaching for 23 years. He continues to be a storyteller and theater artist in the community working on various endeavors including The LAByrnth Project.





SESSION 1 WORKSHOPS

9:50 - 11:05 AM

1. Teaching Social Studies Using Children's Picture Books as Mentor Texts (Grades 2-6)

MOORE HALL 1048

Angelica Gonzalez, The Accelerated School

How can we integrate Social Studies into the classroom using relevant history with younger students? In this workshop we will be using different strategies targeting English Language Learners including: A Cognitive Content Dictionary (CCD) to develop strong vocabulary acquisition, Process Grids and Observation Charts to build on students' background knowledge, mindful consideration of text. We will also explore how to increase the rigor and adapt the strategies depending on the grade level.

2. Teaching Argument Writing: Synthesizing Multiple Sources (Grades 7-12)

MOORE HALL 2120

Gurbir Kahlon, West HS &
Angie Yi, Redondo Union HS

Students need support synthesizing multiple sources to build strong and persuasive arguments. Join us as we learn and use research-based cognitive strategies to support students in the reading and synthesizing of multiple texts in arguments. We'll focus on teaching revision strategies for precise writing and integrating contextualized language support to scaffold multilingual students' academic literacy development.

3. Harnessing the Strength of Story: Empowering Multilingual Learners to Tell Their Stories (Grades 2-6)

MOORE HALL 3030

Maricela Rodriguez, Loreto Street Elementary

In this interactive workshop, we will delve into Esmeralda Santiago's "How to Eat a Guava" from *When I Was Puerto Rican* to explore how teachers can leverage the strength of personal and cultural stories to transform multilingual students' learning experiences. Teachers will learn and practice cognitive reading strategies that support critical thinking while exploring writing as a powerful tool for deepening cultural connections and fostering self-expression.

4. Crafting Tomorrow's Writers Today: AI Tools for Critical Engagement (Grades 8-12)

MOORE HALL 3340

Kathryn Gullo, North Hollywood HS & Tyra Kristiansen, Birmingham Community HS

While the integration of Artificial Intelligence in education raises important questions, it offers exciting opportunities for teachers to engage students in deeper critical thinking and writing processes. Participants will learn how AI can be used to scaffold challenging writing and critical thinking tasks for students, helping them engage more deeply with the material while still maintaining cognitive rigor. Hands-on activities will showcase AI's potential to enhance both teacher efficiency and student engagement in critical writing tasks.



SESSION 1 WORKSHOPS (CONTINUED)

9:50 - 11:05 AM

5. For the Love of Nature: Eco-Writing the World (Grades K-12)

MATH SCIENCES 5117

Andrea Gambino, USC & Jeff Share, UCLA

Through this interactive session you will explore the power of eco-writing for language learners as they analyze their relationships with the natural world while also expressing their ideas through creating multiple types of eco-writing. All participants will receive free materials with lessons to help students connect with nature as well as resources to analyze the systemic issues that lead us to disconnect from the natural world. Recognizing the interconnections of social justice with environmental justice helps students understand the roots of racism, sexism, classism, colonialism, capitalism, and how they are all linked to our current problems and potential solutions.

6. Building a Sustainable Practice: Mapping Joy in the Wilderness (Grades K-12)

MATH SCIENCES 5118

Hazel Kight Witham, Venice HS

To stay in teaching for the long haul, and enjoy it more in the short term, educators need nourishing practices both for themselves and their students. This workshop, inspired by *The Book of Delights* by Ross Gay and The Happiness Lab podcast by Dr. Laurie Santos, invites participants to implement daily strategies to create more spaciousness, joy, and connection for themselves and their students.



SESSION 2 WORKSHOPS

11:15 - 12:30 PM

7. An Algorithm for Culturally Responsive STEM Learning (Grades 9-12)

MOORE HALL 1048

Zachary Cue, UCLA Science Project Director

Participants will engage in learning and dialogue about historical injustices that have contributed to a collective mistrust of STEM within marginalized communities, particularly within the health and science fields. Participants will explore narratives and primary sources as well as summary data representations to uncover patterns of abuses within STEM. Then they will engage in a sample lesson helping them to include these experiences, beliefs, and topics in their instructional practices.

8. Instructional Practices for Linguistically Diverse Classrooms: Supporting Students Who Speak Chicano English and African American English (Grades K-5)

MOORE HALL 2120

Rita Suh, CSU Long Beach Teacher Education

Participants will examine phonological and grammatical features of Chicano English and African American English. We'll explore how these linguistic features influence classroom dynamics and manifest in speaking, reading, and writing. Following this exploration, we'll delve into instructional practices that center and preserve students' home languages while teaching Standard Academic English.

9. Poetry of Love: The Marriage of Narrative and Poetry (Grades 9-12)

MOORE HALL 3030

Madison DeLuca, Taft HS

How can we present poetry in a way that both engages students and empowers them to use their own poetic voices? In this workshop, we'll consider several different contemporary poets, with a special look at poetry as narrative in *The Poet X*. Participants will engage with two contemporary love poems, practicing poetic analysis without judgment. At the close of the workshop, participants will create their own unique love poems. The goals of this activity are to explore ways of making poetry more accessible to students, introduce participants to different "mirror" poets, and to encourage the use of poetry as a means of student expression and empowerment.

10. Elevating Student Voice: Podcasting As A Civic Responsibility (Grades 2-12)

MOORE HALL 3340

Taiesha Fowler, WriterTai Education Solutions

Do your students notice injustice in their community, city, or world and want to speak out against it? Podcasts give students a platform to express their opinions, interview changemakers, and collaborate with peers. This workshop will demonstrate tools, strategies, and resources to get your students started with advocating!



