

One Size Doesn't Fit All

Meeting the Needs of Diverse Learners

2011 MATSOL Conference
May 5-7, 2011
Four Points Sheraton
Leominster, Massachusetts



The mission of the Massachusetts Association of Teachers of Speakers of Other Languages (MATSOL) is to advocate for the educational achievement and opportunities of English language learners and the professional development of all educators who serve English language learners. MATSOL is an affiliate of TESOL, Teachers of English to Speakers of Other Languages.



One Size Doesn't Fit All: Meeting the Needs of Diverse Learners

May 2011

Greetings Colleagues,

We welcome you to the 2011 MATSOL conference, *One Size Doesn't Fit All: Meeting the Needs of Diverse Learners*. We missed hosting you last year as we participated in TESOL's visit to Boston. We hope that this year's gathering meets your expectations and professional development needs.

MATSOL has a very exciting program for you, starting with three well respected keynote speakers. Thursday features Kate Kinsella, who visits us from San Francisco State. She will speak on structuring active learning environments. On Friday, we have the great fortune to welcome Christine Coombs, the current President-Elect of TESOL, who has travelled from Dubai, UAE to talk to us about the characteristics of a highly effective EF/SL teacher. Finally, on Saturday, Lawrence J. Zwier, of Michigan State University, will focus on the relationship between teaching reading and vocabulary. We thank Pearson for sponsoring Dr. Kinsella's keynote.

In addition to the keynotes, we have dozens of sessions and workshops that should provide you with new ideas to try, concerns to contemplate, and goals to work towards. The MATSOL Advocacy committee has spent the last year educating school leaders and legislators about the needs of our learners. We've seen positive gains in the future education of English language learners and their teachers. If you would like to get involved in advocacy initiatives, please consider attending their information session on Friday afternoon. As part of our focus on advocacy and training, MATSOL has been represented by a number of veteran ESL professionals who are providing first-class category training and consultations to school systems across the Commonwealth. Many of these professionals will be participating in the Trainer Network session. We are also pleased to welcome Dr. Esta Montano, the Director of the Office of English Language Acquisition and Academic Achievement at the Massachusetts Department of Elementary and Secondary Education, and Michelle Griffin, Title III Coordinator, who will offer a number of sessions on Friday. This is just a taste of the conference offerings; we encourage you to attend a few sessions that might be on a topic that is new to you or by a colleague you have not met yet, as well as those given by our well-regarded experts.

Please also take the time to visit the Publishers' Area. We've been fortunate to have a number of publishers sponsor our work throughout the year, and we'd like to thank them for their generosity by showing support for their products and authors.

Finally, we'd like to invite you to join us for a social on Thursday at 5:00 P.M. At that time, we will celebrate some of our outstanding professionals in the field with the Teacher of the Year Award, the Anne Dow Award for Excellence and Creativity, and The Linda Schulman Innovation Awards. This is a terrific opportunity to catch-up with your peers and honors some of our outstanding colleagues. Many thanks National Geographic/Hampton Brown for sponsoring this reception.

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

Sincerely,

Linda Foley-Vinay

MATSOL President

Pearson is a proud sponsor of the
2011 MATSOL Conference

One Size Doesn't Fit All: Meeting the Needs of Diverse Learners

Thursday, May 5

Keynote Address

12:30 pm - Grand Ballroom

**Eradicating Learner Lethargy: Structuring Active and Accountable
Contexts for Cognitive and Linguistic Achievement**

Kate Kinsella

Author of the *Longman Elementary Dictionary and Thesaurus Pedagogical Guide*

Saturday, May 7

8:30 am - Strauss Room

Your Teaching Philosophy and Your Textbook: Are They in Sync?

Samuela Eckstut

Author of *Center Stage: Express Yourself in English*

10:30 am - Cole Porter Room

Huh? Effective Practices for Teaching Listening Skills

Helen Solorzano

Author of *NorthStar* and *Contemporary Topics*

Visit the **Pearson** booth to learn more about
the titles authored by these presenters.

For more information contact
Melanie Greitzer, ELL Specialist
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Keynote Speaker
Thursday, May 5, 2011

Eradicating Learner Lethargy: Structuring Active and Accountable Contexts for Cognitive and Linguistic Achievement



Dr. Kate Kinsella
Sponsored by Pearson
 12:30 p.m.

English Learners and struggling readers need to be flexing their cognitive and linguistic muscles throughout every lesson in every subject area. However, research clearly indicates that English Learners and less confident readers typically remain passive observers during critical lesson discussions and that the teacher is often the only individual using complete sentences or any target lesson vocabulary. Dr. Kinsella details the research-based features of explicit instruction and structured classroom interaction necessary for all students to develop a confident command of classroom language. She distributes a relevant research synthesis, instructional strategy guidelines, reproducible templates, and practical walk-through tools to facilitate implementation.

Kate Kinsella, Ed.D., is a faculty member in San Francisco State University's Center for Teacher Efficacy. She provides consultancy nationally to school districts and state departments to increase instruction and achievement of K–12 English Learners and less proficient readers. Her career, devoted to English Language Development (ELD) scholarship and classroom practice, includes extensive experience teaching middle school and high school English Learners as well as directing programs and writing curricula for first-generation bilingual college students. A focus of her current research and school reform is the education of long-term English Learners who have reached a plateau in their second language development with serious impacts on their school achievement.

Dr. Kinsella is co-author of Scholastic's READ 180 intensive intervention program, including the English language development companion, the LBook. She led the development of the Longman Study Dictionary for secondary English Learners and the new Longman Elementary Dictionary and Thesaurus. Dr. Kinsella is also the program consultant for the Oxford Content Area Picture Dictionary and Curricula (2010) for newcomers in grades 4–8. A former Fulbright lecturer in teaching English as a Second Language, Dr. Kinsella has received numerous awards including the Marcus Foster Memorial Reading Award, offered by the California Reading Association to one California educator who has made a statewide impact on policy and pedagogy. The author of numerous scholarly articles and former editor of the CATESOL Journal, she recently co-authored a chapter on research-based English Language Development in secondary contexts for a 2010 publication by the California Department of Education.

Keynote Speaker
Friday, May 6, 2011

Best Practices in ELT: 10 Traits of a Highly Effective Teacher



Christine Coombe
12:30 p.m.

As ELT practitioners face the pressures of an increased workload, institutional accountability and continual change in curricula/assessment, the need for effective teachers has never been more important. In this session, the presenter explores the 10 characteristics that she finds essential for success in the classroom and in educational institutions.

Christine Coombe has a Ph.D in Foreign/Second Language Education from Ohio State University. She is currently on the English faculty of Dubai Men's College and works as an Assessment Leader for the Higher Colleges of Technology. She is the former Testing and Measurements Supervisor at UAE University and Assessment Coordinator of Zayed University. Christine is co-editor of the Assessment Practices volume in the TESOL Case Studies series; co-author of A Practical Guide to Assessing English Language Learners (2007, University of Michigan Press); co-editor of Evaluating Teacher Effectiveness in EF/SL Contexts (2007, University of Michigan Press); co-editor of Language Teacher Research in the Middle East (2007, TESOL Publications) and Leadership in English Language Teaching and Learning (2008, University of Michigan Press). Christine's forthcoming books are on task-based learning and reigniting, retooling and retiring in English language teaching.

Christine has lived and worked in the Arabian Gulf for the past 15 years. In this capacity, she has served as President of TESOL Arabia and as the founder and co-chair of the TESOL Arabia Testing, Assessment and Evaluation Special Interest Group who organize the Current Trends in English Language Testing (CTELT) Conference. Dr. Coombe has participated in large-scale assessment and assessment development projects in Russia, Ukraine, Saudi Arabia, China, Central Asia, and the U.A.E.

During her tenure in the Middle East, she has won many awards, including two-time recipient of the International Language Testing Association (ILTA) grant for the promotion of professionalism in the area of language testing; the 2002 Spaan Fellowship for Research in Second/Foreign Language Assessment; the 2002-03 TOEFL Outstanding Young Scholar Award; the TOEFL Board Grant for 2003-04, 2005-06, and 2007-08 for her work in delivering training in assessment to teachers in the Arabian Gulf and in developing countries. Most recently she served on the TESOL Board of Directors as Director Serving as Convention Chair for Tampa 2006 and was the recipient of the Chancellor's Teacher of the Year for 2003-04. She is currently President-elect of TESOL (2010-2013).

Keynote Speaker
Saturday, May 7, 2011

**Teaching Reading and Teaching Vocabulary:
A Complex Relationship**



Lawrence J. Zwier

11:30 a.m.

Reading skills and vocabulary development may seem like Best Friends Forever. They work together in the same reading passages, they hang out in the same textbooks, and they compete (as friends often do) for a language-learner's attention. ESL and EFL teachers rightly learn how to teach the two in combination, but they may be less aware of how these BFFs are distinct. Drawing on recent research, this keynote presentation looks at the relationship between teaching ESL reading and teaching English vocabulary – a deep, long-term relationship with ups and downs, tender moments and harsh competition, and joint contributions to the larger neighborhood of tools in second-language teaching.

Larry Zwier is Associate Director for Curriculum at Michigan State University in East Lansing. Prior to joining MSU in 1999, he worked for five years with the National Institute for Education in Singapore. He has also taught in Minnesota, Saudi Arabia, Malaysia, and Japan.

*He is the author of several ESL/EFL textbooks, mostly related to reading, vocabulary, and test preparation. His *English for Everyday Activities* (1999, Asia Pacific Press Holdings) has become an international standard in teaching basic vocabulary. At the other end of the spectrum, his *Mastering Academic Reading* (2010, U of Michigan Press) stands as one of the most challenging books on the market for true advanced EAP students. His other works include *Inside Reading 2* (2009, Oxford), *Four Point Reading & Writing 2* (2009, U of Michigan Press), and *Building Academic Vocabulary* (2003, U of Michigan Press). He also writes light history and geography books for middle-school libraries. He lives in Okemos, MI, with his wife and two children.*

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**Thursday, May 5, 2011
Awards Ceremony**

Sponsored by National Geographic/Hampton Brown

Anne Dow Award for Excellence and Creativity



Dr. Pat Mytkowicz, Curry College
2011 Recipient



Dr. Pat Mytkowicz, Professor and Coordinator of PAL for Multilingual Students (PML), Curry College for innovative contributions that enable non-native speakers to complete their education.

