



MAY 24, 2022

5/24/22 9:00 am-A

KEYNOTE: Advocating for Multilingual Learners: Educators at the Nexus of Creativity and Resistance

Trish Morita-Mullaney, Purdue University

5/24/22 1:00 pm-D

Diagnostic Language Group: A Multidisciplinary Approach to EL-SWD Identification

The topic of our presentation is an innovative, culturally responsive model for the eligibility determination process, developed in our pre-school to avoid unnecessarily qualifying EL as EL-SWD. This is an extremely relevant topic for educators of diverse students because of the well-documented problem of overrepresentation of ELs in special education.

Silvia Fomin, Milford Public Schools and Boston College, Shannon Overdahl, Milford Public Schools, Jennifer Shanahan, Milford Public Schools, Michelle Donato, Milford Public Schools

5/24/22 10:30 am-A

Climate Action and the Language Classroom

This session provides a refresher on the climate crisis and its universal relevance, introduces materials, activities, and lesson plans to use in various language classroom contexts, and offers environmental leadership ideas for educators. Participants will walk away empowered with a repertoire of flexible strategies to incorporate climate into their teaching.

Amy Rinaldo, Emerson College, Peter Sakura, The Fessenden School

5/24/22 10:30 am-B

Essential Practices for Collaboration and Coteaching Across Program Models

Teacher collaboration and coteaching may occur across various program delivery models, grade-levels, and content areas that support multilingual learners. This interactive presentation will present five essential practices related to collaborative planning, teaching and assessment across K-12 classrooms and offer opportunities for participants to share their own challenges and successes.

Maria G. Dove, Molloy College, Andrea Honigsfeld, Molloy College

5/24/22 10:30 am-C

Supporting SIFE and Other Immigrant Students with Trauma Backgrounds

Many English learners, newcomers and SIFE, come to American schools having faced traumatic experiences affecting their ability to become academically successful. This session reviews the issues students face, how trauma impacts learning, and provide educators specific ideas for how to make schools more culturally and linguistically supportive for English learners.

Judith B. O'Loughlin, Language Matters Education Consultants, LLC, Dr. Brenda Custodio, The Ohio State University



MAY 24, 2022

5/24/22 10:30 am-D

Accelerating Learners with Effective Foundational Skills Instruction

Educational equity is key to ensuring that all students learn to read and foundational reading skills are best taught at students' point of instructional need! In this session, participants will experience research-based routines for effectively differentiating foundational skills instruction for English language learners.

Robin Pfeiffer, M.Ed., Collaborative Classroom

5/24/22 12:00 pm-A

Family-School Partnership SIG

The Parent-School Partnership Special Interest Group (SIG) brings together education educators working with linguistically and culturally diverse families. We are a working group dedicated to understanding the multiple meanings of family engagement in our educational institutions. We are interested in learning from and sharing the latest research around family engagement as well as gaining insights from the experiences of educators engaged in this work. Guest speakers enrich our conversations throughout the year.

Mary Jo Rendon, Craig Consig

5/24/22 1:00 pm-A

Design Squad Latinx: Developing a Strengths-Based Bilingual STEM Program

Design Squad Latinx is a strengths-based bi-lingual engineering program being developed by GBH Education in collaboration with Latinx students. We will share key takeaways as well as discuss how a Funds of Knowledge approach to STEM education can make engineering exciting while creating connections between students' lived experiences and engineering.

Carolyn Jacobs, GBH Education, Kim Gonzalez, GBH Education

5/24/22 1:00 pm-B

Introducing the Next Generation ESL Curriculum & Instructional Support Initiative

This presentation will introduce participants to the NGESL Curriculum & Instructional Support Initiative developed by the Office of Language Acquisition at DESE and the upcoming department toolkit. Attendees will receive an overview of the various project deliverables and the developed resources to better support ESL instruction and the education of English Learners throughout the Commonwealth, have opportunities to make connections with their own work, and gain access to a presentation folder with numerous tools and resources.

Judith R. Magloire, Office of Language Acquisition, MA Department of Elementary and Secondary Education



MAY 24, 2022

5/24/22 1:00 pm-C

Natural Phenomena: You'll "Lava" This NEW Language for Science Unit!

