

*Lessons from the Past,
Innovations for the Future*

MATSOL 40TH ANNIVERSARY CONFERENCE

MAY 3 - 4, 2012

SHERATON FRAMINGHAM HOTEL
& CONFERENCE CENTER
FRAMINGHAM, MASSACHUSETTS



The mission of the Massachusetts Association of Teachers of Speakers of Other Language (MATSOL) is to provide professional development and support to educators working with English language learners, and to promote the educational opportunities and achievement of all English language learners. MATSOL is an affiliate of TESOL International Association.

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MATSOL Currents
 Vo. 1, No. 1 Fall 1972

President's Message

Robert Saitz

As an organization conceived by teachers of speakers of other languages, MATSOL is dedicated to the interests, concerns and problems of the people who are struggling to develop new educational models appropriate to life in multi-cultural communities.

We welcome and hope to bring together a wide range of people who have common concerns: for example, teachers who teach content in elementary and secondary bilingual classes; teachers who teach first or second languages in bilingual or ESOL school programs; teachers in community and institutional adult education programs; teachers in colleges who work with both permanent and temporary populations; and administrators, paraprofessionals and volunteers at all levels. While each of us faces unique problems, all of us are working with students who have something in common – despite the differences in our students' age, education, interests, motivations etc., all of our students live in two languages, in two worlds. And it must be our goal to ensure that this experience be an enriching one – to both the students and to all who come in contact with them.

Once again we in Massachusetts have the opportunity to lead; your responses and your suggestions will determine the ways in which MATSOL can contribute to education for life in a multi-cultural world, an idea whose time has finally come.

Dear Colleagues,

Welcome to the MATSOL 40th Anniversary Conference! As you can see from the president's message in the first issue of *MATSOL Currents* in 1972 (left), MATSOL's mission over the past forty years has been to bring together educators to support English learners in all types of programs across the state. The annual conference is an important opportunity for us to share our experience and expertise, and to keep up with new developments in the field. This year, we are excited to be in a new, larger conference space that allows educators across all program types – K-12, adult, workplace and higher education – to attend the conference together.



We have a full program planned for the conference, featuring keynote speakers Alba Ortiz and Jeff Zwiers on Thursday and Diane Larsen-Freeman on Friday. On both days, special morning sessions take place with a K-12 and Adult/Higher Education focus. In addition, there are concurrent sessions running all day that focus on a wide variety of topics, including several invited speakers who are joining us to share their unique perspectives. We are very grateful to all the speakers and presenters who are participating in the conference and sharing their expertise.

Please make time to visit the publishers and vendors located in the Promenade and Commons I & II, and thank them for their support of the conference. We also encourage you to visit the information tables in the Promenade, which have updates on MATSOL's advocacy initiatives and information from other local community groups. In addition, two local artists have created a special interactive art installation in honor of MATSOL's 40th anniversary, which will be on display in the Promenade for the duration of the conference.

On Thursday night, MATSOL is hosting a 40th Anniversary Party, where we will be joined by MATSOL past presidents and past board members. The annual awards ceremony starts at 6:30, followed by the party featuring the band Sabór Latino. We'd like to extend special thanks National Geographic Learning/Cengage Learning (represented by Martin and Jane Brauer) for generously sponsoring the party.

Enjoy the conference, and thank you for the work you do each and every day to support our students.

Katherine Earley, MATSOL President

Professional Development Resources for Educators Working With English Language Learners

The Center for Applied Linguistics (CAL) offers a wide variety of research-based products and professional development services for educators working with English language learners.



What's Different About Teaching Reading to Students Learning English?
Professional development workshops and materials with the popular video, **Why Reading is Hard**.

Professional development workshops and materials, including workbooks and authentic classroom videos.

Register Today for CAL's Summer Institutes in DC

Institute	Overview	Dates
What's Different? Training of Trainers Institute	Designed for trainers to learn how to use this curriculum to provide professional development for educators who teach reading to ELs	June 6-8, 2012
Hot Topics in ELL Education Institute	Designed to increase understanding and provide practical resources on important topics for educators working with ELs: <ul style="list-style-type: none"> ▪ Listening and Speaking: Oral Language and Vocabulary Development ▪ Academic Language in the Content Areas ▪ Math and Science: Skills and Strategies to Adapt Instruction 	June 27-29, 2012
What's Different? Direct Strategies Institute	Designed to help teachers provide effective reading strategies for English language learners	July 11-12, 2012

CAL can deliver these workshops onsite at your location.

Questions? Email the CAL Solutions Team: solutions@cal.org



Visit www.cal.org/solutions to learn more.

Featured Speakers

KEYNOTES

Alba Ortiz

English Language Learners with Disabilities: Are we Serving the Right Students?

Thursday, May 3 at 8:30 am, Grand Ballroom (see page 12)

Jeff Zwiers

Talk is Priceless: Building Students' Skills for Powerful Academic Conversations

Thursday, May 3 at 12:45 pm, Grand Ballroom (see page 18)

Diane Larsen-Freeman

On Repetition in Language Learning and Teaching

Friday, May 4 at 12:45 pm, Grand Ballroom (see page 37)

INVITED SPEAKERS

Patricia Mytkowicz

Challenges of Working with Postsecondary Multilingual Students with Learning Disabilities

Thursday, May 3 at 8:30 am, Wayland (see page 12)

Maya Honda, Wayne O'Neil & Daniel Ginsberg,

Introducing Linguistic Inquiry to English Language Learners: A Collaborative Effort

Thursday, May 3 at 10:30 am, Carlisle (see page 16)

Esta Montano, Lunine Pierre-Jérôme, Stephanie Scerra

Students with Interrupted Formal Education (SIFE) in Massachusetts: How a Working Group Can Create Change

Thursday, May 3 at 10:30 am, Grand South (see page 17)

Tom Daccord

Digital Storytelling for English Language Learners

Thursday, May 3 at 2:00 pm, Grand Centre (see page 19)

Stephanie Scerra, Phyllis Hardy, Maria Wilson-Portuondo & Patricia Landurand Medeiros

English Language Learners and Special Education: Critical Questions Educators Are Asking

Thursday, May 3 at 4:00 pm, Grand North (see page 24)

Esta Montano

State of the State on English Language Education in Massachusetts

Friday, May 4 at 9:30 am, Grand Ballroom (see page 35)

Anne Serino & Navjeet Singh

Adult ESOL in Massachusetts

Friday, May 4 at 10:30 am, Wayland (see page 35)

Michel DeGraff

Knowing Your Haitian Students: Some Notes on History, Language and Education in Haiti

Friday, May 4 at 2:00 pm, Carlisle (see page 39)

Michelle Griffin, OLAAA

Title III: Changes and Challenges in 2012

Friday, May 4 at 2:00 pm, Grand North (see page 41)

MATSOL would like to thank these members of the local education community for sharing their expertise.


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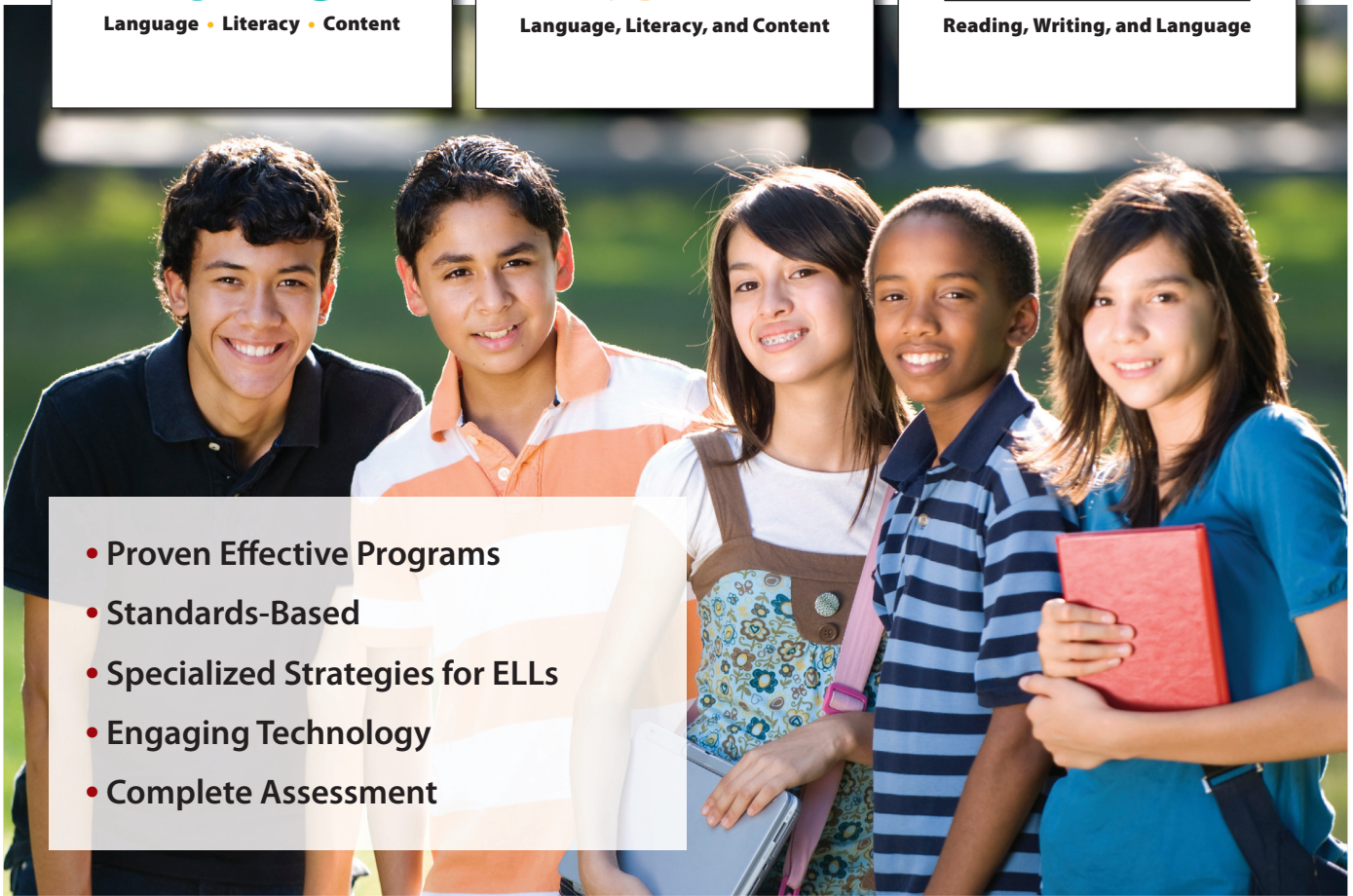
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Grades 6–8


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Grades 9–12

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Celebrate!

MATSOL 40TH ANNIVERSARY PARTY

THURSDAY, MAY 3
GRAND SOUTH BALLROOM

6:30 AWARDS CEREMONY
7:00 PARTY WITH MUSIC BY SABÓR LATINO
APPETIZERS • CASH BAR

SPONSORED BY NATIONAL GEOGRAPHIC LEARNING/CENGAGE LEARNING

I Am My Language

An Art Installation
by Gail Jerauld Bos and Kathrine Douthit

In honor of the 40 years of MATSOL, collaborating artists Gail Jerauld Bos and Kathrine Douthit have created an installation especially for this year's conference. The imagined scene celebrates the ideas of language teachers, theorists, and especially language learners. Inspired by sources as diverse as Gloria Anzaldua's "How to Tame a Wild Tongue" and Jim Cummins's "CUP versus SUP," the work also revolves around the folk tradition of the May Pole.

