

# Multiple Literacies: Launching English Language Learners into a New Era

**2009 MATSOL Conference**  
**May 7-8, 2008**  
**Four Points Sheraton**  
**Leominster, Massachusetts**



The mission of the Massachusetts Association of Teachers of Speakers of Other Language (MATSOL) is to advocate for English language learners, immigrants and refugees, and to provide professional development and support to all educators of English language learners. MATSOL is a state affiliate of TESOL, the Teachers of English to Speakers of Other Languages.



## MULTIPLE LITERACIES: LAUNCHING ENGLISH LANGUAGE LEARNERS INTO A NEW ERA

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Dear Colleagues,

May 2009

Greetings to all Conference Participants!

We welcome everyone to the 2009 MATSOL conference, ***Multiple Literacies, Launching ELLS into a New Era***. This year's conference has been organized to continue the things you enjoyed most in prior years, and add some new features, new ideas to further enhance your conference experience.

K-12 educators who have attended other recent MATSOL conferences will have the opportunity to catch up with colleagues and see many familiar faces again this year. On Friday, when we offer a new strand of workshops for our Higher Ed, Adult Ed and Workplace Ed Special Interest Groups (SIGs), there will be an opportunity to interact as a field around all the areas MATSOL represents. If you are an ELL educator at a local college or university, or at a community organization or workplace, we welcome you to the Sheraton Four Points and to this MATSOL Conference. We are looking forward at this conference to renewing a commitment within these SIGs to advocacy and professional development within MATSOL, while maintaining the high quality professional development offerings that the K-12 SIGs have established for the past several years. We encourage everyone to sample some workshops targeted to your grade-level, but perhaps also sit in on a workshop from the other strand to listen for their view of the ELL world! We have an unprecedented number of sessions this year awaiting you!

Our pre-Conference Institutes on Wednesday give participants a chance to gain in-depth knowledge on requested topics including:

- bilingual special education issues,
- guidance for ELLS and
- the new MELA-O qualifying test.

We welcome Dr. Catherine Collier from Washington State, who will be the keynote presenter at the *Language Disorder or Learning Disability Pre-Conference Institute!* We welcome Guidance Counselors from across the state who are coming together to learn about and plan around their roles in serving English Language Learners in their schools and districts. We welcome and thank Dr. Raynel Shepard for leading training on the new MELA-O!

On subsequent days, you will hear keynote presentations by a different nationally recognized author about educating English Language Learners:

- On Thursday Stephen Krashen will discuss reluctant readers,
- On Friday Jim Cummins will speak about academic English,
- On Friday morning, Carol Numrich will speak about authentic listening practice.

Workshop presenters come from Massachusetts, Rhode Island and beyond, plus commercial publishers who will discuss their new materials. The topics range from science literacy to math strategies, from advocacy to action research, and from academic vocabulary to summer ESL camp! We will celebrate some of our outstanding professionals in the field with Teacher Awards at the MATSOL social on Thursday evening.

In addition, our luncheons, social events and networking sessions help you to keep in touch with the pulse of ELL education- your colleagues. And don't forget to visit our outstanding Publisher Exhibitions where you will find a wealth of materials to support your efforts with the ELLS you serve.

On behalf of the Conference Committee and MATSOL Board of Directors we welcome you back to MATSOL!

Sincerely,

Anne Dolan and Betsy Tregar  
Conference Planning Committee Co-chairs 2009

Robyn Dowling-Grant  
MATSOL President

## Acknowledgements

● ————— ●  
A Special Recognition for their Contribution & Support to

↳ *Sheraton Four Points Hotel Leominster, Massachusetts* ↻



↳ Pearson Longman ↻



**Keynote Speaker**  
**Thursday, May 7, 2009**  
**Stephen Krashen**



***Anything But (Reading)***

**Stephen Krashen** is best known for developing the first comprehensive theory of second language acquisition, introducing the concept of sheltered subject matter teaching, and as the co-inventor of the Natural Approach. He has contributed to theory and application in the areas of bilingual education and reading. He was the 1977 Incline Bench Press champion of Venice Beach and holds a black belt in Tae Kwon Do. His current books are Summer Reading: Program and Evidence (with Fay Shin, published by Allyn and Bacon), English Learners in American Classrooms (with Jim Crawford, published by Scholastic), and English Fever (Crane Publishing Company, Taipei).

**Keynote Speaker**  
**Friday, May 8, 2009**  
**Jim Cummins**



***The Challenge of Learning Academic English***

This session will focus on the centrality of *literacy* engagement in enabling students to gain access to academic content. Literacy engagement among ESOL students is facilitated by instructional strategies that activate prior knowledge, scaffold meaning, affirm students' identities, and extend their awareness of the functions and structure of language.

***Jim Cummins*** is the Canada Research Chair in the Department of Curriculum, Teaching, and Learning of the Ontario Institute for Studies in Education at the University of Toronto. His research focuses on literacy development in multilingual school contexts, as well as on the potential roles of technology in promoting language and literacy development. His recent publications include: *The International Handbook of English Language Teaching* (co-edited with Chris Davison) and *Literacy, Technology, and Diversity: Teaching for Success in Changing Times* (with Kristin Brown and Dennis Sayers).

**Featured Speaker – Dr. Catherine Collier**  
**Pre Conference Institute**  
**Wednesday, May 6, 2009**



***Differentiating Between Language Disability and Language Difference***

*Dr. Catherine Collier has over 40 years experience in cross-cultural, bilingual, and special education. She completed her Ph.D. with research into the referral of Hispanic students to special education programs. For eight years, she was a classroom teacher, resource room teacher, and diagnostician for the Bureau of Indian Affairs in Arizona and Alaska. She was the director of a teacher-training program for the University of Alaska for seven years, preparing Yup'ik Eskimo paraprofessionals for certification as bilingual preschool, elementary, and special educators. For eight years, Dr. Collier worked with the BUENO Center for Multicultural Education, Research, and Evaluation at the University of Colorado, Boulder, where she created and directed the Bilingual Special Education curriculum/Training project (BISECT), a nationally recognized effort. Dr. Collier is the author of several books and articles on cross-cultural and multilingual special education. She is active in social justice activities for culturally and linguistically diverse learners and families. She works extensively with school districts on professional and program development for at-risk diverse learners. Dr. Collier provides technical assistance to university, local, and state departments of education regarding programs serving diverse learners. She is the principal developer of the screening and software program "Acculturation Quick Screen" and many assessment and intervention instruments and materials. Her most recent books are Separating Difference and Disability, a chapter on acculturation in Multicultural Handbook for School Psychologists, and three chapters in the fourth edition of The Bilingual Special Education Interface, published by Prentice-Hall.*

**Featured Speaker – Carol Numrich**

**Friday, May 8, 2009**

**9:30 a.m.**

**Amphitheatre**



***Moving Toward a More Authentic Listening Practice***

Second language learners at all proficiency levels are more engaged when their listening practice corresponds closely to the listening experiences of native speakers. The presenter will review *authentic listening* from both theoretical and practical perspectives and make a case for the selecting authentic audio material, setting authentic purposes for listening and designing authentic tasks for the classroom.

**Carol Numrich** has been a member of the full-time faculty at the American Language Program, Columbia University since 1988. Over the years, she has led many teaching teams in the ALP's Intensive Program and taught many part-time English courses at the university. From 1993-1996, she was a Visiting Professor at Columbia's Teachers College, where she directed the M.A. Program in TESOL and taught courses in pedagogy. Carol helped to develop and coordinate the International Teaching Assistant Program at Columbia and taught doctoral students in the sciences for several years. She also helped design the summer TESOL Certificate Program, in which she taught two courses for ten years: *Teaching English Grammar* and *Methods in Teaching English as a Second Language*. Over the years, Carol has chaired and helped organize several committees for TESOL as well as co-edited a column from the *TESOL Journal*. She is the author of *Face the Issues*, *Consider the Issues*, *Raise the Issues*, and *Tuning In* as well as the co-editor for the *NorthStar* series (Pearson Longman), whose 3rd edition has just been published.

**Invited Speakers – Maria Estella Brisk and Suzanne Irujo**

**Thursday, May 7, 2009**

**10:00 a.m.**

**Amphitheatre**



***Uncovering the Secrets of English: Teaching the Language of School***

Cultural and linguistic norms of academic language often remain implicit in instruction. Using systemic functional linguistic (SFL) theory to analyze language and rhetorical features of English makes the academic language demands explicit to students and helps teachers plan instruction. The first part of this presentation illustrates writing development of L2 students informed by SFL theory. The second part presents a model for integrating academic language into math and science classrooms.

**Maria Estela Brisk** is a Professor of Education and chair of the Teacher Education, Special Education and Curriculum and Instruction Department at the Lynch School of Education, Boston College. She received her Ph. D. in linguistics and bilingual education at the University of New Mexico in 1972. Her research and teacher-training interests include bilingual education, bilingual language and literacy acquisition, methods of teaching literacy, and preparation of mainstream teachers to work with bilingual learners. Dr. Brisk was the 1991 Boston University recipient of the Metcalf cup and Metcalf Prize for excellence in teaching. She is the author of the books: *Bilingual Education: From Compensatory to Quality Schooling*, *Literacy and Bilingualism: A Handbook for ALL Teachers*, *Situational Context of Education: A Window into the World of Bilingual Learners*, *Language Development and Education: Children with Varying Language Experiences* (with P. Menyuk), *Language, culture, and community in teacher education*. **Suzanne Irujo** is Professor Emerita of Education at Boston University, where she taught language acquisition, linguistics, and methods courses and supervised student teachers in bilingual education, ESL, and modern foreign languages. She holds an Ed.D. in applied psycholinguistics, an M.Ed. in bilingual education, and a B.A. in Spanish. She has served as president of MATSOL and chair of the TESOL Teacher Education Interest Section, and has been a consultant to school districts and state departments of education in Massachusetts and New Hampshire. She is author of the books *Teaching Bilingual Children: Beliefs and Behaviors*, *Integrating the ESL Standards Into Classroom Practice*, *Collaborative Conversations Among Language Teacher Educators* (with M. Hawkins), and *The Academic Language Notebooks: The Language of Math* (with A. Ragan).



**Thursday, May 7, 2009**  
**Awards Ceremony**

**Anne Dow Award for Excellence and Creativity**



*2009 Recipient*

**Maria Brisk, Lynch School of Education, Boston College**



Maria Brisk has worked to build the capacity of K-12 professionals in the Commonwealth to provide high quality English instruction to non-native speakers. The Anne Dow Award for Excellence and Creativity is given annually to a professional who has made outstanding efforts that reflect enthusiasm and creative, energetic, independent thinking. This professional displays the ability to take risks, solve problems, support colleagues, and model ethical behavior. Specific criteria vary from year to year, to reflect the many facets of Anne Dow's career and interests.

**Thursday, May 7, 2009  
Awards Ceremony**

**Linda Schulman Innovation Award**



*2009 Recipients*

**Marilyn Barrett, Nantucket High School**

**Annette Wiley, Two Way Kindergarten, Norrback Avenue School**



*Marilyn Barret*



*Annette Wiley*

This spring we are inaugurating an annual award to perpetuate the memory of Linda Schulman, Past President of MATSOL, a caring, dedicated teacher who touched the lives of so many. The Linda Schulman Innovation Award will support projects that promote better language learning and embody the spirit of creativity, sensitivity and community that were the hallmarks of Linda's teaching. In 2009, two projects have met these criteria. The two awardees are Margaret Barrett, Nantucket High School, and Annette Wiley, Two Way Kindergarten, Norrback Avenue School, Worcester. Barrett's project, *"Developing Projects Utilizing Voice Thread and Building an Electronic Portfolio using Google Sites,"* allows students to improve their English, to share their school experience with their families and friends, and to acquire technological skills. *"Dr. Seuss for you, Dr. Seuss para mi,"* proposed by Wiley, enhances bilingual learning while encouraging parents' participation in their children's education.



**Thursday, May 7, 2009**  
**Awards Ceremony**

**2009 Elementary ELL Teacher of the Year**  
**Lucille Ouellette, *Salem Public Schools***

Letters of support from colleagues, former students, parents and researchers described Ms. Ouellette as a dedicated bilingual kindergarten teacher. Ms. Ouellette has worked for the past 19 years in the Dual Language Program in the Salem Public Schools.