SESSION 2 WORKSHOPS (CONTINUED)

11:15 - 12:30 PM

11. Reimagining Historical Writing: Writing Activities in The History Classroom (Grades 7-12)

MATH SCIENCES 5117

Daniel Buccieri, Grant HS

Argumentative writing is the foundation of writing in the history class. And rightfully so! But in what ways can we reimagine what history writing can look like in our class beyond the 5-paragraph essay? In this interactive workshop, participants will engage in activities designed to help develop our students' writing ability in history courses in diverse formats, including analyzing mentor texts, and write-alikes, among others.

12. Cultivating Civic Literacy in the ELA Classroom (Grades 7-12)

MATH SCIENCES 5118

Angie Yi, Redondo Union HS

In this session, teachers will engage with ways to teach students civil discourse and civic literacy. Using a current events unit, students learn how to engage in difficult conversations, show one another generosity and civility, and learn more about the world in which they live. This current events unit draws upon the repertoires of diverse student backgrounds and invites students to learn more about each other, finding connection in intersectional ways. Teachers will learn how to support our students in culturally competent ways as they learn and reason together.



SESSION 3 WORKSHOPS

1:45 - 3:00 PM

13. How Reading A Work Of Art is Like Reading a Story: Art Talk as Fuel for Reading Comprehension and Narrative Writing (Grades 2-8)

MOORE HALL 1048

Raquela Bases, Charles White Visual Arts Magnet ES

How might analyzing and appreciating works of art improve students' reading comprehension and inspire them to write rich fictional narratives? In this workshop, we will review and practice strategies to facilitate "Art Talk" discussions, which can help our students think creatively and engage in academic conversations. We will also explore how components of artworks mirror components of stories, and use works of art as springboards to write our own fictional narratives.

14. Engaging Male Students with Kobe Bryant's Poetry (Grades 6-12)

MOORE HALL 2120

Sasha Avila, California HS

In what ways can we help our male students embrace vulnerability and develop their identity as writers? In this workshop, participants will experience the poetry of Kobe Bryant. We'll learn how to help motivate and invite students to engage with their emotions by studying and mimicking Bryant's epistolary poem "Dear Basketball". We'll examine student samples and create our very own epistolary poems as we say goodbye to something beloved or detested.

15. Empowering Students to Tell Their Stories (Grades 8-12)

MOORE HALL 3030

Pilar Alvarez and Emma Stotts, Young Storytellers

Learn techniques to help young people express their unique voice and create personal narratives inspired by their identities and lived experiences. In this hands-on workshop, engage in activities you can use to inspire students to express their personal voice and self-identity, brainstorm personal narrative topics, and plan out their writing. Participants will also receive booklets of our student-friendly writing activities and guidance on how to access all Young Storytellers free digital learning resources.

16. Poetry in Surprising Places: Weaving Poetry into the English and Social Studies Curriculum (Grades 8-12)

MOORE HALL 3340

Laurie Kurnick, Get Lit Words Ignite

Put students' voices in the center of learning. Ignite engagement in unexpected ways with Spoken Word poetry. Participants will explore practical ways to help students, as poet Franny Choi puts it, "pay deep attention to the world and describe what we witness." And to speak their testimony out loud.



SESSION 3 WORKSHOPS (CONTINUED)

1:45 - 3:00 PM

17. Enhancing Black Student Achievement Through Compelling Writing Instruction (Grades 7-12)

MATH SCIENCES 5117

Marlene Carter, UCLA Writing Project

Barack Obama and Cornell West, Martin Luther King and Malcolm X, Booker T. Washington and W.E.B. DuBois each expressed opposing viewpoints on issues of their day. This workshop will share lessons and strategies that teachers can use to build students' argument skills through compelling writing instruction that empowers students to enter the conversation and take a stance on topics that impact their lives today. We'll borrow effective strategies from these writers with a focus on how to write powerful counterarguments.

18. Student Agency: Goal Setting, Process and Feedback (Grades 5-8)

MATH SCIENCES 5118

Stephanie Reyes, UCLA Community School

How do we build student agency within the boundaries of state standards and must-learn genres? How can we develop reflective writers who take ownership of their writing? In this workshop participants will experience strategies guiding students to reflect on their writing and monitor their goals. Participants will observe conferring, a 1:1 feedback strategy. We will highlight the importance of students identifying their own writing goals and being in conversation with other students throughout the writing process.

With Different Eyes 2024

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ABOUT THE UCLA WRITING PROJECT

Welcome to the UCLA Writing Project, a site of the California Writing Project and National Writing Project since 1977. We work with teachers of all disciplines and levels, helping them not only to [expand their repertoires as teachers but also as writers](#). We believe that everyone can become a good writer and experience the satisfaction of capturing thoughts in just the right words.

Our programs range from a focus on enhancing the abilities of multilingual learners, to responding to writers and assessing writing, differentiating instruction, and leveraging the particular talents Los Angeles area students bring to the classroom.

We focus explicitly on defining and enacting an anti-racist stance. We'd love to collaborate with your school to create one of our UCLA Study Groups on Race. Also, the first week in January, look for applications for our summer 2025 UCLAWP Invitational Writing Project. But for right now, in this moment, enjoy your time at our 34th annual With Different Eyes Conference.

Director
Faye Peitzman

Co-Directors
Marlene Carter and Norma Mota-Altman

Find out more about us at uclawp.org



The UCLA Writing Project acknowledges our presence today on the traditional, ancestral and unceded territory of the Gabrielino/Tongva peoples.