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 5, 2011

Awards Ceremony

Sponsored by National Geographic/Hampton Brown

Linda Schulman Innovation Award



Cori Weiner, CELOP, Boston University

2011 Recipient



For her project:

"Connecting English Language Learners to Culture: More than Authentic Material"

The Linda Schulman Innovation Award Grants support projects that promote English language learning and embody the spirit of creativity, sensitivity and community. Grants fund pedagogical projects to benefit English Language Learners by improving their language skills or increasing their understanding of American culture.



Thursday, May 5, 2011

Awards Ceremony

Sponsored by National Geographic/Hampton Brown

MATSOL Teacher of the Year



Jill Gold, Whittemore Elementary School, Waltham

2011 Recipient



The MATSOL Teacher of the Year Award is awarded to a teacher who has demonstrated: successful teaching of English Language Learners as shown through evidence of best instructional practices and incorporation of students' linguistic and cultural backgrounds within the classroom; long-term commitment to the education of ELLs; leadership roles at the school, district, and/or state level on behalf of English Language Learners; mentoring and supporting of new teachers to the field through both informal and formal induction programs; and strong relationships with parents of ELLs (K-12) and the community.



Conference Schedule

Thursday, May 5, 2011

7:30 AM	Conference Check-in
8:30 AM	Session 1 (45 minutes)
9:30 AM	Session 2 (90 minutes)
11:00 AM	Networking & Exhibitor Visits
11:30 AM	Lunch
12:30 PM	Keynote Address – Dr. Kate Kinsella
1:30 PM	Networking & Exhibitor Visits
2:00 PM	Session 3 (90 minutes)
3:45 PM	Session 4 (45 minutes)
5:00 PM	MATSOL Social & Awards Ceremony

Conference Schedule

Friday, May 6, 2011

7:30 AM	Conference Check-in
8:30 AM	Session 1 (45 minutes)
9:30 AM	Session 2 (45 & 90 minutes)
10:30 AM	Session 3 (45 minutes)
11:15 AM	Networking & Exhibitor Visits
11:30 AM	Lunch
12:30 PM	Keynote Address – Christine Coombe
1:30 PM	Networking & Exhibitor Visits
2:00 PM	Session 4 (45 & 90 minutes)
3:00 PM	Session 5 (45 minutes)
4:00 PM	Session 6 (45 minutes)

Conference Schedule

Saturday, May 7, 2011

7:30 AM	Conference Check-in
8:30 AM	Session 1 (45 & 90 minutes)
9:30 AM	Session 2 (45 minutes)
10:30 AM	Session 3 (45 minutes)
11:30 AM	Keynote Address – Lawrence J. Zwier



Sheraton Four Points Hotel Facilities Map

←
**Classic
1 & 2**

Ampitheatre

Beethoven	Mozart	Shubert	Junior Ballroom
Brahms		Strauss	

Board Room	Cole Porter	Gershwin	Coat Room	Irving Berlin
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**Sky Class
Lounge**
7th Floor
(across from elevator)



One Size Doesn't Fit All: Meeting the Needs of Diverse Learners

Thursday
May 5, 2011

Thursday	Room	Presentation Title	Presenter
8:30-11:00 AM	Mozart	Tools for Bolstering Academic Word Knowledge for English Learners in Grade 4 and Beyond	Kinsella
8:30-9:15 AM	Brahms	Partners in Literacy: Native Language, Multi-literacies and Home Knowledge	McGuinness, Ramirez
8:30-9:15 AM	Beethoven	Putting the Walk in Picture Walk:K-3 Oral Development Activities	Zucker-Conde
8:30-9:15 AM	Strauss	Total Instructional Alignment and ELL Education: Closing the Achievement Gap	Guglielmo, Williams
8:30-9:15 AM	Shubert	What Teachers of ELL's Would Like to Know about Reading	Shufro
8:30-9:15 AM	Cole Porter	A Model of a Successful Teen Center	Weinstein, DeBarros
8:30-9:15 AM	Gershwin	Using an Analysis of Math MCAS Vocabulary to Inform Instruction	Lobo, Redford
8:30-9:15 AM	Berlin	Preparing ESL Teachers Through Boston Teacher Residency	Cooper, Perrin, Prieto, Gersch, Savoie
8:30-9:15 AM CANCELLED	Ampitheater	Chats Across the Curriculum: Strategies to Develop Academic Language Discussions	Klein, Mikulski
9:30-11:00 AM	Brahms	Distinguishing a Learning Difference from a Disability for ELLs	Adams, McCabe
9:30-11:00 AM	Beethoven	Culturally Responsive Assessment Practices with Young Dual Language Learners	Hardy
9:30-11:00 AM	Strauss	The Cognitive Toolbox: Learning Strategies that Promote Academic Language and Independent Learning	Shepard, Perrin, Avolio
9:30-11:00 AM	Shubert	Teaching Academic Vocabulary in the Content Areas	Andrews
9:30-11:00 AM	Cole Porter	Help Close the Achievement Gap in MATH!	Stern
9:30-11:00 AM	Gershwin	Your Country Needs YOU! Creative, Progressive, Innovative Teachers	Tanner
9:30-11:00 AM	Berlin	Words in the Brain: Cognitive Linguistics, Vocabulary Instruction, and ESL	Meyer, Kim, Lau, Tran
11:00-11:30 AM		Exhibitor Visits & Networking	
11:30-12:30 PM	Grand Ballroom	Lunch	
12:30-1:30 PM	Grand Ballroom	Keynote: Eradicating Learner Lethargy: Structuring Active and Accountable Contexts for Cognitive and Linguistic Achievement	Kinsella



Thursday
May 5, 2011

Thursday	Room	Presentation Title	Presenter
1:30-2:00 PM		Exhibitor Visits & Networking	
2:00-3:30 PM	Brahms	Content-ESL Curriculum, Collaboration and Co-Teaching: Working Together to Improve Instruction for ELLS	Baer-Simahk, Aube
2:00-3:30 PM	Beethoven	SIOP Links to Math, Science, History	Lopes-Murin
2:00-3:30 PM	Mozart	Communicating and Collaborating with Culturally and Linguistically Diverse (CLD) Families	Hardy, Wilson-Portuondo
2:00-3:30 PM	Strauss	Understanding and Educating New Refugee Students and Their Families	Urponen
2:00-3:30 PM	Shubert	Elementary School Programming for Newcomers: Mattahunt Elementary School	Benis Scheier-Dolberg
2:00-3:30 PM	Classics	A Journey Towards Understanding All Learners	Pienkawa, Guevara
2:00-3:30 PM	Cole Porter	Intensive Language & Literacy Interventions for Older Struggling Readers	Andrews
2:00-3:30 PM	Berlin	Synthesizing Research into Effective Practice in the Mathematics Classroom	Coates, Trilla
3:45-4:30 PM	Brahms	Acting Is Not Becoming: Gender, Identity, and Adaptation of Somali Refugee Youths	Shepard
3:45-4:30 PM	Beethoven	Teaching ELLs in Massachusetts Charter Schools	Assiraj
3:45-4:30 PM	Strauss	Moodle: One technology Tool for ELL Classrooms	Coelho
3:45-4:30 PM CANCELLED	Shubert	The Science of Learning Behind Accelerated Literacy for English Language Learners	Mayo, Williams
3:45-4:30 PM	Cole Porter	Supporting ELs When They Leave the Nest	Aube
3:45-4:30 PM	Gershwin	ELL Children Writing the World	Adams
3:45-4:30 PM	Berlin	Sponsoring a Successful ESL Peer Tutoring Club	Weinstein
5:00-7:30 PM	Mozart	MATSOL Social & Awards Ceremony	

Conference Evaluations will be done online this year. A link will be sent by email after the conference.



One Size Doesn't Fit All: Meeting the Needs of Diverse Learners

Friday
May 6, 2011

Friday	Room	Presentation Title	Presenter
7:00 AM	TBA	MATSOL Professional Development Network	PD Network
8:30-9:15 AM	Brahms	Working with ELL Students in Your Classroom	Liff
8:30-9:15 AM	Beethoven	Share and Tell Collaboration	Clarcq
8:30-9:15 AM	Mozart	5 Principles for Teaching Math and Science to ELLs	Franco-DeFaria, Siddens
8:30-9:15 AM	Shubert	Formative Writing Assessment for Secondary English Language Learners	Galichina, Conte
8:30-9:15 AM	Cole Porter	English Language Learners: When to Worry	Frank, Karidoyanes
8:30-9:15 AM	Gershwin	Research as Praxis in ESL Teacher Education	Robinson
8:30-9:15 AM	Berlin	MCAS: How Dictionaries Make the Difference	Bylund, Stewart
8:30-9:15 AM	Ampitheater	Learning about Your Learners: Reading about the Lives of Latinas	Montano
9:30-10:15 AM	Cole Porter	Emotional Discipline in the ELL Classroom	Canning-Wilson
9:30-10:15 AM	Gershwin	Academic Vocabulary Development in the ESL Classroom	Patrick
9:30-10:15 AM	Ampitheater	Title III – Changes and Challenges	Griffin
9:30-11:00 AM	Brahms	Determining LEP Status for Special Needs Students – Brockton Protocol	Jones, Mosley, Andrade
9:30-11:00 AM	Beethoven	Graphically Speaking: Graphic Organizers as Bridges to Academic Language	Shepard, Avolio
9:30-11:00 AM	Mozart	Third Graders Persuasive Writing: Challenges and Possibilities	Brisk, Sanchez-Ares, Price
9:30-11:00 AM	Strauss	Action Research to Inform Practice	Rintell, Wintour
9:30-11:00 AM	Shubert	Teaching Mathematics Register: Challenges & Tools for Addressing Academic Language in Mathematics	Terrell
10:30-11:15 AM	Ampitheater	State of the State of ELLs – Come Learn about K12 ELLs in MA	Montano
11:00-11:30 AM	Rogers & Hammerstein	Exhibitor Visits & Networking	
11:30-12:30 PM	Grand Ballroom	Lunch	
12:30-1:30 PM	Grand Ballroom	Keynote: Best Practices in ELT: 10 Characteristics of a Highly Effective EF/SL Teacher	Coombe