Gail Jerauld Bos studied early childhood development at Antioch College. Her paintings, prints, sculptures and mixed-media installations are often inspired by the fortitude human beings show in the face of great challenge or hardship. Kathrine Douthit is an ESL teacher at Showa Boston. Language, specifically text, plays a central role in her oil paintings, prints, and installations.

Please come by during the conference to take part in the piece and say hello!

*Anne Dow Award
for Excellence and Creativity*

Christine Tibor

Framingham Adult ESL PLUS

For an administrator who has exhibited courageous, inclusive leadership and implemented sound and supportive decisions vis-à-vis the institution’s ESOL programs.



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.

Anne Rindlaub Dow died in October 2003 at 65, after a two-year battle with multiple myeloma. Anne was best known as the director of ESL programs at Harvard for over 20 years. She made a difference in the lives of many who knew her in the Boston area and throughout the world. Her death was a great loss for our community.

MATSOL Teacher of the Year

Mary-Margaret Almonte

Malden Public Schools

The MATSOL Teacher of the Year Award was established to recognize excellence in the education of English language learners. A teacher selected for the award 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 with 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;
- Strong relationships with the community and (for K-12) parents of ELLs.



Linda Schulman Innovation Award

Meryl Beck, Somerville Center for Adult Learning Experience
SCALE Theater Arts Program

Jennifer Bellavance, Revere High School
A Day in the Life of an ELL Student

Francine Johnson, Greater Lawrence Technical School
Increasing ELL Parent Involvement through the Discussion of Reading

Viviana Pagan & Sandra Lozko, Chandler Elementary School, Worcester
Immigration Comes Alive on a Voyage Through History/La Inmigración Toma Vida Através de la Historia

Debra Roberts, Fitchburg High School
Using Technology to Communicate and Learn in Multiple Languages



The Linda Schulman Innovation Award program provides grants of \$500-\$1,000 to support projects that promote English language learning and embody the spirit of creativity, sensitivity and community. Linda Schulman served on the MATSOL Board of Directors and was President of MATSOL from 1997-1998.



Special Leadership Award

Ann Feldman

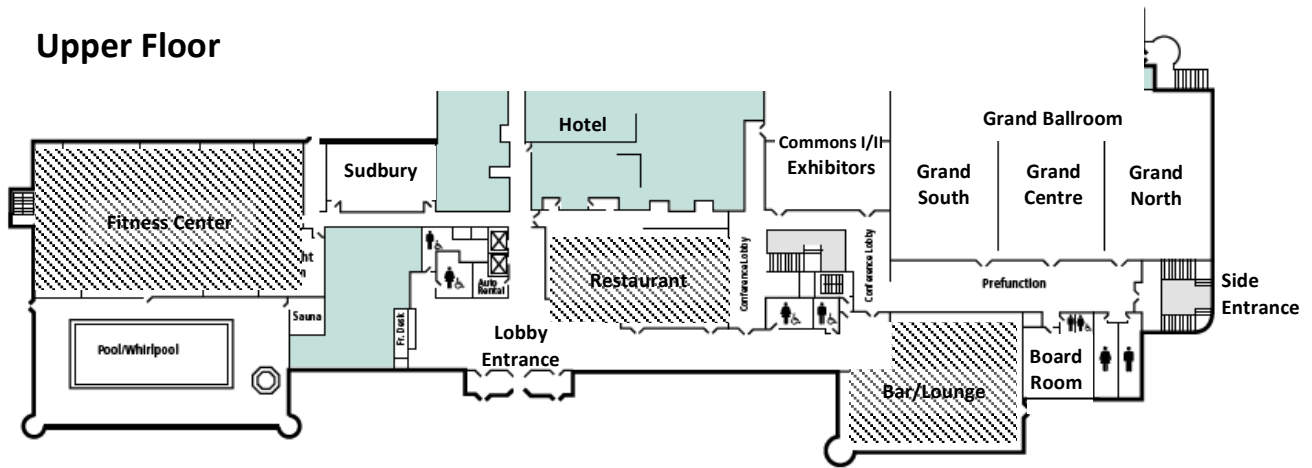
*Presented by members of
MATSOL Massachusetts English Learner Leadership Council (MELLC)
MATSOL Low Incidence Special Interest Group (LI SIG)
in deep appreciation of her outstanding generosity, support, and dedication.*

*Join us in honoring the award recipients!
MATSOL Awards Ceremony
Thursday, May 3 at 6:30 pm, Grand South
Sponsored by National Geographic Learning/Cengage Learning*

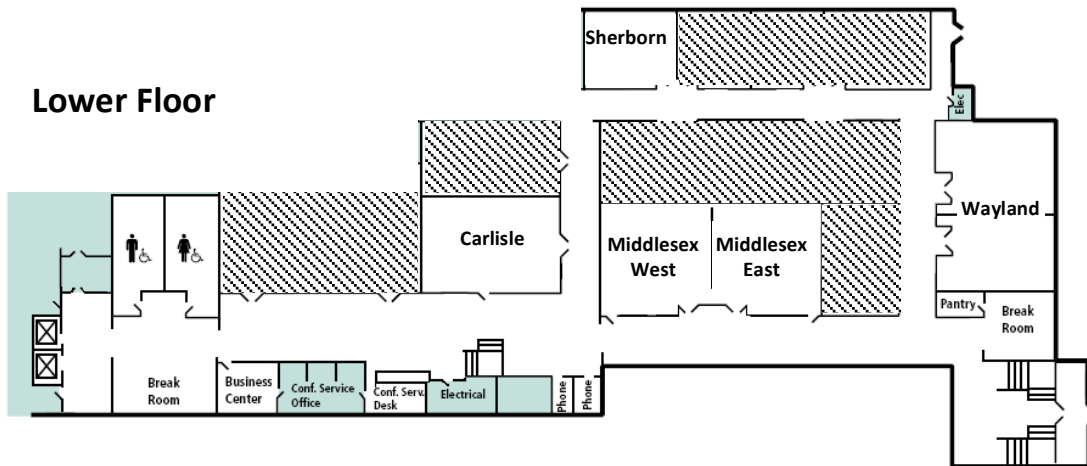
Conference Center Map

Framingham Sheraton Hotel & Conference Center

Upper Floor



Lower Floor



Conference Schedule Overview

Thursday, May 3

Publisher Exhibits open all day in Commons I & II and the Promenade.

7:30 am	Conference Check-in & Continental Breakfast	<i>Promenade</i>
8:30 am	Session 1 – K-12 & Adult/Higher Ed Focus	<i>See pages 12-13</i>
9:30 am	Session 2 – K-12 & Adult/Higher Ed Focus	<i>See page 13-14</i>
10:30 am	Session 3	<i>All rooms</i>
11:15 am	Networking & Exhibitor Visits	
12:00 Noon	Lunch	<i>Grand Ballroom</i>
12:45 pm	Keynote Address	<i>Grand Ballroom</i>
2:00 pm	Session 4	<i>All rooms</i>
3:00 pm	Session 5	<i>All rooms</i>
4:00 pm	Session 6	<i>All rooms</i>
5:45 pm	Conference Sessions End	
6:30 pm	MATSOL Awards Ceremony	<i>Grand South</i>
7:00 pm	MATSOL 40 th Anniversary Party	<i>Grand South</i>

Friday, May 4

Publisher Exhibits open all day in Commons I & II and the Promenade.

7:00 am	Conference Check-in & Continental Breakfast	<i>Promenade</i>
7:30 am	Session 1	<i>All rooms</i>
8:30 am	Session 2	<i>All rooms</i>
9:30 am	Session 3 – K-12 & Adult/Higher Ed Focus	<i>See page 35</i>
10:30 am	Session 4 – K-12 & Adult/Higher Ed Focus	<i>See page 36</i>
11:15 am	Networking & Exhibitor Visits	
12:00 noon	Lunch	<i>Grand Ballroom</i>
12:45 pm	Keynote Address	<i>Grand Ballroom</i>
2:00 pm	Session 5	<i>All rooms</i>
3:00 pm	Session 6	<i>All rooms</i>
4:00 pm	Session 7	<i>All rooms</i>
4:45 pm	Conference ends	

Thursday, May 3

Time	Room	Title
Session 1		
K-12 Focus		
8:30-10:15	Grand Ballroom	<i>Morning Keynote: Alba Ortiz</i> English Language Learners with Disabilities: Are We Serving the Right Students?
Adult/Higher Education Focus		
8:30-9:15	Wayland	<i>Invited Speaker:</i> Challenges of Working with Postsecondary Multilingual Students with Learning Disabilities
8:30-9:15	Middlesex East	Cross Cultural Research Writing Challenges: A Chinese and American Dialogue
8:30-9:15	Carlisle	Faculty-Staff Collaboration to Support Scholarship Students in Intensive English Programs
Session 2		
9:30-11:15	Carlisle	Declare Independence: Be Your Own Materials Writer
9:30-10:15	Wayland	Essential Academic Track Pronunciation Skills: Operationalizing Teacher and Learner Goals
9:30-10:15	Middlesex East	Making the Grade: Rethinking Our Assessments of Post-secondary ELLs
Session 3		
10:30-11:15	Middlesex West	Cultivating Learner Autonomy
10:30-11:15	Wayland	The Dilemma Faced by Undocumented Students: Past, Present, Future
10:30-11:15	Sudbury	Entwining Writing Engagement with Academic and Content Vocabulary Building
10:30-11:15	Grand Centre	Immediately Useful WIDA Tools
10:30-11:15	Carlisle	<i>Invited Speakers:</i> Introducing Linguistic Inquiry to English Language Learners: A Collaborative Effort
10:30-11:15	Middlesex East	LIGHTS! CAMERA! ACTION! Students Film Commercials in Business English Class
10:30-11:15	Grand South	<i>Invited Speakers:</i> Students with Interrupted Formal Education (SIFE) in Massachusetts: How a Working Group Can Create Change
10:30-11:15	Sherborn	Transforming Schools for English Learners Using a Four-Prong Framework
Luncheon Session		
12:45-1:45	Grand Ballroom	<i>Luncheon Keynote: Jeff Zwiers</i> Talk is Priceless: Building Students' Skills for Powerful Academic Conversations
Session 4		
2:00-3:45	Grand North	Action Planning with RTI (Response to Intervention)
2:00-2:45	Middlesex West	Action Research as Professional Development
2:00-3:45	Grand Centre	<i>Invited Speaker:</i> Digital Storytelling for English Language Learners