**2009 Secondary ELL Teacher of the Year**  
**Beverly Glackemeyer, *Marlborough Public Schools***

Ms. Glackemeyer has been teaching and leading programs for bilingual students for 23 years. She is a lifeline for students and their families. She has been a reliable activist and leader in both MATSOL and MABE.

**2009 Higher Education ELL Teacher of the Year**  
**Catherine Sadow, *Showa***

Ms. Sadow has 45 years of teaching experience and is currently teaching at the Showa Institute in Boston. She is known for her creativity in the ESL classroom, mentoring of faculty, and leadership in the field.



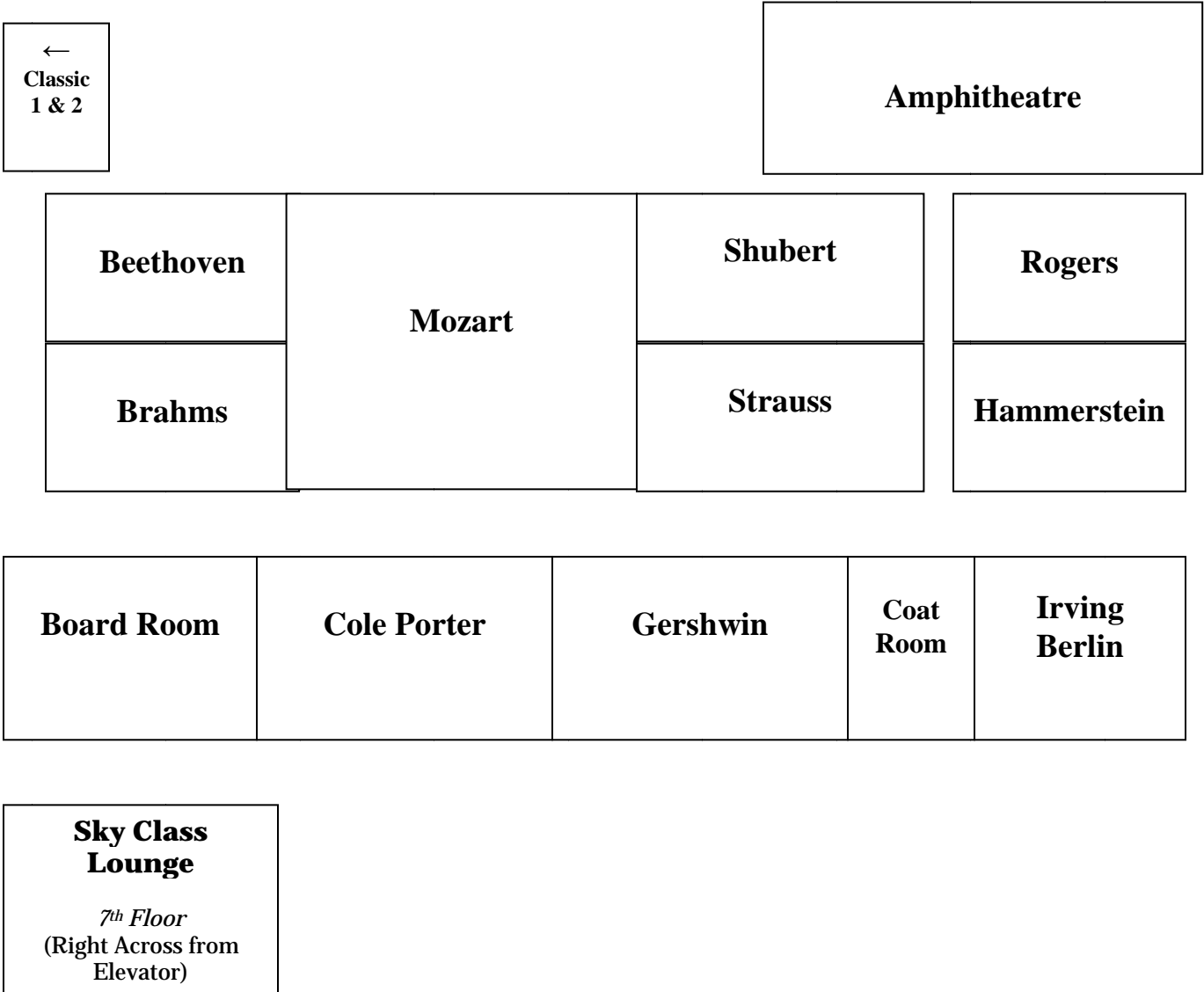
**Conference Schedule**  
Thursday, May 7, 2009

7:30-8:30	Registration/Continental Breakfast
8:30-11:15	Workshop Sessions
10:00-11:30	Maria Brisk and Suzanne Irujo - Uncovering the Secrets of English: Teaching the Language of School
11:15-12:00	Exhibits/Networking
12:00-1:00	Luncheon
1:00-1:45	Stephen Krashen – Anything But Reading
2:00-4:30	Workshop Sessions
5:00	Awards Cocktail Reception

**Conference Schedule**  
Friday, May 8, 2009

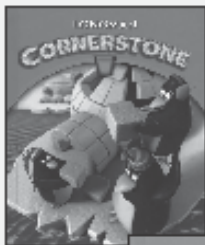
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9:30 - 10:15	Carol Numrich – Moving Towards a More Authentic Listening Practice
11:15-12:00	Exhibits/Networking
12:00-1:00	Luncheon
1:00-1:45	Jim Cummins – The Challenge of Learning Academic English
2:00-4:30	Workshop Sessions
4:30	Raffle – For Those in Attendance

## Sheraton Four Points Hotel Facilities Map



# Keynote Speaker

**Jim Cummins**  
Friday, May 8, 2009



**The Challenge of Learning  
Academic English**



Visit the  
**Pearson Longman Booth**



**MULTIPLE LITERACIES: LAUNCHING ENGLISH LANGUAGE LEARNERS INTO A NEW ERA**

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**Thursday  
May 7, 2009**

<b>Time</b>	<b>Presentation</b>	<b>Room</b>
7:30	Registration	Lobby
8:30 – 10:00	Comprehension Skills Versus Strategies	Gershwin
8:30 – 10:00	Differentiating Content Literacy Instruction For All Learners	Beethoven
8:30 – 10:00	Helping Ells Become Successful Readers: What Matters? What Works?	Mozart
8:30 – 10:00	Implementing Effective Sheltered Math Instruction To LEP Students	Brahms
8:30 – 10:00	Minimizing Summer Learning Loss In English Language Learners: ESL Camp	Hammerstein
8:30 – 10:00	Rethinking A Culture Of Correction	Cole Porter
8:30-10:00	Supporting Multiple Literacies: Ells In Science And English Language Arts	Shubert
8:30 – 10:00	The EDCO Collaborative And The Massachusetts Migrant Education Program	Irving Berlin
8:30 – 10:00	The First Days: Newcomers In Your Classroom	Strauss
9:30 – 11:00	Nonfiction Strategies Toolkit for English Language Learners	Rogers
10:00 – 11:30	Invited Speaker - <u>Uncovering the Secrets of English: Teaching the Language of School</u> by Maria Brisk and Suzanne Irujo	Amphitheatre
10:30 – 11:15	Curriculum Mapping For Beginning English Language Learners	Strauss
10:30 – 11:15	Implementing A Standards Based Elementary ESL Report Card	Brahms
10:30 – 11:15	Quality Counts 2009: Portrait Of A Population	Hammerstein
10:30 – 11:15	Reaching For Better Outcomes In Mathematics Through Explicit Vocabulary Instruction	Beethoven
10:30 – 11:15	Teachers Enhancing Their Practice Through Action Research	Cole Porter



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10:30 – 11:15	Teaching Kids to Use their Cultural Capital	Gershwin
10:30 – 11:15	Using Technology as a Solution for English Language Learners	Irving Berlin
10:30 – 11:15	Word Generation: Improving Academic Vocabulary For Language Minority Students	Shubert
11:15 – 12:00	Exhibits/Networking	Publisher’s Atrium
12:00 – 1:00	Lunch	Grand Ballroom
1:00 – 1:45	Keynote Address - <u>Anything But Reading</u> by Stephen Krashen	Grand Ballroom
2:00 – 2:45	Games That Work For ELL Students From The Music And Theater Classroom	Cole Porter
2:00 – 2:45	Literacy For ELL Students: The Summer Enrichment Academy Model	Brahms
2:00 – 2:45	Non-Language Based Math Assessments For ELL Students	Shubert
2:00 – 2:45	Reading and Thinking with Dialectical Journals	Mozart
2:00 – 2:45	Science Literacy: Teaching Science To Middle School And High School Beginners And Early Intermediates	Strauss
2:00 – 2:45	Supporting English Language Learners: Increasing Family Involvement.	Hammerstein
2:00 – 2:45	The Impact Of A Response To Intervention Model In 2nd Grade For Ells	Rogers
2:00 – 2:45	Writing Biographies: SFL In Practice	Irving Berlin
3:00 – 4:30	Cooperative Learning: Maximize Concept And Language Development Through Activities And Games	Cole Porter
3:00 – 3:45	Creating A Context For Higher ELL Student Achievement In Writing	Irving Berlin
3:00 – 4:30	Differentiating Learning Differences Through Culturally Responsive Assessment Practices	Mozart
3:00 – 4:30	Effective Reading And Vocabulary Strategies Using Video And Real-World Content	Amphitheatre
3:00 – 4:30	Hands-On Flipping and Casting	Gershwin





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3:00 – 4:30	Refugees In Public Schools: Culturally Responsive Teaching	Shubert
3:00 – 4:30	Rethinking Underachievement	Beethoven
3:00 – 3:45	Trainer Network Meeting	Rogers
3:00 – 4:30	Transforming Potential Change Into Effective Advocacy For ELLs	Hammerstein
5:00	Awards/Cocktail Reception	Grand Ballroom



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**Friday  
May 8, 2009**

<b>Time</b>	<b>Presentation</b>	<b>Room</b>
7:30	Registration	Lobby
8:30 – 9:15	Using Bilingual Story Hours To Empower Parents Of Ells	Strauss
8:30 – 9:15	A Co-Teaching Partnership: Creating A Math Universal	Shubert
8:30 – 9:15	An ESL Approach To Integrating Research In Academic Writing	Hammerstein
8:30 – 9:15	Compelling Students To Monitor In Workplace ESOL Education	Gershwin
8:30 – 9:15	Intake & Placement Process: Newcomer Assessment And Counseling Center	Rogers
8:30– 10:00	Learners As Anthropologists: The Untapped (Re)Sources	Mozart
8:30 – 9:15	Music: A Borderless Language	Amphitheatre
8:30 – 10:00	Services For English Language Learners: Implementing Regulations And Guidance	Brahms
8:30 – 9:15	Summer Literacy: Supporting ELLs During Summer Vacation	Beethoven
8:30 – 9:15	The Literacy Of Support: Helping ELLs Succeed At Community Colleges	Irving Berlin
9:30 – 10:15	Building Connections Through Thinking Maps	Strauss
9:30 – 10:15	Effective Sheltered Instruction: Mum's DEFINITELY Not The Word!	Irving Berlin
9:30 – 10:15	Ells And The Biology MCAS -- Ways To Succeed	Gershwin
9:30 – 10:15	Heightening Awareness Experientially	Cole Porter
9:30 – 10:15	Implementation Of Direct ESL Services To ELLs In Elementary Education	Rogers
9:30 – 10:15	Feautred Speaker - <u>Moving Toward A More Authentic Listening Practice</u> by Carol Numrich	Amphitheatre



