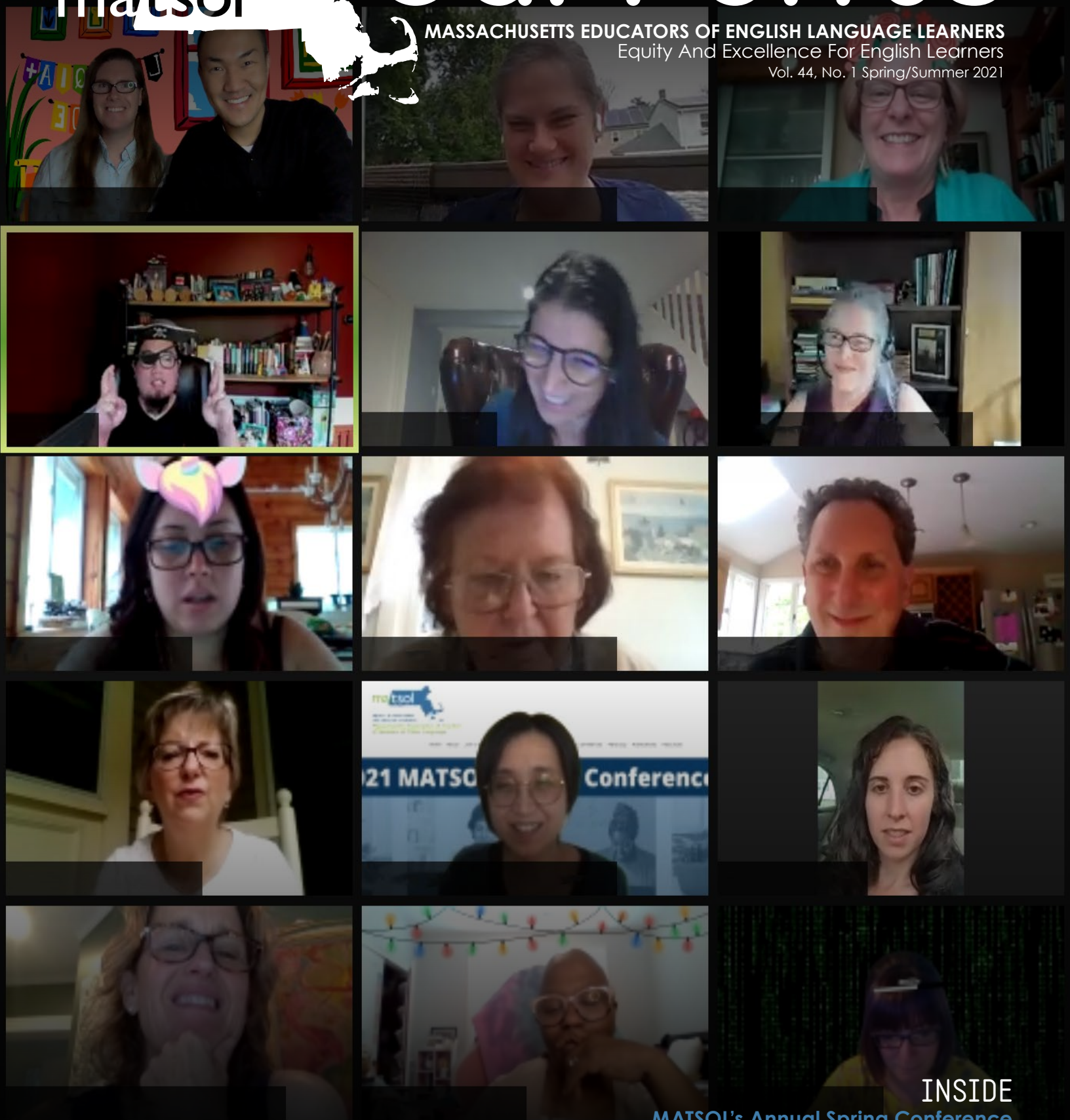
matsol Currents

MASSACHUSETTS EDUCATORS OF ENGLISH LANGUAGE LEARNERS
Equity And Excellence For English Learners
Vol. 44, No. 1 Spring/Summer 2021



INSIDE

MATSOL's Annual Spring Conference
The WIDA ELD Standards Framework, 2020 Edition

ON THE COVER

Conference attendees enjoyed socializing online at the MATSOL member mixer on Tuesday evening, June 2. For the names of those pictured here, please see the expanded screenshot on page 11 of this issue.

matsol Currents
MASSACHUSETTS EDUCATORS OF ENGLISH LANGUAGE LEARNERS
Equity And Excellence For English Learners
Vol. 44, No.1 Spring/Summer 2021

Contents

MATSOL News
4 President's Message
5 MATSOL's Annual Spring Conference, June 1-4, 2001
9 Some Highlights from the Conference

Reports
12 A Report from the Massachusetts English Language Leadership Council (MELLC)
KATHLEEN LANGE-MADDEN
HELEN SOLÓRZANO
15 Reports from MATSOL's Special Interest Groups (SIGs)

Get Involved in MATSOL
21 Join a MATSOL Subcommittee or Task Force
Start a new SIG
Submit to MATSOL Currents

Articles
22 The WIDA ELD Standards Framework, 2020 Edition
FERNANDA MARINHO KRAY, MARGO GOTTLIEB, & LYNN SHAFER WILLNER
30 A Flexible Hybrid Learning Model: Blending Physical and Virtual Space
LIN ZHOU
34 Online Experiential Learning Exercises for Teacher Preparation Courses
ALEXANDRA BALCONI
39 Making and Using Simulation Games
KATHY LOBO

Reviews
43 How To Educate a Citizen: The Power of Shared Knowledge to Unify a Nation, by E. D. Hirsch
REVIEWED BY EILEEN FELDMAN

AUGUST, 2021

DEAR MATSOL MEMBERS,

It is a privilege to be writing to you for the first time in my new capacity as President of the MATSOL Board of Directors. I cannot conceive of a more exciting time to take on this role! As I work with colleagues in preparation for the coming school year, the themes of reconnection and renewal stand at the forefront. I am energized by my colleagues who are not merely preparing to resume classroom traditions but also looking for ways to do things differently, more effectively, and with greater inclusivity. This last year has taught us how much we have to learn from one another.

Our MATSOL staff deftly adapted to the challenges of 2020-21 and found ways for us to stay connected and move forward. Our need for that spirit of cooperation did not end with the end of this unusually challenging year. The coming months are certain to give us new challenges and new opportunities to expand our work of empowering educators across the Commonwealth. As a longtime educator, I look forward to being part of MATSOL at this pivotal moment.

Here is some of what you will find in this issue of *MATSOL Currents*: A report on MATSOL's Annual Spring Conference, with screenshots from some presentations (page 5); a summary of the most important features of the new WIDA ELD Standards Framework (page 22); two articles on distance learning techniques (pages 30 & 34), with suggestions for how these may still be usable as we return to in-person classrooms; a teaching suggestion for the use of simulation games (page 39); and a review (page 43)of E.D. Hirsch's controversial proposal for a return to the common school curriculum not seen in the U.S. since the 1950's.

I hope you will find some interesting and useful ideas in this issue of *Currents* as you prepare to welcome your English learners back into our schools and classrooms.

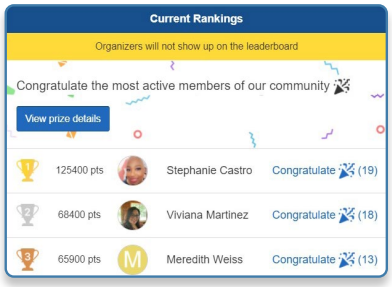
Sincerely,

Priya Tahiliani
ptahiliani@everett.k12.ma.us

MATSOL's Annual Spring Conference, June 1–4, 2021

MATSOL held its annual spring conference virtually this year, from Tuesday-Friday, June 1-4, 2021, using the Whova event platform. This year's conference carried a strong social justice theme, with at least 18 of the sessions concerned with topics that specifically related to racial justice or other social justice issues.

While we missed the experience of coming together in person, the virtual conference platform offered several new formats for sharing and interaction. In addition to the live conference sessions, the Expo Center hosted prerecorded Teaching Tips and Poster Sessions, with short videos and information available on demand throughout the conference. Attendees were able to engage and interact with one another by participating in community discussion boards, creating virtual meet-ups, and communicating by direct message. Activity on the conference platform was measured in a gamification feature that recognized the most active attendees, with the top three scorers on the leaderboard winning a special real-world prize from MATSOL.



The MATSOL conference was supported by the MATSOL Exhibitors with virtual "booths" to present their products and connect with attendees.

Registered participants can continue to enjoy the conference by watching recordings of the live sessions in the Whova platform until the end of December, 2021 (see www.matsol.org/2021-conference for instructions). Unfortunately we cannot add new attendees to the platform

post-conference, but will make some of the recordings available to the general membership once the conference platform closes.

LAND ACKNOWLEDGEMENT

Every conference session began with a land acknowledgement by Annawon Weeden, a member of the Mashpee Wampanoag Tribal Community of Cape Cod. Mr. Weeden talked about the Wampanoag people ("The People of the First Light"), the Massachusett people ("The People of the Great Hill"), and the Nipmuc ("The Fresh Water People"), who inhabited the area we now call Eastern Massachusetts. Native peoples now struggle to maintain their identities, he told us, and he urged MATSOL members to be aware of opportunities to include native peoples and their languages in school curricula. Wôpanâak, the language of the Wampanoag people, is presently being taught in the Mashpee Public School System, and a land acknowledgement in both Wôpanâak and English, recited by Mashpee High School 2020 graduate Alyssa Harris, can be found at this website: https://www.wlrp.org/land-acknowledgement.

MATSOL has created a web page on language acknowledgments, with a link to Annawon Weeden's land acknowledgment video from the conference and a list of resources curated by the Racial Justice Task Group for educators who are interested in learning more.