Thursday, May 3

Time	Room	Title
Session 4		
2:00-2:45	Middlesex East	Encountering American History and Culture in Literature: Challenges and Opportunities
2:00-2:45	Boardroom	Gaining Respect: Promoting ELL in the Low-Incidence School
2:00-2:45	Sherborn	International Teaching with the English Language Fellow Program
2:00-3:45	Sudbury	Iraq-Country in War: Culture, People, and Education
2:00-3:45	Carlisle	Supporting ELL's Academic Literacy through Systemic Functional Linguistics
2:00-2:45	Wayland	Teaching Culture Through Videos and Songs
2:00-2:45	Grand South	What's Easy, Hard, and Helpful: Lessons from English Language Learners
Session 5		
3:00-3:45	Middlesex West	APPLE: the Amherst Partnership for Parents Learning English
3:00-3:45	Middlesex East	Connecting English Language Learners to Culture: More than Authentic Material
3:00-3:45	Boardroom	Developing Student Voices: Meeting the Standards for Speaking
3:00-3:45	Grand South	<i>Invited Speaker:</i> Immigrants Raising Citizens: Undocumented Parents and Their Young Children's Development
3:00-3:45	Sherborn	A Linguistic Lens to Help Students Decipher Mathematics Word Problems
3:00-3:45	Wayland	Teasing Apart Writing Skills With LiveScribe Pens
Session 6		
4:00-4:45	Grand South	Addressing "Stuck" Students: Helping All Students to Progress
4:00-5:45	Sherborn	English for Sci/Tech: Malaria, Robots, Lasers, Dark Energy, and More!
4:00-5:45	Grand North	<i>Invited Speakers:</i> English Language Learners and Special Education: Critical Questions Educators are Asking
4:00-5:45	Grand Centre	iOS apps for ELLs
4:00-5:45	Middlesex West	Revolutionizing Secondary ELL Programs with SIFE, Refugee and Low-Literacy Students
4:00-4:45	Sudbury	Taking Action on Academic Language and Literacy: A Team Approach
4:00-5:45	Wayland	Teaching with Memory Systems in Mind
4:00-5:45	Carlisle	Theatre Games, Traditional American Play Parties: Music, Movement and Fun!
4:00-5:45	Boardroom	Using Principles and Practices of Adult Learning to Inform Professional Development
4:00-5:45	Middlesex East	Vocabulary Learning for ELLs - "WOW"!

Session 1

K-12 Focus

KEYNOTE SPEAKER: Alba Ortiz

English Language Learners with Disabilities: Are We Serving the Right Students? **8:30 AM - 10:15 AM**
 English Learners with Learning Disabilities **Grand Ballroom**
Elementary, Secondary

English Language Learners have the lowest achievement among student groups and are disproportionately represented in remedial and special education programs. Addressing these issues calls for careful examination of the quality of education they are provided, evaluation of the effectiveness of Response to Intervention approaches intended to support ELLs experiencing achievement difficulties, and adaptation of special education processes involved in identifying students with disabilities. Recommendations for improving general and special education services and for distinguishing language differences from disabilities will be offered.



Dr. Alba Ortiz is a Professor of Special Education and Director of the Office of Bilingual Education, in the College of Education, at The University of Texas at Austin. She is a Past President of the Council for Exceptional Children (CEC) and is the co-chair of the Exceptional Needs Committee of the National Board for Professional Teaching Standards Committee. Dr. Ortiz is currently the Co-Editor of Multiple Voices, the journal of the CEC Division for Culturally and Linguistically Diverse Exceptional Learners and is also the co-editor of the Bilingual Education Research Journal. She has written extensively on such topics as English Language Learners with language and learning disabilities, and prevention and early intervention for second language learners experiencing achievement difficulties.

Adult/Higher Education Focus

INVITED SPEAKER: Patricia Mytkowicz

Challenges of Working with Postsecondary Multilingual Students with Learning Disabilities **8:30 AM - 9:15 AM**
 English Learners with Learning Disabilities **Wayland**
Adult Education, Higher Education ESOL

Despite increasing numbers of multilingual students with learning disabilities entering higher education, research on challenges faced by this population is sparse. This presentation examines multiple obstacles related to diagnosis, language acquisition, and cultural factors and explores ways that practitioners can support the success of multilingual students with learning disabilities in the postsecondary environment.

Patricia Mytkowicz, EdD, is the coordinator of the Program for Advancement of Learning for Multilingual Students (PML) at Curry College in Milton, Massachusetts. Her research interests include English language learners with learning disabilities. Her most recent publication is a chapter on multilingual college students with learning disabilities in The Clinical Practice of Educational Therapy: A Teaching Model (Ficksman & Adelizzi, Eds.)

Session 1

Cross Cultural Research Writing Challenges: A Chinese and American Dialogue **8:30 AM - 9:15 AM**
 Teaching Reading, Writing, Listening and Speaking **Middlesex East**
Higher Education ESOL

As challenging as research writing may be for Chinese university students, there are deeper more complex cultural issues that are hidden and not easily addressed. This presentation introduces the cross cultural challenges in research writing and will address and demonstrate various teaching techniques to overcome these challenges.

Diana Lynch is an adjunct professor at Northeastern University currently teaching in the Global Pathways program. She also teaches writing at Boston University.

Faculty-Staff Collaboration to Support Scholarship Students in Intensive English Programs **8:30 AM - 9:15 AM**
Carlisle
 Collaboration to Support ELL Education
Higher Education ESOL, Program Administrators

International students in Intensive English Programs need support from many domains to succeed in the U.S. The facilitators will highlight how faculty/staff collaboration can provide students with a personalized plan for excelling in academics and student life. Participants will share ideas on how faculty/staff collaboration has best supported their students.

Jennifer Lacroix is a Senior Lecturer and SABIC Program Advisor/Coordinator at Boston University's CELOP. Kim Beqari is the Admissions Manager at Boston University's CELOP and a former ESL Instructor. Sheri Taub is a Senior Lecturer at Boston University's CELOP and a faculty program assistant to the SABIC Foundation Year at CELOP.

Session 2

Declare Independence: Be Your Own Materials Writer **9:30 AM - 11:15 AM**
 Teaching Reading, Writing, Listening and Speaking **Carlisle**
Higher Education ESOL, Teacher Educators

Do your students need a day off from their textbook? Do you have a great article for them to read and discuss instead? Explore how to build a lesson by creating reading tasks that mirror, and perhaps even exceed, the caliber of practice found in textbooks.

Samuela Eckstut is a Senior Lecturer at CELOP, Boston University and the author of numerous textbooks, including Center Stage and Strategic Reading.

Session 2



Essential Academic Track Pronunciation Skills: Operationalizing Teacher and Learner Goals

9:30 AM - 10:15 AM
Wayland

Teaching Reading, Writing, Listening and Speaking
Adult Education , Workplace Education, Higher Education ESOL, Teacher Educators, Program Administrators

ESL program goals such as 'students will be able to comprehend lectures and engage in academic conversation' often leave the task of operationalizing these goals to the instructors. This presentation identifies the requisite listening and speaking skills, and provides methods and materials to promote learner achievement and assess goal attainment.

Marnie Reed is Associate Professor in the Applied Linguistics and Graduate TESOL programs at Boston University. She has presented her work in pronunciation teaching and learning domestically and internationally in articles, conference presentations, and her texts, Sound Concepts: An Integrated Pronunciation Course published by McGraw-Hill, and Goal-Driven Lesson Planning for Teaching English to Speakers of Other Languages, published by the University of Michigan Press, which incorporates materials and concepts in teaching pronunciation.



Making the Grade: Rethinking Our Assessments of Post-secondary ELLs

9:30 AM - 10:15 AM
Middlesex East

Best Practices in Instruction and Assessment
Higher Education ESOL

With the demographics of university-level international students changing, it's time to take a look at the extent to which our assessments measure proficiency, and how our definition of proficiency differs from students'. This presentation attempts to compare students' perceptions of their proficiency with test results and make recommendations for improvement.

Elsa Richter is Academic Director at the ELS Language Center on the campus of Roger Williams University in Bristol, Rhode Island.

Session 3

Cultivating Learner Autonomy

10:30 AM - 11:15 AM

Teaching Reading, Writing, Listening and Speaking
Adult Education, Higher Education ESOL

Middlesex West

Language learning is a lifelong endeavor, particularly when the language is needed for professional or academic purposes. Because much of this learning occurs outside the language classroom, students need training in autonomous learning strategies. The presenter demonstrates several strategies and shows how teachers can weave them into their coursework.

Lynn Bonesteel has been a senior lecturer at the Center for English Language and Orientation Programs at Boston University for 25 years. Lynn is also the author of a number of ESL textbooks, including Center Stage, New Password 5, From Reading to Writing 1 and 2, and the recently released Real Reading series.

The Dilemma Faced by Undocumented Students: Past, Present, Future

10:30 AM - 11:15 AM

Knowing Our Students
General Interest

Wayland

Smiles..Tears...Hopes..reality. Immigrant students' voices tell the powerful story of undocumented students and their dream of pursuing a college education. The courage, perseverance, and determination of these students are exceptional, yet fear and uncertainty overshadow their lives. Undocumented immigrant student voices will be shared through a student-created documentary.

Mostafa Mouhieeddine currently teaches SEI in the Brockton Public Schools and teaches at UMASS Boston in the Applied Linguistics Program. His research interests are social-identity, critical pedagogy, second language acquisition, and multi-literacies. Carla Bruzzese is the Director of ELL in the Arlington Public schools and teaches at Lesley University in the Language and Literacy Program. Her research interests are bilingual cognition and second language literacy development in adolescent students.

Entwining Writing Engagement with Academic and Content Vocabulary Building

10:30 AM - 11:15 AM

Teaching Reading, Writing, Listening and Speaking
Secondary

Sudbury

This interactive workshop engages participants to consider strategies to build academic and content vocabulary while developing content genre-writing activities using a systemic functional linguistic approach. These activities provide multiple opportunities for learners to develop a sense of purpose and audience in their writing and use meaningful vocabulary.

Laurie Hartwick has taught ESOL at the secondary, adult, and community college level along with graduate teacher training in ESL. Currently she teaches ESL at the secondary level in an urban district. Abby Rydbeck currently teaches ESL at the secondary level in an urban district.

Session 3

Immediately Useful WIDA Tools

10:30 AM - 11:15 AM

Best Practices in Instruction and Assessment
Elementary, Secondary

Grand Centre

Even for teachers who don't work in WIDA states, tools readily available on the organization's website can be useful in determining next steps of instruction. This session will focus on the grade-level Can-Do Descriptors and the writing and speaking rubrics, ready for participants to download and use tomorrow!

Beth Evans is an ELL teacher at the Integrated Arts Academy in Burlington, Vt. She is webmaster for NNETESOL and teaches a WIDA CLIMBS course for the Burlington School District.

INVITED SPEAKERS: Maya Honda, Wayne O'Neil & Daniel Ginsberg

**Introducing Linguistic Inquiry to English Language Learners:
A Collaborative Effort**

10:30 AM - 11:15 AM

Best Practices in Instruction and Assessment
General Interest

Carlisle

A report on a pilot project that introduced high school ELLs to linguistic inquiry investigating and uncovering the internal patterns and structures of their own and other languages. We will also discuss the challenges and potential of a substantive collaboration between linguists and a practitioner to enrich the curriculum.