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9:30 – 10:15	Using Games For Reinforcement And To Engage Students In Learning	Beethoven
9:30 – 10:15	Using Javier Arrives To The US To Discuss Urban Issues	Hammerstein
9:30 – 10:15	Writing Instruction: Being Specific, Getting Results Across The Curriculum	Shubert
10:30 – 11:15	ASPIRA - What is it? And How Would Chapters in Massachusetts High Schools Benefit Our Latino Students?"	Cole Porter
10:30 – 11:15	Authentic Language Learning Via Cross-Cultural And Generational Penpals	Sky Lounge
10:30 – 11:15	Award Winning Middle School ESL Program Implements Standards-Based Instruction	Shubert
10:30 – 11:15	Empower English Language Learners As They Become Strategic Content Readers!	Brahms
10:30 – 11:15	Getting Started Setting Together: Building SPED And Bilingual Cooperation	Rogers
10:30 – 11:15	Help English Language Learners Reach Milestones To School Success	Amphitheatre
9:30 – 10:15	Homework As Part Of The Day's Lesson	Strauss
10:30 – 11:15	Low literacy, low English and Pronunciation	Gershwin
10:30 – 11:15	Maximizing Data To Improve Instruction In Low Incidence Districts	Beethoven
10:30 – 11:15	Preventing Plagiarism: An Integrated Approach To Academic Honesty	Hammerstein
10:30 – 11:15	Ten Years Of Fluency First In College ESL Writing	Irving Berlin
10:30 – 11:15	Vocabulary Development For English Learners - Teaching And Learning Strategies	Mozart
11:15 – 12:00	Exhibits/Networking	Publisher's Atrium
12:00 – 1:00	Lunch	Grand Ballroom
1:00 – 1:45	Keynote Address – <u>The Challenge of Learning Academic English</u> by Jim Cummins	Grand Ballroom
2:00 – 2:45	Activities To Invigorate College & Adult ESL Learners	Hammerstein



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2:00 – 2:45	Attaining Literacy Skills Through Multi-literacies Practices	Beethoven
2:00 – 2:45	Bells: Boston English Language Learners Intensive ESL Summer Program	Classics
2:00 – 2:45	ELL Challenges In Business: English And The Knowledge Worker	Cole Porter
2:00 – 2:45	How To Publish In The Field Of ESL	Sky Lounge
2:00 – 2:45	Improving Academic Listening And Communicative Competence In Integrated Skills Classrooms	Irving Berlin
2:00 – 2:45	Is Not Apples: What Authentic Communication Looks Like Among Adult ESOL Learners As They Look At And Talk About Cezanne Paintings In An Art Museum	Gershwin
2:00 – 2:45	Out Of The Classroom - Experiential Education	Rogers
2:00 – 2:45	Power Shakespeare: Teaching Ells From The Source	Brahms
2:00 – 2:45	Preparing Middle School LEP Students For Success In The Math Content Classroom	Strauss
2:00 – 2:45	Using Word Walls Is More Than Displaying Words	Shubert
2:00 – 2:45	Ventures! Building Community In The ESL Classroom	Amphitheatre
2:00 – 2:45	Writing In The Sheltered English Immersion Classroom	Mozart
3:00 – 4:30	Bookbinding For ELLs	Mozart
3:00 – 4:30	ELL Parents Voice: Affirming Equity In Education	Strauss
3:00 – 4:30	English Language Development For English Language Learners	Rogers
3:00 – 4:30	Leading With Laughter: Joyful Teacher + Happy Student = Quality Program	Irving Berlin
3:00 – 4:30	MATSOL Advocacy Meeting	Classics
3:00 – 4:30	Read, Write And Rehearse To Excel In Job Search	Hammerstein
3:00 – 4:30	Strategies To Turn Secondary "Striving" Ells Into "Thriving" Ells	Cole Porter
3:00 – 4:30	Teaching Learning Strategies: Scaffolding For Independent Learning	Amphitheatre



**MULTIPLE LITERACIES: LAUNCHING ENGLISH LANGUAGE LEARNERS INTO A NEW ERA**

3:00 – 4:30	Utilizing Cross-Cultural Empathy For The Education Of English Language Learners	Sky Lounge
3:00 – 4:30	Teaching Content through Technology Integration	Shubert
3:00 – 4:30	Workplace ESOL - What's Working in Massachusetts?	Brahms
3:00 – 4:30	Which Words Do I Teach For Vocabulary Instruction?	Beethoven
4:30	Raffle – For Those In Attendance	Lobby



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**Thursday, May 7, 2009**  
**Session Descriptions**  
**Organized Alphabetically by Title**

**Comprehension Skills versus Strategies**

*Margaret Adams, ada1234@verizon.net*

*90 minute demonstration*

*Elementary, Secondary, Professional Development*

In this workshop, participants will dig deeper into four key reading comprehension strategies, i.e. summarizing, clarifying, inferring, and making connections. When students struggle to apply specific comprehension strategies, underlying the struggles are skills that students need further practice with. Using think alouds, the presenter will model applying comprehension skill based instruction to teach students the use of specific comprehension strategies.

*Margaret Adams, Director of Literacy/Title I Programs in the Malden Public Schools and current MATSOL E-Bulletin Editor.*

**Cooperative Learning: Maximize Concept and Language Development through Activities and Games**

*Suzanne Coffin, suzannepc1@verizon.net*

*90 minute demonstration*

*Secondary, Low Incidence, Dual Language, Bilingual Special Ed*

Interactive workshop will familiarize participants with recent research in the use of cooperative learning to support direct instruction and maximize concept and second language development across the curriculum. Participants will have the opportunity to work in cooperative groups to process material and solve problems. Within cohorts, teachers will design similar activities appropriate to their grade-level and content. Take it home and use it tomorrow!

*Suzanne Coffin is an experienced teacher/trainer with 21 years of teaching experience in bilingual education, sheltered English instruction and English language development across the curriculum, here in Massachusetts and overseas.*

**Creating a Context for Higher ELL Student Achievement in Writing**

*Laurie Zucker-Conde, conde@rcn.com*

*45 minute research presentation*

*Secondary, Prof Development, Leadership*

Findings from a qualitative research study on the practices of nine high school ELL teachers in nine Massachusetts public schools. The study highlights the importance of school leadership to the curriculum students experience as well as practices that help ELL students improve their writing.

*Laurie Zucker-Conde works as the Director of World Languages and English Language Learners for Waltham Public Schools.*



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### **Curriculum Mapping for Beginning English Language Learners**

Jody Klein, [Jody\\_Klein@newton.k12.ma.us](mailto:Jody_Klein@newton.k12.ma.us)

Natasha Galicina

Carole Greenfield

Dianna Leahy

Kate Phillipson

45 minute demonstration

Elementary, Secondary

This is an interactive workshop between ESL teachers and the audience. ESL teachers will share a curriculum mapping project for beginning English learners. Then the audience will look critically at the map with the purpose of helping Newton colleagues think about how they can improve the map or help to identify next steps.

*Jody Klein is the Director of Language Acquisition for the Newton Public Schools. She is presenting with four of her elementary and secondary ESL teachers.*

### **Differentiating Content Literacy Instruction for All Learners**

Barbara Andrews, [barbarabrannonb@aol.com](mailto:barbarabrannonb@aol.com)

90 minute demonstration

Elementary

How do you meet grade level content expectations and the diverse needs of all of your students in grades 3-6? This session will focus on ways to develop academic content vocabulary, increase comprehension, and differentiate instruction while addressing a variety of reading levels for students reading on, above, or below grade level. Particular emphasis will include supporting the needs of English Language Learners in the regular literacy or content area classroom.

*Barbara Andrews spent 27 years as a regular classroom teacher, Descubriendo la Lectura's teacher, and K-5 instructional facilitator. During that time, she focused extensively on the needs of bilingual students and English language learners.*

### **Differentiating Learning Differences Through Culturally Responsive Assessment Practices**

Phyllis Hardy, [Phyllis\\_Hardy@brown.edu](mailto:Phyllis_Hardy@brown.edu)

90 minute demonstration

Adult, Prof Development

This workshop will present a framework in implementing and applying a culturally responsive Child Study Team/Teacher Support Team/Rtl process when working with ELLs in early childhood. Through collaborative problem solving teams, participants build and apply a shared knowledge of socio-cultural and linguistic factors that impact learning and behavior.

*Phyllis Hardy is an Equity and Diversity Specialist for the New England Equity Assistance Center. She provides training on language, culture and bilingual special education.*



## MULTIPLE LITERACIES: LAUNCHING ENGLISH LANGUAGE LEARNERS INTO A NEW ERA

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### **Effective Reading and Vocabulary Strategies Using Video and Real-World Content**

*Beatrix Mellauner, beatrix.mellauner@cengage.com*

*K-12*

*90 minute demonstration*

*Secondary, Bilingual Special Ed, Adult, Higher Ed*

Learn effective strategies for teaching reading and vocabulary through National Geographic content and video with Heinle's NEW Reading Explorer series for all learners and The Footprint Reading Library for k-12 learners. Presenters will provide interactive examples on ways to effectively integrate captivating video and audio to ensure comprehension, vocabulary development, and a love of reading in ESL classrooms.

*Beatrix Mellauner is the Northeast Regional Manager for Heinle, a part of Cengage Learning.*

### **Games That Work for ELL Students from the Music and Theater classroom**

*Elizabeth Bradley, lbradley@mvyps.org*

*45 minute demonstration*

*Elementary, Low Incidence*

Get your ELL students participating comfortably with games from the Music and Theater classroom! Build group dynamics and vocabulary with easy and fun games. Great for Morning Circle, transitions, preparatory set, review, and test prep. Learn how to adapt your materials to a game format.

*Liz Bradley enjoys working in three schools on Martha's Vineyard Island. She teaches Music and ELL, and co-wrote The First Days: Newcomers in Your Classroom.*

### **Hands on Flipping and Casting**

*Linda Foley-Vinay, lvinay@suffolk.edu*

*90 minute demonstration*

*K-12, Adult, Higher Ed*

Flip, YouTube, podcast, webcast, what are all of these terms and why are they so fascinating to students? For many, these technologies and tools seem mysterious, and perhaps time consuming or too expensive. In this workshop, participants will have the opportunity to play with a set of inexpensive tools, including a flash based video camera and video ipod, as we work in small groups to produce short videos, then prepare them for webcasting or podcasting. We will follow up with a short discussion about how participants might use these tools in their teaching and professional development.

*Linda Foley-Vinay is the director of Second Language Services at Suffolk University in Boston, MA. She has taught ESL and Freshman Composition for many years, and is currently exploring teaching online through Northeastern University's TESL certificate program. She presently serves as the Vice President of MATSOL.*

### **Helping ELLs Become Successful Readers: What Matters? What Works?**

*Patricia Medeiros Landurand, patlandur@aol.com*

*K-12*

*90 minute demonstration*

*Elementary, Secondary, Bilingual Special Ed, Professional Development*

This session describes key elements in designing responsive reading instruction for ELLs. Effective strategies for teaching reading to ELLs, especially struggling readers, ELLs with limited schooling and those with disabilities, are introduced.

*Dr. Patricia Medeiros Landurand is a former Mary Tucker Thorpe award professor at Rhode Island College. She is a national consultant in the field of ELLs with and without disabilities.*





## MULTIPLE LITERACIES: LAUNCHING ENGLISH LANGUAGE LEARNERS INTO A NEW ERA

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### **Implementing a Standards-Based Elementary ESL Report Card**

*Laurie Zucker-Conde, conde@rcn.com  
Rebecca Carlin, carlink@k12.waltham.ma.us  
Nelsey Pepler, pepplern@k12.waltham.ma.us  
45 minute research presentation  
Elementary, Leadership*

In this session, participants will be introduced to the standard based report card used in elementary SEI classes. Grade 1 teachers will describe how they created the assessments used to determine student progress in meeting benchmarks for beginning, early intermediate, intermediate, and transitioning in the four domains.

*Nelsey Pepler and Rebecca Carlin are SEI Grade 1 teachers at MacArthur Elementary School in Waltham, Massachusetts.*

### **Implementing Effective Sheltered Math Instruction to LEP Students**

*David Parker, dparker@doe.mass.edu  
Emily Hamilton, ehamilton@doe.mass.edu  
Arlene Hijara, ahijara@doe.mass.edu  
90 minute demonstration  
Secondary, Professional Development*

How is sheltered Mathematics instruction different from regular Mathematics instruction? What are the characteristics of effectively-sheltered Mathematics instruction? How can Mathematics teachers plan and deliver effectively-sheltered Mathematics instruction? This session will provide an overview of Mathematics curriculum standards, followed by a brainstorming activity for making Math instruction comprehensible and accessible to LEP students, and finally, a discussion of teacher practices in sheltered Math instruction classrooms.

