

2022 MATSOL Virtual Conference Call for Proposals

About the Conference

The **2022 MATSOL Conference** brings together educators of English Learners from across the Commonwealth of Massachusetts. Due to ongoing health concerns, the MATSOL conference will be held virtually again this year.

The MATSOL conference audience will include teachers, administrators, and other educators in:

- PK-12 schools (public, charter, independent)
- Pre-service & in-service teacher education
- Community College ESL programs
- Intensive English Programs (college IEPs)
- Adult and workplace education
- Private Language Schools

MATSOL encourages engaging, interactive presentations that make the theory to practice connection. Successful proposals include practical classroom activities informed by current research and pedagogy, demonstrations of successful instructional practices, examinations of current issues in education, and research that informs educators in the Massachusetts context. Presentations should engage the audience through hands-on or interactive activities when possible.

In alignment with our mission to promote equity and excellence for English learners, MATSOL encourages submission of proposals that show a strong commitment to racial justice, diversity, equity, and inclusion. To reflect this goal, there is a section in the proposal to explain how the presentation will address racial justice and/or culturally responsive teaching.

Important Dates

Call for Proposals	Nov 1, 2021 to Jan 15, 2022
Notification of Acceptance	Mar 21, 2022
MATSOL 2022 Conference	Tuesday-Friday May 24 - 27, 2022

Proposal Submission

Proposals must be submitted online via ProposalSpace.com at www.matsol.org/2022-conference by the deadline.

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Technical Requirements

MATSOL conference sessions will take place live (synchronously) using the [Whova](#) conference platform with ZOOM meeting. All sessions will be scheduled on Eastern Daylight Time (EDT).

MATSOL will provide ZOOM meeting setup and technical support during the conference; however, presenters must have basic ZOOM presentation skills.

Technical requirements for presenters: Ability to navigate the Whova conference platform and to connect to ZOOM with a laptop or computer, a [reliable high-speed Internet connection](#), and a good mic and audio quality. Presenters do not need their own paid ZOOM account.

Presenter Registration

All presenters must register for the conference and participate in a virtual orientation prior to the conference.

Recording

With the presenters permission, MATSOL will record presentations for later viewing by registered conference participants.

Questions?

Visit www.matsol.org/2022-conference for more information about the conference including registration links and pricing. If you have additional questions, write to matsol@matsol.org.

Proposal Form

Enter this information online via ProposalSpace.com at www.matsol.org/2022-conference. Use the **2022 Conference Proposal Worksheet** to prepare the information below before you begin your online proposal.

All information in your proposal must be submitted exactly as you would like it to appear in the proposal and program. MATSOL is not responsible for any errors in the conference program resulting from errors or omissions in information you submit. MATSOL reserves the right to edit program information for length or clarity.

Part 1: Presenter Information

Make sure you have required information for all presenters before beginning your proposal. When co-presenter information is entered, those individuals will be notified by ProposalSpace that they have been included in the proposal.

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Roles

Presenter/Organizer: (required) The presenter responsible for coordinating the presentation, notifying the other presenters of the proposal status, and ensuring that all presenters register for the conference by the deadline.

Co-Presenter: Additional presenters who will participate in the presentation. (Required *only* if there is more than one presenter).

There is a limit of four total presenters per proposal. Contact jfei@matsol.org if you want to include more presenters.

Required Presenter Information

All presenters must submit:

- **Name:** The person's full name.
- **Affiliation:** The person's school, institution, or organization.
- **Email:** An email address for inclusion in the program.

The **Presenter/Organizer** must also submit the following for MATSOL use only (it will not be published in program):

- **Mailing Address:** Address including state and country of residence
- **Telephone Number**

Note: Accepted presenters will have the opportunity to add additional information to their profile in the Whova conference app.

Part 2: Proposal Contents

Session Information

Session Title: (required, 10 words max) The title of your presentation should accurately reflect the content and be clear to the intended audience. Avoid overly general titles, such as "Teaching English Language Learners." Capitalize all verbs, nouns, adjectives, adverbs, and pronouns, no matter how many letters they have. Do not capitalize conjunctions, articles, or short prepositions of fewer than four letters.