Maya Honda is Associate Professor of Human Development at Wheelock College. Coauthor with Wayne O'Neil of Thinking Linguistically: A Scientific Approach to Language (Blackwell Publishing, 2008), she has served as chair of the Linguistic Society of America's Committee on Language in the School Curriculum. Wayne O'Neil is Professor of Linguistics at the Massachusetts Institute of Technology. His current work is centered on linguistics in the school curriculum and second-language acquisition, both the theory and relevance of the latter to the revitalization of indigenous languages. Daniel Ginsberg is a PhD student in the Linguistics Department at Georgetown University. Formerly a teacher of ESL and mathematics at Malden (MA) High School, he is co-author (with his co-presenters) of Looking beyond English: Linguistic Inquiry for English Language Learners (Language and Linguistics Compass, 5, 249-264).

**LIGHTS! CAMERA! ACTION! Students Film Commercials in
Business English Class**

10:30 AM - 11:15 AM

Media and Technology
Adult Education, Workplace Education, Higher Education ESOL

Middlesex East

Working together to create a video project is an exciting new way for students to learn important content while practicing skills essential for their future. This method has proved to motivate and engage students in a number of our classes at CELOP, including the Business Communications elective.

Eileen Kramer is a senior lecturer at CELOP, Boston University. She worked in the high-tech industry for many years, and holds a MATSOL degree from the School for International Training. Formerly a middle school math teacher, Linda Wilkins earned her TESL Masters' degree at UMass Boston. Currently teaching at CELOP, Boston University, she has been working with English language learners for more than 15 years. Lisa Pontoppidan has taught adult and higher education for many years. Currently she is a senior lecturer at CELOP, Boston University. Lisa holds a MATSOL degree from the School for International Training.

Session 3

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INVITED SPEAKERS: Esta Montano, Lunine Pierre-Jérôme, Stephanie Scerra

Students with Interrupted Formal Education (SIFE) in Massachusetts: **10:30 AM - 11:15 AM**
How a Working Group Can Create Change **Grand South**

Best Practices in Instruction and Assessment
Elementary, Secondary, Teacher Educators, Program Administrators

The Office for Language Acquisition and Academic Achievement will report on the updates and findings of the newly established SIFE working group comprised of ELL, SPED and general educators from across the commonwealth. This presentation will provide information on initial identification of SIFE, ELL programming for SIFE and recommendations for working with SIFE.

Esta Montano, OELAAA Office, Massachusetts Department of Elementary and Secondary Education. Lunine Pierre-Jérôme, Boston Public Schools, Mattahunt Elementary School HILT for SIFE Teacher. Stephanie Scerra, OELAAA Office, Massachusetts Department of Elementary and Secondary Education

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Transforming Schools for English Learners Using a Four-Prong Framework **10:30 AM - 11:15 AM**
 Best Practices in Instruction and Assessment **Sherborn**

General Interest

This session uses a four-prong framework to understand ways for teaching three groups of culturally and linguistically diverse learners within a whole school context: learners that carry academic language, are learning academic language, and learners with significant disruptions.

Debbie Zacarian, Ed.D., Director, Center for English Language Education, Collaborative for Educational Services

Luncheon Session



KEYNOTE: Jeff Zwiers

Talk is priceless: Building Students’ Skills for Powerful Academic Conversations **12:45 PM - 1:45 PM**
Grand Ballroom

Of the many gaps that exist between English learners and their potentials, one of the most important is the need for building communication skills that allow students to: learn academic concepts through conversation, build ideas, solve problems, and work with a variety of other people. Based on extensive action research in classroom talk, this presentation addresses five core skills of “academic conversation” and demonstrates how to apply them across content areas in order to improve critical thinking, academic language, and content literacy. These skills include: elaborating and clarifying; supporting ideas with examples; building on ideas or challenging them; paraphrasing, and synthesizing the ideas at the end of a conversation.



Jeff Zwiers teaches in the Stanford Teaching Education Program and works for Stanford's Center to Support Excellence in Teaching. He received his Ed.D. from the University of San Francisco and has taught English, Spanish, science, and history in high school, middle school, and elementary school. His areas of specialty are academic language and literacy. Jeff is also a consultant on the Guatemala Education Reform in the Classroom Project that develops effective systems of bilingual education and teacher training. He has published articles and books on literacy, cognition, and academic language, including Academic Conversations: Classroom Talk that Fosters Critical Thinking and Content Understandings (Stenhouse) and Building Reading Comprehension Habits in Grades 6-12: A Toolkit of Classroom Activities (International Reading Association), and Developing Academic Thinking Skills: A Handbook of Multiple Intelligence Activities (International Reading Association).

Session 4



Action Planning with RtI (Response to Intervention) **2:00 PM - 3:45 PM**
 English Learners with Learning Disabilities **Grand North**
Elementary

Teachers of ELLs can use RtI (Response to Intervention) to implement standards based assessments and interpret the data to inform instruction. This hands-on workshop will model the process of using RtI to create and use action plans for individualized instruction for struggling ELL students in SEI, SIFE, and ESL programs.

Ruby Ababio-Fernandez is the principal of the Mattahunt Elementary School in Boston and doctoral candidate in the Urban Education Leaders Program at Teachers College. Farhan Adam teaches fourth grade SEI at the Mattahunt Elementary School. She is a key member of the SEI team in the school and presented at MATSOL in 2010. Kelly-Ann Cooney has taught ESL Elementary through college in the Boston area. She currently teaches fifth grade SEI at the Mattahunt Elementary School and presented at MATSOL in 2010. Dr. Lunine Pierre-Jerome has served as a district leader in Boston Public Schools serving the HILT for SIFE program. She is the Students with Interrupted Formal Education (SIFE) teacher at the Mattahunt Elementary School. Meghan Connor teaches third grade at the Mattahunt Elementary School and serves on the SEI/SIFE/ESL team.

Session 4

Action Research as Professional Development

2:00 PM - 2:45 PM

Professional Development/Teacher Evaluation

Middlesex West

Teacher Educators

A teacher educator at a MA State University will introduce three students working on their Masters degree in ESL who will present their own classroom research. In action research teachers address problems and questions by trying specific strategies, and documenting the outcomes, in a recursive cycle of action and reflection.

Ellen Rintell is a Professor at Salem State University. She is a former bilingual and ESL teacher. Omar Longus is a graduate student at Salem State University, competing his MAT in ESL at Salem State University through Project NOBELL, a Title III National Professional Development grant. He teaches an adult ESL class at Salem High School. Rachel Hoffman is an ESL Specialist at a level 4 elementary school in Lynn, MA. She is completing her MAT in ESL at Salem State University through Project NOBELL, a Title III National Professional Development grant.

INVITED SPEAKER: Tom Daccord

Digital Storytelling for English Language Learners

2:00 PM - 3:45 PM

Technology and Media

Grand Centre

General Interest

Digital storytelling, in the broadest sense, is about weaving together narrative, imagery, voice and music into media-rich presentations. Today, students are using flexible online tools to create engaging and powerful "digital stories" and improve their communication skills. In this session we will look at the "Hows and Whys" of facilitating digital storytelling projects for English Language Learners. We will look at examples of successful projects, including virtual tours, identity narratives, oral histories, presentations of art and music, social issue documentaries, and more. We will explore popular tools and the process of creating a digital story. Finally we will look at ways teachers can evaluate these projects through process and product rubrics.

Tom Daccord is Co-Director of EdTechTeacher and the author of Best Ideas for Teaching with Technology: A Practical Guide for Teachers by Teachers. A veteran teacher who instructed in a laptop environment for seven years, Tom has been featured in The Boston Globe for his contributions to teaching with technology and has worked with schools in the United States, Canada, Europe, and Asia.

Encountering American History and Culture in Literature: Challenges and Opportunities

2:00 PM - 2:45 PM

Teaching Reading, Writing, Listening and Speaking

Middlesex East

Secondary

ELLs come to our classrooms from rich backgrounds and cultures, but often lack the prior knowledge necessary to understand historical and cultural references in American works. This presentation will discuss techniques for introducing students to historical context and facilitating connections to their lives and cultures as they read American literature.

Melissa Latham is currently an ESL teacher at Belmont High School and has experience teaching mainstream English as well. She is currently working on her dissertation on the topic of adolescent second language reading at Boston University.

Session 4



Gaining Respect: Promoting ELLs in the Low-Incidence School **2:00 PM - 2:45 PM**
 Collaboration to Support ELL Education **Boardroom**
Elementary, Secondary

ELL teachers in low-incidence schools often face “visibility” problems: working in multiple schools, teaching in “closets,” dealing with insufficient budgets, and encountering skepticism from classroom teachers. This presentation offers concrete suggestions for raising awareness of ELL’s critical role among classroom teachers and the administration.

Charlotte Johnson, MATESL, has taught ELL for over 20 years in New Hampshire and Vermont. She is currently teaching K-4 ELL in West Lebanon, NH. Mary Quinton-Barry, MATESL, teaches ELL at Lebanon (NH) High School. Prior to this, she taught French for 12 years in Vermont.



International Teaching with the English Language Fellow Program **2:00 PM - 2:45 PM**
 Professional Development/Teacher Evaluation **Sherborn**
General Interest

Interested in teaching English abroad? The English Language Fellow Program sends highly qualified English language teachers on ten-month fellowships to academic institutions in all regions of the world. The presentation will discuss the steps to become an EL Fellow, and share anecdotes and experiences from Massachusetts area program alumni.

Matt Carey is a Project Officer with the English Language Fellow Program at Georgetown University's Center for Intercultural Education and Development.



Iraq-Country in War: Culture, People, and Education **2:00 PM - 3:45 PM**
 Knowing Our Students **Sudbury**
Elementary, Secondary, Adult Education , Higher Education ESOL, Teacher Educators

The program explores backgrounds of Iraqi students focusing on various aspects of culture and on cultures influence on life and education in Iraq and in refugee life in the US. Characteristics of different religious, ethnic, and kinship groups and the impact of war on education and children’s lives are discussed.

Dr. Marja Urponen works as a Specialist of English Language Learner Research and Testing at Lowell Public Schools and administers the Refugee School Impact Grant. Zeena Alrawy is a math teacher from Iraq and tutors at Lowell High School. Dalia Abdulhadi is a foreign language teacher from Iraq and also tutors at Lowell High School.

Session 4

Supporting ELL's Academic Literacy Through Systemic Functional Linguistics

2:00 PM - 3:45 PM

Teaching Reading, Writing, Listening and Speaking
Elementary, Secondary, Teacher Educators

Carlisle

Systemic Functional Linguistics (SFL) offers teachers a tool for analysis of the linguistic demands of the informational texts their students encounter in the content areas. How can SFL support ELLs' academic literacy development? How can teachers use SFL pedagogy to create high interest, culturally relevant language lessons?

Joshua Schulze is a New Teacher Developer in the Office of Teacher and Leadership effectiveness in Boston Public Schools. He is doctoral candidate at the University of Massachusetts Amherst. Pat Paugh is an Associate Professor of Early Childhood Education and Early Literacy at UMass Boston. Andres Ramirez is an Assistant Professor of Educational Studies at Rhode Island College. Laura Schall-Leckrone is a doctoral student at Boston College. Dr. Elizabeth Harris is a Clinical Educator for Boston Teacher Residency. Elizabeth MacDonald is literacy coach for Boston Public Schools. Sharon Knight and Mary Moran are ESL teachers in Boston Public Schools.