Explore a NEW unit, "Natural Phenomena: Using Text Features, Text Structure, and Language for Science to Explain Environmental Events" (Grades 6-8, Levels 1-2), co-developed with a 7th grade Science teacher. Lessons include reading and writing about, discussing, and comparing and contrasting earthquakes and volcanoes, along with a research-based final project.

Jessica Nguy, Arlington Public Schools, Brandon Bage, Arlington Public Schools

5/24/22 2:30 pm-A

Street Data: English Learner Success Plans, Home Visits, and Action Research

We acknowledge the need to listen and learn from our students. Indigenous and Latinx collectivist cultures differ from the linear worldview of North America. In this workshop, we will learn from our own multilingual students as they share their ideas through action research, home visits, and English Learner Success Plans (ELSPs).

Sara Hamerla, Ed.D., Multilingual Department, Waltham Public Schools, Josue Teo, M.Ed., Waltham Public Schools

5/24/22 2:30 pm-B

The Massachusetts Blueprint for EL Success: Tools for Systemic Improvement

The Massachusetts Vision and Blueprint for EL Success is a research-based framework supporting state, district, school and classroom initiatives for continuous improvement of programs and practices for multilingual learners. Come and learn how one Massachusetts district has systemically integrated the Blueprint for EL success into its city-wide strategic planning process, and learn about the different types of supports, tools and resources offered by the Massachusetts Department of Elementary and Secondary Education to districts and educators.

Allison Balter, Office of Language Acquisition, MA Department of Elementary and Secondary Education, Paula Merchant, Transformative Learning Collaborative, Kellie Jones, Brockton Public Schools

5/24/22 2:30 pm-C

Including Best Practices for English Learners in Elementary Reading Instruction

Review current research on best practices in reading instruction at the elementary level and clarify additional instruction or supports that ELs need according to TESOL and WIDA Principles and current reading theory shifts. Engage in a discussion about best practices in reading instruction for ELs based on language proficiency level.

Dr. Laurie Zucker Conde,

5/24/22 2:30 pm-D

Accelerating Proficiency for Multi-Lingual Learners (MLL): Promising practices from district leaders

Come learn from district leaders from Boston Public Schools and Lynn Public Schools who will share their experiences and practices during the pandemic that supported burgeoning numbers of MLL.

Anne-Marie Brockwell, Imagine Learning



MAY 24, 2022

5/24/22 4:30 pm-A

Every Graph Tells A Story: Analyzing Data with Newcomer ELs

Behind every graph are real lives, interesting conclusions, and important trends. Yet, newcomer ELs and SLIFE are often not engaged in analyzing graphs and interpreting data. By taking an interactive approach, educators can enable students to gather and interpret data, as well as create and present graphs of their own.

Christi Cartwright, International High School Lawrence

5/24/22 4:30 pm-B

Building Discourse Protocols and Fostering Structure Student Interactions

This session covers building the protocols necessary for students to engage in academic discussion. Participants will receive a variety of examples of structured student interaction protocols, learn tips to scaffolding new protocols and teaching deeper language discussion habits. Participants will receive a google drive folder of collaborative discussion activities.

Diana Yousfi, Martin Luther King Jr. Charter School of Excellence

5/24/22 4:30 pm-D

Rolling out the WIDA ELD Standards Framework, 2020 Edition

Join us for a conversation about how we used the four BIG IDEAS from the 2020 Standards to influence professional development and improve professional practice within our Multilingual/ELL Department. Participants will leave with practical ideas that will support teacher learning and collaboration.

Marianne Duffy, Waltham Public School, Erin Mapunda, Waltham Public Schools



MAY 25, 2022

5/25/22 9:00 am-A

FEATURED SPEAKER: State of the State: Updates from the Office of Language Acquisition

This session will provide important updates from the Office of Language Acquisition at the Massachusetts Department of Elementary and Secondary Education. We will share data about multilingual learners and ELE (English learner education) programming in Massachusetts and share information about current and future priorities for the OLA office.

Allison Balter, Office of Language Acquisition, MA Department of Elementary and Secondary Education

5/25/22 10:30 am-A

Mini-Workshop: Making Complex Texts Accessible to Newcomers

Newcomers are a diverse group of students who represent a myriad of backgrounds, cultures, and experiences. Using key SIOP® features, learn how to help Newcomers build oral language skills, ask and answer thoughtful questions, and engage in critical thinking about complex texts.