KEYNOTE BY DR. AYANNA COOPER

The keynote address was given on Tuesday night by Dr. Ayanna Cooper, an educator, consultant, author, and advocate for culturally and linguistically diverse learners at A. Cooper Consulting and a member of the Board of Directors of TESOL International Association. She is the author or co-author of a long list of publications on multilingual students, including, most recently, *And Justice for ELs: A Leader's Guide to Creating and Sustaining Equitable Schools* and, co-edited with Awad Ibrahim, *Black Immigrants in the United States: Essays on the Politics of Race, Language, and Voice*. Dr. Cooper's keynote was sponsored by TESOL's Affiliate Speaker program.

In her address, entitled "Assuring Equity for Multilingual Learners: Reset to Reengage," Dr. Cooper asserted that "building the capacity to support the academic achievement of multilingual learners requires a knowledge of and adherence to civil rights mandates, intentional advocacy, and a shared sense of responsibility."

After a brief description of her own early education at schools in the Boston area and then in New York City, Dr. Cooper focused on the responsibilities that school districts owe to their multilingual students, who comprise 10% of the public-school population in Massachusetts and in the U.S. overall. A 2016 Fact Sheet from the Office of Civil Rights at the U.S. Department of Justice listed ten areas in which school districts commonly fail to meet their Federal obligations to EL students:

1. Identification and assessment of language needs in a timely, valid, and reliable manner
2. Provision of a service model that is educationally sound and research-based
3. Sufficient staff and support for EL students
4. Equal opportunities for ELs to participate in school- and district-wide programs
5. Avoidance of unnecessary segregating practices
6. Timely identification of ELs with disabilities and provision of appropriate services
7. Services for ELs who opt out of language-support programs
8. Monitoring of students who have exited from language-assistance programs
9. Regular evaluation of language-assistance programs
10. Meaningful communication with LEP parents

In order to evaluate programs and provide appropriate services, schools must collect adequate data, Dr. Cooper argued. They should be able to answer questions such as the following:

1. How many students have been identified as needing English support services? At which grade levels? How many of them are newcomers to the U.S.?
2. What is their English proficiency level, and how was it determined?
3. What are their home languages?
4. What formal education did they receive in their home country? Are they literate in their L1?
5. How many students are dually identified?
6. How many teachers are certified to work with multilingual learners?

7. What program models are being used and why?
8. How many students have been enrolled in language-support programs since 4th grade?
9. How many students have been exited and how are they monitored after exit?
10. How many students are opting out of language-support services, and who is responsible for them?

Dr. Cooper ended her talk by urging us to be ready to reengage with our schools as we return to classrooms in the Fall. What will you do, she asked, if you learn that your school's professional learning plans don't include a consideration of linguistic and cultural diversity? that notices are not being translated into your students' home languages? that parents are not provided with interpreters at meetings about their child's eligibility for special education services? that there is not a shared sense of responsibility for multilingual learners? It is up to us, as ESL professionals, to know our population and defend their civil rights. It is our responsibility to ask the right questions and keep asking until we get an answer.

FEATURED PRESENTATIONS

As in past years, the conference included several featured presentations from the MATSOL membership and community.

The featured presentation "Past and Future Practice around the WIDA ELD Standards Framework" took place on Thursday night, facilitated by Fernanda Marinho Kray. A panel of teacher leaders and coaches from a variety of program models and grade levels shared their journey of planning to support content and language teachers in understanding and implementing the WIDA ELD Standards Framework, 2020 Edition.

The conference also featured presentations by staff from the Office of Language Acquisition, Massachusetts Department of Elementary and Secondary Education, who presented on several initiatives: the ESL Curriculum Project, the Blueprint for EL Success, ELPACs and Parent Involvement, WIDA and Stem Content, and the State Seal of Biliteracy.

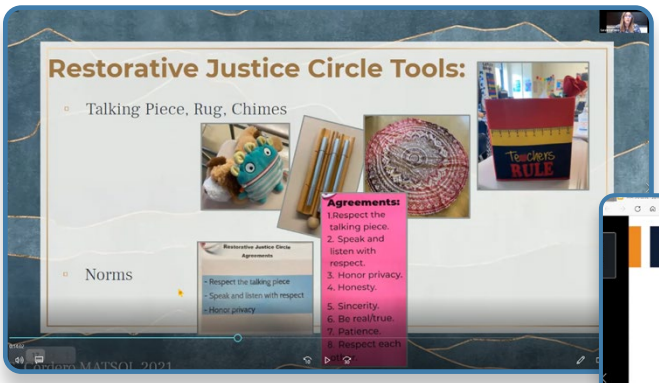
MATSOL member groups were also represented at the conference with presentations by the Teacher Educators and Educators of Color Special Interest Groups (SIGs) and the MATSOL Racial Justice Task Group.

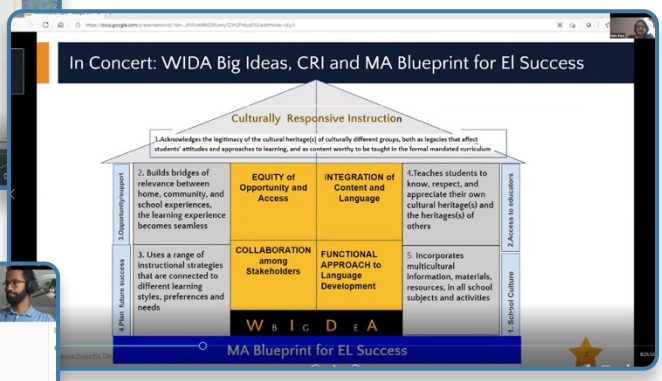
SOME HIGHLIGHTS FROM THE CONFERENCE

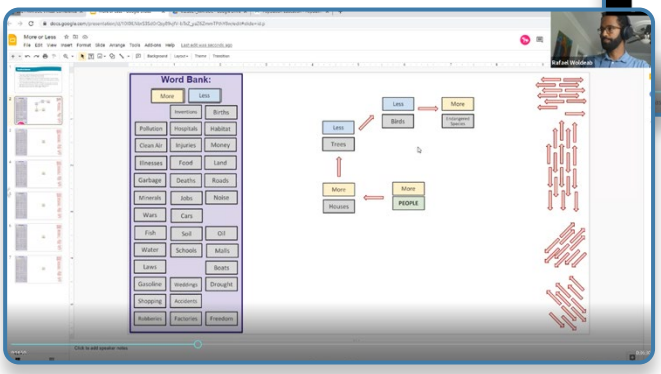
Here are screenshots from some of the Conference presentation (courtesy of our Coordinator of Program & Member Engagement, Jason Fei). Registered Conference participants can access recordings of these and other presentations on the Whova conference platform https://whova.com/portal/webapp/matso_202106/Agenda, which will be open until Sept. 30, 2021.