One Size Doesn't Fit All: Meeting the Needs of Diverse Learners

Friday
May 6, 2011

Friday	Room	Presentation Title	Presenter
1:30-2:00 PM		Exhibitor Visits & Networking	
2:00-3:30 PM	Brahms	Effecting Productive Vocabulary Development	Pransky
2:00-3:30 PM	New room! Skyclass	Theatre Games, Traditional American Play Parties: Music, Movement and Fun!	Baer-Simahk
2:00-3:30 PM	Mozart	Teacher Collaboration Through Genres: Writing in Language Arts and Science	Drysdale, Rosa
2:00-3:30 PM	Strauss	Text-Making as School/Community Collaboration and Cultural Production	Botelho, Matos
2:00-3:30 PM	Shubert	Strategies for Teaching the Academic Language of History	Schall-Leckrone, Doktoror
2:00-3:30 PM	Cole Porter	SPED and ELL: What Every Educator Ought To Know	Canning-Wilson
2:00-3:30 PM	Gershwin	MATSOL Advocacy Committee	Colombo, Aube
2:00-3:30 PM	Berlin	Making Content Comprehensible for English Language Learners	Thorarensen
3:00-3:45 PM	Strauss	Teaching ELLs in a Mixed Language Classroom	Walsh, Curtis
3:00-3:45 PM	Cole Porter	Teaching Reading to ELLs: Making It Happen Despite Political Agenda(s)	Medeiros-Landurand
3:00-3:45 PM	Ampitheater	Using Travel Photographs to Unlock Student Imagination	Trainer
4:00-4:45 PM	Brahms	From Text to Talking: ELLs and Oral Technologies	Lenski, Sheehan
4:00-4:45 PM	Beethoven	Different Strokes for Different Folks: Targeted Professional Development for Novice, Newcomer, and Experienced ESL Teachers	Shepard, Avolio, Son
4:00-4:45 PM	Mozart	Bookbinding for ELLs	Lobo
4:00-4:45 PM	Strauss	Peter and the Wolf: ELL and Literacy through Music and Literature	Canning-Wilson, Czarnecki, Wilson
4:00-4:45 PM	Shubert	Engaging Students by Building Content Area Reading Skills	Conable
4:00-4:45 PM	Gershwin	The Teacher, the Professor, and the Author: Adapting Folktales for ELLs	Shanahan, Bardetti

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One Size Doesn't Fit All: Meeting the Needs of Diverse Learners

Saturday
May 7, 2011

Saturday	Room	Presentation Title	Presenter
8:30-9:15 AM	Brahms	Music: Light up the Whole Brain, Reach the Whole World	Pontoppidan
8:30-9:15 AM	Beethoven	Service Learning Project: Reading Partners Adult Basic Ed/Academic ESOL	Naggie, Brooke
8:30-9:15 AM	Strauss	Your Teaching Philosophy and Your Textbook: Are They in Sync?	Eckstut, Bonesteel
8:30-9:15 AM	Shubert	Workplace ESOL: Building Effective Partnerships	Nelson
8:30-9:15 AM	Cole Porter	Critical Reflection in the Educator's Role	White, Senerchia
8:30-9:15 AM	Gershwin	Teaching Writing Effectively to Arabic Speakers	Richter
8:30-10:00 AM	Mozart	Remembering the Roots of Adult Education: Diversity, Democracy and Accountability	Schwartz, Jorgensen
9:30-10:15 AM	Brahms	Integrating OpenBook Software in an ESOL Class	Gear, Krinsky
9:30-10:15 AM	Beethoven	The 21st Century Filing Cabinet: Creating Educator Communities Using Wikis	Pontoppian, Fincke, Brand, Szabo, Pettigrew
9:30-10:15 AM	Strauss	Thinking Globally, Acting Locally: An Action Research Project for Students	Lynch
9:30-10:15 AM	Shubert	Upgrading Cultural Responsiveness in 21st Century Adult ESOL	Bunning
9:30-10:15 AM	Cole Porter	Teaching Pragmatic Awareness in the Classroom Using Thought Bubbles	Honnen, Abou-AIawar
9:30-10:15 AM	Gershwin	Effects of Dynamic Written Corrective Feedback on JFL Students' Homework	Akiyama, Fleshler
10:30-11:15 AM	Brahms	Closing the Gap: Communicating Across Cultures	Schroth, Shaw, Wagner
10:30-11:15 AM	Mozart	From Topics to Goals: Goal-Driven Lesson Planning in Language Classrooms	Reed, Michaud
10:30-11:15 AM	Strauss	Globalization, New Media, and the Teaching and Learning of English	Green
10:30-11:15 AM	Shubert	Creating Content-Based Courses at Higher Levels	Griffith, Engleman, Murray, McMillion-Ho, Kelley
10:30-11:15 AM	Cole Porter	Huh? Strategies for Teaching Listening Comprehension	Solorzano
11:30-12:30 PM	Mozart	Keynote: Teaching Reading and Teaching Vocabulary: A Complex Relationship	Zwier

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Session Descriptions *Organized Alphabetically by Title*

Date: *Thursday*
Time and Location: *2:00 PM/Classics*
Format: *90-minute demonstration*

Audience: *Professional Development/Teacher Training, Leadership*

A Journey Towards Understanding All Learners

In this engaging session, participants will be introduced to one district's approach to the SEI category trainings. The presenters will describe their philosophy and logistics around the trainings. They will also share their triumphs and challenges on the journey to train all staff to become highly qualified sheltered English instructors.

Renata Pienkawa is a gifted presenter and ELL teacher for 25 years. Dr. Marta Guevara is the Director of Interventions and ELL in Amherst, Massachusetts.

Date: *Thursday*
Time and Location: *8:30 AM/Cole Porter*
Format: *45-minute demonstration*

Audience: *Secondary*

A Model of a Successful Teen Center

With the violence on the streets of Boston, Catholic Charities, St. Peter's Teen Center has developed a comprehensive teen center for newly arrived Cape Verdean Teens. The session will include handouts, program sample and intake application. Participants in the program have become leaders in the school community as well as college bound. There will be time for discussion/questions and answers.

Ruth Weinstein is an ESL Teacher at Boston Technical Adult Academy. Paulo DeBarros is Director of Catholic Charities St. Peter's Teen Center

Date: *Friday*
Time and Location: *9:30 AM/Gershwin*
Format: *45-minute demonstration paper*

Audience: *Elementary, Secondary*

Academic Vocabulary Development in the ESL Classroom

If English Learners are to succeed in school, they must be proficient in academic English. This session will address characteristics of effective instruction and promising practices for promoting academic language proficiency in content classrooms.

Marsha Patrick is the Marketing Manager for Oxford University Press' English Language Teaching Division.

Date: *Thursday*
Time and Location: *4:00 PM/Brahms*
Format: *45-minute research paper*

Audience: *Secondary, Low-Incidence Programs*

Acting Is Not Becoming: Gender, Identity, and Adaptation of Somali Refugee Youths

The presenter will share and discuss research that was conducted with a group of twelve Somali youths. The presentation will offer educators important insights into the experiences of Somali youths, – especially the difference between boys and girls, in their immigrant quest to become young American adults.

Raynel Shepard, Ed.D., ESL curriculum specialist and teacher trainer, is currently adjunct professor at UMASS, clinical faculty advisor at Boston College, and independent educational consultant.



One Size Doesn't Fit All: Meeting the Needs of Diverse Learners

Date: Friday

Time and Location: 9:30 AM/Strauss

Format: 90-minute demonstration

Audience: Professional Development/Teacher Training

Action Research to Inform Practice

Through action research teachers enhance their own practice while creating new knowledge in the field. A faculty member and graduate students from the MAT in ESL program at Salem State University will discuss how action research is done, its role in the program, and will describe their individual research projects.

Ellen Rintell teaches graduate courses in the MAT-ESL program at Salem State University and is co-coordinator of the program. Elizabeth Wintour is a secondary ESL Teacher for Lynn Public Schools.

Date: Friday

Time and Location: 4:00 PM/Mozart

Format: 45-minute demonstration

Audience: All

Bookbinding for ELLs

This will be a fast paced, interactive, hands-on workshop to learn some book binding techniques to use with your students. The focus of the workshop will be on making books and on sharing ideas for their use in instruction. Participants will go home with several books made during the workshop. If there is time we may even explore some simple pop-up formats as well. Instructions and materials will be provided.

Kathy Lobo is an ESL teacher at the Chenery Middle School in Belmont. She is also an approved trainer for Categories 1,2 (elementary and secondary), 3 and 4c (Secondary).

Date: Thursday

Time and Location: 8:30 AM/Ampitheater

Format: 45-minute demonstration

Audience: Elementary, Secondary

Chats Across the Curriculum: Strategies to Develop Academic Language Discussions

Teachers will learn how to create opportunities for students to use more oral academic language in their interactions with peers.

Jody Klein is the Director of the ELL Program for Newton Public Schools. She has been a teacher and supervisor working with English Learners for 20 years. Anne Mikulski is the Coordinator for English Language Arts for Newton Public Schools. Anne has worked as a teacher, principal, literacy specialist, and a curriculum coordinator.

Date: Saturday

Time and Location: 10:30 AM/Brahms

Format: 45-minute demonstration

Audience: Secondary, Higher Education/IEPs

Closing the Gap: Communicating Across Cultures

In this session, a collaboration between English department Communications classes and ESL Reading classes will be demonstrated in which the Communications classes use audience analysis to develop oral presentations for the ESL classes who respond by actively participating in discussions and providing written assessments.

Ann Monahan Schroth is an Associate Professor in the ESL department at Johnson & Wales University. Anne Shaw is an Assistant Professor at Johnson and Wales University. Geraldine Wagner is an Associate Professor at Johnson and Wales University.



Date: Thursday
Time and Location: 2:00 PM/Mozart
Format: 90-minute demonstration
Audience: Bilingual Special Education

Communicating and Collaborating with Culturally and Linguistically Diverse (CLD) Families

Communicating and collaborating with culturally and linguistically diverse families for children identified as eligible for special education services is a complex process that may lead to miscommunication and misunderstandings between the home and school personnel/educators. Through interactive activities, participants will identify the knowledge and expertise necessary to bridge home-school partnerships.

Phyllis Hardy is currently an Equity Specialist for the New England Equity Assistance Center, The Education Alliance at Brown University specializing in bilingual special education. Maria Wilson-Portuondo is an Educational Consultant.

Date: Thursday
Time and Location: 2:00 PM/Brahms
Format: 90-minute demonstration

Audience: Elementary, Secondary, Professional Development/Teacher Training, Leadership

Content-ESL Curriculum, Collaboration and Co-Teaching: Working Together to Improve

Instruction for ELLs

Learn how Fitchburg's ESL and GenEd teachers came together to design content-ESL curriculum material with a focus on math and science. Hear about co-teaching, collaboration and embedded professional development. Take away a sample lesson, models for co-teaching with ELLs, and other useful tools for your own projects!

Bonnie Baer-Simahk is the ELL director and a former ESL teacher with the Fitchburg Public Schools in Fitchburg, MA. Patricia Aube is the ESL curriculum integration specialist in Fitchburg, MA.