Abstract: (required, 50 words max.) The abstract is a summary of the session that appears in the conference program and is used by conference participants to decide which sessions to attend. The abstract may not contain any references to the presenter's published works or names. It must be carefully written and proofread to draw the most appropriate audience to the presentation. Spell out any acronyms or abbreviations that may not be familiar to conference participants. *Do not include citations.*

Session Length (required, choose one)

A live webinar-style presentation that may include Q&A, chat, polls and breakout sessions.

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- 60-minute presentation
- 90-minute presentation

We recommend that 90-minute presentations include interactive activities, breakout rooms, and/or panel discussions, not a single speaker giving a lecture to the audience.

Session Type

Session Type can be changed later after proposals are selected.

- Live presentation
- Pre-recorded presentation with live Q&A*

* In a live Q&A, presenters are required to attend the session to respond to questions from the audience.

Commercial presentations may be scheduled as part of a Sponsorship package only. A presentation is considered commercial if it is sponsored by a commercial entity or if the focus is on materials that are for sale. *A proposal may be disqualified from the jury review if it is misidentified as a non-commercial proposal during submission.* See our Sponsorship page for information at www.matsol.org/sponsorship.

Topic Strands (required, choose one to three tracks)

Topic Strands	SAMPLE Presentation Topics could include:
Academic Language in the Content Areas	Vocabulary development; Systemic functional linguistics; integrating English language development and content area standards
Bilingualism and Biliteracy	Bilingual instructional practices; Seal of Biliteracy; supporting native language development in SEI programs; translanguaging.
Co-Teaching and Collaborative Practices	ESL and sheltered content teacher collaboration; Co-teaching structures and practices.
Culturally Responsive Teaching	Using student strengths and building on funds of knowledge; recognizing and celebrating student identity and culture; social-emotional learning; trauma-informed practice; impact of poverty on learning; creating physically and emotionally safe environments.
Curriculum Development	Curriculum planning; lesson and unit development; standards alignment; ESL MCU Collaboration Tool and resources; selecting materials and texts to support curriculum; Universal Design for Learning (UdL) and Understanding by Design (UbD).
Data and Assessment	Data analysis to inform programming and instruction; evidence-based decision making; using Massachusetts data tools; formative and summative assessments; contingent pedagogy; interpreting ACCESS scores
Digital Learning & Technology	Online learning and teaching; video and digital media; web 2.0 tools; social media;
Family and Community Engagement	Encouraging family-school partnerships; supporting English Learner Parent Advisory Councils; parent education; forming partnerships with community organizations and businesses;

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Listening, Speaking and Pronunciation	Developing and assessing listening and speaking competencies; academic conversations and discourse; teaching pronunciation; grammar and vocabulary in listening and speaking.
Policy and Advocacy	Federal, state and local law, regulations, and policy in education, immigration, and other areas; advocacy for students and programs; working conditions and educator rights.
Program Administration and Evaluation	Leadership development; support and evaluation of teachers; identifying problems of practice; LOOK Act implementation and opportunities; compliance with standards and regulations.
Professional Development and Teacher Education	Pre-service and in-service learning; effective practices for adult learning; building cultural and linguistic awareness; teacher identity formation; instructional coaching; practicums and field learning; mentoring and supervision; Professional Learning Communities (PLCs); peer observation.
Reading, Writing and Literacy	Developing and assessing reading and writing competencies; working with complex texts; writing across the curriculum or in the disciplines; grammar and vocabulary in reading and writing.
Vocabulary and Grammar	Acquisition, development, research, and teaching of vocabulary and grammar to L2 learners.

Audience: (required, choose one)

Choose the primary education sector addressed by your proposal. If the audience addresses several sectors, choose “All Audiences.”

- PK-12 Education
- Teacher Preparation/Education
- Adult ESOL
- Workplace ESOL
- Intensive English Programs (College/University)
- Community College ESL
- Private Language Schools
- All Audiences (PK12, adult and higher education)

PK-12 Focus (optional, ONLY if it is a sub-sector of the PK-12 audience)

If your PK-12 Education proposal addresses specific grade levels, specify one or more.