Thomas Leyba, M.Ed., SAVVAS Learning Company

5/25/22 10:30 am-B

Translanguaging Practices in an Elementary SEI Classroom

This presentation explores the teaching practices of a bilingual SEI teacher who regularly uses translanguaging pedagogy in her teaching. By analyzing recorded excerpts of her classroom teaching, she will share how she has been able to better understand the ways that teachers and students utilize translanguaging practices in the classroom.

Jocelyn Power, Chelsea Public Schools and University of Massachusetts Boston, Christine M. Leider, Ph.D., Boston University

5/25/22 10:30 am-C

Tools and Best Practices for English Learners with Disabilities (ELSWD)

This session begins with a quick review of who ELSWD are and legal guidance that protects ELSWDs. Most of the session will review the recommended best instructional practices and strategies for ELSWD as well as review a compilation of tools that can help differentiate between language learning and potential disabilities.

Samantha Kodak, Office of Language Acquisition, MA Department of Elementary and Secondary Education



MAY 25, 2022

5/25/22 10:30 am-D

Co-Teaching: Collaboration, Planning, and Instruction with Students in Mind

This presentation will emphasize the instructional models and strategies to make co-teaching a collaborative and exciting experience. Presenters will spotlight two teachers who make this practice work. Presenters will share ideas for collaboration, planning, teaching tools, data ideas and feedback, as well as, small group work for language development.

Deborah Hooper, Fitchburg Public Schools, Elizabeth Maki, Fitchburg Public Schools, Viviana Martinez, Fitchburg Public Schools, Kristin Callahan, Fitchburg Public Schools, Juan Matos, Jr., Fitchburg, Linda Goodell, Fitchburg

5/25/22 12:00 pm-A

ESL Unit Developers SIG Information Session & Open House

Come learn about the innovative and collaborative work of the ESL Unit Developers SIG! We have many practical curricular resources to share, as well as support for educators at any level of unit developing experience! Join us for an informal gathering to network and share ideas. All are welcome!

Jessica Nguy, Arlington Public Schools, Susannah DiMauro, , Boni-esther Enquist

5/25/22 1:00 pm-A

Enlivening instruction through drama: Online and Face-to-face

Join this interactive session on language teaching through drama to experiment with games for online and in person contexts, which can be adapted for all ages and levels of learners to practice the “4 skills” of speaking, listening, reading, and writing, and to engage in social justice oriented critical thinking.

Kathleen Rose McGovern, The University of Southern Maine, Deenah Lewy,

5/25/22 1:00 pm-B

The Massachusetts State Seal of Biliteracy.

We will share data and trends regarding the State Seal of Biliteracy since its implementation in 2019-present. We will also discuss current efforts in promoting and supporting the State Seal of Biliteracy in secondary and post-secondary institutions throughout the Commonwealth.

Andy McDonie, Office of Language Acquisition, MA Department of Elementary and Secondary Education

5/25/22 1:00 pm-C

Reimagining RETELL: What should equitable teacher education for English learners look like?

Since its inception in 2011, RETELL has not kept up with the turn towards more anti-racist, equity-focused approaches in the field. In this session, members of the Teacher Educators SIG will engage in a critical discussion of the shortcomings of the SEI model in the education of Massachusetts multilingual students in the past decade, and REImagine a way forward. In addition, resources for reimagining the current RETELL endorsement course will be shared with the audience.

Christine M. Leider, Ph.D., Boston University, Rachel Kramer Theodorou, , Jessica Lander, , Sara Hamerla, , Deborah Smith, , Melanie Gonzalez,



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5/25/22 2:30 pm-A

Help! I Have Newcomers! Where Do I begin?

Districts in Massachusetts are welcoming more newcomers than ever this year. In this session, we will offer ESL teachers with a diversifying set of newcomers a comprehensive plan for addressing the first 30 days to establish a foundation for newcomer success.

Dana Gastich, UpRiver Education, Mary DeSimone, Methuen Public Schools

5/25/22 2:30 pm-B

Instructional Coaches SIG: Problem of Practice

Join the instructional coaches SIG in a collaborative discussion. Small groups will dissect and offer suggestions around one member's coaching issue using a problem of practice protocol. This protocol can be easily replicated and used in a variety of educational settings.