*David Parker and Emily Hamilton are education specialists at the Office of Mathematics, Science and Technology at the Massachusetts Department of Elementary and Secondary Education. Arlene Hijara is an education specialist at the Office of Language Acquisition and Academic Achievement at the Massachusetts Department of Elementary and Secondary Education.*

### **Literacy for ELL Students: The Summer Enrichment Academy Model**

*Magda Alvarez-Donis, Magda.Donis@gmail.com  
Kevin Moy, kmoy@boston.k12.ma.us  
45 minute research presentation  
Elementary, Secondary, Low Incidence*

Participants will be introduced to an enrichment model for rapid English language acquisition, academic achievement and social development especially designed for English Language Learners. Presenters will present the curricula used, the data gathered, the lessons learned, and the advantages of using an enrichment model vs. a remediation model.

*Magda and Kevin are both veteran teachers of the Boston Public Schools. They have run summer programs for ELLs for the past four years.*



## MULTIPLE LITERACIES: LAUNCHING ENGLISH LANGUAGE LEARNERS INTO A NEW ERA

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### **Minimizing Summer Learning Loss in English Language Learners: ESL Camp**

*Carole Dunlap, cdunlap@hudson.k12.ma.us*

*90 minute demonstration*

*Elementary, Low Incidence, Leadership*

This workshop is a guide to creating a two-week midsummer literacy and language program for ELLs, grades K-6. It is intended for ESL teachers and coordinators interested in receiving strategies, instructions, and handouts outlining how to create their own ESL Camp in order to minimize summer learning loss in ELLs.

*Carole Dunlap, ESL teacher at Forest Avenue Elementary in Hudson, MA, developed, taught, and has directed ESL Camp for the Hudson Public Schools since 1999.*

### **Nonfiction Strategies Toolkit for English Language Learners**

*Karen McKinnon*

*90 minute demonstration*

*Elementary*

Research-based strategic learning using nonfiction texts will be highlighted, as will effective strategies for English Language Learners. Each strategy will be described, its purpose discussed, and accompanied by an activity to bring it to life. Participants will receive a nonfiction strategy "toolkit" to make nonfiction comprehensible for their students.

*Karen McKinnon has been a classroom teacher and an educational consultant. She has presented extensively across the United States.*

### **Non-Language Based Math Assessments for ELL Students**

*Laurie Zucker-Conde conde@rcn.com*

*Elizabeth Monk*

*45 minute research presentation*

*Elementary, Secondary*

Dr. Monk has developed and pilot tested non-language-based math assessments to better differentiate who among her ELL students can go on to more challenging math, and who needs review or to fill in gaps. Participants will learn how these assessments are being used in Waltham middle schools, and will try out a short one themselves!

*Dr. Elizabeth Monk is a seventh grade math teacher at the Kennedy Middle School in Waltham, Massachusetts.*

### **Rethinking a Culture of Correction**

*Karen Sumaryono, ksumaryono@gmail.com*

*Floris Wilma Ortiz*

*90 minute demonstration*

*Elementary, Secondary, Low Incidence*

This session will give participants an opportunity to reflect on the way they teach and assess writing in this high stakes testing environment. A successful model of how low stakes writing tasks prepare ELLs for high stakes writing such as the MCAS will be presented, demonstrated, and discussed.

*Karen Sumaryono and Floris Wilma Ortiz are Co-Directors of the ELL Network for the Western Massachusetts Writing Project. Ortiz teaches ESL at Amherst Regional Middle School, and Sumaryono teaches ESL and leads workshops in Ware and Granby.*



## MULTIPLE LITERACIES: LAUNCHING ENGLISH LANGUAGE LEARNERS INTO A NEW ERA

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### **Quality Counts 2009: Portrait of a Population**

*Chris Swanson, dmccann@communicationworks.com  
45 minute research presentation  
Elementary, Secondary*

This year's report, titled Quality Counts 2009: Portrait of a Population-The State of English-language learners in American schools, will provide the most comprehensive data to date on the trends and performance of English Language Learners (ELL). The report will include 50-state policy surveys and data collected over the year on English Language Learners.

*Christopher B. Swanson, Ph.D., is the Director of the EPE Research Center, a division of Editorial Projects in Education, the non-profit organization that publishes Education Week.*

### **The EDCO Collaborative and the Massachusetts Migrant Education Program [EDCO/MMEP]**

*Barbara Galvin, galvin.barbara@gmail.com  
90 minute demonstration  
Elementary, Secondary, Prof Development, Leadership*

Program participants will learn about the migrant eligible students in who are in our school districts.

Questions to be addressed: What constitutes migrant eligibility? Who are migrant students/ families and how are they identified? Are all migrant students ELL students? What do they need to be successful in school?

*Barbara J. Galvin is the Regional Director of the Northcentral Regional Office of the Massachusetts Migrant Education Program of the EDCO Collaborative.*

### **Reaching for Better Outcomes in Mathematics Through Explicit Vocabulary Instruction**

*Marilyn Friedman, mfriedman@sch.ci.lexington.ma.us  
Cecilia Franzel, cfranzel@sch.ci.lexington.ma.us  
Meg Jackson, mjackson@sch.sch.ci.lexington.ma.us  
Diedre Schadler  
Annmarie Roche  
Elsa Mendez-Khawja  
45 minute research presentation  
Elementary, Low Incidence*

Research suggests that English learners gain higher scores in mathematics if they are pre-taught the vocabulary. Last year, elementary ESL teachers in the Lexington Public Schools devised a list of essential geometry terms for ELLs in 3rd, 4th, and 5th grades. This presentation will highlight the results of that effort.

*Meg Jackson teaches K-5 ESL at Bridge Elementary School. Marilyn Friedman teaches K-5 ESL at Harrington Elementary School. Cecilia Franzel teaches K-5 ESL at Hastings Elementary School.*



## MULTIPLE LITERACIES: LAUNCHING ENGLISH LANGUAGE LEARNERS INTO A NEW ERA

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### Reading and Thinking with Dialectical Journals

Daniel Ginsberg  
Sean Walsh  
45 minute demonstration  
Secondary

How can we push students beyond a surface reading to a deeper understanding of text? How can we explicitly teach the thinking skills that top students use? In this workshop, we will introduce the use of the dialectical journal format, which allows students to note, review, share, and extend their thinking. We will describe the top few reading strategies that we have found to be both meaningful and manageable for students. Finally, we will discuss our experience using dialectical journals with beginning ELL, FLEP, and native English speaking students.

*Daniel Ginsberg teaches ESL and SEI mathematics at Malden High School. He previously taught in community-based nonprofit organizations and private language schools in the Boston area, and spent one year in Serbia with the English Language Fellows program. Sean Walsh teaches English and Drama at Malden High School. He had taught all levels including inclusion and AP Language courses. He holds a Masters degree in Education from Temple University and a MFA in Creative Writing from Lesley University.*

### Refugees in Public Schools: Culturally Responsive Teaching

Melissa Winchell, [winchellm@lynnschools.org](mailto:winchellm@lynnschools.org)  
90 minute demonstration  
Elementary, Secondary

This interactive workshop will provide a forum for participant discussion around experiences of teaching refugees in public schools. Using teacher experiences and related texts, a variety of questions will be posed to inspire discussion around culturally responsive instruction, including issues of systemic change, social justice, marginalization, and building on refugee students' assets.

*Melissa Winchell is ELL Chairperson in the Lynn Public Schools and a doctoral candidate at UMass Boston, where she is researching the marginalization of refugees in American education.*

### Rethinking Underachievement

Ken Pransky, [kpransky@collaborative.net](mailto:kpransky@collaborative.net)  
90 minute demonstration  
Elementary, Secondary

The workshop will present a model for better understanding the factors that contribute to the academic underachievement of many culturally and linguistically diverse learners, and which many teachers may not be aware of. Based on this model, teachers can begin to rethink how they approach their work with underachieving students.

*Ken Pransky taught and trained teachers in ESL for over 30 years, and recently published *Beneath the Surface* (Heinemann), on which the workshop is based.*



## MULTIPLE LITERACIES: LAUNCHING ENGLISH LANGUAGE LEARNERS INTO A NEW ERA

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### **Science Literacy: Teaching Science to Middle School and High School Beginners and Early Intermediates**

*Melissa Winchell, winchellm@lynnschools.org  
Mark Chesley, chesleym@lynnschools.org  
Amanda Curtis, curtisamanda@lynnschools.org  
45 minute demonstration  
Secondary*

After teaching middle and high school SEI science to all levels of ELLs, the presenters collaborated to design a district-wide middle school SEI science curriculum. This session will explore the rationale of teaching content to beginners, offer some strategies specific to science-language teaching, and demonstrate a differentiated and comprehensive science curriculum.

*Mark Chesley and Amanda Curtis are Lynn Public School science teachers in both mainstream and ELL classrooms.*

### **Supporting English Language Learners: Increasing Family Involvement**

*Lee Soto, lsoto@fcsn.org  
Debbie Zacarian, dzacarian@collaborative.org  
45 minute demonstration  
Elementary, Secondary, Low Incidence, Dual Language*

How can teachers and families of English Language Learners work together to support children's education? What does it mean to be culturally sensitive and aware? How can teachers engage non-English speaking families? What are some of the barriers and misconceptions of what families really want and need to support their children's education? This workshop addresses these questions and many others. It provides concrete tips for how families can provide a rich learning environment outside of school and ways they can forge powerful, productive partnerships with teachers to support their children's academic success.

*As a state-wide coordinator for PIRC, Mr. Soto supports schools and districts across the state in their efforts to form strong partnerships with families. Dr. Zacarian directs a professional development, licensure in ESL, and technical assistance center for teachers and administrators of programming for English Language Learners.*



## MULTIPLE LITERACIES: LAUNCHING ENGLISH LANGUAGE LEARNERS INTO A NEW ERA

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### **Supporting Multiple Literacies: ELLs in Science and English Language Arts**

Ashleigh Sayer, [alsayer@educ.umass.edu](mailto:alsayer@educ.umass.edu)  
Jacqueline Chromey, [jjchromey@gmail.com](mailto:jjchromey@gmail.com)  
Meg Gebhard, [gebhard@educ.umass.edu](mailto:gebhard@educ.umass.edu)  
Elizabeth Hoen, [ehoen@gmail.com](mailto:ehoen@gmail.com)  
Cady Kashner, [cady.kashner@mac.com](mailto:cady.kashner@mac.com)  
90 minute demonstration

*Elementary, Secondary, Bilingual Special Ed, Prof Development*

This interactive workshop engages participants in considering how teachers can support ELLs in developing academic literacies. First, the presenters will engage participants in an analysis of student writing samples. Second, they will describe a framework for designing curriculum and instruction for ELLs in the context of high-stakes and English-only policies.

*Ashleigh Sayer is a middle school ELL teacher in Western Massachusetts. She specializes in literacy development of ELLs. Mariana Montaldo is a teacher educator from Uruguay and a graduate student at the University of Massachusetts. She specializes in bilingual education. Young-Ju Byun is a teacher from South Korea and a graduate student at the University of Massachusetts. She specializes in content-based English language learning. Jacqueline Chromey is an experienced teacher and a graduate student at the University of Massachusetts. She specializes in bilingual and early childhood education. Elizabeth Hoen is an ELL teacher from Boston and a graduate student at the University of Massachusetts, devoted to equitable educational practices. Cady Kashner is a pre-service teacher in the Bilingual/ESL/Multicultural program at the University of Massachusetts. She specializes in multicultural education and genre-based pedagogy. Katie Richardson is an elementary school teacher and a graduate student at the University of Massachusetts. She specializes in art and multicultural education. Dr. Meg Gebhard is an associate professor of Language, Literacy and Culture at the University of Massachusetts. She specializes in the academic literacies of ELLs.*

### **Teachers Enhancing their Practice through Action Research**

Ellen Rintell, [erintell@gmail.com](mailto:erintell@gmail.com)  
45 minute research presentation  
Secondary, Professional Development

Participants supported by Salem State Colleges Title III NOBELL Secondary grant program are mainstream teachers who teach ELLs in Lynn secondary schools, enrolled in the MAT program in ESL. Four of those participants will present action research they have conducted about their ELL students language and literacy learning.

*Ellen Rintell is P.I. of Project NOBELL and a professor at Salem State College.*

### **Teaching Kids to Use their Cultural Capital**

Constance Egan  
45 minute demonstration  
Elementary, Secondary

Participants will discuss the concept of cultural capital and its influence on working with English language learners. Instead of considering the deficits of students, one can use the culture and language as strength. Strategies one ESL class used to celebrate students' feelings and experiences will be shared including use of journal writing, stories about the immigration experience, and the use of technology.