Teaching Culture Through Videos and Songs

2:00 PM - 2:45 PM

Best Practices in Instruction and Assessment
Secondary, Higher Education ESOL

Wayland

Videos and songs can be used to increase discussion and understanding of cultural topics for English language learners in addition to the more common purpose of improving listening skills and vocabulary.

Joseph Montagna has been a teacher of English for 11 years in Japan, Mexico, and the U.S. He is originally from Massachusetts and a graduate of both Boston College and the University of Massachusetts, Amherst. Suzanne Matula has been an ESL/EFL instructor, teacher trainer, and administrator for 15 years. She was an English Language Fellow in Tajikistan and now recruits for the EL Fellow Program.

What's Easy, Hard, and Helpful: Lessons from English Language Learners

2:00 PM - 3:45 PM

Best Practices in Instruction and Assessment
Elementary, Teacher Educators

Grand South

There are many expert views on teaching English, but how can students' experiences inform instruction? In this session, participants will view and analyze new videos and surveys featuring authentic ELL student voices. The students discuss which classroom strategies and activities make learning English harder or easier. Handouts provided.

Dr. Erin Haynes is a linguist and a consultant for the Center for Applied Linguistics. Dr. Betty Smallwood is Director of CAL Solutions, PreK-12 ELL Education at the Center for Applied Linguistics.

Session 5



APPLE: the Amherst Partnership for Parents Learning English **3:00 PM - 3:45 PM**
 Family and Community Connections **Middlesex West**
Elementary, Adult Education , Program Administrators

How do you reach out to families desiring to improve their English proficiency? How do you integrate immigrant parents into the school experience? How do you do it all with a budget of zero? APPLE empowers district families to play an active role in their children's and their own education.

Jonah Kaplan-Woolner is a Masters student in the Bilingual, ESL, and Multicultural Education program at the University of Massachusetts, Amherst. He has a special interest in community-centered adult ESOL teaching, and APPLE grew out of his Leadership Project for the above Masters program. Having earned her M.A. in TESOL from Teachers College, Columbia University, Renata S. Pienkawa has been an ELL teacher, ELL and parent outreach coordinator, as well as an SEI trainer. Renata believes in capturing the depth of the present moment for teaching, inspiring, and making a difference in our fragmented world.



Connecting English Language Learners to Culture: More than Authentic Material **3:00 PM - 3:45 PM**
 Teaching Reading, Writing, Listening and Speaking **Middlesex East**
Elementary, Secondary, Adult Education , Higher Education ESOL

This presentation showcases various aspects of American culture through videotaped interviews with 'language peers,' adults and children. By providing ELLs with necessary schema, instructors may gently guide learners towards forging a closer personal and academic relationship with the target culture. This project was funded by the Linda Schulman Innovation Award.

Cori Weiner is a Senior Lecturer at CELOP, Boston University. With a particular interest in teaching culture, she specializes in creating her own material.



Developing Student Voices: Meeting the Standards for Speaking **3:00 PM - 3:45 PM**
 Best Practices in Instruction and Assessment **Boardroom**
Secondary

Too often, speaking is a skill we assign (oral reports on Friday!) and assess (you must speak for two minutes, you must make eye contact, you must speak loudly) but don't really teach. In this session we'll explore ways to TEACH speaking skills, based on research and on classroom experience.

Jim Meyer, Abe Kim, Kai Lau, and Thu-Hang Tran are the ESL team at Quincy Upper School, a pilot school in the Boston Public Schools. They each have a different mother tongue, but they are united in their commitment to good teaching, to the success of their students, and to the practice of laughter and fun during team meetings.

Session 5

INVITED SPEAKER: Hirokazu Yoshikawa

Immigrants Raising Citizens: Undocumented Parents and Their Young Children's Development

3:00 PM - 3:45 PM
Grand South

Knowing Our Students
General Interest

This study, the first of its kind, examines how having a parent without papers affects young children's cognitive and language development. It draws on an extensive 6-year study of 400 children from a variety of immigrant backgrounds in New York City. Policy and practice implications will be presented.

Hirokazu Yoshikawa is the Walter H. Gale Professor of Education and Academic Dean at the Harvard Graduate School of Education. He conducts work on immigration, poverty, and early childhood policies as they relate to children's development in the US, China, and Chile. He received four early career awards from the American Psychological Association and was recently nominated by President Obama to the National Board on Education Sciences.

A Linguistic Lens to Help Students Decipher Mathematics Word Problems

3:00 PM - 3:45 PM
Sherborn

Best Practices in Instruction and Assessment
Elementary, Teacher Educators

Why are mathematics word problems difficult for students, and how can we help? In this interactive workshop, we present a framework to help teachers unpack linguistic and mathematical demands of word problems. Teachers then use the framework to analyze word problems and consider ways to support student understanding of them.

Rebecca Mitchell is an assistant professor of Curriculum & Instruction at Boston College. Dennis DeBay is a PhD candidate of Curriculum & Instruction at Boston College with a specialization in the mathematics education. Christy Teherani is a Master's student in the Curriculum & Instruction department at Boston College.

Teasing Apart Writing Skills With LiveScribe Pens

3:00 PM - 3:45 PM
Wayland

Media and Technology
General Interest

Writing is generally one of the last skills to develop for English Language Learners, primarily because there are so many tasks to juggle while writing. Smartpens can help tease apart those tasks to make them more manageable. See how pens can cut through the drudgery of putting pen to paper.

Beth Evans is an ELL teacher at the Integrated Arts Academy in Burlington, Vt. She also is webmaster for NNETESOL and teaches a WIDA CLIMBS course for Burlington School District.

Session 6

Addressing "Stuck" Students: Helping All Students to Progress

4:00 PM - 4:45 AM

Best Practices in Instruction and Assessment

Grand South

Elementary, Secondary, Program Administrators

Many districts have ELL students who are “stuck”. Sometimes referred to as long-term ELLs, these students are not progressing past an intermediate proficiency. This session will discuss effective programming and intervention techniques when working with this population. Assessing student needs and outside referrals will also be addressed.

Karen MacKenzie-Sleeman is an ELL teacher at Dedham High School and the ELL Coordinator for the Dedham Public Schools.

English for Sci/Tech: Malaria, Robots, Lasers, Dark Energy, and More!

4:00 PM - 5:45 PM

Best Practices in Instruction and Assessment

Sherborn

Higher Education ESOL, Teacher Educators

Throughout the U.S., increasing numbers of international students are seeking English for science and technology (sci/tech). Consequently, we are charged with developing new strategies and effective instructional materials to meet this growing need. Join this presentation/workshop to explore practical approaches, acquire tools, and learn from colleagues in the field.

Nora Smith is a senior lecturer at CELOP, Boston University, where she teaches English for Science and Technology. She has taught English for students and professionals in public health, medicine, chemistry, and physics. Eileen Kramer is a senior lecturer at CELOP, Boston University. She worked in the high-tech industry for many years, and holds a MATSOL degree from the School of International Training.

Invited Speakers: Stephanie Scerra, Phyllis Hardy, Maria Wilson-Portuondo & Patricia Landurand Medeiros

English Language Learners and Special Education: Critical Questions Educators Are Asking

4:00 PM - 5:45 PM

Grand North

English Learners with Learning Disabilities

Elementary, Secondary, Program Administrators

The Office of English Language Education and Academic Achievement (OELAAA) will answer critical questions from the field concerning English Language Learners (ELL) and Students with disabilities (SWD). Participants will have the opportunity to discuss the responses to several questions.

Stephanie Scerra is ELL/SPED Coordinator in the Office of English Language Acquisition & Academic Achievement, Massachusetts Department of Elementary and Secondary Education. Phyllis Hardy is Bilingual Special Educator at Equity and Diversity Specialist at the New England Equity Assistance Center (NEEAC), and President of Massachusetts Association for Bilingual Education (MABE) Maria Wilson-Portuondo is an Education Consultant for Decision Analytics, Inc. and Past President of MABE. Patricia Landurand Medeiros is Professor of Bilingual Special Education (retired) at Rhode Island College, an Educational Consultant, and Secretary of MABE.

Session 6

iOS apps for ELLs

Media and Technology
Elementary, Secondary

4:00 PM - 5:45 PM

Grand Centre

This session will provide some examples of iOS (iPad, iPod Touch, iPhone) apps you can use with your students, point you to resources for finding more apps, and suggest some things to look for (or avoid) in apps for use in the classroom.

Susan Addis is the English as a Second Language specialist for Gateway Regional Schools.

Revolutionizing Secondary ELL programs with SIFE, Refugee and Low-Literacy Students

Collaboration to Support ELL Education
Secondary, General Interest

4:00 PM - 5:45 PM

Middlesex West

Launching with a video created by Lowell High School students and staff, presenters will describe the challenges they are facing in the restructuring process of their ELL program, and will invite discussion about how to best meet the needs of our *Student with Interrupted Formal Education* (SIFE), refugee and low-literacy students.

Carol Allen has taught English language learners at high school and college levels in both public and private schools for over thirty years. Debra Fowler has taught in various contexts, including high school, community college and a private English academy in South Korea.

Taking Action on Academic Language and Literacy: A Team Approach

Collaboration to Support ELL Education
Secondary, Program Administrators

4:00 PM - 4:45 AM

Sudbury

To improve instruction for diverse language learners in content area classes, two ELL teachers lead an effort to promote academic language and literacy in their suburban high school. These teachers will share the process needed to create and guide a literacy action team at their school.

Erin Goldstein and Emily Smyth are teachers of English language learners at Hudson High School in Hudson, Massachusetts.

Teaching with Memory Systems in Mind

Knowing Our Students
General Interest

4:00 PM - 5:45 PM

Wayland

This workshop describes how our memory systems work in the learning process. Understanding this provides a brain-based rationale for effective practices in our field, insight into reaching struggling learners more deeply and effectively, and enhances our lesson planning skills.

Ken Pransky is an author, trainer, and instructional coach with the Collaborative for Educational Services. He has worked in the field for over 30 years, and has presented locally, nationally, and internationally.

Session 6

Theatre Games, Traditional American Play Parties: Music, Movement and Fun! **4:00 AM – 5:45 PM**
 Best Practices in Instruction and Assessment **Carlisle**
Elementary, Secondary

Theatre 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 US 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 for the Fitchburg Public Schools. A self-professed Musical Theatre Geekwannabee, Bonnie enjoyed using music and theatre games in her ESL classes over the years, and now loves sharing them with other teachers.

Using Principles and Practices of Adult Learning to Inform Professional Development **4:00 PM - 5:45 PM**
 Professional Development/Teacher Evaluation **Boardroom**
General Interest

Part of delivering effective PD involves understanding how adults learn best. Adults have special needs and requirements. This session will focus on the core principles of adult learning and practices to support trainers to design and deliver training that is relevant to adults. It will also examine the power of dialog in training sessions.

Jeanne Perrin and Gayle Malloy are long time colleagues and ELL educators in the Boston Schools. They have taught bilingual education and ESL students from grades K-12 and have offered Category 1-4 training and graduate courses in ESL, Assessment, and Bilingual Education.