Molly Ross, , Moira Greenson, , Mary Lou Kennedy, Ivone Spencer

5/25/22 2:30 pm-C

The ESL Teacher's Role in Reading Development of Multilingual Learners

Have you ever felt like more of a reading teacher than an ESL teacher? This session will help teachers understand the intersection of ESL and reading instruction. We will equip you with evidence-based strategies to support ELs in reading, and empower you to advocate for science-informed reading instruction with stakeholders.

Mandy Hollister, UP Academy Holland, Boston Public Schools, Elizabeth Wolfson, UP Academy Holland, Boston Public Schools

5/25/22 2:30 pm-D

Engaging English Learners with Ellii, formerly ESL Library

Ellii, formerly ESL Library, is an online platform for teachers used in 10,000+ schools around the world. Use printable & digital lesson plans, flashcards, and other resources to engage your students. Assign digital tasks, track student progress, and leave personalized feedback so you can teach your best class every class.

Ashley Chong, Ellii, formerly ESL Library, Tammy Wik, Ellii (formerly ESL Library)

5/25/22 4:30 pm-A

Creating Student Agency Through Mentoring and Peer Leadership

Looking to enhance your newcomer program? Learn how one elementary school pairs staff with newcomers to help newcomer adjust to their new school culture, and eventually become peer leaders. In this session, you will learn how to create a sustainable mentor program.

Catherine Glennon Murphy, Fiske Elementary School, Erica Rose Lawrence, Lexington Public Schools



MAY 25, 2022

5/25/22 4:30 pm-B

Supporting Working High School Students Through Work-Based Performance Assessments

Join us to learn about ways to celebrate, honor, and leverage the expertise and knowledge working students have gained through outside employment. We will look at ways to create performance assessments that allow students to demonstrate their outside of school, workplace-based learning while also developing key language skills.

Sela Kenen, Chelsea Opportunity Academy, Chelsea Public Schools

5/25/22 4:30 pm-C

Latinx Teachers Testimonios: Navigating Institutionalized White Supremacy in MA Schools

This ethnographic research shows Latinx teachers' testimonios navigating institutionalized racism in MA public schools. Findings reveal interlocking forms of discrimination displayed by school administrators and other school staff, which in turn affected the students. This paper offers recommendations for the retention of teachers of color in the profession.

Rocío Sánchez Ares, PhD, Tufts University

MAY 26, 2022

5/26/22 9:00 am-A

KEYNOTE: Critical Updates in Teaching and Advocating for Dually Identified Students

Dually Identified students, emergent bilinguals with disabilities, continue to grow in the school population. The session will present current research, policy, and practices to address the unique needs and continue honing in on disentangling the question of disability versus language learning and how these are addressed in the individualized education plans (IEP). Implications for ESL and general educators and leaders will be presented.

Dr. Claudia Rinaldi, Lasell University

5/26/22 10:30 am-A

Multilingual Learners: Finding a Voice with Technology

Assist your English Learners in finding their voice with technology as they become multilingual. Provide students with relevant and effective practice - in the form of features, apps and programs - that will ensure English Language acquisition success. Give educators time-saving tools that make their direct-to-student efforts more meaningful.

Tania Liddy, Lexia Learning, Jose Viana, Lexia Learning

5/26/22 10:30 am-B

English Learners with Disabilities: Capitalizing on Strengths Through Appropriate IEPs.

During this interactive presentation, educators will gain a deeper understanding of how to effectively service English Learners with disabilities. Participants will learn how to write appropriate Individual Education Plans addressing both language and disabilities concerns that also highlight student strengths. Educators will engage in active participation through guided discussions.

Dr. Kristen Lech, Bay Path University

5/26/22 10:30 am-C

Protocol using WIDA: Design strong grade-appropriate instruction with just-in-time supports

Use a protocol that explains and embodies components of WIDA: Five English Language Development Standards, Key Language Uses, Language Expectations, and Proficiency Level Descriptors to plan and provide strong grade-appropriate science and math instruction with just-in-time scaffolds as strategy recommended by Massachusetts Acceleration Roadmap to address access and learning gaps.