*Constance L. Egan, English Language Learning/ESL Grades K-8 in the Malden Public Schools*



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### **The First Days: Newcomers in Your Classroom**

*Barbara Reynolds, breynolds@mvyps.org  
Elizabeth Bradley, liz\_bradley@mvyps.org  
90 minute demonstration*

*Elementary, Secondary, Low Incidence, Professional Development*

A new student joins your class who does not speak or understand English. How do you establish a caring classroom while creating learning opportunities from the first day? This session will help you with setting up meaningful learning experiences for your students and welcoming them to your classroom community. *Barbara Weintraub Reynolds teaches at the Edgartown School. She is the ELL Coordinator, a MELA-O QMT, and co-wrote The First Days: Newcomers in Your Classroom.*

### **The Impact of a Response to Intervention Model in 2nd Grade for ELLs**

*Erin McDonough, emcdonough2@boston.k12.ma.us  
Stephanie Blake, stephblake@gmail.com  
Renee Greenfield, Renee.greenfield@gmail.com  
Claudia Rinaldi, rinaldic@bc.edu  
45 minute research presentation  
Elementary*

This session will describe a Response-to-Intervention (RTI) Model and how it can enhance the academic language proficiency of English Language Learners (ELLs) in 2nd grade. A case study demonstration on the use of continuous progress monitoring and strategic planning for interventions will be presented. Implications for practice will be addressed.

*Erin is the 2nd grade Learning Specialist at the Gardner Pilot Academy & a doctoral student at Northeastern University studying curriculum and instruction with a focus on English Language Learners.*

### **Trainer Network Meeting**

*Paula Merchant, paulamerchant@yahoo.com  
Kellie Jones, kelliemjones@bpsma.org  
Boni-esther Enquist, boniesther@yahoo.com  
Tony King  
Anne Dolan, adesl@aol.com  
45 minute demonstration*

*Elementary, Secondary, Professional Development*

MATSOL Trainers Networking Meeting and Share-a-thon will be held at this conference as the first outreach meeting to discuss the formation of a group made up of SEI trainers, ELL/English Language Acquisition Coaches, and staff developers with an expertise in working with teachers of English language learners. The goal is to establish a format and timeline to meet and share resources, new ideas, approaches, advocacy and troubleshooting techniques related to professional development. The meeting will have two parts: a PD Share-a-thon of ideas and a planning discussion regarding future meetings and formats for meetings as a MATSOL group. This session is open only to those who bring materials or an idea to share, as a ticket to participate. Bring one good idea, activity, way to troubleshoot an issue or approach to training as a ticket into this session. Have it written up so as to be replicated by the other participants easily, and copied for 75 people

*Paula, Kellie, Boni, Tony and Anne are SEI trainers interested in connecting with others who enjoy working with teachers of English language learners.*



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### **Transforming Potential Change into Effective Advocacy for ELLs**

*Kara Mitchell, mitcheku@bc.edu*

*Andres Ramirez, jramirez@ric.edu*

*90 minute demonstration*

*Elementary, Secondary, Low Incidence, Dual Language*

*Adult, Workplace, Higher Ed, Prof Development, Leadership*

In co-operation with MATSOL, New England members of The Institute for Language and Education Policy (ILEP) are collaborating in order to advocate more effectively for the educational needs of bilingual learners. This interactive panel discussion with prominent scholars and advocates will highlight local opportunities for advocacy.

*Panel members include prominent scholars and advocates like Stephen Krashen, Maria Brisk, Susan Ohanian, Robyn Dowling-Grant, Julie Noram and Susan McGilvray-Rivet.*

### **Using Technology as a Solution for English Language Learners**

*Cindy Kerrigan, cindyK@kurzweiled.com*

*Nancy Avery*

*45 minute demonstration*

*Elementary, Secondary, Low Incidence*

English language learners can benefit from Kurzweil 3000 in the following ways: Provides an independent method to practice fluency and phrasing; Users can pay attention to pausing, phrasing and punctuation of English; Users can increase their vocabulary; Implement pre-reading and repetitive reading strategies which improves comprehension; Implementing study skill strategies and note taking improve comprehension.

*Kurzweil 3000 is the premier reading and writing software for struggling students. Because it is also content-independent, teachers in elementary schools, high schools and colleges alike use it to help students succeed in the classroom regardless of their curriculum, or lesson plan.*

### **Word Generation: Improving academic vocabulary for language minority students**

*Joshua Lawrence, lawrenjo@gse.harvard.edu*

*Claire White*

*45 minute research presentation*

*Secondary*

Word Generation is an academic vocabulary initiative for struggling middle school readers. Current results demonstrate that although all students in the program improve, gains are more pronounced for students who speak a language other than English at home. Proven instructional strategies for language minority students will be detailed.

*Claire White and Joshua Lawrence are educators and researchers concerned with literacy outcomes for language minority adolescent students.*





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### Writing Biographies: SFL in Practice

*Catherine Michener, michenec@bc.edu  
Jackie Emerson, beanstk1@aol.com  
45 minute research presentation  
Elementary, Secondary*

Bilingual, mainstreamed fifth grade students developed their abilities to write biographies through explicit instruction about purpose, audience, text organization and grammatical features of the genre. Teachers created and implemented this writing program informed by Systemic Functional Linguistic theory. Preliminary data suggest important gains in student academic writing proficiency, particularly for bilingual students.

*Catherine Michener is an ESL teacher and doctoral student at Boston College. Jackie Emerson is a fifth grade teacher in the Boston Public Schools.*



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**Friday, May 8, 2009**  
**Session Descriptions**  
**Organized Alphabetically by Title**

**Activities to Invigorate College & Adult ESL Learners**

*Lori Ambacher, loriambacher@hotmail.com*  
*Susie Green, sgreen5@comcast.net*  
*Joni Hagigeorges, joni.hagi@comcast.net*  
*45 minute demonstration*  
*Adult, Higher Ed, Professional Development*

Are you looking for new ideas to enliven classes with your students? Three college ESL teachers will share classroom-tested warm-ups, games, interactive reading activities, and ideas for using video effectively.

*Lori Ambacher has taught and tutored English for many years, at Salem State, Gordon and Bradford College as well as Binghamton University, where she received an M.A. in English.*

**A Co-Teaching Partnership: Creating a Math Universal**

*Renee Abramson, rabramson@milfordma.com*  
*Carolyn Brandt, cbrandt@milfordma.com*  
*45 minute demonstration*  
*Secondary, Professional Development*

In team teaching and creating a Math universal regardless of English Language Proficiency we have documented that ELLs have passed MCAS as well as retained their Math ability to go on to future success in the mainstream Math. This and other results of the study will be discussed.

*Carolyn Brandt M.S. in Education and Renee Abramson M.Ed. in ELL/ESL successfully co-teach ELL and native speakers Grade 7 Math in Milford, MA.*

**An ESL Approach to Integrating Research in Academic Writing**

*Suzanne Davis, davissuzan@gmail.com*  
*Diana Lynch, lydirose@gmail.com*  
*45 minute demonstration*  
*Higher Ed*

This presentation focuses on ESL students' difficulties with academic writing. This session covers challenges students have analyzing research and integrating it with critical thoughts and ideas in academic writing. We will provide participants with activities designed to support students in their journeys as critical and analytical writers in their fields.

*Suzanne is an ESL Senior Lecturer at Northeastern University. Diana teaches academic writing and research skills at Northeastern University.*



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### **ASPIRA - What is it? And How Would Chapters in Massachusetts High Schools Benefit Our Latino Students?**

*Dr. Marilyn Barrett  
Aida Ortiz  
45 minute demonstration  
Secondary*

ASPIRA started as a Puerto Rican organization in NYC and Puerto Rico designed to provide support, access and motivation for high school students to attend college. Today it has grown to include all Latino students in NY, NJ, FL, IL and CT. We are in the process of creating a program for Massachusetts students and you are welcome to jump on board. Aida Solano has benefited from Aspira. We will tell you about a PBS movie made about her Dominican family and share our experience of starting a chapter. *Dr. Marilyn Barrett, ESL teacher, Nantucket High School, Category Trainer, member of ELL Directors Group*  
*Aida Ortiz de Solano, former Aspira member, NYC; real estate agent, UMass student in Health and Education Public Policy*

### **Attaining Literacy Skills through Multiliteracies Practices**

*Jacqueline Ng, jacqueline\_ng@yahoo.com  
45 minute research presentation  
Dual Language*

This session explores the pedagogical impact of multiliteracies on ELL students' academic achievement by discussing a Sister-class Project between two groups of students from Toronto and Hong Kong. It aims to demonstrate how students develop literacy effectively through multiple literacy practices, and how multiliteracies may provide innovative options for literacy education. *Jacqueline Ng is a doctoral candidate of OISE/University of Toronto with strong interests in literacy and multiliteracies, second language education, bilingual education, and teacher development.*

### **Authentic Language Learning via Cross-Cultural and Generational Penpals**

*Diane Sweet, sweetdv@gmail.com  
45 minute research presentation  
Secondary, Adult, Higher Ed*

This session will present the penpal program initially developed as a method for authentic language learning. It has come to serve as a model for cross-cultural communication and service learning. Previous participants accompany the presenter to describe the process and their experiences. *Although Diane's credentials come from UMass, Amherst; by far, her favorite teachers have been over twenty years of students and her daughter, Adina.*



## MULTIPLE LITERACIES: LAUNCHING ENGLISH LANGUAGE LEARNERS INTO A NEW ERA

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### **Award Winning Middle School ESL Program Implements Standards-based Instruction**

Megan Quinlan, [mquinlan@framingham.k12.ma.us](mailto:mquinlan@framingham.k12.ma.us)  
Simone Clinton, [sclinton@framingham.k12.ma.us](mailto:sclinton@framingham.k12.ma.us)  
Vanda Figueiredo, [vfigueir@framingham.k12.ma.us](mailto:vfigueir@framingham.k12.ma.us)  
45 minute demonstration

*Secondary, Low Incidence, Dual Language, Bilingual Special Ed*

Come see how an award winning middle school ESL program has aligned curriculum maps and benchmarks for progression through ESL levels. We will share best practices in reading fluency for ELLs, implementation of leveled libraries, and the benefits of E-Assessment.

*Megan Quinlan has enjoyed teaching ESL at Fuller Middle School for eleven years, and working as the ESL/Bilingual Curriculum Coordinator for three years. Simone Clinton is an experienced, passionate and multilingual professional. She teaches ELLs at Fuller Middle School in Framingham where she lives with her family. Vanda Figueiredo has a Masters Degree in Applied Linguistics. She has been an ESL and bilingual Portuguese LA teacher at Fuller Middle School for seven years.*

### **BELLS: Boston English Language Learners Intensive ESL Summer Program**

Monica Flores, [mfloresjackson@boston.k12.ma.us](mailto:mfloresjackson@boston.k12.ma.us)  
Jessic Corham Cronin, [jgorham@boston.k12.ma.us](mailto:jgorham@boston.k12.ma.us)  
45 minute demonstration

*Elementary, Secondary, Professional Development, Leadership*

In this session, participants will be introduced to BELLS, a successful summer school program at Boston Public Schools. At this time, we will share our successes and best practices, hoping to create a similar opportunity for their English Language Learners. During this workshop, we will focus on: 1) logistical aspects of the program, including funding, administration and data gathering; and 2) programming aspects including professional development, curriculum implementation and schedule.

*Jessica Gorham Cronin has spent the past seven years teaching at East Boston High School, and has been the BELLS Site Coordinator at the school for the past three years. Ms. Gorham Cronin holds her BA in Italian from Smith College and her MA in English from the University of Massachusetts, Boston. Monica Flores was born and raised in San Antonio, Texas. She has worked for the past four years for the Office of English Language Learners at Boston Public Schools. She completed her doctorate degree in Language Arts and Literacy at the University of Massachusetts in Lowell.*

### **Bookbinding for ELLs**

Katherine Lobo, [katherinelobo@hotmail.com](mailto:katherinelobo@hotmail.com)  
90 minute demonstration  
*Elementary*

This will be an interactive, hands-on workshop to learn some book binding techniques to use with your students. Make some books and share some ideas for their use in instruction. Participants will go home with several books made during the workshop. Instructions and materials will be provided.