Vocabulary Learning for ELLs – "WOW"! **4:00 PM - 5:45 PM**
 Best Practices in Instruction and Assessment **Middlesex East**
Elementary

“Vocabulary knowledge is the single best predictor of second language learners’ academic achievement across subject matter domains.” (Saville-Troike, M. 1984) This workshop will focus on dynamic ways to engage students in learning vocabulary. Participants will actively learn and practice strategies for teaching vocabulary across the curriculum.

Yael Zakon-Bourke is currently an ELL specialist and teacher trainer after teaching for 10 years in Framingham's Dual-Language program. Michelle Da Costa is Framingham's Elementary Bilingual Specialist and has been working with ELLs for 18 years



Friday, May 4

Time	Room	Title
Session 1		
7:30-8:15	Wayland	The Cognitive Map: A Powerful Tool for Teachers
7:30-9:15	Middlesex East	Harassment (NOT Bullying!) of Refugee and Immigrant Youth
7:30-8:15	Middlesex West	Launching Language Learning for Newcomers with Cognates!
7:30-8:15	Boardroom	Teacher Collaboration: SFL and Genre-based Pedagogy to Develop Science Literacy
7:30-8:15	Carlisle	Text Me Vocab
7:30-8:15	Sherborn	Using Cuisinaire Rods and Stories to Teach Verb Tenses Visually
7:30-8:15	Grand Centre	WIDA, A Tale from Two States
7:30-9:15	Grand South	Why We Can't Wait: Case Studies and Application for RTI
Session 2		
8:30-9:15	Sudbury	Designing and Facilitating Innovative ESL Online Courses
8:30-9:15	Boardroom	Ending the Middle Child Syndrome of Vocabulary in ESL Programs
8:30-9:15	Wayland	Involving Immigrant Parents in K-12 Success: the Parents' Perspective
8:30-9:15	Middlesex West	Reflections on Group Work: A Chinese Perspective
8:30-9:15	Carlisle	Using technology with a language-delayed ELL student
8:30-9:15	Sherborn	Vibrant Vocabulary Today!
Session 3		
K-12 Focus		
9:30-11:15	Grand Ballroom	<i>Invited Speaker: Esta Montano</i> State of the State: English Language Education in Massachusetts
Adult/Higher Education Focus		
9:30-10:15	Wayland	<i>Invited Speakers: Anne Serino & Navjeet Singh</i> Adult ESOL in Great Boston
Session 4		
10:30-11:30	Middlesex East	Massachusetts Community College ESL Faculty Discussion
10:30-11:30	Middlesex West	Higher Education ESOL Discussion
10:30-11:30	Wayland	Adult & Workplace ESOL Discussion
Luncheon Session		
12:45-1:45	Grand Ballroom	<i>Luncheon Keynote: Diane Larsen-Freeman</i> On Repetition in Language Learning and Teaching

Friday, May 4

Time	Room	Title
Session 5		
2:00-3:45	Sudbury	Academic Language for ELLs through Discourse-Based Instruction
2:00-2:45	Wayland	Academic Vocabulary for Active Learning
2:00-3:45	Grand South	The Challenge of Multilevel Classrooms: Differentiating Assignments and Assessment
3:00-4:45	Boardroom	ESL and Content Area Partnerships for Literacy (Elementary)
2:00-2:45	Middlesex East	ESL Students Lend Their Expertise to English Literature Classroom
2:00-2:45	Carlisle	<i>Invited Speaker:</i> Knowing Your Haitian students: Some Notes on History, Language and Education in Haiti
2:00-2:45	Middlesex West	Listening to Teachers: What Works in PD
2:00-3:45	Grand Centre	(out)Reaching and Teaching: It Takes A Community
2:00-2:45	Sherborn	Prepositions, Permutations, and Plurals - Math Registers for College Bound ELLs
2:00-2:45	Grand North	<i>Invited Speaker:</i> Title III: Changes and Challenges 2012
Session 6		
3:00-4:45	Carlisle	Effects of Trauma on Learning and Behavior: Strategies That Work
3:00-3:45	Grand North	Increasing Academic Writing through the Use of Technology
3:00-3:45	Middlesex East	Schwa - It's Everywhere
3:00-3:45	Sherborn	Teaching Language in Math: A Coach and A Teacher Collaborate
3:00-4:45	Wayland	Why Should I Care?: Engaging ELLs Through Authentic Learning
Session 7		
4:00-4:45	Sudbury	Blogs, Wikis, and Writer's Workshop: Sparking Motivation with Authentic Audiences
4:00-4:45	Sherborn	Facilitating Communication: A Collaboration between History and ESL Classes
3:00-3:45	Boardroom	Learning About Our Learners by Reading About Their Lives
4:00-4:45	Middlesex East	Surprises in the Classroom: How Cultural Values Shape Parental Expectations
4:00-4:45	Grand North	What Teachers Need to Know About Listening

Session 1

The Cognitive Map: A Powerful Tool for Teachers

7:30 AM - 8:15 AM

Best Practices in Instruction and Assessment

Wayland

General Interest

This workshop introduces teachers to the “Cognitive Map,” a valuable teaching tool created by the internationally renowned Israeli psychologist, Dr. Reuven Feuerstein. It allows us to examine breakdowns in learning through a variety of different lenses, which gives us a better chance to identify and meet our students’ real needs.

Ken Pransky is an author, trainer, and instructional coach at the Collaborative for Educational Services. He has been in the field for over 30 years, and has presented locally, nationally and internationally.

Harassment (NOT Bullying!) of Refugee and Immigrant Youth

7:30 AM - 8:15 AM

Policy and Advocacy

Middlesex East

Elementary, Secondary, Teacher Educators, Program Administrators

Harassment of refugee and immigrant youth is a serious problem, interfering with culturally and linguistically diverse students’ academic and social-emotional growth. The USDOE's Office of Civil Rights considers it discriminatory harassment, not bullying. Topics to be discussed include the civil rights perspective, current research, frequently asked questions, and prevention practices.

Randy Ross, M.S., M.A., is an Equity & Diversity Specialist at the New England Equity Assistance Center, The Education Alliance at Brown University. For over a decade, her work has focused on promoting equity-centered school climate, with a particular interest in preventing discriminatory harassment.

Launching Language Learning for Newcomers with Cognates!

7:30 AM - 8:15 AM

Teaching Reading, Writing, Listening and Speaking

Middlesex West

Elementary, Secondary

Blast off with cognates! Introducing cognates to your newcomers energizes English language acquisition like a rocket boost. Elementary and secondary teachers will experience testimonials, videos, modeling and small group work in this interactive presentation. Participants will leave with a lesson plan designed to harness the power of this wonderful tool!

Laurie Corron is an ESL teacher for fifth and sixth grade newcomers at the Guilmette Middle School in Lawrence, MA. Previously she taught fifth grade science and writing for five years. A career changer to education, Laurie was a trainer and consultant in industry for twenty years. Laurie has both an MBA and a Masters in Elementary Education. Allison Balter graduated in 2006 from Swarthmore College with a BA in Education and Sociology/Anthropology and is currently pursuing an MA at Boston University. Before becoming an ESL teacher in Lawrence, she worked as a community organizer training parents and teachers to become effective political advocates for Massachusetts public schools. Allison teaches ESL to third and fourth grade newcomers at the Guilmette Elementary School in Lawrence, MA.

Session 1

Teacher Collaboration: SFL and Genre-based Pedagogy to Develop Science Literacy **7:30 AM - 8:15 AM**
Boardroom

Collaboration to Support ELL Education
Elementary, Secondary, Teacher Educators

The Common Core Standards demand a focus on literacy expectations across various content areas, an area in which many feel ill-prepared. Drawing on experience mentoring co-teaching teams, a demonstration of the value of genre-based pedagogy and systemic functional linguistics in helping students learn to think, write and speak like scientists will be presented.

James Nagle is associate professor in the Education Department at Saint Michael's College and works extensively with pre-service and practicing teachers on developing academic language in the content areas of science, math and social studies. He is currently the principal investigator of Project CREATE, a 5-year National Professional Development Grant through OELA. He is also co-director of the Vermont Middle Grades Collaborative.

Text Me Vocab **7:30 AM - 8:15 AM**
Carlisle

Media and Technology
Secondary, Adult Education , Higher Education ESOL

This session provides an overview of mobile-assisted language learning -- how students can use cell phones and other mobile devices for effective language study. Participants can try and give feedback on a new, free website which allows students to create vocabulary lists and have study prompts texted to them.

Daryl Beres has taught ESOL at a range of levels from junior high school through university. She is currently Director of the Language Resource Center at Mount Holyoke College.

Using Cuisinaire Rods and Stories to Teach Verb Tenses Visually **7:30 AM - 8:15 AM**
Sherborn

Best Practices in Instruction and Assessment
General Interest

This session is designed to show participants how the Rod Tense System (designed by the presenter) works, and how it helps students learn and remember the parts of various verb tenses and aspects. The session will include a demonstration of a lesson and an explanation of the theory behind it.

Dynnelle Fields is currently the English Department Chairperson at the Learning Center for the Deaf where she has taught for 24 years. She is an alum of the School for International Training where she learned about the Silent Way, which inspired her to create the Rod Tense System.

Session 1



WIDA, A Tale from Two States

7:30 AM - 8:15 AM

Collaboration to Support ELL Education
Elementary, Secondary, Higher Education ESOL, Teacher Educators, Program Administrators

Grand Centre

This presentation will provide insider perspectives from English educators from WIDA states. Presenters will share how becoming part of the consortium changed curriculum, instruction and assessment for English learner and educators. Experiences from Georgia and Rhode Island will be shared and discussed.

Ayanna Cooper, Ed.D. currently services as an ELL Director for Southbridge Public Schools. She has experience as an ESL teacher, teacher educator, ELL Instructional Coach, and advocate who brings experiences from Atlanta, Georgia. Julie Motta is an experienced educator and has been active in improving instruction for English learners in Rhode Island. She is the ELL Program Director for Pawtucket School Department. Patricia Morris is an experienced educator and ELL Program Director for Central Falls School District in Rhode Island. She has been active in various projects related to curriculum & instruction.



Why We Can't Wait: Case Studies and Application for RTI

7:30 AM - 8:15 AM

English Learners with Learning Disabilities
Elementary, Secondary, Program Administrators

Grand South

This presentation shares case studies of struggling elementary and middle school ELLs, including students' assessment data and the curricula used. Discussion revolves around tiering of instruction within a Response to Intervention framework and answering the question of whether difficulties stem from a language difference or a disability.

Margaret Adams is the Director of Language, Literacy, and Title I for the Malden Public Schools. She has served as an administrator and teacher of ELL and literacy programs. Jennifer McCabe is the ELL Curriculum Specialist for the Malden Public Schools. She works directly with grades K-12 teachers in the implementation of ELL curriculum.

Session 2



Designing and Facilitating Innovative ESL Online Courses

8:30 AM - 9:15 AM

Media and Technology
Higher Education ESOL, Teacher Educators

Sudbury

The presenters will show how Moodle and Web 2.0 applications are used to teach both Intermediate and Advanced Grammar classes in a blended format. The presenters will share the design of the courses and authentic examples of class content and activities. Participants will view the actual courses in progress.

Lindsey Rothschild is an ESL faculty member at Holyoke Community College and is completing an MA in Teaching with Technology from Marlboro College Graduate School. Eileen Kelley is an ESL Professor and Coordinator of the ESL Support Center at Holyoke Community College.