Tuesday, June 1

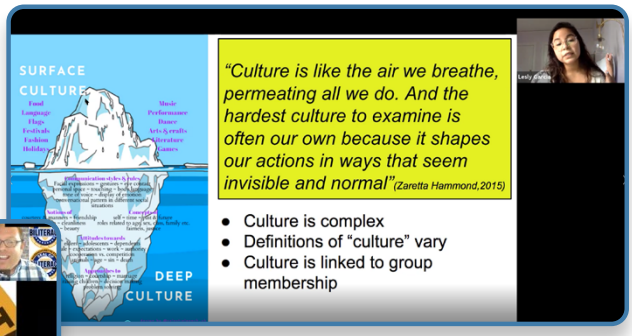
Wednesday, June 2

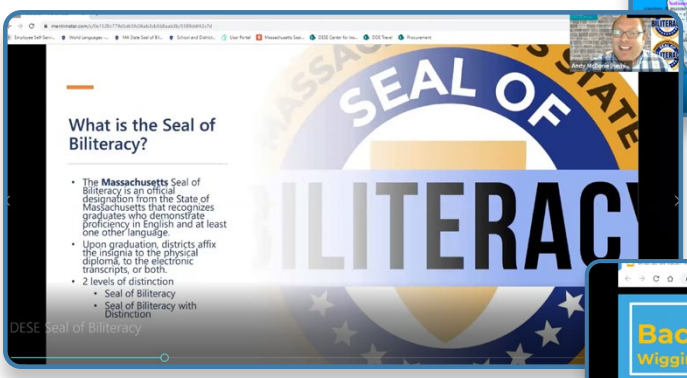


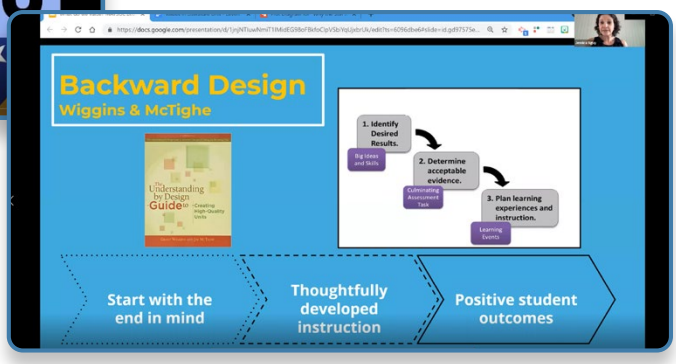




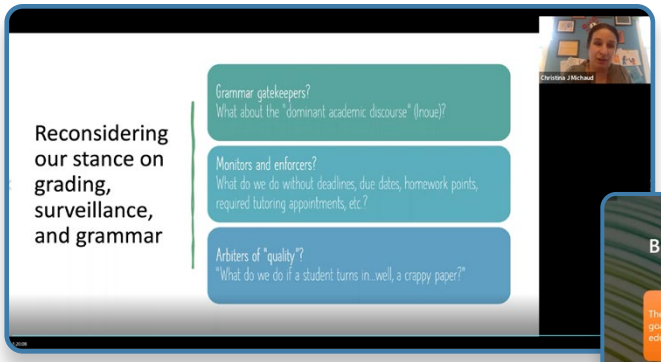
Thursday, June 3

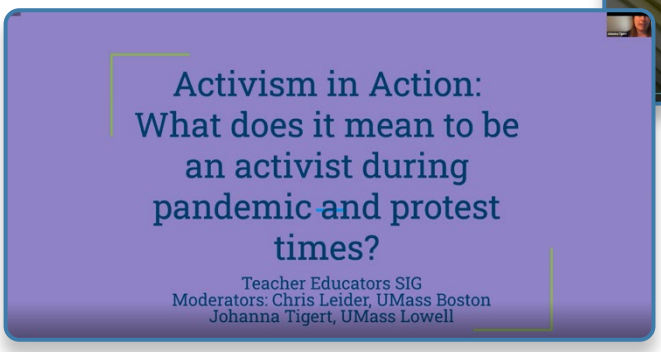




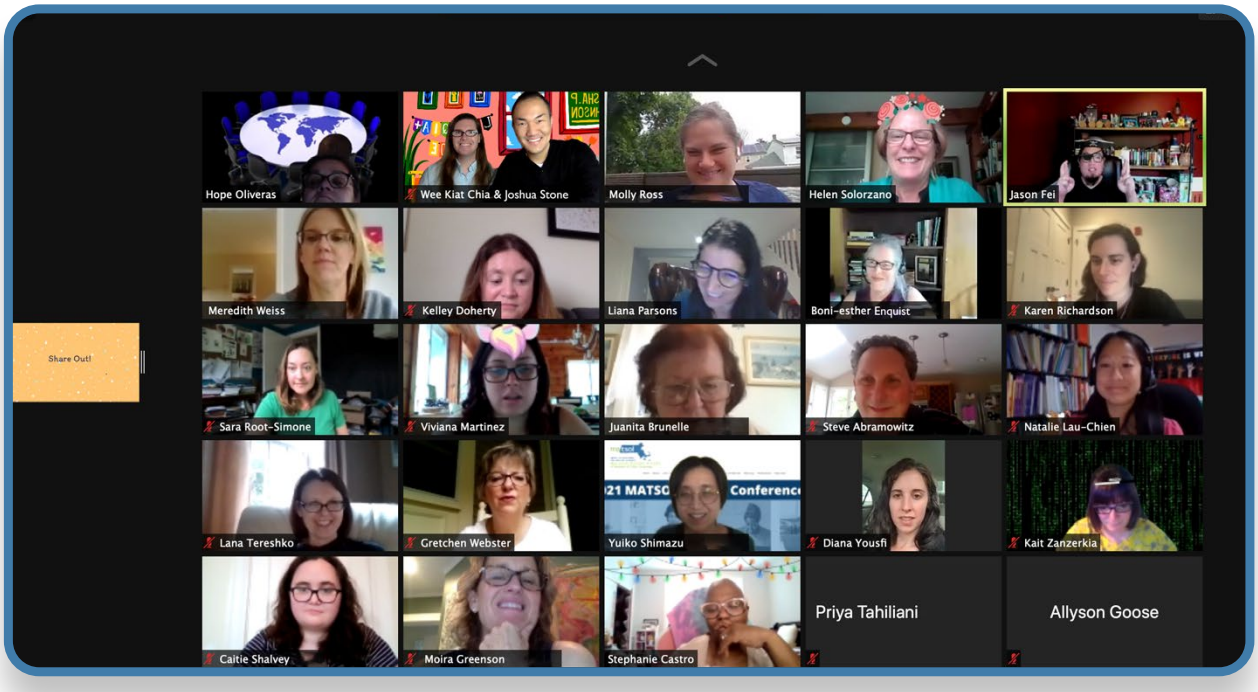


Friday, June 4





Member Mixer



A Report from the Massachusetts English Language Leadership Council (MELLC)

Kathleen Lange-Madden
klangemadden@shrewsbury.k12.ma.us

Helen Solórzano
solorzano@matsol.org

MELLC meetings for PK-12 EL Directors and Coordinators continued virtually during Spring 2021. The March 5th meeting focused on legal issues that impact multilingual students and families. Invited guest Roger Rice, EL Civil Rights Attorney and Executive Director from Multicultural Education, Training & Advocacy (META), presented and led a discussion about the civil rights of EL students and families. Jessica Chicco, Staff Attorney from the Massachusetts Immigrant and Refugee Advocacy Coalition (MIRA), provided an update on current immigration regulations and trends.

At our final MELLC meeting, in May 2021, the facilitator of the meeting, MATSOL consultant Boni-esther Enquist, asked attending MELLC members to jot down some notes on the challenges, loss, and pain they had experienced during this pandemic school year, using Padlet. The resulting statements exhibited emotions ranging from disappointment to hope. One low-incidence district educator reported that "it has fallen on me to be the only liaison for EL families to provide the digital, emotional, and nutritional support needed." In contrast, another educator wrote that "the pandemic resulted in the hiring of many multilingual interpreters and translators to reach families and support students in online classes." There was a common theme of pride in the collaboration and communication between ESL

It has fallen on me to be the only liaison to provide digital, emotional, and nutritional support for EL families.

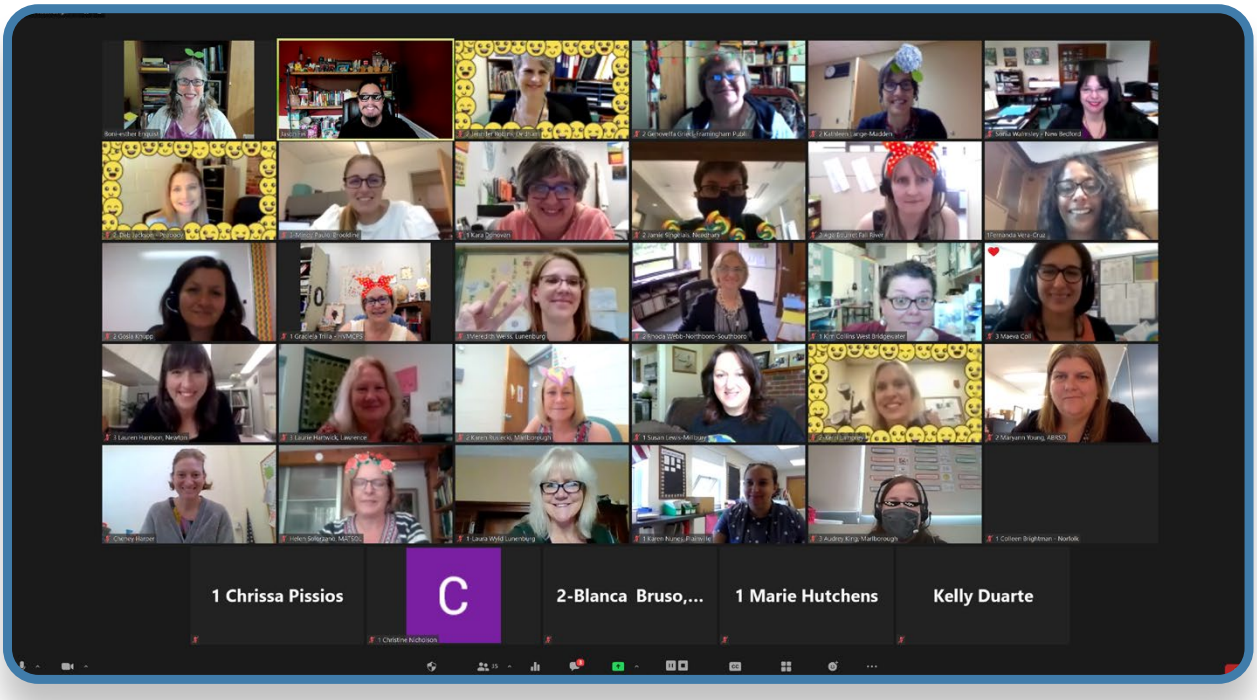
teachers and district colleagues. One educator summed it up expertly by noting, "What a privilege to have walked through this year alongside such caring, dedicated, professional, and self-sacrificing colleagues in an amazing field!"

What a privilege to have walked through this year alongside such caring, dedicated, professional, and self-sacrificing colleagues!

After reflecting on the past year, MELLC's EL leaders turned their focus to the future by meeting in breakout groups to discuss two prompts: "What issues have been brought to the forefront in your work?" and "What action steps or lessons will you bring into the future?" The overarching issue in all the groups was racial justice and equity, with many district leaders noting that there "needs to be more action and less talk." To move toward greater equity, MELLC's EL leaders suggested the following actions:

- Administrators must convey the message that all staff members are responsible for educating multilingual learners and must provide time for collaborative planning.
- Evaluators of SEI Programs must acknowledge the two-pronged task (ESL & sheltered content) by highlighting PD opportunities for SEI educators and including the sheltered-content focus in evaluations and informal walk-throughs. In other words, evaluators need to know what to look for and must hold SEI teachers accountable.
- Schools must continue to focus on family communication by consistently utilizing interpreters and translators, along with platforms such as TalkingPoints and smore.com (not simply relying on Google Translate).
- School districts must create resources such as videos to provide technology support to multilingual families.
- School districts must hire or develop partnerships to access clinical staff such as social workers and counselors who can support linguistically and culturally diverse students and families.
- School districts should engage in district-wide book studies. Two suggestions: *Unlocking English Learners' Potential: Strategies for Making Content Accessible* by Diane Staehr Fenner & Sydney Snyder, and *Culturally Responsive Teaching and The Brain: Promoting Authentic Engagement and Rigor Among Culturally and Linguistically Diverse Students* by Zaretta L. Hammond.

Boni-esther closed the meeting on a light note, presenting participants with the following English-language objective for 2020-21: "Be able to describe changes in learning and schooling using verbs associated with ***change*** (e.g. *adapt, adjust, convert, differentiate, modify, rearrange, redesign, reimagine, replace, retool, revamp, update*)." Then she asked the participants to choose a "Zoom *Video Filter* that reflects either how you feel right now, or how you imagine you will feel at that special sweet moment this summer when this whole past year is just a memory!"



After the meeting, all participants were emailed an end-of-year survey that included a request for suggestions on formats and topics for the 2021-22 school year.

MELLC membership is open to directors and coordinators of ELE programs in Massachusetts. The group is planning a combination of in-person and online meetings in the upcoming year. There is a fee for MELLC registration to cover the costs of the group. For more information, visit our web page at www.matsol.org/mellc-k-12-directors.