*Kathy Lobo is an ESL teacher at the Chenery Middle School in Belmont. She has been a visiting artist and is an accomplished book artist.*



## MULTIPLE LITERACIES: LAUNCHING ENGLISH LANGUAGE LEARNERS INTO A NEW ERA

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### **Building Connections through Thinking Maps**

*Anderson Maia, and\_maia@yahoo.com.br*

*45 minute demonstration*

*Elementary, Secondary, Low Incidence, Adult*

This presentation aims at demonstrating how Thinking Maps can help second language learners build important connections to learn language skills, culture, and develop academic strategies to perform better in their mainstream classroom. Thinking Maps promote language and culture awareness, cooperative learning, and connect the target language with content areas.

*Anderson is an ESL teacher with several years of experience in different countries and a TESOL Master's student.*

### **Compelling Students to Monitor in Workplace ESOL Education**

*Jeanne deMartinez, Jeanne\_deMartinez@yahoo.com*

*45 minute demonstration*

*Workplace, Prof Development*

In this session, participants see and discuss a variety of skill-specific monitoring tasks assigned to students in workplace ESOL classes at various instructional levels. The presenter discusses the nature of accountability in workplace education and helping students increase their awareness of how their progress in English is evaluated.

*Jeanne deMartinez has K-12, bilingual, university, migrant, and workplace classroom and teacher education experience in the U.S. She has taught students and teachers in Japan and Nigeria.*

### **Effective Sheltered English Instruction – Mum is Definitely NOT the Word!**

*Boni-esther Enquist*

*45 minute demonstration*

*Middle. Secondary*

In this presentation, Ms. Enquist delivers a fast-paced, entertaining and passionate message about how giving English learners a variety of listening and speaking opportunities in the classroom will promote both greater language and content-area knowledge, as well as a greater sense of belonging and student engagement in our SEI classrooms.

*Boni-esther is a former ELL Director, ESL, TBE, Math, and Foreign Language Teacher. She currently consults in districts and conducts SEI and other trainings and is an adjunct instructor at several local colleges.*



## MULTIPLE LITERACIES: LAUNCHING ENGLISH LANGUAGE LEARNERS INTO A NEW ERA

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### **ELL Challenges in Business: English and the Knowledge Worker**

*Kathy Walter, [kathy\\_walter@hotmail.com](mailto:kathy_walter@hotmail.com)  
45 minute research presentation  
Adult, Workplace*

Technology development has brought large numbers of knowledge workers to the US. Heavy investments have been made, but now, some are being lured home as more opportunities become available in their home countries. What types of English training would be useful to retain these employees and even promote them into management and consultant roles?

*Kathy Walter is a Senior Product Manager at Iron Mountain and is currently completing her TESOL certificate degree at Northeastern.*

### **ELL Parents Voice: Affirming Equity in Education**

*Donalda Silva, [donalda\\_silva@brown.edu](mailto:donalda_silva@brown.edu)  
90 minute demonstration  
Elementary, Secondary, Professional Development*

Multicultural Educators face the challenge of developing effective strategies to involve parents of color, especially from immigrant communities. This interactive workshop will address unique circumstances of ELL families and demonstrate how the strengths perspective model is a foundation for effective parent outreach and inclusion.

*Donalda Silva is an Equity and Diversity Specialist at the New England Equity Assistance Center, at the Education Alliance of Brown University. She is responsible for technical assistance, training, professional development, and other initiatives in the area of national origin, second language acquisition, and parent involvement. Mrs. Silva received a masters degree from Boston University in Clinical Social Work and she is certified in School Social Work/Adjustment Counseling (K-12) and Guidance Counseling (5-12).*

### **ELLs and the Biology MCAS -- Ways to Succeed**

*Mary Mitchell, [mamitchell@earthlink.net](mailto:mamitchell@earthlink.net)  
Ellen Rintell, [erintell@gmail.com](mailto:erintell@gmail.com)  
45 minute demonstration*

*Secondary, Low Incidence, Dual Language, Bilingual Special Ed*

Content vocabulary is often insufficient for ELLs to succeed on the 10th grade Biology MCAS. This workshop explores ways to make the language of the Biology MCAS accessible to ELLs using word roots and affixes, finding the real question in the text, and using language clues to eliminate answer options.

*Mary Mitchell is a secondary ELL Science Teacher, a member of the MCAS Performance Appeals Panel and the ADCs for Biology MCAS and MEPA.*

### **Empower English Language Learners As They Become Strategic Content Readers!**

*Candace Carro, [ccarro5566@aol.com](mailto:ccarro5566@aol.com)  
45 minute demonstration  
Elementary, Secondary, Prof Development*

Students who are struggling to succeed in content subjects such as Science, need differentiated literacy instruction that includes comprehension strategies, vocabulary and language development, and accessible concepts. The presenter will model ways to engage ELL students in reading, writing, listening, speaking and viewing, using leveled texts. Handouts and materials provided.

*As a content literacy coach and consultant, Candy Carro integrates best literacy practices with standards-based content using engaging, differentiated materials and lessons.*



## MULTIPLE LITERACIES: LAUNCHING ENGLISH LANGUAGE LEARNERS INTO A NEW ERA

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### **English Language Development for English Language Learners**

*Katherine Earley, kearley@doe.mass.edu  
Kathryn Riley, kriley@does.mass.edu  
90 minute demonstration  
Elementary, Secondary*

The development of proficiency in academic English is essential for English language learners. The MA Department of Elementary and Secondary Education's Office of English Language Acquisition will provide an introduction to content-based English as a second language instruction and introduce a new resource developed by the Department: Guide for Developing a Content-based ESL Curriculum.

*Kathryn Riley, Administrator, and Katherine Earley work in the Office of English Language Acquisition at the Massachusetts Department of Elementary and Secondary Education.*

### **Getting Started Setting Together: Building SPED And Bilingual Collaboration**

*Karen Crowley, karenpcrowley@bpsma.org  
Marsha Eidlin, marshaaidlin@bpsma.org  
Kellie Jones, kelliemjones@bpsma.org  
90 minute research presentation  
Elementary, Secondary*

Identifying student needs and determining appropriate services necessitates collaboration among a variety of stakeholders. Brockton Public Schools has established an ELL task force that includes representatives from both the Bilingual and the Special Education Departments. This session will outline the process, the challenges, and the rewards of building SPED and Bilingual collaboration.

*Karen Crowley and Marsha Eidlin are department heads for the Special Education Department of Brockton Public Schools. Kellie Jones is the K-8 Department Head for Bilingual/ESL Services for Brockton Public Schools.*

### **Heightening Awareness Experientially**

*Jessica Trehwella, jtrehwella@mansd.org  
45 minute demonstration  
Elementary, Secondary, Higher Ed*

In this session, participants will complete a task in Japanese. They will then reflect on the experience using Kolb's Model and discuss implications for the classroom regarding mainstream teacher interactions with ELLs. Strategies for creating positive interactions will also be discussed.

*Jessica L. Trehwella taught EFL in Japan for three years in Hiroshima, Japan. She completed her Master's in Teaching at the School for International Training in Brattleboro, Vermont. Currently, she is adjunct faculty at Southern New Hampshire University and ELL Specialist in Manchester.*

### **Help English Language Learners reach Milestones to School Success**

*Beatrix Mellauner, beatrix.mellauner@cengage.com  
45 minute demonstration  
Secondary*

This presentation will address Academic Vocabulary Development using Research-Based Strategies based on Milestones program advisor Dr. Robert Marzano's research. Participants will be involved in activities that they can use in the classroom on how to teach beginning to transition level ESL vocabulary. *Beatrix Mellauner is the Northeast District Manager for Heinle, a part of Cengage Learning.*





## MULTIPLE LITERACIES: LAUNCHING ENGLISH LANGUAGE LEARNERS INTO A NEW ERA

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### **Homework as Part of the Day's Lesson**

*Debbie Zacarian, Ed.D, dzacarian@collaborative.org.  
45 minute presentation  
Secondary*

Homework is frequently regarded as too challenging for English language learners. In this workshop participants will learn how to design and implement lessons in which homework is part of the lesson plan. The ideas presented are from a forthcoming book by Judie Haynes and Debbie Zacarian tentatively titled Content Area Instruction for ELLs: Modifying Methods and Materials.

*Dr. Zacarian is the Director, Center for English Language Education, Hampshire Educational Collaborative in Northampton, Massachusetts*

### **How to Publish in the Field of ESL**

*Christine Canning Wilson, ccanningwilson@aol.com  
45 minute demonstration*

*Elementary, Secondary, Adult, Workplace, Higher Ed, Prof Development, Leadership*

This workshop teaches participants how to publish books, academic articles and other materials in refereed journals and with major publishers. Participants will learn how to approach editors, publishers and other decision makers with their research, work, ideas, and teaching materials. A focus on Copyrighting materials and trademarking ideas will be included. This workshop will show participants the basics of queries, chapter reviews, research publication components and applying to opportunities for their professional development and to further the field of English as a Second Language.

*Christine Canning Wilson is the CEO of New England Global Network LLC. She has over 63 publications. She has published a chapter in the TESOL Distance Learning Book. She has two books coming out with McGraw Hill in the summer of 2009. She serves on the MATSOL Board and will serve as the local co-chair at TESOL 2010.*

### **Implementation of Direct ESL Services to ELLs in Elementary Education**

*Dr. Sergio Paez, paezs@worc.k12.ma.us  
45 minute research presentation*

*Elementary, Prof Development, Leadership*

ESL Labs have been created to ensure teachers have the right combination of elements to deliver direct services to ELLs in elementary schools. These classrooms have different resources; curriculum materials, technology and an ongoing PD to ensure teachers get the support and help needed to ensure ELLs become successful. Using shared leadership the Worcester Public Schools are committed to develop the right programs for ELLs. It is understood that their success is success for all.

*Dr. Paez is the Director of English Language Learners for Worcester Public Schools*



## MULTIPLE LITERACIES: LAUNCHING ENGLISH LANGUAGE LEARNERS INTO A NEW ERA

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### **Improving Academic Listening and Communicative Competence in Integrated Skills Classrooms**

*Marnie Reed, [tesol@bu.edu](mailto:tesol@bu.edu)  
Christina Michaud, [tesol@bu.edu](mailto:tesol@bu.edu)  
45 minute demonstration*

*Adult, Workplace, Higher Ed, Prof Development*

Integrated skills teachers work on all skills; however, teaching and assessing listening often remain disconnected from other skills, while teachers seek solutions in the 'perfect' video series or book. But listening and speaking are closely related: speaking practice facilitates listening improvement, promoting more comprehensible spontaneous speech and enhanced listening comprehension.

*Marnie Reed is Associate Professor of Education at Boston University and co-author of Sound Concepts (McGraw-Hill). Marnie's research examines the relationship between speech production and perception.*

### **Intake & Placement Process: Newcomer Assessment and Counseling Center**

*Vicky Magaletta, [vmagaletta@boston.k12.ma.us](mailto:vmagaletta@boston.k12.ma.us)*

*Peter Piattes*

*Winnie Moy*

*Milton Vazquez*

*45 minute demonstration*

*Secondary, Low Incidence*

In this session, participants will learn how Boston Public Schools is presently identifying and placing new entering ELLs in grades 6-12, including ELLs in need of a Native Language Literacy program. Participants will be exposed to the tools used and also to the process of identifying and placing currently enrolled ELLs who are misidentified.

*Vicky Magaletta has been in the BPS for the past 25 years as a teacher, Guidance Counselor, Title VII Director.*

*Vicky created and developed the Center as a response to inaccurate and inconsistent placement of ELLs at the point of entry. The success has led to the Superintendent approving the expansion and opening of another Center.*

### **Is Not Apples: What Authentic Communication Looks like among adult ESOL Learners as They Look at and Talk about Cezanne Paintings in an Art Museum**

*Kate Gill, [gillk2@gmail.com](mailto:gillk2@gmail.com)*

*45 minute research presentation*

*Adult, Higher Ed, Professional Development*

Authentic communication is accepted as effective in developing L2 competence, yet little evidence of it exists in adult ESOL classrooms. The analysis of five audio-taped conversations among adult ESOL learners as they discuss two paintings by Cezanne in an art museum suggests what authentic communication looks like in practice.