Meto Raha, MA Department of Elementary and Secondary Education

5/26/22 10:30 am-D

Collaboration: A Tool for the Integration of Language and Content

This session will focus on how to connect the WIDA Standards Framework to ELA content standards. Presenters will model for participants a collaborative lesson planning session between an ESL and ELA teacher. The presenters will demonstrate ways to break down a content standard to determine the language expectations.

Martha Boisselle, Salem Public Schools, Kristen Leathers, Boston Public Schools



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5/26/22 12:00 pm-A

Educators of Color SIG and Allies Networking Lunch

This session allows educators of color (EOC) and white allies to network and engage in dialogue about shared experiences and best practices for building successful relationships. We encourage EOCs to invite white allies, and white allies to invite colleagues of color to attend this session. ALL ARE WELCOME! Bring your lunch and be ready to get to know each other!

Yuiko Shimazu, , Lonamae Shand

5/26/22 1:00 pm-A

Differentiating Content Between the SLIFE and Newcomer Student

This interactive workshop explores how to differentiate content between SLIFE and Newcomer ELLs by offering insights into the process of generating ideas relative to both populations, exploring the strategies for supporting metacognition and critical thinking skills, and through the use of the Mutually Adaptive Learning Paradigm®.

Alexandra Castro, New Bedford High School, Sandra Dourado, New Bedford High School, Jennifer Doo, New Bedford High School, Paul Kniaz, New Bedford High School

5/26/22 1:00 pm-B

The World is Your Classroom: Teach with English Language Programs

Learn how you can make a difference globally through in-person and virtual teaching projects designed by U.S. Embassies for experienced U.S. TESOL professionals. English Language Fellows, Specialists, and Virtual Educators provide English language instruction, conduct teacher training, and develop resources. Join us to hear from program staff and alumni.

Terrell Hawkins, U.S. Department of State English Language Programs, Kimberley Gamez, U.S. Department of State English Language Programs, Andrew Shannon, U.S. Department of State English Language Programs

5/26/22 1:00 pm-C

Using Linguagrams as a Teacher Education Tool

In this interactive presentation, teacher educators will learn how to use linguagrams—a tool to represent perceptions of proficiency in two languages—as a means to help teachers problematize their beliefs about language and multilingualism. Participants will create a plan for incorporating linguagrams into their own teacher education or professional development activities.

Dr. Jennifer Altavilla, Boston University Wheelock College of Education and Human Development



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5/26/22 2:30 pm-A

Academic Literacy in Español: A Course for Secondary Latinx Newcomers

Learn about a culturally responsive Spanish literacy curriculum for high school newcomers designed by ESL and History teachers in partnership with Harvard researchers and the Smithsonian Institute. See how we develop critical consciousness about Spanish and its speakers, history and cultures, and make connections to your own practice.

Linda Andreev, Harvard Graduate School of Education, Dr. Jenny Jacobs, PhD, The English High School, Emily Trono, The English High School, Bailey Buchanan, Harvard University

5/26/22 2:30 pm-B

Unpacking Complex Sentences: Helping All Students Access Academic Texts

This session focuses on planning lessons that teach students how to "unpack", or deconstruct, densely packed, complex sentences typically found in academic texts. By showing students how to break these types of sentences into more accessible chunks, we can provide them with strategy to tackle more difficult texts independently.

Adrienne Supino Kaminsky, Everett Public Schools

5/26/22 2:30 pm-C

Co-Teaching: WIDA's Four Big Ideas in Action

In this session, we share how our district has begun to shift its practices to leverage co-teaching for ESL instruction at the elementary level. We explore how WIDA 2020 Standards can be implemented through co-teaching and provide concrete ideas for participants to make this paradigm shift in their settings.

Martha Kohl, Worcester Public Schools, Erin Goldstein, Worcester Public Schools

5/26/22 2:30 pm-D

Essential Equity Strategies for Teaching Multilingual Learners

Using an "educational equity portal" metaphor, participants will consider the gateway between the educational world we knew before the pandemic and the next one we are ready to co-create. The session offers four key, post-pandemic equity strategies for multilingual learners and practical ways to implement them in K-12 classrooms.