MELLC Steering Committee: Wendy Anderson, Laurie Hartwick, Kathleen Lange-Madden, Kerri Lamprey C

Reports from MATSOL's Special Interest Groups (SIGs)

MATSOL offers a variety of Special Interest Groups (SIGs) which, except for MELLC (see the report on page 12 of this issue), are open to all members, free of charge:

Advocacy
Community College ESL Faculty
Educators of Color
ESL Unit Developers
Family-School Partnerships
Instructional Coaches
Low Incidence Programs
Private Language Schools
Teacher Educators
New SIGS Next Year:
    Early Career Educators
    Cape Cod and Islands Regional Network

Here are reports on recent and upcoming SIG activities:

ADVOCACY

The Advocacy SIG held its inaugural meeting in April 2021, featuring a federal education policy update from David Cutler, Director of Advocacy and Outreach at TESOL International Association. In May, we held a joint meeting with the Family-School Partnership SIG featuring speakers from the Massachusetts Immigrant and Refugee Advocacy Coalition (MIRA), who provided information on immigration policy affecting students and families at the State and Federal level. For more information about the Advocacy SIG, please visit our web page at www.matsol.org/advocacy-sig.

Steering Committee for the Advocacy SIG: Katie Peterson & Kelly Mowers

COMMUNITY COLLEGE ESL FACULTY

The Community College ESL Faculty SIG held online meetings on February 4 and April 8 for faculty and staff from the fifteen community colleges in Massachusetts. We continue to work with Elena Quiros-Lavanis, Chief of Staff and Assistant Commissioner for Academic Policy & Student Success at the

Massachusetts Board of Higher Education, to advocate for a consistent policy for community college ESL courses to earn graduation credit that is transferable to other state institutions of higher education.

At our February 4 meeting, we shared information about the State Seal of Biliteracy and proposed new policies to award college credit to incoming community college students who earned the Seal in high school. The group also discussed ways that faculty can advocate for this policy on their campuses. (See https://sealofbiliteracyma.org/college-credit for a list of colleges that have already approved this credit). At our April 8 meeting, the Steering Committee presented the results from a survey that collected information from community college ESL faculty about course offerings, credit policies, staffing, assessment, and other issues. A summary of the results can be viewed here: https://matsol.memberclicks.net/assets/2020-21/Community_College_ESL_Survey_Report_4-8-2021.pdf (In order to access this link you must first log onto the MATSOL website.) For more information, please visit our web page at www.matsol.org/community-college-esl.

Steering Committee for the Community College ESL Faculty SIG: Teresa Cheung, North Shore Community College; Eileen Feldman, Bunker Hill Community College; Eileen Kelley, Holyoke Community College; Stephanie Marcotte, Holyoke Community College; Bruce Riley, Cape Cod Community College; Anne Shull, Quinsigamond Community College; Juanita Brunelle, liaison to the MATSOL Board of Directors.

EDUCATORS OF COLOR (EOC)

Despite the many challenges from the pandemic and from public events, our EOC membership continues to grow; we now have over 145 registered members. We provide a space for our members to support one another and talk through the difficult issues that affect BIPOC students and educators. We hosted a panel session during the MATSOL conference in June to describe some of our efforts and explore possible activities for the future. We are encouraging our members to take on leadership roles in MATSOL.

Going forward, we will continue to collaborate with the MATSOL Board, the Racial Justice Task Group, and other SIG groups to support our BIPOC students and educators. We have been invited to join the ESL Unit Developers SIG and the Instructional Coaches SIG in a discussion over the summer to explore the 2020 WIDA English Language Development Standards Framework (See the article on page 22 of this issue.)

For more information about the EOC SIG, please visit our web page at www.matsol.org/educators-of-color-sig.

Steering Committee for the EOC SIG: Yuiko Shimazu & Lonamae Shand

ESL UNIT DEVELOPERS

The ESL Unit Developers SIG is a collaborative network for K-12 teachers and administrators who are interested in creating, peer-reviewing, implementing, and sharing ESL curriculum units that reflect WIDA ELD and MA DESE standards. During the 2020-21 school year, we held monthly meetings on Zoom to discuss various aspects of curriculum development, including how to write Focus Language Goals, determine Knowledge and Skills, design Curriculum-Embedded Performance Assessments (CEPS), and align unit components. We adapted selected Model Curriculum Unit (MCU) lessons into a remote- or hybrid-friendly format and compiled them in a bank of ESL lessons for remote learning. We also presented a series of four webinars on the curriculum-writing process for MATSOL members who are new to this work. (In order to access this link, you must first log onto the MATSOL website.)

Please check out our Curriculum Help Wanted spreadsheet if you would like to join one of the projects we're working on or propose one of your own. We welcome all who are interested in curriculum development, regardless of experience! For more information on the ESL Unit Developers SIG, please visit our web page at www.matsol.org/esl-unit-developers-sig.

Steering Committee for the ESL Unit Developers SIG: Jessica Nguy, Sarah Trotsky, Boni-Esther Enquist, Casey Doherty, Liana Parsons, Kelly-Ann Cooney, Kerry DeJesus, & Allison Audet

FAMILY-SCHOOL PARTNERSHIPS (FSP)

The Family-School Partnership SIG welcomes educators who are looking for ways to strengthen partnerships between families and schools. In a typical year, we come together 3-4 times in a virtual setting. Over the past year we have used our meeting times to address critical questions that emerged as a result of the pandemic. Technology literacy and access to the internet were two pressing areas of inequity that we identified. In addition, we explored and questioned the administration of the WIDA ACCESS Test during this difficult year. We have been using the Dual-Capacity-Building Framework for Family-School Partnerships (Mapp & Kuttner, 2013) to evaluate how family-school partnerships are evolving in our districts.

We also collaborated with the Advocacy SIG for a joint meeting featuring presentations by staff from the Massachusetts Immigrant and Refugee Advocacy Coalition (MIRA). There is a great deal of confusion about how to help immigrant parents and students who approach us with questions. The MIRA representatives gave us lots of general information about immigration rights and recent policy changes at the State and Federal level but warned us that educators should always refer families to qualified professionals for legal advice on questions about their particular immigration status. Some good referral links are listed on MIRA's website: https://miracoalition.org.

For more information about the FSP SIG, visit our web page at www.matsol.org/family-school-partnership-sig.

Steering Committee for the FSP SIG: Craig Consigli, Theresa Laquerre, & Mary Jo Rendon

INSTRUCTIONAL COACHES

The Instructional Coaches SIG is a forum for PreK-12 instructional coaches, teacher leaders, and coordinators whose roles include coaching teachers on how to meet the needs of multilingual learners. Each month's discussion focuses on a particular topic such as the roles and responsibilities of being a coach or how to support newcomers and teachers who work with them. At our meetings this past spring, we focused on collaboratively unpacking the WIDA 2020 Standards Framework (see the article on page 22 of this issue). Each month we read a section of the document and discussed it with our colleagues, focusing on the big ideas and the organization of the Framework. We improved our own understanding while also developing plans on how to use this resource in our roles as instructional coaches.

For more information about the Instructional Coaches SIG, please visit our web page at www.matsol.org/instructional-coaches-sig.

Steering Committee for the Instructional Coaches SIG: Mary Kennedy, Moira Greenson, & Molly Ross

LOW-INCIDENCE PROGRAMS

The March meeting of the Low Incidence SIG featured presentations by SIG members on their experiences in district Language Acquisition Teams, with sharing of sample Language Acquisition Plans and online instructional resources. This was followed by an update on new guidance and best practices

documents on ACCESS testing from DESE's Office of Language Acquisition (OLA). We used breakout rooms to review and discuss the Blueprint for EL Success, looking for takeaways to bring back to our classrooms and districts.

[Members of the Low-Incidence SIG shared their] Language Acquisition Plans and online instructional resources.

At our May meeting, the group reviewed a recent DESE EL Leadership Network Meeting, including important updates and information from the OLA office. We then viewed two short WIDA videos: ENL New Arrival High School Students: Encouraging Communication in a New Language and Fostering Active Comprehension: Asking and Answering Questions.

Members used breakout rooms to discuss the topic of their choice: 2020 WIDA Standards, the new K screener, Castañeda's Three-Prong Test, or the two WIDA videos.

For more information about the Low-Incidence SIG, please visit our web page at www.matsol.org/low-incidence-programs.

Steering Committee for the Low-Incidence Programs SIG: Jennifer Fitzgerald, Chris Luczkow, Kelly Duarte, Kerry De Jesus, Christine Bates, & Becket Lung

PRIVATE LANGUAGE SCHOOLS (PLS)

The Private Language Schools SIG will hold our fifth PLS/IEP Conference on Saturday, November 13, 2021. Due to uncertainty about the ongoing pandemic, the conference will be held virtually this year. We are planning a variety of sessions, networking opportunities, panel discussions, special interest round tables, and other exciting events. Detailed information will be coming soon!

For more information on the PLS SIG, please visit our website: www.matsol.org/private-language-schools.

Steering Committee for the PLS SIG: Joy MacFarland, Rachel Kadish, Sara De Pina, & Joshua Stone

TEACHER EDUCATORS

The Teacher Educator SIG is a space for members to share best practices and collaborate on research and advocacy projects relating to the preparation of teachers of multilingual learners. We used our meetings this past spring to share

teacher-education resources and discuss strategies for supporting early-career educators. We also worked together to present a panel on teacher advocacy at the MATSOL conference.

In the coming year, we plan to continue our advocacy efforts and collaborative learning and take on more group writing projects. We plan to spend some time discussing the new WIDA Standards (see the article on page 22 of this issue) and sharing ideas and strategies for incorporating them ino our teacher-education classes.

The Teacher Educator SIG meets online once a month throughout the academic year, on the fourth Monday of each month. Reminders and agenda are sent out via the Teacher Education e-list. All MATSOL members are welcome, but attendees must be registered SIG members to access the meeting link.

For more information on the Teacher Educator SIG, please visit our web page at www.matsol.org/teacher-educators.

Steering Committee for the Teacher Educator SIG: Christine Leider & Johanna Tigert

NEW SIGS NEXT YEAR

Look for meetings of these new Special Interest Groups in the next year:

EARLY CAREER EDUCATORS

For teachers with less than five years' experience in the field as well as students in teacher-education programs who are working towards a degree in ESL, bilingual, or SEI teaching.

CAPE COD AND ISLANDS REGIONAL NETWORK

For educators in school districts on Cape Cod, Martha's Vineyard, and Nantucket.