Session 2

Ending the Middle Child Syndrome of Vocabulary in ESL Programs

8:30 AM - 9:15 AM

Collaboration to Support ELL Education

Boardroom

*Secondary, Adult Education, Workplace Education, Higher Education
ESOL, Program Administrators, General Interest*

Vocabulary, while essential to any Language Learner, has always been viewed as the "middle child" of ESL programs. The question of ownership arises, who should be teaching vocabulary? In this workshop participants will identify how to connect vocabulary across the disciplines.

David Hood is a faculty member in the ESL department at Johnson & Wales University. He holds an MBA and is TEFL certified. Rory Senerchia is the Chair of the ESL program at Johnson and Wales University. She is also earning her PhD in Humanities. Carla White is TEFL certified and teaches ESL courses at Johnson and Wales University. White is currently earning her PhD in Adult Education.

Involving Immigrant Parents in K-12 Success: The Parents' Perspective

8:30 AM - 9:15 AM

Family and Community Connections

Wayland

Elementary, Secondary, Program Administrators

What drives the lag in Latino parent involvement in K-12 education? Much of the explanatory literature focuses on schools' expectations for parents, but what expectations do immigrant parents hold for the schools? Researchers surveyed adult ESOL students about their ideas on parents' and schools' respective roles and responsibilities.

Kevin O'Connor is an ABE teacher and administrator, and a teacher educator who has helped hundreds of secondary education preservice teachers work with bilingual learners. Christine Tibor has helped bilingual learners in both elementary and adult education. As Director of Framingham Adult ESL Plus, she has helped thousands learn English and acculturate in the U.S.

Reflections on Group Work: A Chinese Perspective

8:30 AM - 9:15 AM

Knowing Our Students

Middlesex West

Secondary, Higher Education ESOL, Teacher Educators, Program Administrators

Presenters will review current research on Chinese international student group work experiences, show a video featuring Chinese students engaged in a focus group about their perceptions regarding group work, and explain suggestions about how to engage Chinese students in intercultural group projects.

Erin Wynn, MATESOL from Hunter College 2002, is an instructor of ESOL at Johnson and Wales University in Rhode Island. Emily Spitzman, MATESOL from the School for International Training 2007 and PhD Candidate, teaches ESOL at Johnson and Wales University and the International Institute of Rhode Island.

Session 2



Using technology with a Language-Delayed ELL Student

8:30 AM - 9:15 AM

Teaching Reading, Writing, Listening and Speaking
Elementary

Carlisle

Technology can be extremely motivating for all students, but sometimes even more so for students who have difficulty in school. The presenter will showcase some of the Mac and iOS based tools she’s used with elementary school ELL students with language learning difficulties.

Susan Addis is the district ELL teacher for Gateway Regional Schools, a low-incidence rural district in western Massachusetts.



Vibrant Vocabulary Today!

8:30 AM - 9:15 AM

Teaching Reading, Writing, Listening and Speaking
Elementary

Sherborn

Find out easy steps in a unique instructional model with engaging activities to use when introducing new concepts and vocabulary in any content area.

Zulma Cifuentes-Pride is a National ELL Consultant for Houghton Mifflin Harcourt.

Session 3

K-12 Focus

FEATURED SPEAKER: Esta Montano

State of the State on English Language Education in Massachusetts

9:30 AM - 11:15 AM

Elementary, Secondary, Teacher Educators, Program Administrators

Grand Ballroom

A briefing for the field on where we are in Massachusetts in terms of our ELLs, with a special focus on new PD, curriculum and assessments.

Dr. Esta Montano is Director of the Office for English Language Acquisition and Academic Achievement, MA DESE.

Adult/Higher Education Focus

FEATURED SPEAKERS: Anne Serino & Navjeet Singh

Adult ESOL in Massachusetts

9:30 AM - 10:30 AM

Adult Education, Workplace Education, Higher Education ESOL

Wayland

A panel presentation with a briefing on current state initiatives from the ABE State Director, and an overview of Adult ESOL services in Greater Boston from the 2011 Boston Foundation Report *Breaking the Language Barrier*.

Anne Serino is ABE State Director, Adult & Community Learning Services, Department of Elementary and Secondary Education. Navjeet Singh is Vice President of the Applied Research and Evaluation Team for the Commonwealth Corporation.

Session 4

Adult/Higher Education Focus

Massachusetts Community College ESL Faculty Discussion

10:30 AM - 11:30 AM

Higher Education ESOL

Middlesex East

ESL Community College faculty/administrator will discuss issues related to the present and future of the academic ESL programs in community colleges in Massachusetts. Discussion will include topics: challenges for ESL faculty and administrators; retention and success of the ESL students; academic support services for students in ESL programs and beyond; and direction for future.

Dr. Madhu Sharma is a professor and coordinator of the ESL program at Mt. Wachusett Community College. Dr. Eleen Kelley is coordinator of the ESL Support Services at Holyoke Community College, Massaxchusetts.

Higher Education ESOL Faculty Discussion

10:30 AM - 11:30 AM

Higher Education ESOL

Middlesex West

A discussion with colleagues teaching in college, university and intensive programs.

Lynn Bonesteel has been a senior lecturer at the Center for English Language and Orientation Programs at Boston University for 25 years. She is the Higher Education Special Interest Group representative on the MATSOL Board of Directors.

Adult Education ESOL Faculty Discussion

10:30 AM - 11:30 AM

Adult Education

Wayland

A discussion with colleagues teaching in adult and workplace education programs.

Eileen Kramer is a senior lecturer at CELOP, Boston University. She worked in the high-tech industry for many years, and holds a MATSOL degree from the School of International Training. She is the Adult Education Special Interest Group representative on the MATSOL Board of Directors.

Luncheon Session

KEYNOTE: *Diane Larsen-Freeman*

On Repetition in Language Learning and Teaching

12:45 PM - 1:45 PM
Grand Ballroom

In keeping with MATSOL's conference theme, "Lessons from the Past: Innovations for the Future," I will speak about repetition in language learning and teaching. After all, a teacher's injunction to his or her students to "Repeat after me" is a time-honored practice. In this talk, I would like to explore exactly what it is that repetition contributes to student learning. I will also include in this exploration what the effect of repeating a teaching activity or task is. I believe that the results of my exploration will be surprising to some.



*Diane Larsen-Freeman is Professor of Education, Professor of Linguistics, Research Scientist at the English Language Institute, and Faculty Associate at the Center for the Study of Complex Systems at the University of Michigan, Ann Arbor. She is also a Distinguished Senior Faculty Fellow at the School for International Training in Brattleboro, Vermont. Dr. Larsen-Freeman has been a conference speaker in over 60 countries around the world and has published books and over 100 articles in her areas of interest: second language acquisition, language teacher education, English linguistics, and language teaching methodology. Her book with Lynne Cameron, *Complex Systems and Applied Linguistics* (Oxford University Press), was awarded the prestigious 2009 Kenneth W. Mildener Award by the Modern Language Association. Her latest book is the third edition of *Techniques and Principles in Language Teaching*, co-authored with Marti Anderson and published in 2011 by Oxford University Press. Also in 2011, Dr. Larsen-Freeman was presented the Distinguished Scholarship and Service Award by the American Association for Applied Linguistics.*

Session 5

Academic Language for ELLs through Discourse-Based Instruction

2:00 PM - 3:45 PM

Teaching Reading, Writing, Listening and Speaking
Secondary

Sudbury

Our panel will present findings from a replication study with beginner high school ELLs, showing the importance of building background knowledge to scaffold discussion and debate as well as argumentative writing. We will also share relevant data and effective teaching practices for building the kind of language and discourse associated with academic achievement through engaging topics.

Claire White is the director of Word Generation, SERP, a discussion-based, cross-content academic language program. She is a former ESL and bilingual teacher. Erin Ruegg is a Word Generation Coach, SERP. Erin recently graduated from the Harvard Graduate School of Education. She is a former literacy coach and elementary school teacher. Erin recently returned from Bogota, Colombia where she taught for many years. Elisabeth Sena is currently a student in Education Policy and Management at Harvard Graduate School Education, and a former ESL and SEI teacher in Haverhill, Massachusetts. Mercedes Grandin, a former journalist transitioning into the world of education, is a candidate in the Teacher Education Program at HGSE and teaching an SEI class in the Boston Public Schools.

Academic Vocabulary for Active Learning

2:00 AM – 2:45 AM

Teaching Reading, Writing, Listening and Speaking
Elementary, Teacher Educators, Program Administrators

Wayland

This participatory workshop will demonstrate a vocabulary skill path from first encountering words to owning them through daily, easy-to-use, interactive routines. Experience how this vocabulary gets utilized in scaffolded ways to move students from the use of language functions to the ability to verbalize the usage of Reading Strategies.

Jane Z. Brauer, EdD, is an educational consultant for National Geographic Learning. She currently spends much time training teachers to use NGL's new program, called Reach. Gayle Malloy is a lead ESL teacher in the Boston Public Schools who currently uses the new Reach program and is training to work with other Boston teachers who are also implementing Reach.

The Challenge of Multilevel Classrooms: Differentiating Assignments and Assessment

2:00 PM - 3:45 PM

Best Practices in Instruction and Assessment
Elementary, Secondary, General Interest

Grand South

This workshop will provide participants with a framework for planning and developing differentiated assignments and assessments for students at all stages of language proficiency. Participants will practice using a differentiated assignment and assessment matrix to identify language based expectations at the five levels of proficiency based on TESOL and WIDA descriptors.

Raynel Shepard, EdD has over 35 years of experience working with ELL and their teachers.

Session 5

ESL and Content Area Partnerships for Literacy (Elementary)

2:00 PM - 3:45 PM

Teaching Reading, Writing, Listening and Speaking

Boardroom

Elementary

Visit our sample lesson which encompasses a variety of strategies and supports for all levels of English language learners. We will make content comprehensible and meaningful through our creative techniques to partner and support vocabulary development in listening, speaking, reading, and writing. Our approach will promote oral language development, while enhancing literacy skills to bring to mainstream classrooms or pull-out classes.

Noelle Matara is Literacy Specialist for grades 1-4 and Rosemarie Gaffny is an ESL teacher for grades K-4 at the Edward F. Parthum Elementary School, Lawrence, MA.

ESL Students Lend their Expertise to English Literature Classroom

2:00 PM - 2:45 PM

Collaboration to Support ELL Education

Middlesex East

Higher Education ESOL

ESL and English Faculty will discuss their successful collaborative project on The Joy Luck Club, which allowed international students (many of whom are from China) to act as co-presenters and primary sources for their domestic student teammates who were researching past and present Chinese familial relations and expectations regarding children.

Geraldine Wagner, PhD teaches English at Johnson & Wales University. Ann Schroth, M.ED., TESL, teaches ESL at Johnson & Wales University. Anne Shaw, MA, teaches ESL at Johnson & Wales University

Invited Speaker: Michel DeGraff

Knowing your Haitian students: Some Notes on History, Language and Education in Haiti

2:00 PM - 2:45 PM

Knowing Our Students

Carlisle

General Interest

In Haiti, the failure of the school system is due to, among other things, the fact that the language of instruction is mostly French even though most Haitians, including most teachers, speak Creole only. In this talk, we will mine history and linguistics for lessons that may help improve education for Haitians in Haiti and in the diaspora.