Date: Saturday
Time and Location: 10:30 AM/Shubert
Format: 45-minute research
Audience: Adult Education, Higher Education/IEPs

Creating Content-Based Courses at Higher Levels

Our school has been creating new content courses for international students for over twenty years, blending ESL skills with various subjects. We tell how we do this for five of them: Travel English, Linguistics, Communication, British Culture, and Translating from Japanese.

Tom Griffith of Showa Boston has taught ESL since 1973, in the Peace Corps (Niger), immigrant programs, and at local colleges. Linda Engelmenn, Pat Murray, Joyce MacMillan-Ho and David Kelley are ESL Instructors at Showa Women's Institute.

Date: Saturday
Time and Location: 8:30 AM/Cole Porter
Format: 90-minute demonstration

Audience: Higher Education/IEPs, Professional Development/Teacher Training

Critical Reflection in the Educator's Role

The power of teaching begins with critical reflection and thinking. Both educators and diverse learners can use these tasks within the classroom. In this workshop, participants will learn what it means to use culturally responsive teaching, critical reflection and critical thinking within a diverse classroom.

Carla White is TEFL certified and teaches ESL courses at Johnson and Wales University. White is currently earning her PhD in Adult Education. Rory Senerchia is the Chair of the ESL program at Johnson and Wales University. She is also earning her PhD in Humanities.



Date: Thursday
Time and Location: 9:30 AM/Beethoven
Format: 90-minute demonstration
Audience: Bilingual Special Education

Culturally Responsive Assessment Practices with Young Dual Language Learners

Strength-based assessment directs the professional to identify the existing strengths and skills that the child presents. Educators will look at student performance through interactions between the individual and cultural contexts. This interactive opportunity for early childhood educators will consider approaches for assessing the young dual language learner.

Phyllis Hardy is an Equity Specialist for the New England Equity Assistance Center, The Education Alliance at Brown University.

Date: Friday
Time and Location: 9:30 AM/Brahms
Format: 90-minute demonstration
Audience: Elementary, Secondary, Bilingual Special Education

Determining LEP Status for Special Needs Students – Brockton Protocol

A collaborative effort between the Special Education, Bilingual Education, and the Office of Teaching and Learning at Brockton Public Schools established an ELL Task Force two years ago to address issues that cross departments. As a result, a protocol was adapted to identify whether students with varying special needs were also English Language Learners. This protocol, adapted and utilized with the permission of Miami Public Schools has been piloted, revised, and is currently being implemented.

Kellie Jones is the Department Head (K-8) of Bilingual/ESL Services for Brockton Public Schools. Lisa Mosley is the Assessment Specialist for Department of Bilingual/ESL Services, and Julianne Andrade is the Coordinator of Reading and Social Studies (K-5) for Brockton Public Schools.

Date: Friday
Time and Location: 4:00 PM/Beethoven
Format: 45-minute research

Audience: Elementary, Secondary, Professional Development/Teacher Training

Different Strokes for Different Folks: Targeted Professional Development for Novice, Newcomer, and Experienced ESL Teachers

Panelists will present a conceptual framework for professional development CUPKB (Common Underlying Professional Knowledge Base) that builds upon a common level of ESL professional knowledge while supporting professional growth through the use of teacher reflection, case studies, action research, and professional networking.

Kristen D Avolio, Ed.D. has taught ESL at the kindergarten through adult level. She is a content-based ESL specialist and teacher trainer for Boston Public Schools. Yeon-jeong Son, Ed.D., a former ESL teacher and Peace Corps volunteer, is currently the Director of ESL Instruction and Curriculum, for Boston Public Schools. Raynel Shepard, Ed.D., ESL curriculum specialist and teacher trainer, is adjunct professor at UMASS, clinical faculty advisor at Boston College, and independent educational consultant.



Date: Thursday
Time and Location: 9:30 AM/Brahms
Format: 90-minute demonstration
Audience: Elementary, Secondary, Leadership

Distinguishing a Learning Difference from a Disability for ELLs

This presentation will discuss some key considerations when determining whether the academic difficulties of an English Language Learner are due to a language difference or a learning disability. Discussion will involve the dimensions of language and culture that should be considered when making this determination. Considerations for assessment and implementation of a response to intervention will also be discussed. Participants will discuss several case studies to support application of the workshop information.

Dr. Margaret Adams is the Director of Language, Literacy, and Title I for the Malden Public Schools. In this position, she supervises the districts ELL programs, Title I and Title programs, and literacy programs for grades K-5. Jennifer McCabe is the ESL curriculum specialist for the Malden Public Schools. In this role, she supports ESL, SEI, and mainstream teachers in meeting the needs of ELLs through peer coaching, modeling of lessons, professional development, and curriculum development.

Date: Friday
Time and Location: 2:00 PM/Brahms
Format: 905-minute demonstration
Audience: Elementary, Secondary

Effecting Productive Vocabulary Development

In this session, participants will be introduced to a 3-stage framework for teaching vocabulary, both academic vocabulary and "tier 2" words, and walk away with many ideas to put into practice.

Ken Pransky has worked in the field for over 30 years, teaching K-12, at college and to adults, and now works as a teacher trainer.

Date: Saturday
Time and Location: 9:30 AM/Gershwin
Format: 45-minute research
Audience: Adult Education

Effects of Dynamic Written Corrective Feedback on Japanese FL Students' Homework

This study answers the following questions: (1) Does Dynamic WCF on elementary-level JFL students' homework improve grammatical accuracy in grammar exercises and spontaneous writing, particularly particles? (2) Should dynamic revision be a requirement in homework correction? (3) What is students' perception of the Dynamic WCF and its dynamic revision procedure?

Yuka Akiyama has been teaching Japanese at BU since 2009. Her areas of interest include immersion programs, corrective feedback, and L2 teaching techniques. M. Fleshler is a private statistical consultant. M. Fleschler is a private statistical consultant.

Date: Thursday
Time and Location: 2:00 PM/Shubert
Format: 90-minute demonstration

Audience: Elementary, Secondary, Dual Language, Professional Development/Teacher Training

Elementary School Programming for Newcomers: Mattahunt Elementary School

In this session, several members of the Mattahunt Elementary School SEI team will present our collaborative work over the 2010-2011 school year to engage the newcomers in our school and district. This interactive session will explore successes as well as challenges to creating effective programming for newcomers in elementary schools.

Sarah Benis Scheier-Dolberg, Farhan Adam, and Kelly Cooney teach at the Mattahunt Elementary School in Boston Public Schools and have a range of experience teaching both children and adults coming from all over the world.



One Size Doesn't Fit All: Meeting the Needs of Diverse Learners

Date: Thursday

Time and Location: 4:00 PM/Gershwin

Format: 45-minute demonstration

Audience: Elementary, Professional Development/Teacher Training

ELL Children Writing the World

This is a pedagogical project to benefit English Language Learners by improving their language skills or increasing their understanding of American culture. ELL student generated photos of their families and community members are used to portray the acculturation process in America. Children capture life in America through photographs and writing projects. The goal is to enhance ELL student's oral language/writing skills and increase their understanding of American culture. *Jennifer McCabe is currently an ELL Curriculum Specialist for Malden Public Schools and teacher's assistant at Lesley University. Her 14-year teaching career has been devoted to ELLs in bilingual and sheltered English Immersion classrooms. As a teacher-educator, she has maintained active involvement in K-12 classrooms by regularly coaching and co-teaching while also providing professional development for MPS in the areas of ELL/SPED. She is a co-recipient of the Linda Shulman Innovation Award.*

Date: Friday

Time and Location: 9:30 AM/Cole Porter

Format: 45-minute demonstration

Audience: All

Emotional Discipline in the ELL Classroom

Recent research show that remarks made by teachers can have residual effects on children that last longer than what their parents say about them. This can happen because more often than not, children believe their teachers are more intelligent than their parents are (Associated Content, 2009) The same research demonstrates that there is a connection to student success later in life and perceived favoritism by the teacher. With this in mind, the workshop proposes to work on a Teacher's Self-Emotional Discipline. Further, it will focus on learning how to reword and rethink our comments using positive language to form a more responsive classroom. During the workshop, the facilitator will help instructors look at: Current practices, Improvements to current practices, How to stop negative wording/behaviors, How to form replacement phrases, Improving professionalism in the workplace, How to let go and step back from situations, How to demonstrate emotional discipline, How to express what they are feeling in appropriate ways, Empower teachers to think before they speak/yell/or encounter an "incident," and Recognize the power of team support and colleagues.

Chris Canning is a speaker in the Springfield Public Schools. She is the author of McGraw Hill's Perfect Phrases for Teachers and Administrators.

Date: Friday

Time and Location: 4:00 PM/Shubert

Format: 45-minute demonstration

Audience: Secondary, Adult Education, Higher Education/IEPs

Engaging Students by Building Content Area Reading Skills

In this session, participants will be introduced to the new, Cambridge University Press three-level reading series, *Read This! Fascinating Stories from the Content Areas*. Examples of critical thinking tasks, activities that build both general academic and content-specific vocabulary and Web Quests will be shown. Books will be provided.

Ann Conable, MATESOL, St. Michaels College, has taught ELLs in six countries and five states. She is an ESL Specialist with Cambridge University Press.



Date: Friday
Time and Location: 8:30 AM/Cole Porter
Format: 45-minute demonstration
Audience: Secondary, Bilingual Special Education

English Language Learners: When to Worry

Do you struggle with determining when ELL students need "more" than what is provided in their classes? A study group at Fuller Middle School has developed the Red Flag Discussion Guide, a tool that helps teachers determine when struggling ELL students are in need of specialized assessment and intervention. We will present this guide, using case studies and student work to illustrate its use.

Emily Frank, Ed.D., has been a special education Team Evaluation Coordinator at Fuller Middle School in Framingham for the past ten years. She oversees the special education referral, evaluation, and placement process. Determining how to best understand and meet the needs of struggling ELL students is one of her primary interests. Amy Karidoyanes is a special educator with Framingham Public Schools.

Date: Friday
Time and Location: 8:30 AM/Mozart
Format: 45-minute demonstration
Audience: Elementary, Secondary

Five Principles for Teaching Math and Science to ELLs

This presentation will demonstrate 5 key principles for supporting English Learners in the content areas, with specific examples from math and science at grades 3-8. Participants will take home sample copies of this new Pearson language development program.

Nancy Siddens is the director of ELL for Pearson. Madeline Franco-DeFaria is Curriculum Director for Pearson.