To find out more about MATSOL's Special Interest Groups, visit www.matsol.org/member-groups. If you'd like to attend a SIG meeting, check the calendar at www.matsol.org/matsol-calendar. Up-to-date information about meeting schedules will be posted on these pages as soon as it becomes available.

Get Involved in MATSOL!

JOIN A MATSOL SUB-COMMITTEE OR TASK FORCE

For members who would like to be more actively involved in MATSOL, we encourage you to

- become a conference proposal reader,
- serve on a MATSOL committee or task group, or
- create a webinar on a topic of interest to our members.

Assistance is available for all these tasks. For the latest listing of volunteer opportunities, please go to our "Get Involved" webpage, https://www.matsol.rg/get-involved-with-matsol, and watch your email for a Call for Volunteers.

START A NEW SIG

All our special interest groups (SIGs) were formed in response to needs expressed by our members. If you have an idea and can help organize a new SIG, please contact Jason Fei at jfei@matsol.org for information on how to submit a proposal.

SUBMIT TO MATSOL CURRENTS

MATSOL CURRENTS

There's a lot going on in the world of TESOL and EL education, and we'd like all of it to be reflected in *Currents*. We want reviews of books and materials, reports on meetings and events, personal-experience accounts, and articles on everything of interest to MATSOL members: adult basic education, PreK-12 education, bilingual and dual-language programs, community outreach, ESL in higher education, educator-preparation programs, professional-development initiatives, Intensive English Institutes, private language schools, teaching ideas, profiles of and interviews with significant figures, and discussion of issues that our members should be aware of. We also like to publish stories from students — about their adjustment to life in the United States and their experiences learning English in our English-language programs and elsewhere.

We welcome articles with scholarly content as well as those that share interesting experiences or give practical advice. If you have something to share, don't hesitate to send it to us at currents@matsol.org. We will work with you to get your article or report into good shape for publication. For more details and a copy of our submission guidelines, see http://www.matsol.org/matsol-currents or write to the editor, Mary Clark, at currents@matsol.org.

The WIDA ELD Standards Framework, 2020 Edition

Fernanda Marinho Kray
fkray@wisc.edu

Margo Gottlieb
margo.gottlieb@wisc.edu

Lynn Shafer Willner
lynn.willner@wisc.edu

WIDA'S work in creating and advancing language development standards has historically been grounded in the desire to foster equity for multilingual learners in curriculum, instruction, and assessment. The recently released WIDA English Language Development Standards (ELD) Framework, 2020 Edition, reflects a continued commitment to this goal. The 2020 Edition incorporates ideas and feedback from educators all over the world and represents an evolution in understanding about how multilingual learners engage in academic learning and how educators can work together to build on the assets of all students.

The updated ELD Standards Framework offers an expanded, more inclusive approach to the education of multilingual learners and provides a foundation for approaches that foster engaged, interactive student learning. As educators begin to explore the complete ELD Standards Framework, they will find much more detail than we are able to offer in this brief introduction.

Our goal in this short article is to provide highlights of the main architecture of the updated Framework. Following this brief overview, we present a set of suggestions in table form to guide Professional Learning Communities (PLCs) in exploring the deeper aspects of the 2020 Edition, with potential action steps for integrating the ELD Standards Framework into local curriculum, instruction, and assessment.

HIGHLIGHTS OF THE 2020 ELD STANDARDS FRAMEWORK

Four Big Ideas anchor the ELD Standards Framework: equity of opportunity and access, integration of content and language, collaboration among stakeholders, and a functional approach to language development. These Big Ideas, interwoven throughout the ELD Standards Framework, are a call-to-action to address systemic challenges in the work of educating multilingual learners.

Figure 1: The Big Ideas

The ELD Standards Framework itself is presented as a nested set of building blocks, from broad to specific, offering a comprehensive picture of language development.

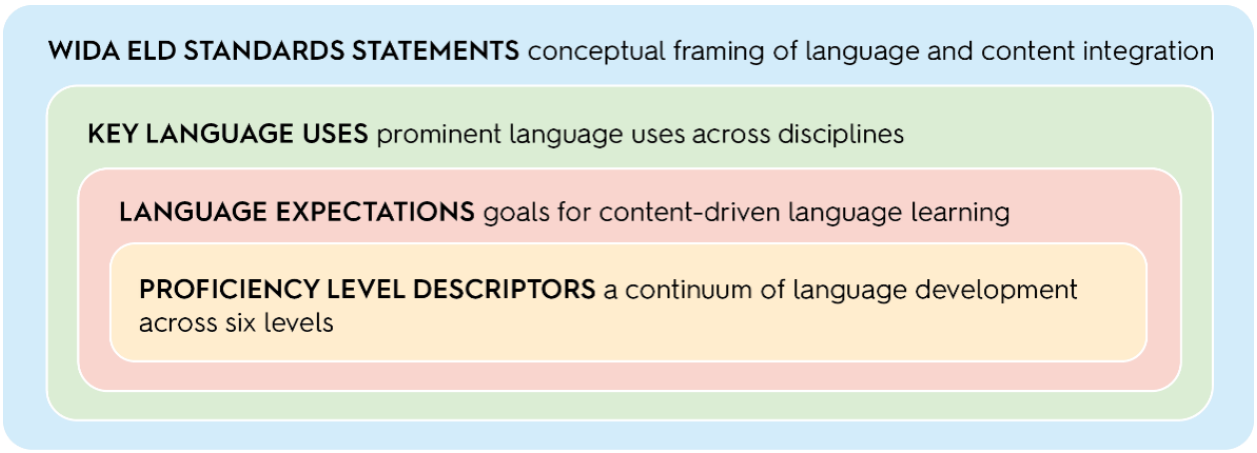


Figure 2: The WIDA ELD Standards Framework

1. **WIDA ELD Standards Statements.** The first component of the ELD Standards Framework, the Standards Statements, represents the integration of language and content within the WIDA system by recognizing the specific ways in which language is used in each academic discipline. As WIDA deepens its commitment to a functional approach to language development, the standards statements frame language as a set of tools for acting, being, and engaging in the academic world. In their abbreviated form, the standards statements are Language for Social and Instructional Purposes (ELD-SI), Language for Language Arts (ELD-LA), Language for Mathematics (ELD-MA), Language for Science (ELD-SC), and Language for Social Studies (ELD-SS). Whereas standards 2-5 focus on the language

associated with the academic disciplines, Standard 1 highlights the importance of the personal as a bridge to the academic, thereby inviting dialogue, interaction, and culturally and linguistically sustaining approaches to teaching.

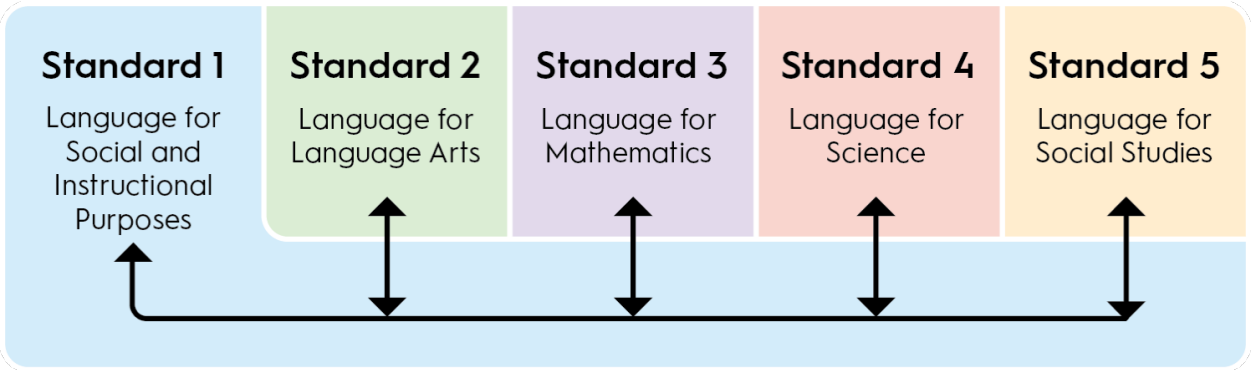


Figure 3: The five WIDA ELD Standards Statements

2. **The Key Language Uses (KLUs)** identify the most high-leverage genre families that recur across disciplines and across the years of schooling. Every day, in every classroom, students Narrate, Inform, Explain, and Argue. These four "genre families" emerged from a thorough analysis of academic content standards. They offer a framework that educators can use to prioritize and organize the planning of curriculum and instruction, and they offer a natural point of collaboration between content teachers and language specialists. The KLU distribution tables show which KLUs are most prominent in each grade-level cluster; they are the basis for Language Expectations, the third component of the ELD Standards Framework.

3. **Language Expectations (LEs)** bring more specificity to the KLUs by describing the language that students need to develop as they engage in content learning. They are built around Language Functions that represent the major common stages of each KLU in a given discipline and grade-level cluster (see Figure 6 on page 25). The Language Functions are complemented by common Language Features – examples of words, phrases, clauses, and sentences that students

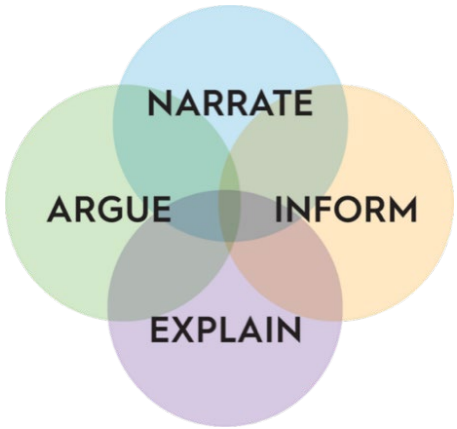


Figure 4: Key Language Uses

can use to enact each Language Function. The Language Expectations, Language Functions, and Language Features form the heart of the ELD Standards Framework, making the language of schooling more visible and positioning educators to plan for the explicit, sustained development of language alongside the learning of content.