Andrea Honigsfeld, Molloy College, Maria G. Dove, Molloy College, Audrey Cohan, Molloy College, Carrie McDermott Goldman, Molloy College

5/26/22 4:30 pm-A

Bilingual Education in Massachusetts: Then and Now

We will share historical data on bilingual programs before the LOOK Act and since its passage in 2017. This includes highlights on dual language, transitional bilingual, and plans for further guidance. We will review the process to submit program proposals, introduce grants with DESE supported goals, and share how to participate in the bilingual hubs.

Sibel Hughes, Office of Language Acquisition, MA Department of Elementary and Secondary Education, David Valade, Office of Language Acquisition, MA Department of Elementary and Secondary Education



MAY 26, 2022

5/26/22 4:30 pm-B

Migration Trauma and Acculturative Stress: What Educators Need to Know

Migration trauma and acculturative stress, though often invisible in the classroom, have a significant impact on the lives of ELL students. Awareness of migration trauma and acculturative stress, in addition to strategies that can be implemented at the classroom and district levels, can be beneficial to ELL students.

Eldine B. Montauban, East Bridgewater Public School, Kellie Jones, Brockton Public Schools, Ms Vula Roumis, Brockton Public Schools

5/26/22 4:30 pm-C

Voices from the Field: How can we best support a new generation of teachers?

The first few years of teaching can be a frenzy: navigating and learning new policies and systems and getting to know new students and colleagues while developing your voice and identity as a teacher. Mentoring, Critical Friend Groups, and ongoing professional development are critical components of developing a healthy and sustainable teaching career. Mentoring, support, coaching, and guidance, however, are often left to the local school or district level. In this panel a group of educators will share how they have been supported in navigating the first few years of teaching, offer advice for early-career educators, and offer suggestions for how MATSOL - and other spaces - can better support the needs of the next generation of teachers.

Christine M. Leider, Ph.D., Boston University, Melanie Gonzalez, , Evan Hughes, Somerville High School, Joey Kramer, Somerville High School, Mairead Mazan, James W. Hennigan School, Jessica Lemus Montiel, Kaylin Seward

5/26/22 4:30 pm-D

How to Create Units for ELD Classes

Are you a busy teacher tasked with designing unit plans for multilingual learners? Here we will review backwards planning, consult the WIDA ELD Standards Framework, and see examples of how to plan an ELD unit step by step to save time and energy during the school year.

Carissa Ford, HMM, Tanya Bogaty, Framingham Public Schools



MAY 27, 2022

5/27/22 9:00 am-A

SLIFE: Streamlining the Identification Process

Identifying students with limited or interrupted formal education (SLIFE) can be a challenging task for many schools, especially those serving large numbers of newcomers. This session demonstrates an effective approach to streamlining the process of identifying SLIFE that has proven to be successful in a newcomer program.

5/27/22 9:00 am-B

Genre in Action: Multilingual Writers, Multimodal Texts, and Reading-Writing Connections

Though reading-writing connections are key, writing assignments sometimes become primarily opportunities to test reading comprehension, while readings sometimes serve solely as fun prompts for discussion. With a focus on genre, reading critically in multimodal genres and then creating memes or graphic memoirs helps learners strategically connect these two key skills.

Christina Michaud, Boston University College of Arts and Sciences Writing Program, Katherine Stebbins,

5/27/22 9:00 am-C

Learning and Gardening with ELs with Severe Communication Needs

As the population of English Learners on the Autism Spectrum with severe communication needs increases, English Learner teachers need to learn how to meaningfully support this population. The teachers in this presentation have found that focusing on gardening and experiential learning engages students and supports their English language acquisition.

Lauren Carroll, Public Schools of Brookline, Lauren Tavares, Brockton Public Schools, Caroline Shea, Brockton Public Schools

5/27/22 9:00 am-D

Ellevation: Empower Educators to go Beyond Compliance and Impact Instruction

Learn how our solutions provide every educator in the district with tools that focus on differentiating instruction for multilingual learners. Strategies empowers educators to act on their multilingual learner data, while Ellevation Math prepares ELs to better understand math content by front-loading academic vocabulary. Don't miss our hands on, interactive session!

Mayah Brady, Ellevation, Katie Barrand, Ellevation

5/27/22 10:30 am-A

Collaborative Learning Approaches to Teaching and Evaluating Speaking

Should the teacher be the only one who evaluates speaking exercises? What role can the students in the class have? What are methods that involve all the students in a class during a listening and speaking lesson? This communicative approach for speaking exercise provides one solution to these issues.