Date: Friday
Time and Location: 8:30 AM/Shubert
Format: 45-minute demonstration
Audience: Secondary

Formative Writing Assessment for Secondary English Language Learners

In this session, participants will be introduced to writing rubrics developed by presenters. In small groups, participants will evaluate students' writing samples and score them using these rubrics. Based on the data, participants will be asked to discuss an action plan aimed to improve students' writing.

Natalia Galichina is currently teaching Sheltered English and Sheltered World History at Newton South High School. John Conte is an ELL Teacher for Newton Public Schools.

Date: Friday
Time and Location: 4:00 PM/Brahms
Format: 45-minute demonstration
Audience: Secondary

From Text to Talking: ELLs and Oral Technologies

Presenters will demonstrate a variety of strategies to engage ELL students using oral technologies to enhance oral production skills.

Erin Lenski is an ESL teacher who has worked to develop and integrate technology to facilitate learning and speaking skills for her middle school ESL students. In addition she is committed to collaborating with content teachers and infusing academic objectives with language goals. Gabriela Sheehan is a ELL/ESL teacher at Reid Middle School in Pittsfield, MA. She works primarily as a co-teacher in the eighth grade social studies content classroom developing ESL specific materials and implementing new technologies. Her professional background is in secondary and post-secondary education. She has a Master's Degree in Education from Northern Arizona University in Flagstaff, AZ.



Date: Saturday
Time and Location: 10:30 AM/Mozart
Format: 45-minute demonstration

Audience: Adult Education, Workplace Education, Higher Education/IEPs, Professional Development

From Topics to Goals: Goal-driven Lesson Planning in Language Classrooms

This presentation explains goal-driven lesson planning and shows participants how to move from general topics (grammar, functions, pronunciation) to specific learner-centered language goals. We offer participants a step-by-step guide to more effective lessons (including assessment), a hands-on activity for planning lessons, and a checklist for evaluating their own lesson plans.

Marnie Reed's career includes international and domestic classroom teaching, teacher training, and curriculum design. Her 2010 textbook Goal-Driven Lesson Planning incorporates her work on pronunciation instruction. Christina Michaud is a Boston University doctoral candidate and College of Arts and Sciences Lecturer. She teaches ESL composition, general first-year composition, and research writing.

Date: Saturday
Time and Location: 10:30 AM/Strauss
Format: 45-minute research

Audience: Higher Education/IEPs, Professional Development/Teacher Training

Globalization, New Media, and the Teaching and Learning of English

Globalization and new media are changing the teaching and learning of English worldwide in many ways. These include changing perceptions of what kinds of English should be seen as "standard," changes in national curricula and methodology in many countries, and changes in student motivation, learning strategies, and attitudes toward English.

John Green is a professor in the English Department at Salem State University.

Date: Thursday
Time and Location: 9:30 AM/Cole Porter
Format: 90-minute demonstration

Audience: Elementary, Secondary, Low Incidence Programs, Dual Language Programs

Help Close the Achievement Gap in MATH!

This session will present a research-based and engaging web-based intervention specifically designed for ELLs. Using embedded sheltered instruction and SIOP strategies, and providing a strong focus on developing academic vocabulary, it has been shown to increase math proficiency for all struggling students.

Alan Stern has over 30 years experience in educational publishing, including the development of multimedia and web-based products. He has also conducted workshops and in-services for educators.

Date: Saturday
Time and Location: 10:30 AM/ Cole Porter
Format: 45-minute demonstration

Audience: Adult Education, Workplace Education, Higher Education

Huh? Strategies for Teaching Listening Comprehension

Developing good listening comprehension is a vital for all learners, but what factors affect the listening process? This presentation focuses on different aspects of learning and teaching listening skills, including the link between pronunciation and listening comprehension, vocabulary development for listening, notetaking, listening with a written transcript, and listening for different purposes.

Helen Solorzano, MA TESL has taught ESOL to adults in a variety of settings and specializes in teaching listening skills. She is also the author of several ESOL textbooks, including NorthStar and Contemporary Topics.



One Size Doesn't Fit All: Meeting the Needs of Diverse Learners

Date: Saturday
Time and Location: 9:30 AM/Brahms
Format: 45-minute demonstration
Audience: Adult Education, Higher Education/IEPs

Integrating OpenBook Software in an ESOL Class

In this interactive session, participants will be introduced to how the International Language Institute of Massachusetts uses OpenBook software to provide integrated instruction from beginning to advanced students to improve listening, speaking, reading and writing skills.

Caroline Gear is the Director of Programs at the International Language Institute and is a teacher trainer, ESOL and Spanish instructor. Maya Krinsky is an ESOL Instructor at the International Language Institute of Massachusetts.

Date: Thursday
Time and Location: 2:00 PM/Cole Porter
Format: 90-minute demonstration

Audience: Elementary, Secondary, Dual Language Programs, Bilingual Special Education

Intensive Language & Literacy Interventions for Older Struggling Readers

This session will address the needs of students in grades 4-12 who are functioning at beginning levels of English language acquisition and English literacy. Participants will be provided with a model for intensive literacy and language intervention lessons that are designed to support and accelerate the proficiency levels of our at risk students.

Barbara Andrews has been a classroom teacher and a Reading Recovery teacher and Literacy Facilitator for 27 years. Barbara worked extensively with bilingual students and English Language Learners during her entire teaching career. As a retired teacher, Barbara is now an author of children's books and a national literacy consultant.

Date: Friday
Time and Location: 9:30 AM/Beethoven
Format: 90-minute demonstration
Audience: Elementary, Secondary

Graphically Speaking: Graphic Organizers as Bridges to Academic Language

This workshop will provide participants with practical ideas and suggestions on how graphic organizers can be used to support academic language with a particular focus on oral language development as a bridge to reading, writing, and higher order thinking skills.

Kristen D Avolio, Ed.D. has taught ESL in kindergarten and up to adults. She is currently a content-based ESL specialist and trainer for the Boston Public Schools. Raynel Shepard, Ed.D., ESL curriculum specialist and teacher trainer, is currently adjunct professor at UMASS, clinical faculty advisor at Boston College, and independent educational consultant.

Date: Friday
Time and Location: 8:30 AM/Ampitheater
Format: 45-minute research

Audience: Elementary, Secondary, Low Incidence Programs, Dual Language Programs, Bilingual Special Education, Professional Development/Teacher Training, Leadership

Learning about Your Learners: Reading about the Lives of Latinas

Why should educators read about Latinas? The answer to this question can be summed up by simply stating that all educators should know their learners, and in the absence of real-life experience, novels and non-fiction can offer a window into that which may be all too elusive. Latinas comprise the largest non-white group of females in the USA, displaying higher rates than their black and white counterparts for teen pregnancy, high school drop-outs, suicide attempts and substance abuse. Understanding the psyche of Latinas can help educators become more able to reinforce and affirm their cultural identity, particularly in support of academic achievement.

Esta Montano is the Director of the Department of Elementary and Secondary Education's Office for Language Acquisition and Academic Achievement.



One Size Doesn't Fit All: Meeting the Needs of Diverse Learners

Date: Friday
Time and Location: 2:00 PM/Berlin
Format: 90-minute demonstration
Audience: Elementary, Secondary

Making Content Comprehensible for English Language Learners

In this session, participants will be introduced to strategies that help make content area texts comprehensible to ELLs. The strategies covered are: previewing/predicting text, building background, and introducing key vocabulary through the use of graphic organizers, such as a KWL chart, two-column notes, concept maps, and top-down webs. The presenter will first demonstrate the various strategies used, and then the participants will work and interact in groups to apply the process.

Jaana Thorarensen is an 8th Grade SEI Teacher at Salemwood School in Malden School District.

Date: Friday
Time and Location: 2:00 PM/Gershwin
Format: 90-minute demonstration
Audience: All

MATSOL Advocacy Committee

Using the *Halting the Race to the Bottom* and the agreement between the U.S. Department of Justice and the Boston Public Schools as anchors, Advocacy Co-Chairs will briefly present findings from advocacy meetings and a survey of 70 school leaders. Then, in an interactive session, participants will discuss work in progress and future work.

Michaela Colombo and Patricia Aube are MATSOL Advocacy Committee Representatives.

Date: Friday
Time and Location: 9:30 AM/Berlin
Format: 45-minute demonstration

Audience: Elementary, Secondary, Dual Language Programs, Bilingual Special Education

MCAS: How Dictionaries Make the Difference

In this interactive workshop, participants will discuss the importance of appropriate vocabulary support and the role this plays in English Language Learner's success on exams like the MCAS. The group will learn how the use of the COBUILD Dictionaries and the Heinle Picture Dictionary in the classroom will encourage overall test-taking success!

Anders Bylund is an Assistant Marketing Manager at Heinle/Cengage Learning. Emily Stewart is Academic Marketing Manager ESL at Heinle/Cengage Learning.

Date: Thursday
Time and Location: 4:00 PM/Strauss
Format: 45-minute demonstration

Audience: Elementary, Secondary, Low Incidence Programs

Moodle: One Technology Tool for ELL Classrooms

In this session, participants will be given a demonstration of a technological tool called Moodle, looking at an ELL Moodle site. Participants will be asked for feedback and to brainstorm different uses of the tool. All tech questions may not be answered, the focus being inspiration and sharing thoughts.

Jackie Coelho works at Westborough High School.



Date: Saturday
Time and Location: 8:30 AM/Brahms
Format: 45-minute demonstration
Audience: Adult Education, Higher Education/IEPs

Music: Light up the Whole Brain, Reach the Whole World

In this session, we will explore how music and language are intricately linked in the brain and how songs can reach diverse learners. The presenter will show the brain research and share a song-based lesson for vocabulary, skills, grammar and culture. Handouts include detailed lesson plans.

Lisa Pontoppidan teaches international adults at B.U.'s Center for English Language and Orientation Programs. She's also been a singer/songwriter, performer and music teacher.

Date: Thursday
Time and Location: 8:30 AM/Brahms
Format: 45-minute demonstration
Audience: Elementary, Dual Language Programs

Partners in Literacy: Native Language, Multiliteracies and Home Knowledge

A dual language (Spanish-English) 5th grade urban teacher instills critical literacy skills through poetry. Presenters' analysis show students engaging in visualizing, interpreting, and creating multimodal culturally relevant poetic texts which reaffirmed their identity, exposed them to specific features of poetry writing and art, and extended learning to home.

Perla McGuinness is an Elementary 5th grade dual language (Spanish-English) teacher at Alfred Lima Elementary School in Providence, Rhode Island. Dr. Andres Ramirez is Assistant Professor of Education at Rhode Island College. He specializes in Critical Literacy and L2 academic literacies through dual-language, ESL, and genre-based methodologies.