Distribution of Key Language Uses in Grades 2-3				
WIDA ELD Standard	Narrate	Inform	Explain	Argue
1. Language for Social and Instructional Purposes	●	●	●	●
2. Language for Language Arts	●	●	○	◐
3. Language for Mathematics	○	◐	●	●
4. Language for Science	○	◐	●	●
5. Language for Social Studies	◐	○	●	●

● Most Prominent ◐ Prominent ○ Present

Figure 5: An Example of a Key Language Use Distribution Table

ELD-SS.2-3.Argue.Expressive: Multilingual learners use language to construct Social Studies arguments that

- Introduce topic
- Select relevant information to support claims w/ evidence from source(s)
- Show relationships between claim, evidence, and reasoning

Figure 6: An Example Language Expectation with Its Reference Code and Bulleted Language Functions

4. **Proficiency Level Descriptors (PLDs).** The PLDs describe how multilingual learners typically expand what they can do with language across six levels of English language proficiency at each grade-level cluster (see the example in Figure 7). The PLDs help teachers measure how individual learners are progressing toward meeting the Language Expectations.

Grades 2-3 WIDA Proficiency Level Descriptors for the Expressive Communication Mode (Speaking, Writing, and Representing)
Toward the end of each proficiency level, when scaffolded appropriately, multilingual learners will...

Criteria	End of Level 1	End of Level 2	End of Level 3	End of Level 4	End of Level 5	Level 6
	Create coherent texts (spoken, written, multimodal) using...					
DISCOURSE Organization of language	single words and phrases to represent ideas with an intended purpose (to inform, narrate, share opinion)	short sentences linked by topic to convey intended purpose	sentences convey intended purpose with emerging organization (topic sentence, supporting details)	short text that conveys intended purpose using predictable organizational patterns (signaled with some paragraph openers: *Last week, When I was five, I think, etc.*)	expanding text that conveys intended purpose using generic (not genre-specific) organizational patterns across paragraphs (introduction, body, conclusion)	text that conveys intended purpose using genre-specific organizational patterns (opinion and reasons; information and details)

Figure 7: A snapshot from the Proficiency Level Descriptors for Grades 2-3

Notice that PLDs are organized into two communication modes — interpretive (which includes listening, reading, and viewing) and expressive (which includes reading, writing, and representing). This combination and expansion of the traditional four language domains (listening, speaking, reading, and writing) acknowledges the inextricably connected, interdependent, and dynamic ways in which we regularly use language, as well as the multimodal ways in which students communicate as they learn academic content. In addition, the enhancement of communication modes acknowledges linguistic, cultural, and neuro- diversity in our classrooms, thereby increasing accessibility options for students and inviting a direct connection for the application of the principles of Universal Design for Learning.

GRADE LEVEL CLUSTER MATERIALS

The four components of the Framework (Standards Statements, Key Language Uses, Language Expectations, and Proficiency Level Descriptors) are represented in *grade-level cluster materials* (K, 1, 2-3, 4-5, 6-8, and 9-12). Educators can use the appropriate section for the grade levels they teach to begin instructional planning. These materials add a valuable resource: annotated language samples that illustrate how the Framework might appear in a sampling of authentic grade-level texts. The annotations highlight the Language Expectations' language functions and language features at play. Be sure to check out Section 4 of the standards book: It offers a deeper look into the Key Language Uses and a sample collaborative planning process for designing units of learning that integrate content and language development.

SUPPORTING THE WIDA ELD STANDARDS FRAMEWORK THROUGH PROFESSIONAL LEARNING COMMUNITIES

After this brief overview of the main architectural features of the updated ELD Standards Framework, we invite you to dive in and explore further. The following table offers ideas for PLCs or grade-level teams to unpack the 2020 Edition. The left-hand side provides discussion topics, and the right-hand side suggests action items for implementation. Potentially, PLCs could use the discussion topics on the left to guide weekly discussions, and educators (e.g., content and language teachers) could use the action items on the right as a list of indicators to assess their current practices in relation to the ELD Standards Framework.

Professional Learning Communities and the WIDA ELD Standards Framework, 2020 Edition	
Suggested Discussion Topics	Actionable Items: Potential Impact on Local Curriculum, Instruction, & Assessment
• Communication Modes: Interpretive (including viewing) and Expressive (including representing) • Multimodality: Multiple means of communication	Use expanded Communication Modes to enhance accessibility: • Conceptualize language as multimodal. • Include multimodal ways of engaging with content learning. • Support multiple means of engagement, representation, and expression.
• Standard 1: The connection between the personal and the academic as a foundational and humanizing starting point • Integration of social and academic language • Integration of Standards 1 and 2-5 at all grade-levels, ELP levels, classrooms	Use ELD-Standard 1 in unit and lesson planning, both uniquely and integrated with standards 2-5: • Dialogue, interact, and inquire. • Develop/affirm identities (linguistic, cultural, historical, experiential, intersectional). • Form/maintain relationships. • Include social & emotional aspects of learning. • Convey personal needs and wants. • Expand the notion of academic language: Use pedagogies that exemplify the Big Ideas (e.g., translanguaging, use of multiple languages).
• Key Language Uses (KLUs): Genre Families (Narrate, Inform, Explain, Argue)	Use KLUs to help organize and prioritize planning for curriculum and instruction: • Develop understanding of genre characteristics and patterns. • Take a functional approach to language development. • Teach language systematically to help students expand what they can do with language.

• Language Expectations, Language Functions, & Language Features • Genre-based disciplinary language • Explicit representations of language in the academic content standards	Use Language Expectations, Language Functions, and Language Features to make the language of content learning visible for yourself and for students: • Use Language Expectations to set unit-level goals for all students. • Use Language Functions & Features in Lesson Planning. • Scaffold learning.
• Proficiency Level Descriptors (PLDs) = descriptions of typical trajectories of English language development across six proficiency levels	Use PLDs to monitor language development for individual multilingual learners: • Connect PLDs to Language Expectations. • Envision what students will do with language by the end of each ELP level. • Support students to expand what they can do with language within various contexts and disciplines as indicated by PLDs.
• Grade-Level Cluster Materials: Representations of the Framework in sets of grade-level clusters (K, 1, 2-3, 4-5-, 6-8, 9-12)	Use Grade Level Cluster to locate the central sets of materials you need for planning curriculum and instruction: • Review KLU Distribution Tables: They list the most prominent KLUs in a given grade-level cluster and are the basis for the Language Expectations. • Find Language Expectations (with their Functions, & Features) and PLDs specific to your grade-level cluster. • Consult Annotated Language Samples to see what the WIDA ELD Standards Framework might look like in an authentic grade-level text. • Share with grade-level teams for co-planning, co-teaching, co-assessing, and co-reflecting.

We hope these ideas can help guide your initial explorations of the WIDA ELD Standards Framework, 2020 Edition. Please visit the WIDA ELD Standards Website for supporting resources, including introductory videos and flyers, a customizable PowerPoint Deck, webinar recordings, FAQ documents, professional learning offerings, and more.

The authors would like to acknowledge the valuable contributions of their colleagues on the WIDA ELD Standards Development Team as they worked in collaboration to design the 2020 Edition. Additional team members included (in alphabetical order): Sharon Besser, Andrea Cammilleri, Elizabeth Cranley, Cynthia Lundgren, Elisabeth Sena-Martin, Elizabeth Warren, and Ruslana Westerlund.

We hope these ideas can help guide your initial exploration of the WIDA ELD Standards Framework, 2020 Edition.

ABOUT THE AUTHORS

Fernanda Marinho Kray, Ph.D., is WIDA's Standards Program Lead. Building on her own experience as a multicultural and multilingual learner (and formerly undocumented immigrant), Fernanda has dedicated her life's work to developing interdisciplinary critical perspectives and research-based pedagogies for multilingual learners. Twitter handle @Fernkray

Margo Gottlieb, Ph.D., is WIDA's co-founder and lead developer who has contributed to and helped design all four editions of WIDA ELD Standards. She has authored numerous books and articles related to multilingual learner assessment, curriculum, and instruction. Twitter handle @margogottlieb

Lynn Shafer Willner, Ph.D., works to improve equity and accessibility for multilingual learners through the design of digital tools, accessibility and accommodations research, and guidelines. Lynn created the alignment architecture for the WIDA ELD Standards Framework, 2020 Edition. Twitter handle @LangLearnAccess

A Flexible Hybrid Learning Model: Blending Physical and Virtual Space

Lin Zhou
lin.zhou@northeastern.edu

AFTER teaching online for more than a year, most of us are looking forward to returning to in-class teaching. But even as we return to face-to-face classes, we will undoubtedly be continuing to make use of some of the online approaches we have developed during the pandemic. This article presents a flexible hybrid learning model in which students can join a class either in person or online, via an online learning platform such as Zoom, Teams, or Google classroom. This model is an ideal solution when you have students in different geographical locations who need to join synchronous sessions at the same time. I used this model last year for two courses in which the in-class students were international students in a pathway program in the U.S. and the remote students were international students in the same program who could not enter the U.S. because of Covid-19. However, the model is also useful in many other circumstances — for example, for a face-to-face language class in the United States that wanted to collaborate with a class in Mexico.

To allow smooth communication in a hybrid learning model, it is necessary to pay close attention to equipment. Here is a list of the hardware and software that will be needed:

1. Classroom hardware
   The classroom must be equipped with professional-quality cameras and microphones that can automatically detect and focus on in-class participants who are actively speaking in the classroom.
2. Student hardware
   Every student — both in-class and remote — must have a computer or laptop, a microphone, and a webcam.

3. A communication platform
   The teacher must choose an appropriate communication platform for the class. Zoom and Teams are two popular communication platforms for synchronous meetings.

4. Software
   To ensure that interactive activities will be smooth and bug-free, the teacher must decide in advance what software tools will be needed. Take time to introduce those tools to the students at the beginning of the course and then stick to those same tools throughout the course.

In my course "Advanced Listening and Speaking for Graduate School," the students must be given opportunities to talk and express their ideas. I needed software that would allow them to record themselves in spontaneous speech production and then upload their audios and videos in a form that the whole class could see. The tools I considered were VoiceThread, WhatsApp, Signal, Flipgrid, and the Teams channel (an audio-recording function on smartphones). VoiceThread stood out, as it allows users to save their recordings on webpages that can be accessed by the entire class. Figure 1 shows a screenshot of a VoiceThread during a synchronous session.