*Kate Gill is an adult ESOL teacher and a second language acquisition researcher/educator.*



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### **Leading with Laughter: Joyful Teacher+Happy Student=Quality Program**

*Joyce Tanner, Program tannerjet@verizon.net*

*90 minute demonstration*

*Adult, Workplace, Higher Ed, Professional Development, Leadership*

Leaders who participate in this session will learn strategies and practice techniques guaranteed to provoke laughter, humor, and a playful attitude during professional development and planning meetings. This approach can inspire teachers to create lively joyful lesson plans that relax learners, thus enhancing the language acquisition process.

*Dr. Joyce E. Tanner - a Certified Laughter Leader, TESOL professor, and ESL instructor at various universities - has led a Boston Head Start program for fourteen years.*

### **Learners as Anthropologists: the Untapped (Re)Sources**

*Elka Todeva, Elka.Todeva@sit.edu*

*Nomasoni Morule, nomasoni.morule@mail.sit.edu*

*90 minute demonstration*

*Secondary, Adult, Higher Ed, Professional Development*

Participants will be engaged in activities questioning common lesson formats such as the P/P/U model and wide spread teaching practices positioning the learner as a deficit rather than an asset. The workshop will explore alternative enrichment classroom practices in the areas of grammar, vocabulary, body language, and patterns of interaction.

*Elka Todeva is a teacher trainer and language educator who has benefited from the wisdom, experience, and insights of hundreds of graduate and ESL students. Nomasoni Morule is a South-African educator and a Fulbright scholar in the USA.*

### **Low literacy, Low English and Pronunciation**

*Laurie Hartwick, hartwicklaurie@yahoo.com*

*Heidi Perez, Heidip326@yahoo.com*

*45 minute demonstration*

*Adult, Higher Ed, Workplace*

Beginning English learners with low literacy or minimal education are at a disadvantage in developing pronunciation skills early in their learning due to difficulty grasping textual and graphic pronunciation material. The presenters share techniques to differentiate pronunciation material for use in communicative activities with low level learners.

*Heidi Perez has taught adult learners of all proficiency levels. She is currently the staff developer for the Adult Learning Center, Lawrence Public Schools. Laurie Hartwick has taught ESOL at the secondary, adult and community college level. Currently she teaches ESL and sheltered U.S. History to adolescent newcomers.*



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### **MATSOL Advocacy Meeting**

*Kara Mitchell, mitcheku@bc.edu*

*45 minute demonstration*

*Elementary, secondary, adult, workplace*

This is a discussion session for everyone interested in getting involved in local advocacy efforts. Come voice your concerns about ELL issues in MA, share your ideas and learn about opportunities to get involved in MATSOL advocacy.

*Kara Mitchell is currently a doctoral candidate in the Curriculum and Instruction program at Boston College and is committed to improving educational opportunities for ELLs in MA and nationally. She holds positions in various organizations such as MATSOL (Advocacy Rep on the Board of Directors), Institute for Language and Education Policy (Co-Chair of the New England Chapter), and The National Education Task Force (Associate Director).*

### **Maximizing Data to Improve Instruction in Low Incidence Districts**

*Katherine Lobo, katherinelobo@hotmail.com*

*45 minute research presentation*

*Low Incidence*

By analysis of data, useful trends and patterns can be identified to improve programming /instruction. The data collected by the state from the MEPA and MCAS scores are not always sufficient. This presentation will share some alternative ways to analyze and capitalize on data for districts that are low incidence.

*Kathy Lobo is an ESL teacher at the Chenery Middle School in Belmont. She is also an approved trainer for Categories 1, 2 and 4.*

### **Music: A Borderless Language**

*Adam Milaszewski, adam\_milaszewski@yahoo.com*

*45 minute demonstration*

*Elementary, Dual Language, Adult, Higher Ed, Prof Development*

In this session, the speaker will recommend various methods of using music to increase language learning. Specifically, techniques improving an English language learners' speaking and pronunciation skills will be addressed. The speaker will give examples of how to incorporate music into everyday lessons to make them more interactive.

*Adam Milaszewski has a degree in Experimental Psychology with foci in creativity and multiple intelligences. He has been teaching ESL since he graduated in 2006.*

### **Out of the Classroom - Experiential Education**

*Tom Griffith, tgriffith@showaboston.org*

*Susan Butler, subtler@showaboston.org*

*Katherine Douthit, kdouthid@showaboston.org*

*Debbie Fitzpatrick, dfitzpatrick@showaboston.org*

*Sean Kelly, skelly@showaboston.org*

*Michelle Smith, msmith@showaboston.org*

*45 minute demonstration*

*Adult, Higher Ed*

Committed to providing students with opportunities to observe, compare and take part in American life as well as speak English, this institute has developed programs that get them out of the classroom and into American society. Teachers will describe five of the eight programs that students now participate in.

*Tom Griffith, Director of Faculty at Showa Boston, has taught ESL since 1973, in the Peace Corps/Niger, immigrant programs and in local colleges.*



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### **Power Shakespeare: Teaching ELLs from the Source**

Bonnie Moisan, [moisan@earthlink.net](mailto:moisan@earthlink.net)  
45 minute demonstration  
Elementary, Prof Development

Using the communicative approach as form and Shakespeare's A Midsummer Night's Dream as substance, participants are guided through demonstrations of learning strategies, laptop use dedicated to student created sideshows, and theatrical performance. Participants receive samples for unit development, with an emphasis on application to literary engagement within a standards context. *Bonnie Moisan has eight years teaching in DCPS; MA Teaching TESOL from American University; Certification K-12; overseas teaching EFL experience; teacher mentor; presentations 2005/2006/2008 IRA, WATESOL, and MDTESOL.*

### **Preparing Middle School LEP Students for Success in the Math Content Classroom**

Bonnie Baer-Simahk, [baer-simahkb@fitchburg.k12.ma.us](mailto:baer-simahkb@fitchburg.k12.ma.us)  
Patricia Aube, [aubep@fitchburg.k12.ma.us](mailto:aubep@fitchburg.k12.ma.us)  
45 minute demonstration  
Elementary, Secondary, Prof Development, Leadership

The challenge of grade-level content for ELLs is considerable. In Fitchburg, a promising new curriculum and professional development initiative is underway. ESL and Math teachers collaborate in lesson planning and engage in job-embedded professional development. The session offers an inside look at this pilot project, its products and initial outcomes.

*Bonnie Baer-Simahk, M.Ed is the director of Fitchburg's Office of English Language Acquisition, and on the adjunct faculty of Fitchburg State College. Patricia Aube, M.Ed has over 15 years experience, as a teacher and math content coach, and has taught in a dual-language immersion program.*

### **Preventing Plagiarism: An Integrated Approach to Academic Honesty**

A. C. Kemp, [ackemp@mit.edu](mailto:ackemp@mit.edu)  
45 minute demonstration  
Secondary, Higher Ed

Plagiarism is an enormous problem, but can be hard to know what to do beyond scare tactics and a list of don'ts. Learn how to effectively incorporate academic integrity into every aspect of your class, including grammar and mechanics lessons, online workshops, peer review and research paper assignments. Handouts provided.

*A.C. Kemp is a lecturer in English Language Studies at the Massachusetts Institute of Technology, where she teaches writing to bilingual undergraduate and graduate students.*

### **Read, Write and Rehearse to Excel in Job Search**

Margaret Van Duyn, [pegowo@yahoo.com](mailto:pegowo@yahoo.com)  
90 minute demonstration  
Adult, Workplace, Prof Development

Getting hired in a job depends on excellent performance in every phase of a job search including writing superb cover letters. Learn best practices in instructing learners in advance of job search in ways to wow prospective employers and gain interviews. Workshop participants will practice writing a cover letter.

*Margaret Van Duyn field-tested a Job Search curriculum in Boston for fifteen years at One WITH One, Inc. which she founded in 1983.*



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### **Services for English Language Learners: Implementing Regulations and Guidance**

*Michaela Colombo* [michaela\\_wymancolombo@uml.edu](mailto:michaela_wymancolombo@uml.edu)

*Maria Serpa*, [maria.serpa@verizon.net](mailto:maria.serpa@verizon.net)

*Kathy Frye*, [kfrye@boston.k12.ma.us](mailto:kfrye@boston.k12.ma.us)

*Gina Gurley, Hurley\_gina@barnstable.k12.ma.us*

*Karen Luttenberger*, [karen.luttenberger@bhrsd.org](mailto:karen.luttenberger@bhrsd.org)

*Leah Palmer*, [leahlillian@aol.com](mailto:leahlillian@aol.com)

*90 minute demonstration*

*Elementary, Secondary, Low Incidence, Prof Development, Leadership*

The Massachusetts English Language Learners/Bilingual Education Advisory Council will present documents the Council has drafted to provide guidance to district leaders and educators responsible for the design and implementation of English Language Education programs (including identification and education of ELLs with special needs), professional development decisions, and family/community outreach.

*Michaela Colombo, Faculty at the University of Massachusetts Lowell, has taught ELLs (PK-adult), directed an ELE program, and currently prepares pre-service teachers to teach ELLs. Kathy Frye, Elementary Academic Supervisor, Boston Public Schools, worked with ELLs as a bilingual and ESL teacher, Family Literacy Director & Adult Education Principal/Assistant Director. Gina Hurley, Ed.D.: Director of Student Services, Barnstable Public Schools; has worked in special education for 20 years and English language education for 4 years. Maria de Lourdes Serpa, Professor, Lesley University, has taught ELLs with & without disabilities in reading & writing, directed graduate Moderate Disabilities programs and prepares teachers. Karen Luttenberger, English Language Education Coordinator, Berkshire Hills Regional School District, has taught ESL Pre-K to adult and trains mainstream teachers in sheltered English immersion. Leah Palmer teaches secondary ELLs in Wellesley Public Schools. Prior to teaching in Wellesley, she was an elementary ESL and SEI teacher in Brockton Public Schools.*

### **Strategies to turn Secondary "Striving" ELLs into "Thriving" ELLs**

*Debra Hopkins* [dhopkins@ngsp.com](mailto:dhopkins@ngsp.com)

*Jane Z. Brauer*, [jzbrauer@juno.com](mailto:jzbrauer@juno.com)

*90 minute demonstration*

*Secondary*

Join us in this interactive session and walk away with a pocketful of fresh ideas and strategies for improving the reading ability of your ELLs. You will practice these strategies with fellow participants and leave with the context and the confidence to implement them in your classroom right away!

*A former teacher of the year, Debra Hopkins has extensive national and international experience as an educator, mentor teacher, teacher trainer and curriculum developer.*

### **Summer Literacy: Supporting ELLs during Summer Vacation**

*Melissa Winchell*, [winchellm@lynnschools.org](mailto:winchellm@lynnschools.org)

*45 minute demonstration*

*Elementary, Secondary*

Last summer, two Lynn high school ESL teachers piloted summer enrichment programs one school-based, and one community-based to support ELLs during their summer vacation. This workshop will present the two models and inspire public school teachers to design their own ELL summer programs using available resources.

*Melissa Winchell is ELL Chairperson in the Lynn Public Schools and a doctoral candidate at UMass Boston, where she is researching the marginalization of refugees in American education.*



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### **Teaching Content through Technology Integration**

*Anne Consoletti Schultz, [consolettian@k12.waltham.ma.us](mailto:consolettian@k12.waltham.ma.us)*

*Sandra Malec, [malecs@k12.waltham.ma.us](mailto:malecs@k12.waltham.ma.us)*

*90 minute demonstration*

*Elementary*

Presenters discuss their research that investigates how teachers can assist English Language Learners in using technology to increase their academic skills and prepare them for integration in mainstream classrooms. Presenters will then share technology infused elementary lessons that focus on content, SEI style!

*Anne Consoletti Schultz teaches Grade 3 English Immersion and Sandy Malec is the Instructional Technology Specialist at the Northeast Elementary School in Waltham.*

### **Teaching Learning Strategies: Scaffolding for Independent Learning**

*Jeanne Perrin, [jeannieperrin@gmail.com](mailto:jeannieperrin@gmail.com)*

*Raynel Shepard, [rshepard@boston.k12.ma.us](mailto:rshepard@boston.k12.ma.us)*

*90 minute demonstration*

*Elementary, Secondary, Low Incidence, Dual Language*

This session is based on the CALLA (Cognitive Academic Language Learning Approach) model & will address the explicit integration of teaching learning strategies & language into content area instruction. The session will feature activities that model learning strategies within the content area and provide practice developing language objectives that are linked to learning strategies.