Dr. Michel DeGraff (MIT Linguistics) was born and raised in Haiti. His scholarship mainly focuses on the development, structures and uses of Haitian Creole. DeGraff spearheads MIT's engagement with education in Haiti. He leads various initiatives to promote the use of Haitian Creole alongside Information & Communication Technology toward improving the quality and the reach of education in Haiti.

Session 5

Listening to Teachers: What Works in PD

2:00 PM - 2:45 PM

Knowing Our Students
General Interest

Middlesex West

Massachusetts is currently in a state of flux regarding how to prepare in-service teachers to teach ELLs. We provide the perspectives of 38 teachers who participated in intensive PD over one year. Using data collected from observations, discussions, journals, and course assignments we present what has been effective in PD.

Qing Zhao began her graduate study at Graduate School of Education, University of Massachusetts Lowell in 2006. She is currently a full-time doctoral student and a teaching assistant in the Language Arts and Literacy program. Michaela Colombo is an Associate Professor in Curriculum and Instruction at UMass Lowell. Formerly a K-12 bilingual education and ESL teacher, she has worked with ELLs and teachers of ELLs for over 20 years. Heidi Perez is the ESL Facilitator for the Lawrence Public Schools and teaches courses in the graduate schools for Salem State University and UMass Lowell. Prior to this position, she taught ESL for more than 15 years and has served as a staff developer for ESL programs.

(out)Reaching and Teaching: It Takes A Community

2:00 PM - 3:45 PM

Family and Community Connections
Elementary, Secondary, Adult Education , Teacher Educators, Program Administrators

Grand Centre

Student with Interrupted Formal Education (SIFE) student successes and challenges currently facing Worcester Public Schools are highlighted. Participants will reflect upon academic, emotional, and social factors affecting refugee students. Hear from community agencies, student testimonials, and staff at the Dr. James A. Caradonio New Citizens’ Center School. Come explore the refugee perspective through hands-on activities!

Rebecca Daigle is an ESL Teacher at the New Citizens' Center School in Worcester, Massachusetts. She holds a Masters of Education in TESOL, and provides training and mentoring within the district. Celeste Mischenko has been teaching for over twenty years, and holds a Masters degree in Language and Literacy. Currently, she is the ESL Curriculum Coach for the district, implementing professional development.

Prepositions, Permutations, and Plurals: Math Registers for College-Bound ELLs

2:00 PM - 2:45 PM

Best Practices in Instruction and Assessment
Higher Education ESOL

Sherborn

ELLs are disadvantaged in college courses utilizing mathematical speech and text in English. Students perplexed by prepositional usage, irregular plurals, obscure vocabulary, and difficult pronunciation may be hesitant to ask questions. Do students subsequently fail? Should strategies depend upon European vs. Asian background? Mathematics aptitude? Both? or Neither?

Nathan Kohn teaches mathematics-centric courses for the Center for English Learning and Orientation Program (CELOP) at Boston University and also at Education First. He has a Masters Degree in Mathematics and a keen interest in the challenges faced by college bound English Language Learners.

Session 5

Invited Speaker: Michelle Griffin

Title III: Changes and Challenges in 2012

2:00 PM - 2:45 PM

Elementary, Secondary, Teacher Educators, Program Administrators

Grand North

This presentation will focus on how to fill out your Title III grant and get it approved the first time around, as well as changes that will be enforced in light of our recent Title III monitoring visit.

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

Session 6

Effects of Trauma on Learning and Behavior: Strategies That Work

3:00 PM - 4:45 PM

Media and Technology

Carlisle

Elementary, Secondary, Program Administrators

Refugees often experience trauma that impacts learning and behavior. This presentation examines research on trauma's biological effects on the brain, while applying best practices in education and psychology. Learn what schools/afterschool programs can do to respect students' backgrounds and help them build skills for social, behavioral, and academic success.

Janet Vignaly taught math and science in Kenya, before earning her M. Ed. at the Harvard's urban-focused Graduate School of Education. Janet then taught math to linguistically diverse classes at Boston's English High School before joining African Community Education as a Math Teacher, then as Education Coordinator and Public School Liaison, as well as working as a translator/interpreter with the Worcester Public Schools. Intrigued by the African community in Worcester, Julia Kilgore began her outreach to English Learners as a volunteer tutor with the African Community Education Program. Within a year, she was working full-time for the organization and has been Program Director for 3 years, working collaboratively with the Worcester Public Schools English Language Learning department.

Increasing Academic Writing Through the Use of Technology

3:00 PM - 3:45 PM

Media and Technology

Grand North

Elementary, Secondary

This session will describe how teachers engage and empower English Language Learners by using technology and constructivist methods to improve their oral language and academic writing. Teachers can successfully blend content, technology, and assessments to increase students' participation in content area classrooms using free software such as: Edmodo and Prezi.

Molly Ross is the sixth grade Sheltered English Immersion teacher at the Salemwood School in Malden, MA. Jen McCabe is the ESL coach for the Malden Public Schools. Margaret Adams is the Director of Language, Literacy, and Title I for the Malden Public Schools.

Session 6

Schwa - It's Everywhere

Teaching Reading, Writing, Listening and Speaking
Higher Education ESOL, General Interest

3:00 PM - 3:45 PM

Middlesex East

Schwa - the most common sound in English - is discussed as an organizing principle of pronunciation lessons. The presenter tells how he teaches it, with songs, chants and dialogs, both at the word and sentence levels. He shares the results of "action research" on students at both the beginning and end of a semester abroad.

Tom Griffith began teaching ESL in 1973 in Peace Corps/Niger. He has been an instructor at Showa Women's Institute in Boston since 1992.

Teaching Language in Math: A Coach and A Teacher Collaborate

Collaboration to Support ELL Education
Secondary, Teacher Educators, Program Administrators

3:00 PM - 3:45 PM

Sherborn

The ELL coach and a middle school math teacher from the Somerville Public Schools describe how they collaborated to increase language teaching and language practice in a math classroom. The two talk about how they view their roles both in the collaboration and in the larger context of teaching diverse learners.

Stephanie Garrone is the ELL Curriculum and Professional Development Coach for the Somerville Public Schools. An experienced Sheltered English teacher in the middle grades, Stephanie is also a doctoral student in Curriculum and Instruction at Boston College. Julie Scafidi teaches 7th and 8th grade math at the Winter Hill Community School in Somerville, MA.

Why Should I Care?: Engaging ELLs Through Authentic Learning

Best Practices in Instruction and Assessment
Elementary, Secondary

3:00 PM - 3:45 PM

Wayland

In the current climate of standardized curricula and high-stakes testing, SIFE ELLs often grow disinterested in classroom-based activities. This interactive workshop will explore concrete strategies to help these students connect their real life experiences to more abstract concepts and discover deeper personal meaning in their content and language learning.

Amy Powell Faeskorn holds a master's in TESOL from the School for International Training and has worked as an ESL instructor and professional developer in K-12 and adult learning contexts since 1996. She is a category trainer for the Collaborative for Educational Services and is presently consulting with the Intensive English Language Institute at Worcester State University on a curriculum revision project.

Session 7

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Blogs, Wikis, and Writer's Workshop: Sparking Motivation With Authentic Audiences

4:00 PM - 4:45 PM
Sudbury

Teaching Reading, Writing, Listening and Speaking
General Interest

Who doesn't want to be heard? With a rapt audience hanging on their every word, many ELLs are eager to express themselves. Learn to build authentic audiences via student blogs, wikispaces and contests. Explore how to motivate ELLs, throughout the writing process, to create a finished piece to publish.

Melissa DaPonte Katz teaches ESL at the Salemwood School in the Malden Public Schools. Mary-Margaret Almonte teaches ELL Writer's Workshop at the Beebe School Malden. Jennifer Eramo is an ELL teacher who services both high- and low-risk students in grades 2-5 at the Fiske Elementary School in Wellesley, Massachusetts.

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Facilitating Communication: A Collaboration Between History and ESL Classes

4:00 PM - 4:45 PM
Sherborn

Collaboration to Support ELL Education
Secondary, Higher Education ESOL, Teacher Educators, Program Administrators

Presenters will demonstrate a successful collaboration between university history classes and ESL classes which provides ESL students with an opportunity to interact with fluent speakers of the language, and at the same time, history students research and teach their ESL partners about local historical sites.

Ann Schroth, MEd TESL, teaches ESL at Johnson & Wales University in Providence, RI. Nelson Guertin, PhD Humanities, teaches history at Johnson & Wales University in Providence, RI. Emily Spitzman, MA TESOL, teaches ESL at Johnson & Wales University in Providence, RI.

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Learning About Our Learners by Reading About Their Lives

2:00 PM - 2:45 PM
Boardroom

Knowing Our Students
General Interest

Understanding the cultures and psyche of English Language Learners can help educators to better reinforce and affirm the increasingly varied cultural identities found in classrooms across the world. In the absence of real-life experience, novels and non-fiction can offer a window into the lives of English Language Learners.

Kathy Lobo teaches English language learners to students at the Chenery Middle School. Dr. Esta Montano is the Director, Office of English Language Acquisition and Academic Achievement.

Session 7



Surprises in the Classroom: How Cultural Values Shape Parental Expectations

4:00 PM - 4:45 PM
Middlesex East

Knowing Our Students
Elementary, Secondary, Adult Education , Teacher Educators, Program Administrators, General Interest

Many common school practices - like Show and Tell or writing "Great!" on a spelling test - confuse international newcomers, yet are key to teaching core US values, like self-confidence and independence of thought. Using essays written by international parents, we will explore the role of cultural values in parental expectations.

Anne P. Copeland, PhD, is founder and Executive Director of The Interchange Institute, a non-profit organization focused on the support of people who move to a new culture. She is a clinical psychologist with expertise in families in intercultural transition.



What Teachers Need to Know About Listening

4:00 PM - 4:45 PM
Grand Nouth

Teaching Reading, Writing, Listening and Speaking
General Interest

How is listening comprehension achieved in a second language? Through experiential activities using authentic video clips, participants are introduced to different aspects of the listening process and key features of spoken discourse, and learn about classroom activities that increase learner comprehension and build listening skills.

Helen Solorzano has taught ESOL to adults in a variety of settings in the US and Peru. She is the author of several textbooks, including NorthStar and Contemporary Topics.

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 ❖
 - ❖ B. Lothrop Books ❖
 - ❖ Cambridge College ❖
 - ❖ Cambridge University Press ❖
 - ❖ CBT/McGraw-Hill ❖
- ❖ Collaborative for Educational Services ❖
 - ❖ Compass Publishing ❖
 - ❖ Continental Press ❖
- ❖ Educational Solutions (Jane and Martin Brauer) representing ❖
 - National Geographic Learning
 - Heinle Cengage
 - Millmark Education
 - Open Book Software
 - DynEd Software
 - ❖ Ellevation ❖
- ❖ Houghton Mifflin Harcourt; Specialized Curriculum Group ❖
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- ❖ U.S. Department of State, English Language Fellows Program ❖

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All the presenters who contributed their time and expertise to the conference

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THURSDAY, MAY 3 – FRIDAY, MAY 4, 2012
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