Figure 1. Screenshot of a VoiceThread

In addition, in all the courses I teach, the students need a space where they can collaborate interactively on a common project. For this purpose, I considered the following options: Google document, OneNote, Microsoft 365 Sharepoint, Teams file, Padlet, and Google Jamboard. Here I chose Microsoft 365 because my students were already familiar with it and had access, so there was no learning curve with regard to how to use it.

Collaborative documents are essential for interactive activities — and even for individual projects so that students can share their work and the teacher can

monitor student participation. Table 1 is the collaborative document for an activity in which my students read a webpage together. The in-class students worked in groups in the classroom, while the online students worked in breakout rooms. Both groups then typed their responses into a shared document so that everyone could see their work. Note that I provided a table with the students' names so they would know where to type their responses.

Table 1. *Sample Activity*

Instructions			
Step 1: Read the webpage about plagiarism: https://owl.purdue.edu/owl/avoiding_plagiarism/index.html Step 2: Take notes while reading Step 3: Based on the information you obtained from the webpage, discuss as a group the following questions: a. What is plagiarism? b. How can a writer avoid plagiarism? Note: Type your group responses in the table below. You have 20 minutes to work on this activity. Your breakout rooms session will end by 08:20 am.			
Group No.	Notes	Responses	Instructor Comments
Group 1 Josh, Amy, Lucy			
Group 2 Lily, Peter, Ted			

The listening/speaking activity of Figure 1 also culminated in an interactive activity which was recorded on a collaborative document:

Table 2. *Practice and Peer-Review Activity*

Student Name	Excerpt	Feedback
Student A	Excerpt 1	Hi, Your speaking speed is appropriate, and your fluency is great. It would be better if you could focus on the pronunciation of some words, such as "neither." In addition, I found that you missed a word when you read this paragraph, which is "was" in the fourth sentence.
Student B	Excerpt 1	Hi buddy, It would be great if you pause more between sentences. One word can improve is "mechanic," the ch sound

The flexible hybrid model is by essence both an extended physical classroom and an extended online classroom. Students participating online can feel the personal touch of learning both from classroom lectures and from their classmates who are physically present in the classroom, while students attending the class in person can have access to resources beyond those that are present in the physical classroom. To take full advantage of the model, teachers should focus on pedagogical activities that encourage collaboration and multi-channel communication.

Both the in-class and remote students in my classes responded positively to the flexible hybrid model. The online students enjoyed the fact that they could join in actively with the students who were sitting in the classroom, while the in-class students were excited to have virtual classmates joining their group discussions and projects.

ABOUT THE AUTHOR

Lin Zhou is an assistant teaching professor in the Northeastern University Global Program. She has a Ph.D. in Second Language Studies from the University of Hawai'i. Her research focuses on game and course design to empower educators and foster differentiated instruction. For her Ph.D. dissertation, she created a game-supported critical writing course for second-language learners in which students could work with peers and game characters to explore socio-political issues.

Experiential Learning in ESL Teacher Preparation: Integrating Remote Learning Experiences

Alexandra Balconi
abalconi@bridgew.edu

EXPERIENTIAL learning is the process of learning through actual experience; it consists of educational experiences that are based on authentic practice in real-world contexts as opposed to education that is focused solely on the mastery of theories. The concept is grounded in Confucius's maxim, "I hear and I forget, I see and I remember, I do and I understand" (450 BC).

Experiential learning is now universally recognized as an essential part of teacher preparation. Real-world, field-based experiences maximize the teacher candidates' understanding of teaching (Cherubini, 2008; Loyens & Gijbels, 2008; Parkison, 2009; Hill & MacDonald, 2016) and prepare them to meet the needs of future students (Hughes, 2009; Renkl, 2009; Harfitt & Chow, 2018).

Field-based learning opportunities must start early in the teacher-education program and continue throughout the program (Darling-Hammond, 2010; Yu & Hunt, 2016). In the preparation of ESL teachers, these should, of course, include opportunities to engage with English learners (ELs) and their families, interact with ESL professionals, observe classroom teaching and learning, and participate in a variety of teaching practices. These experiences need to be well-structured, connect clearly to course content, and engage students in ongoing discussion and analysis of their field experience.

In my role as a faculty member in the TESOL Certificate, TESOL Minor, and MAT in TESOL programs at Bridgewater State University, I teach courses for teacher candidates who are planning to work in a variety of contexts, including K-12 public school ESL classrooms, content-area classrooms, speech-language pathology intervention programs, ESL programs for adult language learners, and

English as a foreign language contexts, among others. Some of my courses are introductory in nature while others build on prior coursework and engage students in more advanced learning. But regardless of level, all my courses include field-based experiential learning opportunities such as classroom observations and interviews with teachers, ELs, and the families of ELs. These experiences are usually multi-step and scaffolded to include writing journals, designing lesson plans, delivering presentations in class, sharing field experiences, and providing feedback to others.

When the pandemic hit, with its restrictions on interpersonal contact, my students were unable to continue their original experiential learning projects and I was forced to re-design those projects with activities that would engage them in experiential learning remotely. Will these remote learning activities be of any use now, in the fall of 2021, as we look forward to returning to face-to-face teaching? My answer is a qualified "yes." Hopefully, I will no longer be forced to use activities of this sort *in place of* the in-person experiences that I normally provide for my students. However, I believe these activities can still serve a useful role as a way to prepare my students for activities in the field.

In the discussion that follows, I will describe two of the online activities I used during the pandemic to replace in-person, experiential activities that were no longer possible. I will then describe my students' response to these activities and suggest how I plan to use them, in future, as preparation for the real-world experiential activities that we hope to be able to return to.

EXAMPLE 1 – CASE STUDY

In the pre-pandemic version of this project, my students focused on an English learner (EL) at a local school or in an ESL course offered at an English language teaching center. They collected information about the EL's learning strengths and challenges, about instruction and services provided at the learning site, and about other factors that might influence the EL's academic, linguistic and sociocultural experience. They then conducted classroom observations and interviews with content area teachers, ESL teachers, the EL student, and family members. They accessed and analyzed the EL's demographic and assessment data, conducted assessments of the EL's language skills, and tried out instructional strategies with the EL in the classroom. In their project reports, they described and analyzed the data they had collected, ending with some instructional recommendations.

My pandemic-adjusted version of this activity asked the students to begin

by examining EL profiles from a website called "Purdue English Language Learner Language Portraits," which offers a variety of English learner profiles for elementary, middle, and high school students. The profiles include overviews of the ELs' backgrounds along with reading samples, writing samples and video recordings of oral language samples produced by the EL — materials that resemble those my students would be analyzing in an in-person field experience. To provide a slightly wider exposure, I asked the students to analyze *two* EL profiles, using analysis points similar to those I had used for the original in-person activity. In both versions of the activity, the students are asked to describe what they have learned about the EL's academic and sociocultural background and explain how that information might impact the EL's language and academic development, but in the online version I also asked them to consider what information was missing from the profile that might be important to know in order to gain a more complete understanding of the EL. Both the in-person and online versions of the activity ask for an analysis of the EL's reading, writing, speaking and listening skills based on the assessment samples. The students submit their case study reports in phases and write a culminating paper with instructional recommendations for the EL in focus.

EXAMPLE 2 – LESSON OBSERVATIONS

In the original in-person version of this activity, my students observed classroom lessons for several hours in multiple school visits, with a focus on specific elements such as the structure of the lesson, ELs' engagement and interaction, language objectives, language supports, instructional strategies, and assessments. As a follow-up activity, they proposed lesson plans for the next steps in the instruction sequence.

In my adapted, online version of this activity, the students watched videos of two lessons taught to a diverse group of ELs. To mimic the experience of an in-person observation, they watched only once, with no opportunity to rewind. They then produced two reports — a group report consisting of a brief reflection on their peer collaboration and the ideas they generated, followed by individual reports with a more in-depth discussion of the lesson and suggesting a follow-up lesson plan for the context featured in one of the videos.

STUDENT RESPONSE TO THEIR ONLINE EXPERIENCES

In their end-of-course surveys, my students reported that they had a positive learning experience and found the revised field experiences comparable to an in-person experience. Their final papers and reports demonstrated a high

level of engagement in analyzing the lessons and EL profiles and offered meaningful implications for teaching, with powerful connections to the course content.

The experiential activities I designed to adapt to the remote learning context can now be meaningfully integrated into my face-to-face classes.

WHAT NOW?

The remote learning experience was challenging for most educators, and we will be happy to return to in-person teaching. But there were also teaching innovations that we will be able to take away from that experience. For example, I believe that the experiential activities I designed to adapt to the remote learning context can now be meaningfully integrated into my face-to-face classes.

The remote case-study activity, with its review and discussion of online EL profiles, will provide useful background for my students as they prepare for the in-person analysis of an actual EL student. They can prepare for that later experience by looking for challenging areas in the language development of the profiled ELs, finding patterns of errors, and thinking about ways that content teachers, ESL teachers, and parents/caregivers could address those challenges. This activity will model the analysis process for the in-person case study and equip my students with the tools they will need to examine the language development and academic experience of a real EL in the field.

In the same way, I can use the remote lesson-observation activity as preparation for actual in-person observations. My students will first watch one or two recorded lesson(s) and discuss them in class, focusing on the same elements I will ask them to consider in their in-person class observations. The in-person observations that follow will build on this activity by allowing my students to access important aspects of teaching that were not available in the recorded lesson; for example, they will be able to observe the ELs as they work in groups, and they can ask the teacher about their planning process, their instructional choices, and the strategies they used during the lesson.

My students' positive response to their remote experiential activities and the thoughtful and in-depth reports that they submitted indicated that these practices were beneficial to their development as teachers. For the future, I plan to continue to use these activities as preparation for their in-person experiences, to model the process that they will need to engage in when they complete their activities in the field. C

REFERENCES

Cherubini, L. (2009). Exploring prospective teachers' critical thinking: Case-based pedagogy and the standards of professional practice. *Teaching and Teacher Education, 25*, 228-234.

Darling-Hammond, L. (2010). Teacher education and the American future. *Journal of Teacher Education*, *61*(1-2), 35-47.