Date: Friday
Time and Location: 4:00 PM/Strauss
Format: 45-minute demonstration

Audience: Elementary, Secondary, Low Incidence Programs, Dual Language Programs

Peter and the Wolf: ELL and Literacy through Music and Literature

45 demo., Bilingual Special Education, Professional Development/Teacher Training

This presentation will incorporate literacy, music, and ESL to demonstrate how children's literature can be brought to life to improve the skill of reading and listening for English Language Learners.

Christine Canning, Kathleen Czarnecki, and Emily Willis are teachers at Gerena Community School in Springfield. Their combined expertise in literacy, ELL and music provide a solid foundation for student learning and teacher training.

Date: Thursday
Time and Location: 8:30 AM/Berlin
Format: 90-minute demonstration

Audience: Elementary, Secondary, Professional Development/Teacher Training, Leadership

Preparing ESL Teachers Through Boston Teacher Residency

This panel will discuss the initiatives of Boston Teacher Residency (BTR) and how the program is meeting the need for more ESL teachers in Boston Public Schools. BTR is an urban teacher preparation program where residents spend a year working closely with a mentor teacher and taking graduate level courses.

Dr. Ayanna Cooper is an ESL Site Director for Boston Teacher Residency. Jeanne Perrin and Laura Gersch are Instructors at Boston Teacher Residency. Meliza Prieto and Sean Savoie are residents at Boston Teacher Residency.



Date: *Thursday*
Time and Location: *8:30 AM/Beethoven*
Format: *45-minute demonstration*
Audience: *Elementary*

Putting the Walk in Picture Walk:K-3 Oral Development Activities

Participants will be introduced to four useful scaffolding techniques when using common early elementary literacy practices, such as picture walks for whole group reading, centers for oral development, guided reading-readovers for fluency and decoding, and guided writing with ELL students.

Dr. Laurie Zucker-Conde is the ELL Coordinator and Director of Title I for Bedford Public Schools and a MABE board member.

Date: *Saturday*
Time and Location: *8:30 AM/Mozart*
Format: *90-minute demonstration*
Audience: *Adult Education*

Remembering the Roots of Adult Education: Diversity, Democracy and Accountability

This interactive workshop will remind participants of the foundational theories of Dewey, Freire, Horton, and other adult education pioneers while making the case that community building and social justice are not antithetical to standardized testing and accountability. Through research and hands-on activities, this presentation shows how our ESOL classrooms can be communities of democracy that meet the needs of diverse learners.

*Sara Jorgensen is a program director at The Haitian Multi-Service Center in Dorchester and has devoted herself to adult education in New York City and in Boston for almost 30 years. Dr. Joni Schwartz is a researcher, adjunct professor at The City University of New York and author of *Engaging Out of School Males in Learning*.*

Date: *Friday*
Time and Location: *8:30 AM/Gershwin*
Format: *45-minute demonstration*

Audience: *Elementary, Secondary, Professional Development/Teacher Training*

Research as Praxis in ESL Teacher Education

Responding to the need to teach the growing population of English Language Learners, Secretary Duncan's call for data driven instruction, and limited research about teachers' understandings and uses of research, this qualitative study investigates two ESL teachers' negotiations of different discourses of research over a five-year period.

Elizabeth Robinson, Director of Student Teaching at Suffolk University, and a doctoral candidate at UMass Amherst researches how ESL teachers make meaning of educational research.

Date: *Saturday*
Time and Location: *8:30 AM/Beethoven*
Format: *45-minute research*

Audience: *Adult Education, Higher Education/IEPs, Professional Development/Teacher Training*

Service Learning Project: Reading Partners Adult Basic Ed/Academic ESOL

The session will discuss the challenges, outcomes, and benefits of a service-learning project between Academic ESOL students and Basic ESOL level 2 students. Academic students volunteered as reading tutors, implementing the strategies with community program students. Outcomes showed increased engagement and interaction with students of other cultures and academic backgrounds.

Lindsay Naggie has taught Literature and ESL as a Peace Corps Volunteer, High School instructor, Adult Basic Education Instructor, and in Academic ESL programs. Brooke David is a classroom instructor at Chelsea High School.



Date: Friday
Time and Location: 8:30 AM/Beethoven
Format: 45-minute demonstration
Audience: Elementary

Share and Tell Collaboration

Are you looking for new ideas, but not to reinvent the wheel? Come to this seminar and find just that. I will share ideas I have on designing curriculum, creating games, staying organized, and so much more. However, I am not the only who will be sharing. Come equipped with at least one thing you can share too and walk away with a plethora of ideas to take back to the classroom and begin using immediately.

Whitney Clarcq is currently an ELL Specialist for the town of Needham. She has worked with ELL students for 4 years. She has also taught 6th and 8th grade as a history and science teacher. Whitney enjoys teaching and working with students from various cultural backgrounds.

Date: Thursday
Time and Location: 2:00 PM/Beethoven
Format: 90-minute demonstration

Audience: Elementary, Secondary, Low Incidence Programs, Dual Language Programs

SIOP Links to Math, Science, History

In this session, participants will be introduced to the SIOP format, and how it links to content areas. The presenter will first clarify SIOP objectives, and then participants will interact in cooperative groups in a role of intermediate ELLs in a High School Math class and develop their own SIOP lesson.

Maria M.A. Lopes-Murin is currently an ESL/Bilingual Mathematics High School teacher, and has been an educator (K-12) in Framingham Public Schools for the past 24 years. Prior experience includes Curriculum Development with several publications disseminated by NPMDC at Brown University.

Date: Friday
Time and Location: 2:00 PM/Cole Porter
Format: 45-minute research
Audience: All

SPED and ELL: What Every Educator Ought To Know

This presentation will address NCLB, IDEA, and IEPs as they pertain to ELLs. It will look at rules for eligibility, district noncompliance issues, and advocacy.

Christine Canning Wilson is CEO of New England Global Network. She was the recent keynote speaker at NNETESOL and has numerous publications. Her most recent books are published by McGraw Hill.

Date: Thursday
Time and Location: 4:00 PM/Berlin
Format: 45-minute demonstration
Audience: Secondary

Sponsoring a Successful ESL Peer Tutoring Club

The steps are first to get administrative support, next recruit and train tutors, then work with ESL I teachers to recruit learners, and be sure to include food and warm fuzzies. Then to be a successful community service learning project. tutors will record and reflect after each session. and watch for surprise outcomes. Session will include handouts and an opportunity for discussion.

Ruth Weinstein is presently an ESL teacher at Boston Adult Technical Academy.



Date: Friday
Time and Location: 10:30 AM/Amphitheatre
Format: 45-minute research
Audience: All

State of the State of ELLs – Come Learn about K12 ELLs in MA

This presentation will highlight current data on ELLs including demographics, achievement and trends. We will also share information regarding current projects and our vision for the future.

Esta Montano is the Director of the Department of Elementary and Secondary Education's Office for Language Acquisition and Academic Achievement.

Date: Friday
Time and Location: 2:00 PM/Shubert
Format: 90-minute demonstration
Audience: Secondary

Strategies for Teaching the Academic Language of History

This session will provide secondary teachers of content-based ESL classes and SEI history/social studies classes with an overview of the academic language of historical analysis (ALOHA) and interactive strategies to use with English Language Learners to help them to read, write, and speak ALOHA with increased proficiency.

Laura Schall-Leckrone, a doctoral student at Boston College, has been an educator for sixteen years. Her research aims to prepare history teachers to teach ELLs. Olga Doktorov is an undergraduate student at Boston College.

Date: Thursday
Time and Location: 4:00 PM/Cole Porter
Format: 45-minute demonstration
Audience: Elementary, Secondary

Supporting ELs When They Leave the Nest

A student is ready to go into a general education classroom. It could be just an hour of instruction or the whole day. How do you monitor and support student needs in general education classrooms? This workshop will give you tools that you need for ELLs who leave your nest.

Patricia Aube has 20 years of teaching experience and is the principal author of Language Central for Math. Her interests include Science, Mathematics and ESL.

Date: Thursday
Time and Location: 4:00 PM/Berlin
Format: 90-minute demonstration
Audience: Elementary, Professional Development/Teacher Training

Synthesizing Research into Effective Practice in the Mathematics Classroom

Join us in this highly interactive session that focuses on developing academic language in the mathematics classroom. Participants will experience equity structures that create access, engagement, and understanding in their mathematics classroom. Grades 4-8.

Grace Davila Coates is Director of FAMILY MATH, Co-Director of ELD-AIM Programs at the University of California, Berkeley. She is a co-author of English Language Learners in the Mathematics Classroom. Graciela Trilla is the Director of the Office of English Language Learners for Haverill Public Schools.



Date: Friday

Time and Location: 2:00 PM/Mozart

Format: 90-minute demonstration

Audience: Professional Development/Teacher Training

Teacher Collaboration through Genres: Writing in Language Arts and Science

The goal of this session is to present current research from Boston College and Boston Public Schools on the collaborative teaching of writing between classroom teachers and science integration specialists, and to help teachers understand the key features of genre (purpose), structure and language. Presenters will focus on reports and explanations, including a discussion of the role of voice and audience in science writing and their importance in creating texts for authentic purposes.

Tracy Drysdale is a doctoral student in Curriculum and Instruction at Boston College specializing in writing. Holly Rosa is a science teacher at the Russell Elementary School, Boston. Beverly Timothy is a 4th grade teacher at the Russell Elementary School, Boston.

Date: Thursday

Time and Location: 9:30 AM/Shubert

Format: 90-minute demonstration

Audience: Elementary, Secondary, Dual Language Programs, Bilingual Special Education

Teaching Academic Vocabulary the Content Areas

This session will focus on ways to develop academic vocabulary in the content areas. Particular emphasis will include selecting key terms/concepts, teaching vocabulary in context with nonfiction texts, mini-lessons that support vocabulary strategies, word awareness and knowledge, and differentiated questioning strategies that build conceptual understandings.

Barbara Andrews has been a classroom teacher and a Reading Recovery teacher for 27 years. Barbara worked extensively with bilingual students and English Language Learners during her entire teaching career. As a retired teacher, Barbara is now an author of children's books and a national literacy consultant.