- | | |
|-------------------|--------------|
| ● Early Education | ● Grade 4-5 |
| ● Grade PK-K | ● Grade 6-8 |
| ● Grade 1-3 | ● Grade 9-12 |

Session Description

(4 parts, required) A description of the presentation that the proposal jury will read to select presentations for the conference. The Session Description does not appear in the program. Proposals undergo a double-blind review process so do NOT include your name or other identifying information.

A. **Topic & Purpose:** Describe the topic and purpose of your proposed presentation. What is the

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- focus of your presentation? Why is it relevant to today's EL educators? What educational need does your presentation fill? (150-250 words)
- B. **Activities & Outcomes:** Outline the sequence of activities that will take place during your session, including interactive activities such as break out rooms. List 1-3 specific outcomes of the session. (150 words maximum)
- C. **Diversity, Equity & Inclusion:** Provide additional explanation of how your proposed presentation will address racial justice and/or culturally responsive teaching (150 words maximum)
- D. **Evidence Base:** Describe how your proposal is grounded in relevant, current research and/or best practices. Cite sources using in-text citation (a list of works cited is not required). (150 words maximum)

Session Recording

Do you give permission for MATSOL to record your presentation for later viewing?

- Yes
- No

Proposal Evaluation

To be considered, proposals must be submitted online via ProposalSpace.com at www.matsol.org/2022-conference by the deadline. Mailed, faxed, or late proposals will not be considered.

All proposals are double-blind reviewed. The reviewers will not know the authors' identities, and the authors will not know the reviewers' identities. All proposal reviewers will use the evaluation criteria and scoring rubric on the next page. The reviewers advise the Conference Committee, and the Conference Committee makes the final selection.

The quality of your proposal is an important factor in session selection. Proposals should be carefully written and proofread. Please review the presentation rubric and refer to it as you draft your proposal.

Proposal Evaluation Rubric

Criterion	1 - Poor	2 - Weak	3 - Good	4 - Excellent
1. Currency and importance to the field of English Learner education	The topic is not current, lacks importance or is not appropriate to the field. It does not appear to be a worthwhile session.	The topic is only tangentially related to the field or is not current or important in the field. It may not be a worthwhile session.	The topic may not be groundbreaking, but it is current and important to the field. It appears to be a worthwhile session.	The topic addresses a current or emerging issue, and/or is highly significant to the field. It appears to be a very worthwhile session.
2. Topic strands and audience	The proposal fails to address identified topic strand(s), audience, or context.	The proposal addresses the identified topic strand(s) OR audience OR context but fails to address them all.	The proposal mostly addresses the identified topic strand(s), audience, and context.	The proposal content clearly addresses the identified topic strand(s), audience, and context.

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3. Purpose, content, and participant outcomes	The session objectives, content, and participant outcomes are unclear, inappropriate, and unachievable within the time constraints of the session.	The session objective, content, and participant outcomes are inappropriate OR may be too general or too narrow to be useful.	The session objectives, content, and participant outcomes are appropriate, but may not be achievable within time constraints of the session.	The length, content, and delivery methods match the session type. The objectives and participant outcomes are very clear.
4. Motivated by theory, practice and/or research	The proposal does not mention theory, practice, or research, or it is unclear how this session is connected to the field.	The proposal provides background references to theory, practice, and/or research, but lacks specific or recent citations, OR the proposal does not relate the theory, practice, and/or research to the content.	The proposal refers to relevant theory, practice, and/or research (with current citations) in an understandable way and relates it to the content.	The proposal refers clearly to the relevant theory, practice, and/or research in a thorough and comprehensible manner (i.e. current citations, terminology, and/or debates in the field) and relates it directly to the content.
5. Addresses racial justice and/or culturally responsive teaching	Does not adequately address racial justice or culturally responsive teaching.	Provides a tangential or unclear connection to racial justice or culturally responsive teaching.	Provides an explanation of how the presentation addresses racial justice and/or culturally responsive teaching.	Provides a clear and compelling explanation of how the presentation addresses racial justice and/or culturally responsive teaching to benefit a diverse range of students.
6. Clarity of proposal as indicator of presentation quality	The way in which the proposal is written indicates that the presentation may be poor.	The way in which the proposal is written suggests that the presentation may be weak.	The proposal is clearly written and suggests that the quality of the presentation will be good.	The proposal is well-written and indicates that the quality of the presentation will be excellent.