Dewey, J. (1916/2008). Experience and thinking. In *Democracy in Education: An introduction to the philosophy of education*.

English language learner language portraits (n.d.). Purdue College of Education. http://elllps.squarespace.com/work

Harfitt, G.J. & Chow, J.M.L. (2018). Transforming traditional models of initial teacher education through a mandatory experiential learning programme. *Teaching and Teacher Education, 73*, 120-129.

Hill, C. M. & MacDonald, M. (2016). Implementation and impact of experiential learning in a graduate level teacher education program: An example from a Canadian university. *Global Education Review, 3*(4), 54-69.

Hughes, J. A. (2009). An instructional model for preparing teachers for fieldwork. *International Journal of Teaching and Learning in Higher Education, 21*(2), 252-257.

Loyens, S., & Gijbels, D. (2008). Understanding the effects of constructivist learning environments: Introducing a multi-directional approach. *Instructional Science, 36*(5/6), 351-357.

Parkison, P. T. (2009). Field-based preservice teacher research: Facilitating reflective professional practice. *Teaching and Teacher Education, 25*, 798-804.

Penlington, C. (2007). Dialogue as a catalyst for teacher change: A conceptual analysis. *Teaching and Teacher Education, 24*, 1304-1316.

Renkl, A. (2009). Why constructivists should not talk about constructivist learning environments: A commentary on Loyens and Gijbels (2008). *Instructional Science, 37*(5), 495-498.

Yu, Y. & Hunt, J. A. (2016). A connected space for early experiential learning teacher education. *Global Education Review, 3*(4), 33-53.

ABOUT THE AUTHOR

Alexandra Balconi, Ph.D., is an Assistant Professor in TESOL at Bridgewater State University. Her research agenda includes academic language development for ELLs, ELL family engagement practices, ESL teacher preparation, and second language and identity development from a sociocultural perspective.

Making and Using Simulation Games

Kathy Lobo
katherinelobo@hotmail.com

As a teacher of English Learners, I often try to engage students through role playing and simulations. Of course, during the pandemic of 2020-21 all of us have had to make even more use of simulations and virtual experiences to take the place of face-to-face activities and field trips. More often than not, I create my own simulation games and activities. In this article I will share an example that I used recently with my 6th-8th grade English language learners, a simulation of a car-buying activity.

For the past several years, as part of our celebration of Black History Month, I have asked my 6th-8th grade English learners to read Mildred Taylor's *The Gold Cadillac,* about an African American family living in Ohio in the 1950s. The novel tells the story of the family's journey to visit their grandparents in Mississippi, in the brand-new gold Cadillac the father has just bought, much to the dismay of his wife, the children's mother. The children are proud, at first, of their family's new acquisition, but as they travel south they meet suspicion and anger from the surrounding population — their first real and very frightening experience of discrimination and prejudice.

Because the novel begins with the father's purchase of the car, I created a game about a car-buying experience. First, I prepared a list of 12 new cars to choose from, with a photograph and price for each car. I included common cars of the sort that the students' families or teachers own, but I also added a few fun ones like a Mustang, a Smart car, and a Tesla Roadster. Then I made a list of used cars to be used for trade-ins. The students used a coin and die to complete the tasks. (Cards with the numbers 1-6 written on them would also be a possibility.) They used calculators to complete the calculations that the game requires. When the game was finished, each student wrote a paragraph describing the car they had chosen, how much it cost, what other decisions they had made, and what payments they would have to make for how many months.

Here are the task sheet and reference materials for the game:

REFERENCE MATERIALS

Cars on Sale (My complete sheet has 12 cars to choose from.):

2020 Cadillac Escalade
The 2020 Cadillac Escalade has a base price of $75,195. The long-wheelbase Cadillac Escalade ESV starts at $78,195. These are typical base prices for a large luxury SUV.

2020 Subaru Crosstrek Premium
Base price $24,939.
2.0L H-4cyl engine,
continuously variable automatic transmission

2020 Toyota Sienna
$29,750

Used Car Options for Trade-In (to be placed in a hat for a random drawing):

2000 Volvo Station Wagon
$200

2015 Toyota Camry
$10,000

2012 Subaru Outback
$7,000

2005 Dodge Ram Truck
$4,300

STUDENTS' TASK SHEET

Choose the car you want to buy: _____

How much does the car cost? $ _____

Will you trade in your old car or buy your new car without a trade-in?

Flip a coin: Heads = with a trade-in
Tails = without a trade-in, so you will need to make a deposit.

I will _____

If you decide to trade in, then pick one of the cards out of the hat to see which car you presently own and its value. If you are not going to trade in your old car, then you will need to make a deposit. To see the size of your deposit, roll a die and multiply the number by $1000.

Write down the value of your old car or the size of your deposit: _____

How much more will you have to pay for the car? _____

You bargain with the car salesperson and they make a deal with you. Roll the die to see what the deal is: 1 = You get a discount of $500 off the price of the car. 2 = You get winter floor mats. 3 = you get a special roof rack. 4 = You get a tow-bar. 5 = You get a bike rack. 6 = You get a picnic basket and picnic blanket.

The deal I made is to get _____.

If you got the $500 discount, subtract $500 from the price you will pay for the car.

Because of the discount, I will only have to pay $_____.

You decide to get a two-year service plan that costs 8% of the cost of the car. To find out how much the service plan will cost, multiply the original price of the car by .08. Add the cost of the plan to the amount you owe for the car.

The plan will cost $ _____.

So, all together, I will owe $ _____.

Decide if you will pay for the car over three, four, or five years (Roll a die:1, 2 = three years; 3, 4 = four years; 5, 6 = five years)

How many years will you take to pay for the car?

I will pay for the car in _____ years

Multiply the number of years by 12 (months). How many months will you take to pay for the car?
I will pay for the car in _____months

To find out how much you will pay each month, divide the cost of the car (the amount you will have to pay) by the number of months.

I will have to pay $ _____ each month.

My students had fun "buying a car," and they gained a deeper understanding of why the mother in the novel was so upset when her husband traded in a car less than a year old for a gold Cadillac!

My students gained a deeper understanding of why the mother in the novel was so upset when her husband traded in a car less than a year old for a gold Cadillac!

I find that simulations work well because the learning is active, not passive. The learner is more engaged, because there are decisions to make and not everyone has the same outcome. The carefully constructed scenarios are full of variables that are fun to compare and contrast as learners interact with one another within the simulated reality of the game. I make sure my simulation games all require some decision making and problem solving that mirror the "real world." C

ABOUT THE AUTHOR

Katherine Lobo comes from a family of educators. She has taught at both private and public schools in the United States as well as in Australia and Japan. Presently, she is a full-time ESL teacher at the F. A. Day Middle School in Newton, Massachusetts, and an adjunct professor in the Education Department at Brandeis University in Waltham, Massachusetts.

Hirsch, E.D. How To Educate a Citizen: The Power of Shared Knowledge to Unify a Nation.

New York: HarperCollins Publishers, 2020. 193 pages. ISBN 978-0-06-300192-3

Reviewed by Eileen Feldman
erfeldma@bhcc.edu

THIS book is an urgent call for a return to the school curriculum that was common in this country before the 1960s. Since that time, Hirsch argues, American schools have moved too far in the direction of an educational approach that is based entirely on child-centered teaching. In every school subject — history, geography, science, and civics, as well as literature, reading, and writing — our schools teach "learning techniques" and "values-based" curricula, in a futile attempt to impart reading and critical-thinking skills. But critical thinking can only be learned by grappling with strong content, he argues. Research in human cognition and evidence from educational models throughout the world both show that what works best is shared *knowledge*, with specific information taught grade by grade to lay a foundation of common knowledge for all. What students need is *information*, which is a necessary foundation for critical thinking and proficient comprehension — both of which are essential if we are to close the elusive achievement gap for multilingual and minority students.

[Hirsch argues that] critical thinking can only be learned by grappling with strong content.

The book is organized as follows: Part 1, "The Decline of the Common School," Part 2, "Science Debunks Child-centered Education," Part 3, "American Ethnicity: Will the Common School Make a Comeback?" Each part is filled with recent findings from neuroscience, drawing on the work of Steven Pinker, Adriaan de Groot, Herbert Simon, Paul Kirschner, Horace Mann, Noah Webster, Walt Whitman, and John Dewey among others. There are 186 "Bibliographic Notes" to guide the reader who wants to do further research.

This provocative and stimulating book argues for a new approach to closing our educational achievement gap and graduating students who will be *we*- rather than *me*-centered citizens. Hirsch acknowledges that his proposal would require a complete re-orientation of current teaching philosophy and institutions of teacher education, but he argues that the result would be worth the effort: Individuality and creativity can only be achieved with the intellectual competence that emerges from shared knowledge, he claims, a knowledge that would enable us to work together, understand one another, and make coherent, informed decisions. His proposal will no doubt be very controversial, but he asks teachers, administrators, teacher educators, government officials, and parents to read and give serious consideration to the reforms he is recommending. C

This provocative and stimulating book argues for a new approach to closing our educational achievement gap.

MATSOL BOARD AND STAFF

BOARD OF DIRECTORS

Priya Tahiliani, President
Christine Leider, Vice-President
Mary Hughes, Treasurer
Mary Clark, Clerk
Moira Greenson
Jody Klein
Theresa Laquerre
Melissa Latham Keh
Stephanie Marcotte
Molly Ross
Yuiko Shimazu

STAFF

Helen Solórzano, Executive Director
Jason Fei, Program & Member Engagement Coordinator
Teresa Kochis, Program Assistant
Emily Graham, Registration Coordinator

MATSOL CURRENTS

Mary Clark, Editor
Christina Terranova, Reviews Editor
Dawn Bentley
Ron Clark
Stephanie Marcotte
Elena Murphy
Catherine Ricci
Marie Rohrbacher
Rachel Spencer
Rachel Theodorou
Johanna Tigert
Meghan Wixted

Massachusetts Association of Teachers of Speakers of Other Languages
2 Canton Street, Suite B-223 Stoughton, MA 02072 617-820-5099 www.matsol.org
Copyright © 2021 by Massachusetts Association of Teachers of Speakers of Other Languages, Inc.