Date: Friday

Time and Location: 3:00 PM/Strauss

Format: 45-minute research

Audience: Elementary, Secondary, Bilingual Special Education, Adult Education

Teaching ELLs in a Mixed Language Classroom

ESL/ELL populations increase and ESL budgets are cut. Mainstream and inclusion teachers are finding more and more ELL students in their classrooms. The strategies presented will not be the usual ELL teaching strategies used in SEI classrooms. We will explain, and demonstrate, specific teaching strategies/techniques that can reach both the ELLs, as well as the native English speakers.

Hana Walsh teaches ELA in the ESL program at Classical High School in Lynn. She is also a trainer for the DESE Category 4 teacher training in the district. She holds a MAT in ESL, an MBA and a BA in Economics. Amanda Curtis currently teaches mainstream biology at Lynn English High School. Previously, she taught SEI Biology for two years. She is also a DESE SIOP trainer in the district. She holds a BS in Biology and a Master's in ESL.



One Size Doesn't Fit All: Meeting the Needs of Diverse Learners

Date: *Thursday*
Time and Location: *4:00 PM/Beethoven*
Format: *45-minute research*
Audience: *All*

Teaching ELLs in Massachusetts Charter Schools

This workshop will serve as an introduction on ELL students in Massachusetts charter schools. We will discuss the provisions on teacher qualifications, Federal Charter Program reviews for ELL programs and enrollment of ELL students as an introduction to data and progress measurement used to address language areas of ELLs and meeting proficiency to FLEP.

Farah Assiraj is a previous ESL teacher in grades K1-6 and adult ESL. Currently she is the ELL program coordinator for Boston Renaissance Charter Public School.

Date: *Friday*
Time and Location: *9:30 AM/Shubert*
Format: *90-minute demonstration*

Audience: *Elementary, Secondary, Professional Development/Teacher Training*

Teaching Mathematics Register: Challenges & Tools for Addressing Academic Language in Mathematics

For success in mathematics, students need to acquire and become fluent in the language of mathematics. Just learning vocabulary words is not enough! In this session, we will examine language challenges for mathematics classes that are often overlooked and practice strategies to address these issues.

Karen L. Terrell is a former high-school and middle-school mathematics teacher, currently pursuing a Ph.D in Curriculum & Instruction at Boston College.

Date: *Saturday*
Time and Location: *9:30 AM/Cole Porter*
Format: *45-minute demonstration*

Audience: *Secondary, Adult Education, Higher Education/IEPs, Professional Development/Teacher Training*

Teaching Pragmatic Awareness in the Classroom Using Thought Bubbles

This demonstration shows teachers how to raise students pragmatic awareness in the classroom by taking the mental dialogue of participants in a cross-cultural exchange and making it visible to observers by projecting their thoughts directly above their heads on a screen using thought bubbles in a slide presentation.

Eric Honnen, RSA/Cambridge CTEFLA 1994, is currently a MATESOL candidate at the School for International Training after teaching English in South Korea for 14 years. Amro Abou-AI-Awar is a graduate student at the School for International Training.

Date: *Friday*
Time and Location: *3:00 AM/Cole Porter*
Format: *45-minute research*
Audience: *Elementary*

Teaching Reading to ELLs: Making It Happen Despite Political Agenda(s)

This workshop explores critical issues in teaching reading to ELLs. Key elements in designing effective reading instruction for ELLs are presented. Methods and techniques for assessing and teaching reading are discussed. Sample strategies are demonstrated with audience participation. Participants receive a list of resources.

Dr. Patricia Medeiros-Landurand is a national consultant in bilingual special education. Her areas of interest are literacy, multicultural education, family involvement, school change and advocacy. She is a former Professor from Rhode Island College.



One Size Doesn't Fit All: Meeting the Needs of Diverse Learners

Date: Saturday
Time and Location: 8:30 AM/Gershwin
Format: 45-minute research

Audience: *Adult Education, Higher Education/IEPs, Professional Development/Teacher Training*

Teaching Writing Effectively to Arabic Speakers

The number of Arabic-speaking ESL students is quickly growing, and ESL teachers are finding themselves with new patterns of cultural and linguistic interference in the classroom. This session will examine common errors and suggest effective techniques for teaching and error-correcting Arabic students' writing.

Elsa Richter is the Academic Director at ELS Language Center in Bristol, RI.

Date: Friday
Time and Location: 2:00 PM/Strauss
Format: 45-minute research

Audience: *Bilingual Special Education, Professional Development/Teacher Training*

Text-Making as School/Community Collaboration and Cultural Production

Teachers can interrupt the skewed perspective of society rendered by children's books. This session will present findings from two research projects to consider the possibilities of inviting children and their families to construct books for classroom use. These texts affirm children's lived experiences and resist the misrepresentation, underrepresentation, and/or invisibility of their communities.

Dr. Botelho, a former elementary school teacher and children's librarian, is professor of literacy education and teaches courses in children's literature, critical multiliteracies, and writing. Dr. Nelida Matos is the Coordinator of the ESL/Reading Licensure Programs and Lecturer at the University of Massachusetts at Amherst.

Date: Thursday
Time and Location: 9:30 AM/Strauss
Format: 90-minute demonstration

Audience: *Elementary, Secondary, Professional Development/Teacher Training*

The Cognitive Toolbox: Learning Strategies That Promote Academic Language and Independent Learning

This workshop, based on the CALLA (Cognitive Academic Language Learning Approach) model of instruction developed by Chamot and O'Malley, will address how to integrate the teaching of learning strategies and academic language into ESL instruction. Learning strategies instruction is proven to be effective in increasing the academic and language development of English Language Learners.

Jeanne Perrin, ESL teacher and CALLA advocate, has spent her career in Boston Public Schools providing professional development, working as a coach, teacher, and ESL specialist. Raynel Shepard, Ed.D., ESL curriculum specialist and teacher trainer, is currently adjunct professor at UMASS, clinical faculty advisor at Boston College, and independent educational consultant. Kristen D Avolio, Ed.D. has taught ESL in kindergarten up to adults. She is currently a content-based ESL specialist and trainer for the Boston Public Schools.



One Size Doesn't Fit All: Meeting the Needs of Diverse Learners

Date: Friday
Time and Location: 4:00 PM/Gershwin
Format: 45-minute demonstration
Audience: Elementary

The Teacher, the Professor and the Author: Adapting Folktales for ELLs

This workshop/discussion will focus on creating lessons using universally known fairy tale genres such as Cinderella and the Gingerbread Man. Included in the presentation will be suggestions on how to create lessons specifically geared for ELLs in a Sheltered Classroom including re-telling folktales, comparing and contrasting, and engaging families with the classroom.

Laura Shanahan, M.A. TESL, began teaching in Thailand, presently teaches with the Woburn Public Schools and provides ESL consulting in the New England area. Deanna Bardetti is an Adjunct Professor at Lesley University. Natasha Bochkov is the founder and owner of Lingvaerium Press.

Date: Thursday
Time and Location: 4:00 PM/Gershwin
Format: 45-minute research

Audience: Elementary, Secondary, Dual Language Programs, Bilingual Special Education

The Science of Learning Behind Accelerated Literacy for English Language Learners

English Language Learners are challenged to learn both the English language and academic content at grade level simultaneously. Come and learn how Worcester School District in Massachusetts is using Brain Fitness to Accelerate Literacy among English Language Learners to achieve academic success.

Roberta Mayo has worked 18 years for the Worcester Public Schools. Roberta helped teachers use and understand Massachusetts State Standards to drive instruction and analyze the MCAS data. Roberta worked with the administration to create the school improvement plans and served on the Instructional Leadership Team. Roberta is now working as a FastForWord Teacher working with ELL and Special Education Students. Denise Williams is an education consultant with Scientific Learning.

Date: Friday
Time and Location: 2:00 PM/Beethoven
Format: 90-minute demonstration
Audience: Elementary

Theatre Games, Traditional American Play Parties: Music, Movement and Fun!

Theater games, songs and other activities involving music & movement offer benefits to English Language Learners. Revisit the traditional American play party for an energetic glimpse into U.S. culture. This hands-on and interactive workshop engages participants in activities selected because of their potential for fun L2 development and community building

Bonnie Baer-Simahk is the ELL Director and a former ESL teacher with the Fitchburg Public Schools in Fitchburg, MA.

Date: Saturday
Time and Location: 9:30 AM/Strauss
Format: 45-minute demonstration
Audience: Adult Education, Higher Education/IEPs

Thinking Globally, Acting Locally: An Action Research Project for Students

Twenty-first century students are global citizens who need to think deeply about the world and be active in shaping it. We will demonstrate how educators can implement a global action research project that develops students' academic, linguistic and cultural skills. A thematic unit will be provided to all participants.

Diana Lynch is a Senior Lecturer for Global Pathways Program at Northeastern University where she teaches Capstone Research Project, Writing, and Culture and Communications.



Date: Friday
Time and Location: 9:30 AM/Mozart
Format: 90-minute demonstration

Third Graders' Persuasive Writing: Challenges and Possibilities

This session presents the knowledge-base required to write persuasively. It illustrates this through the experience of a third grade teacher implementing the genre in a school with high percentage of bilingual learners.

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. Rocío Sánchez Ares is a doctoral student in the Department of Curriculum and Instruction at Boston College. Michelle Price is a third grade teacher at the William E Russell School in Boston.

Date: Friday
Time and Location: 9:30 AM/Amphitheatre
Format: 45-minute research
Audience: All

Title III – Changes and Challenges

This workshop is designed for district Title III administrators and writers of Title III grants. ESE will provide an overview of Title III grant requirements, including: Federal supplement not supplant requirements; Federal NCLB private school involvement requirements; and selected state grant requirements. The workshop will include the review of a budget workbook and provide some samples of appropriate and inappropriate expenditures. Additional grant documentation requirements will also be reviewed.

Michelle Griffin is ESE Title III Coordinator for the Department of Elementary and Secondary Education's Office for Language Acquisition and Academic Achievement.

Date: Thursday
Time and Location: 8:30 AM/Mozart
Format: 2.5 hour demonstration
Audience: Elementary

Tools for Bolstering Academic Word Knowledge for English Learners in Grade 4 and Beyond

Many instructional practices leave English Learners with enhanced understanding of a lesson term but no linguistic competence in actually utilizing it in classroom contexts. This session provides participants with a research-informed and classroom-tested instructional routine for developing students' expressive word knowledge, the ability to actually apply words effectively when speaking and writing. Using hands-on demonstration and video footage, the presenter illustrates how to explicitly teach a high-priority lesson term that students will add to their academic vocabulary tool kit. Participants experience how to productively check for comprehension by structuring competent usage with carefully scaffolded application tasks. Participants learn how to design an appropriate oral and written task that serves as a performance-based assessment, and receive guidelines for establishing an academic vocabulary notebook, including templates and daily "Do Now" assessment tasks.