Natalia Radziejewska, Northeastern University College of Professional Studies and Boston University (CELOP), Liz Corbett, Brockton Public Schools

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5/27/22 10:30 am-B

OLA Tiered Focused Monitoring Process

This presentation will guide participants in understanding how the Tiered Focused Monitoring process conducted by the Office of Language Acquisition intuitively reflects the LOOK ACT, guidance documents and procedures in order to elevate and ensure the effectiveness of English Learner education parent empowerment throughout the Commonwealth. Attendees will become better acquainted with department resources, district data and evaluation tools such as the EL Data dashboard and the DESE's program evaluation tool for ELs.

Sibel Hughes, Office of Language Acquisition, MA Department of Elementary and Secondary Education, Judith R. Magloire, Office of Language Acquisition, MA Department of Elementary and Secondary Education

5/27/22 10:30 am-C

Using A Functional Approach to Unpack WIDA 2020

Presenters include a k-8 SEI/ESL coach and elementary, middle and high school teachers who took part in a teacher action research club with the goal of connecting research related to Systemic Functional Linguistics to practice. Presenters will share activities they have implemented in their classrooms to make language visible.

Kelly Cooney, EdQUITY, LLC, Jennifer Albury, Holyoke Public Schools, Lauren Koester, Holyoke Public Schools, Jazebel bermudez, Holyoke Public Schools, Jennifer Boyer

5/27/22 10:30 am-D

Culturally Responsive Family Engagement

In this interactive workshop, participants will deepen their understanding of culture and become better aware of the pervasive impact that implicit bias has in our relationships with families. Participants will learn a widely used cultural competency framework to expand their knowledge about systemic bias and dynamics of inequity.

Mildred Gains, Parent Institute for Quality Education "PIQE"

5/27/22 12:00 pm-A

Introduction to the Cape and Islands SIG

Are you an EL teacher/director on the Cape and Islands looking to connect with other local EL teachers? Join us to learn about the newly reestablished Cape and Islands SIG. Together let's build a unique collaboration among ELE programs to best meet our teacher's and student's needs.

Alyssa Timoh, Courtney Schneeweiss, Nicoleta Filimon, International High School, Lawrence Public Schools



MAY 27, 2022

5/27/22 1:00 pm-A

Less Stressful Language Objectives

With evermore multilingual classrooms in the United States, language objectives need to be common practice, yet they continue to be an arduous task for many educators. Learn about what ESL and SEI content teachers at one middle school are doing to reduce stress levels around writing these objectives.

Megan Quinlan, Framingham Public Schools, Becky Lawrence, Framingham Public Schools

5/27/22 1:00 pm-B

Creating and Sustaining an Asynchronous Web Option for ELL Courses

In this session, panelists will discuss the process of adapting a newly reformed, asset-based community college ELL program to fully asynchronous online learning, with particular attention to cultural relevance, Open Educational Resources, oral communication practice, and embedded student support.

Jennifer Valdez, Bunker Hill Community College, Jeff Ellenbird, Bunker Hill Community College, Jacqueline Kerstner, Bunker Hill Community College, Vivian Lin, Bunker Hill Community College

5/27/22 1:00 pm-B

Moving Stories: A Culturally Responsive Approach to Creating Connection

Educators are invited to participate in a research-based approach to sharing stories that promotes perspective-taking, empathy, and understanding as well as speaking and listening skills. Participants will engage in Re-Imagining Migration's Moving Stories protocol and learn how to use it in the classroom and across a school community.

Adam Strom, Re-Imagining Migration, Abeer Shinawwi, Re-Imagining Migration

5/27/22 1:00 pm-C

Inflection points: Insights from pre-service teachers in an SEI class

To support emergent bilinguals, pre-service teachers need more than just a reservoir of SEI teaching techniques. Pre-service teachers (PST) must view students' home languages and cultures with an additive stance. PST will share specific assignments and activities that stretched their thinking about multilingualism, culturally responsive teaching, and sheltering academic content.

David Golden, Bridgewater State University, Olivia DaSilva, Bridgewater State University, Jake Murray, Bridgewater State University, Melissa LaBelle