*Raynel Shepard is the ESL Curriculum Developer for the Boston Public Schools. Jeanne Perrin is the Middle Level ELL Academic Supervisor and ELL Professional Development Coordinator for the Boston Public Schools.*

### **Ten Years of Fluency First in College ESL Writing**

*Julie Whitlow, [cwhitlow@salemstate.edu](mailto:cwhitlow@salemstate.edu)*

*John Green, [johngreen@salemstate.edu](mailto:johngreen@salemstate.edu)*

*45 minute demonstration*

*Higher Ed*

In this session we discuss how the basic tenets of Fluency First, extensive authentic reading and writing that emphasizes fluency over correctness, have led to successful academic writing in ELLs. We discuss adaptations to this approach that include elements of newer media and greater use of technology.

*Julie Whitlow and John Green are professors in the English Department at Salem State College. They both teach undergraduate ESL writing and courses in the MAT ESL.*

### **The Literacy of Support: Helping ELLs Succeed at Community Colleges**

*Eileen Kelley, [ekelley@hcc.mass.edu](mailto:ekelley@hcc.mass.edu)*

*Yulia Stone, [ystone@hcc.mass.edu](mailto:ystone@hcc.mass.edu)*

*45 minute research presentation*

*Higher Ed, Professional Development, Leadership*

In this interactive session, participants will learn about and begin to design interdisciplinary partnerships between ESL and other academic areas. The presenters will show how college personnel, as well as ESL students, benefit from the expertise and experience of TESL faculty and staff.

*Dr. Eileen Kelley has worked in the ESL/EFL field since 1981. She is currently ESL Support Services Coordinator at Holyoke Community College. Yulia Stone has taught English in various settings for 12 years. She is currently pursuing a doctoral degree at the University of Massachusetts, Amherst.*



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### **Using Bilingual Story Hours to Empower Parents of ELLs**

*Lidia Cordeiro Icordeiro@cpsed.net  
Jaclyn Cambio, jackiecambio@cpsed.net  
45minute demonstration  
Elementary, Professional Development*

Come learn how to start a Bilingual Story Hour to strengthen students' comprehension skills and build a bridge between home and school. The various components of a story hour will be demonstrated. Participants will be provided with a folder containing everything they need to start their very own story hour. *Lidia Cordeiro and Jackie Cambio are ELL teachers at Gladstone Street School in Cranston, Rhode Island. Both have master's degrees in teaching ESL.*

### **Using Games for Reinforcement and to Engage Students in Learning**

*Whitney Clarcq, whitneyclarcq@hotmail.com  
Needham Public Schools  
45 minute demonstration  
Elementary, Secondary, Low Incidence, Dual Language, Bilingual Special Ed*

Teaching ELL students can be fun and very interactive. Games are an interactive way to informally assess what your students have learned and helps them process information in a different way. In this workshop, teachers will play games that were developed to teach ELL students academic language, as well as ELD topics. Come join the fun!!

*In the 10 years that I have been teaching, Whitney Clarcq has taught middle school History and Science. Currently, she is an ELL tutor in Needham, MA. She has her Master's Degree in ELL from Framingham State College.*

### **Using Javier Arrives to the US to Discuss Urban Issues**

*Audrey Mbani, apdakar@yahoo.com  
45 minute demonstration  
Secondary*

In this session, participants will be introduced to a class lesson for beginners using Javier Arrives in the US. The focus on this lesson is modeling how to teach a beginner ESOL class about a prominent urban issue like gang involvement while using Javier as a prompt.

*Audrey Pinato Mbani is an ESOL teacher to Beginner students at Brockton High School. She was a Fulbright teacher to Senegal 2001-2002.*

### **Using Word Walls is More than Displaying Words**

*Debbie Zacarian, Ed.D, dzacarian@collaborative.org.  
45 minute presentation  
Secondary*

Participants will learn ways for identifying and displaying vocabulary to support student practice using the language of content and learning English. The ideas presented are from a forthcoming book by Judie Haynes and Debbie Zacarian tentatively titled Content Area Instruction for ELLs: Modifying Methods and Materials.

*Dr. Zacarian is the Director, Center for English Language Education, Hampshire Educational Collaborative in Northampton, Massachusetts*





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### **Utilizing Cross-Cultural Empathy for the Education of English Language Learners**

Randy Ross, [Randy\\_Ross@brown.edu](mailto:Randy_Ross@brown.edu)

90 minute demonstration

*Elementary, Secondary, Low Incidence, Dual Language, Prof Development, Leadership*

This highly interactive session will examine the latest brain research on empathy development and will explore the relationship between cross-cultural empathy and culturally responsive teaching for ELLs. Specific strategies for reducing harassment while nurturing non-ELL students empathy for ELLs will be discussed.

*Randy Ross, MS, MA, is an Equity Specialist at the New England Equity Assistance Center, Education Alliance at Brown University, focusing on improving school climate for all students.*

### **Ventures! Building Community in the ESL Classroom**

Donna Lee Kennedy, [dkennedy@cambridge.org](mailto:dkennedy@cambridge.org)

45 minute demonstration

Adult

Cambridge's 5-level, Adult, ESL series, Ventures, addresses the most pertinent issues in adult education today. This standards-based course builds and promotes community in the classroom through relevant topics, interactive collaboration and project work which promote learner persistence and independence. The session will include discussion, presentation, and hands-on examples.

*Ms. Kennedy has facilitated teacher training workshops and conference presentation on ESL methodology and products for major publishers for over 17 years.*

### **Vocabulary Development for English Learners - Teaching and Learning Strategies**

Jody Klein, [Jody\\_Klein@newton.k12.ma.us](mailto:Jody_Klein@newton.k12.ma.us)

Anne McCulsky

45 minute demonstration

*Elementary, Secondary, Low Incidence, Dual Language, Bilingual Special Ed*

This hands-on workshop will provide teachers with practical strategies to support vocabulary development in the classroom.

*Jody Klein is a past 2-way bilingual teacher and is now the Director of the ELL Program in Newton. Anne McCulsky is a literacy specialist and teacher trainer at the Bowen School in Newton.*

### **Which Words do I Teach for Vocabulary Instruction?**

Margaret Adams, [ada1234@verizon.net](mailto:ada1234@verizon.net)

K-12

90 minute demonstration

*Elementary, Secondary, Low Incidence, Prof Development*

The needs of English language learners in the area of vocabulary can be overwhelming. In this workshop, we will consider what are the key vocabulary words that we should focus in on for academic instruction and strategies for supporting overall vocabulary acquisition across the content areas.

*Dr. Margaret Adams is the Director of Title I and Literacy for the Malden Public Schools. She has been an elementary teacher and administrator of ELL programs.*



## MULTIPLE LITERACIES: LAUNCHING ENGLISH LANGUAGE LEARNERS INTO A NEW ERA

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### **Workplace ESOL - What's Working in Massachusetts?**

*Rob Vitello  
Claudia Green  
90 minute demonstration  
Adult, Workplace*

This workshop will share information from the statewide "English Works" campaign by the MIRA Coalition to highlight what good employers are doing to set up effective workplace ESOL programs. Participants will also learn about best practice approaches and where funding might be found to support company-based programs.

*Rob Vitello has over 20 years experience in workforce development and workplace education and has served on the Board of MATSOL as Workplace Education/Adult Ed Rep, President and Past President. For the past ten years, Rob has worked for the Commonwealth Corporations Applicant Assistance Program to the Massachusetts Workforce Training Fund. Through this work, he assists area companies and organizations to conduct training needs assessments, design training plans, select training providers and apply for state funding to support incumbent worker training projects, including workplace ESOL. Claudia Green is the Director of Workforce Development and the English for New Bostonians Initiative at the Massachusetts Immigrant and Refugee Advocacy Coalition. Claudia's background is in workforce development and community economic development, and much of her professional work in policy advocacy, research, planning and job training has focused on promoting career advancement for low-wage workers.*

### **Writing in the Sheltered English Immersion Classroom**

*Jennifer O'Brien, jobrien@malden.mec.edu  
Carla Bruzzese, cbruzzese@malden.mec.edu  
45 minute demonstration  
Elementary*

This workshop will include ideas and strategies for implementing Writer's Workshop in the SEI classroom. It will include an overview on Writer's Workshop as well as specific ways to teach newcomers sentence structure, pre-writing, peer conferencing, and editing in a variety of genres.

*Jennifer O'Brien, MS, MEd is currently a Sheltered English Immersion Teacher for Malden Public Schools. Carla Bruzzese, MATESL, MEd is currently the ESL Coach for Malden Public Schools and is a doctoral candidate at Boston University. Both have assisted in a variety of workshops on sheltering strategies and instructional best practices for ELLs.*

### **Writing Instruction: Being Specific, Getting Results Across the Curriculum**

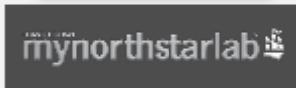
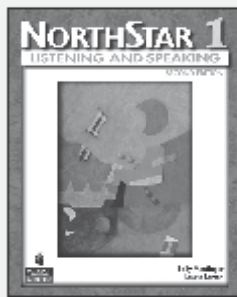
*Tracy Drysdale, drysdalt@bc.edu  
45 minute research presentation  
Elementary, Professional Development*

In this session, participants will be introduced to the linguistics theory that allows teachers to enhance any writing program. The presenters will describe the findings from a current study and describe the process of teaching using the theory. Handouts will include suggestions for easy implementation and mentor texts.

*Tracy Drysdale is currently a doctoral student at Boston College. She has taught as an elementary generalist and reading specialist for the past eleven years. Ed Ballard is a science integration specialist for grades K2-4th in the Boston Public Schools. He is currently working on his M.Ed at Framingham State College.*

# Featured Speaker

**Carol Numrich**  
Friday, May 8, 2009



**Moving Toward  
a More Authentic Listening  
Practice**



Visit the  
**Pearson Longman Booth**



## Exhibitors

MATSOL wishes to extend its gratitude to the following exhibitors for their participation in this conference and for their long-standing support. Please take some time to browse through the materials they have brought to share with us.

- ↳ Allen Cohen & Associates
- ↳ Alran Books
- ↳ Alta Book Center Publishers
- ↳ B. Lothrop Books
- ↳ Cambridge University Press
- ↳ Compass Publishing
- ↳ Educational Solutions, Inc.
- ↳ English Language Fellow Program
- ↳ Hampton Brown/National Geographic
- ↳ Heinemann Publishers
- ↳ Cengage - Heinle
- ↳ Houghton Mifflin Harcourt Supplemental
- ↳ Imagine Learning
- ↳ Oxford University Press English Language
- ↳ Pearson
- ↳ Pearson Longman
- ↳ Santillana USA Publishing
- ↳ Smarthinking Online Tutoring
- ↳ Springfield Public Schools
- ↳ Steck-Vaughn
- ↳ World Learning SIT Graduate Institute
- ↳ ZoomOnTime, Inc

Note: This list reflects exhibitors registered at the time this program went to print only. See complete list in the Publishers' Atrium!



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## ⌘ Notes ⌘



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## ⌘ Notes ⌘



⌘ Notes ⌘





matsol



# Certificate of Attendance

**This is to certify**

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Has attended the 2009 MATSOL Conference  
Multiple Literacies – Launching English Language  
Learners Into a New Era in Massachusetts on Thursday,  
May 7, 2009 through Friday, May 8, 2009.

*MATSOL Conference Committee  
May 2009*

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السابعة عشر، لنبانية الأهل  
- ١٩٨٤. أنظم اى عائلة شرقية  
م والدي وأميا وأخوينا، فامد  
و فامد يبلغ نحة سنوات،  
الكتب منه كل العادات والتقاليد  
التوثيقات الرسمية كنت أعال  
وفيها الرسمية فيها  
فتي الثانية التي تعلمت

徐冰，我一年前来的美国。  
于中国的西部，人们都称她为黄河上的一颗  
很大的城市，比起北京，上海来说银川是一个  
所有的特色和风光是独一无二的。现今银川已  
城市了。随着中国飞速的发展，我想银川不久

همم للظاهر ولا  
قبل جميل حال  
ل"الطب.  
المعصن دا  
البارنة.



那里，因为我的家  
持着联系。最  
乎没有时间去  
学到了许多书本上  
观照。  
years old. I  
friends over there than I start doing a lot o  
with them. we went to all the cities  
of fun. Every summer I we  
to & I spent