A former Fulbright lecturer in teaching English as a Second Language, Dr. Kinsella has received numerous awards including the Marcus Foster Memorial Reading Award, offered by the California Reading Association to one California educator who has made a statewide impact on policy and pedagogy. The author of numerous scholarly articles and former editor of the CATESOL Journal, she recently co-authored a chapter on research-based English Language Development in secondary contexts for a 2010 publication by the California Department of Education.



One Size Doesn't Fit All: Meeting the Needs of Diverse Learners

Date: *Thursday*
Time and Location: *8:30 AM/Strauss*
Format: *45-minute research*

Audience: *Secondary, Professional Development/Teacher Training, Leadership*

Total Instructional Alignment and ELL Education: Closing the Achievement Gap

In this session, participants will be introduced to a three-fold focus on Depth of Knowledge (DOK), data systems, and leadership/accountability structures. This framework, along with the ELL supports we have put into place, maintains rigor and high expectations for all learners using a fully-aligned, standards-based curriculum. A description of the process will be followed by an opportunity for participants to engage with the framework and apply the process to their respective interest group.

Virginia Guglielmo is the ELL Coordinator for Pittsfield Public Schools. Morgan Williams is a Principal in Pittsfield Public Schools.

Date: *Saturday*
Time and Location: *9:30 AM/Beethoven*
Format: *45-minute demonstration*
Audience: *All*

The 21st Century Filing Cabinet: Creating Educator Communities Using Wikis

A Wiki is an ideal venue for a community of educators to share ideas and materials online. We will show you how to create a Wiki, train others to use and maintain it as well as how to motivate others to contribute to this secure online community.

Lisa Pontoppian, Beth Fincke, Jill Brand, Olivia Szabo and Joe Pettigrew are all senior lecturers in ESL at CELOP, Boston University.

Date: *Thursday*
Time and Location: *2:00 PM/Strauss*
Format: *90-minute demonstration*
Audience: *All*

Understanding and Educating New Refugee Students and Their Families

This session provides background information on the new refugee students from Iraq, Bhutan, Burma, and various African countries. It discusses reasons for becoming refugees, cultural orientation prior to the resettlement to the U.S., sources of stress, trauma, and loss experienced by refugees, and challenges presented by the U.S. educational environment.

Dr. Marja Ingrid Urponen is Specialist for English Language Learner Research and Testing at the Lowell Public Schools and administers the Refugee School Impact Grant.

Date: *Saturday*
Time and Location: *9:30 AM/Shubert*
Format: *45-minute demonstration*
Audience: *Adult Education, Higher Education/IEPs*

Upgrading Cultural Responsiveness in 21st Century Adult ESOL

This workshop examines the concepts of culture and acculturation, and the influences of culture in language, course content, and teaching methods and activities. Take away a greater awareness of cultures in an adult ESOL classroom and strategies to incorporate and learn from the wealth of diversity ELLs bring with them.

Lucy Bunning is a doctoral student at Lesley University. She has taught ESOL in private, university, and community programs in Massachusetts, California, Kenya, and Rwanda.



One Size Doesn't Fit All: Meeting the Needs of Diverse Learners

Date: *Thursday*
Time and Location: *8:30 AM/Gershwin*
Format: *45-minute research*

Audience: *Elementary, Secondary, Low Incidence Programs, Dual Language Programs*

Using an Analysis of Math MCAS Vocabulary to Inform Instruction

First an analysis of both mathematics vocabulary and action words/test instruction vocabulary for the different grades will be presented. Then practical strategies and materials for vocabulary instruction will be shared.

Kathy Lobo is an ESL teacher at the Chenery Middle School for Belmont Public Schools. Christine Redford has had extensive experience in K-12 schools and is now an instructor at Wheelock College in Boston.

Date: *Friday*
Time and Location: *3:00 PM/Amphitheatre*
Format: *45-minute demonstration*
Audience: *Secondary*

Using Travel Photographs to Unlock Student Imagination

This demonstration/interactive presentation presents a unit that uses teachers' actual travel photographs as a stimulus for students' creation of stories. In teams, students select photographs and imagine a travel scenario that they write and present in class. Detailed lesson plans are illustrated, with photographs, and students' stories.

Thomas Trainer is a Master of Arts in Teaching English to Students of Other Languages candidate at the School for International Training Graduate Institute.

Date: *Thursday*
Time and Location: *8:30 AM/Shubert*
Format: *45-minute demonstration*
Audience: *Elementary, Secondary*

What Teachers of ELLs Would Like to Know about Reading

Results of a survey of teachers of ELL's will be used to address the needs of ELD and SEI teachers regarding the teaching of reading to their students. Emphasis will be placed on literacy assessment and how it can be used for classroom instruction.

Pamela Shufro has worked as a literacy leader in urban and suburban school districts. She also teaches graduate level courses in literacy.

Date: *Thursday*
Time and Location: *9:30 AM/Berlin*
Format: *90-minute demonstration*

Audience: *Elementary, Secondary, Professional Development/Teacher Training*

Words in the Brain: Cognitive Linguistics, Vocabulary Instruction, and ESL

How are words stored in the brain? And what implications does this have for how we provide vocabulary instruction to ESL students? Come join us as we use cognitive linguistic research to explore our own brains, to share classroom practices, and to discuss ways of developing our students' vocabulary knowledge.

Jim Meyer, Abe Kim, Kai Lau, and Thu-Hang Tran are ESL teachers at Quincy Upper School, a Boston public school at the edge of Chinatown.



One Size Doesn't Fit All: Meeting the Needs of Diverse Learners

Date: Friday

Time and Location: 8:30 AM/Brahms

Format: 45-minute research

Audience: Professional Development/Teacher Training

Working With ELL Students in Your Classroom

Classroom teachers are receiving record numbers of ELL students. Many communities are new to having ELL students and do not have resources in place nor teachers experienced with ELL students to serve as guides. The MTA has been offering both online and regular workshops to its members to address this.

Carol A. Liff is a Professional Development Associate with the Massachusetts Teachers Association. Carol is also the Director of the Lexington Learning Center, Inc. and an adjunct professor at Simmons College. Carol has been a teacher, guidance counselor and elementary principal in Massachusetts public schools.

Date: Saturday

Time and Location: 8:30 AM/Shubert

Format: 45-minute demonstration

Audience: Workplace Education

Workplace ESOL: Building Effective Partnerships

In this workshop, we will explore the roles, expectations and cultures of employer, union and educator partners in developing and implementing successful workplace ESOL programs. Educators will learn to develop guidelines for choosing and working effectively with their partners.

Connie Nelson is the Director of the MA Worker Education Roundtable, a statewide network of labor-management workplace learning programs.

Date: Thursday

Time and Location: 9:30 AM/Gershwin

Format: 90-minute demonstration

Audience: Elementary, Secondary, Professional Development/Teacher Training, Leadership

Your Country Needs YOU! Creative, Progressive, Innovative Teachers

This session will take participants back to late 19th century, with cities overflowing with immigrants, thousands of teachers flocking to Massachusetts to hear Francis W. Parker describe his controversial "turnaround" Quincy method. Fast forward to the 21st century -- participants will describe their adventures in creative, student focused teaching. Standardization be gone!

Joyce E. Tanner, formerly a TESOL teacher educator in Mexican and Taiwan universities and Head Start program director, currently teaches ESL at CELOP, Boston University.

Date: Saturday

Time and Location: 8:30 AM/Strauss

Format: 45-minute demonstration

Audience: Secondary, Adult Education, Higher Education/IEPs, Professional Development/Teacher Training

Your Teaching Philosophy and Your Textbook: Are They in Sync?

The organization and content of most textbooks are immediately apparent. The teaching philosophy underpinning the material, however, may not be. How can teachers uncover the teaching philosophy behind their textbooks? And what should they do if their philosophy is not in sync with that of the textbook they are using?

Samuela Eckstut is a Senior Lecturer at CELOP, Boston University and the author of numerous textbooks, including CENTER STAGE and STRATEGIC READING. Lynn Bonesteel is a Senior Lecturer at CELOP, Boston University.

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.

- ↳ Alta Book Center Publishers
- ↳ Benchmark Education: Developmental Studies Center and Pacific Learning
- ↳ Cambridge University Press
 - ↳ Compass Publishing
 - ↳ CTB McGraw-Hill
 - ↳ Educational Solutions
 - ↳ Ginger Software
 - ↳ Heinemann Publishing
 - ↳ Heinle Cengage Learning
- ↳ National Geographic / Hampton Brown
 - ↳ Open Book Software
 - ↳ Oxford University Press
 - Pearson Longman
- ↳ Pearson School Achievement Services
 - ↳ Perfection Learning
 - ↳ Pro Lingua Associates
- ↳ Santillana USA Publishing Co
 - ↳ Scientific Learning
 - ↳ SIT Graduate Institute
 - ↳ Townsend Press

- Note: This list reflects exhibitors registered at the time this program went to print only. See complete list in Rogers and Hammerstein!

Acknowledgements

MATSOL acknowledges the work of the following
Conference Committee members in planning the 2011 conference:

Conference Planning Committee

- ↳ Lynn Bonesteel 𐄂
- ↳ Katherine Earley 𐄂
- ↳ Linda Foley-Vinay 𐄂
- ↳ Jody Klien 𐄂
- ↳ Kathy Lobo 𐄂
- ↳ Helen Solorzano 𐄂
- ↳ Vula Roumis 𐄂

A Special Recognition for their Contribution & Support to

- ↳ *Sheraton Four Points Hotel Leominster, Massachusetts* 𐄂
- ↳ *The New England Equity Assistance Center* 𐄂
- ↳ *National Geographic Hampton-Brown* 𐄂
- ↳ *Pearson* 𐄂

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Certificate of Attendance

This is to certify

has attended the 2011 MATSOL Conference
*One Size Doesn't Fit All:
Meeting the Diverse Needs of English Language Learners*
Thursday May 5 to Saturday May 7, 2011
Leominster, MA

*MATSOL Conference Committee
May 2011*

Handwritten text in multiple languages including Hindi, English, and Chinese, serving as a background for the Matsol logo.

徐冰，我一年前来的美国。
子中国的西部，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
成市了。随着中国经济
的学



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那里，因为我的家人和朋
持着联系。最
乎没有时间去
到了许多书本上
许多观照。
was.
I'm born in Lebanon
years old I was very happy, when I grew up
friends over there then I start doing a lot of
with them. we went to all the cities in Le
pool of fun. Every summer I we
friends & I spent