

MATSOL 2018 Conference

May 29-June 1, 2018

SHERATON FRAMINGHAM HOTEL & CONFERENCE CENTER
FRAMINGHAM, MASSACHUSETTS

matsol





PRESIDENT’S WELCOME

Dear Colleagues,
 WHAT A YEAR... one of persistence, accomplishments and legislative realizations and now we finally come together in a memorable and collegial way to punctuate these efforts at MATSOL 2018 Conference, which this year has expanded into three full days of professional offerings as well as three Pre-Conference Institutes!



MATSOL is most thankful to all of you — our members, supporters, and friends — for contributing your expertise and time, for reinforcing your commitment to English language learners and their families throughout the year and for now attending our annual professional conference. We have thoughtfully included a wide range of workshops and guest speaker options with instructional and academic practices, topics for program and teacher development at all levels, and advocacy themes. In addition, we have been active and mindful as we all prepare for the upcoming implementation and impact of the LOOK Act regulations which address greater flexibility in language programming, empowering families, preparations for teachers and students in vocational technical programs, and Massachusetts’ state-wide adoption of a Seal of Biliteracy.

In this spirit, MATSOL is launching the “LOOKing Forward” initiative to wholeheartedly dedicate our energies and goals in the year ahead with efforts to further strengthen, assist, promote, collaborate, and champion causes for our members, their students and schools.

My personal gratitude to everyone for supporting me during my two years as MATSOL President and graciously assisting all of us on the Board of Directors. I applaud your professional dedication every day! Best wishes for a fruitful and enjoyable conference 2018.

Sincerely,
 Vula Roumis
 MATSOL President

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Network: Sheraton_Guest
Password: matsol2018

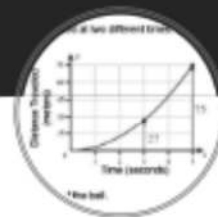
Online Program:
<https://proposalspace.com/p/804/c>

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Submit to **MATSOL Currents**

The Publications Committee welcomes members to submit articles to our biannual newsletter.

- An article about your school, program, or classroom.
- An issue of concern to our field.
- A book or resource review.

Submission Deadlines

Fall/Winter Issue -- October 15
Spring/Summer Issue -- April 15

Visit www.matsol.org/currents for more information

PRE-CONFERENCE INSTITUTES

TUESDAY, MAY 29

Co-Teaching for English Learners: Collaborative Planning, Instruction, Assessment, and Reflection
Andrea Honigsfeld, Ed.D. and Maria G. Dove, Ed.D.



Speech and Language Issues Among English Language Learners
Dr. Li-Rong Lilly Cheng

The Six Standards for Effective Pedagogy
Dr. Annela Teemant



Mission: To promote excellence and equity in the education of English Learners

Board of Directors

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THANK YOU TO ALL THE VOLUNTEERS WHO CONTRIBUTE TO MATSOL!

- MA English Learner Leadership Council (MELLC):** Kathy Lange-Madden, Kerri Lamprey, Yvonne Endara, Mindy Paulo, Anne Dolan, Boni-esther Enquist
- Low Incidence SIG:** Jennifer Fitzgerald, Chris Luczkow
- Community College Faculty Network:** Darlene Furdock, Eileen F. Kelley, Jennifer Nourse, Bruce Riley, Madhu Sharma, Anne Shull

- Teacher Educator SIG:** Christine Leider, Michaela Colombo
- Private Language Schools SIG:** Joy McFarland, Joshua Stone, Sarah de Pina, Rachel Kadish
- Publications Committee:** Mary Clark, Editor; Stephanie Marcotte, Materials Editor; Amy Behr, Michaela Colombo, Ann Feldman, Audrey Mbani, Meaghan McDonnell, Frederick Rockett

Thank you also to the volunteers who served on the awards nomination and conference proposal juries.

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Get Involved with MATSOL!

Support MATSOL's mission to promote excellence and equity in the education of English Learners by becoming a volunteer. Visit www.matsol.org/get-involved-with-matsol to find out more.

MATSOL Ambassador

MATSOL Ambassadors help spread the word about MATSOL's mission and our values of professionalism, educational quality, multilingualism/multiculturalism, collaboration, and diversity. You will join a small team of ambassadors with the mission to talk to teachers, support staff, and administrators who work with English Learners, and to encourage all Massachusetts educators (not just ESL teachers) to take advantage of MATSOL's resources and support.

Who Should Apply: An educator or administrator who is willing to share their excitement about MATSOL with others, active on at least one social media platform (Facebook, Twitter, LinkedIn, or Instagram) and willing to post about our organization from your account, able to spend a couple of hours per month promoting our resources and offerings, and comfortable allowing MATSOL to use your photo or bio for promotional purposes.

Duties: Speak to colleagues one-on-one about the issues facing English learners and point them to MATSOL resources addressing those issues; Invite colleagues to enroll in MATSOL courses within their academic areas or areas of interest; Introduce department heads, principals and district administrators to the training MATSOL can offer their schools, districts, or regions; Write a blog post prior to an upcoming event or conference about why you are attending and what you hope to get out of the experience; Attend virtual meetings to network with other Ambassadors and share ideas on how to disseminate information.

Publications Committee

The MATSOL Publications Committee is responsible for editing and publishing two issues of MATSOL Currents each year (Spring and Fall).

Duties: Identify possible topics to pursue in future issues; Solicit articles, reports, and reviews for publication in Currents; Review submissions to determine if they are suitable for publication; Give editorial feedback to authors about the content of their submissions; Edit selected articles for inclusion in the journal; Proofread the page proofs prepared by the graphic designer.

Issue Brief - Guest Writer

Write a two-page issue brief on a topic related to English Learners for publication by MATSOL in print and online formats.

Duties: Write an issue brief, following the MATSOL format (to be provided), including descriptive information and a list of links/resources; Revise in response to editorial feedback; Supply photos, if applicable; Requirements: Expertise in the topic area of the Issue Brief; Strong writing skills.

Webinar Presenter

Create and deliver a webinar on an area of interest to our members via GoToWebinar, with MATSOL staff or volunteers assisting with the technical aspect of running the program.

Duties: Design and plan a 45-60 minute webinar: Create PowerPoint slides and an outline of talking points; Create handouts or other materials to share with attendees (if needed); Write a description to use in publicity; Practice delivery with MATSOL staff or volunteer; Deliver the webinar. If appropriate, also consider writing an Issue Brief on the same topic. Requirements: Expertise in the topic area of the webinar; Comfort with delivering an online webinar, or the willingness to learn.

Special Interest Group Leader

Work with colleagues to plan meetings and other activities for a MATSOL Special Interest Group.

KEYNOTE SPEAKERS**Dr. Annela Teemant**

Wednesday, May 30

Associate Professor of Second Language Education, Indiana University-Purdue University Indianapolis



Despite 20 years of significant improvements in K-12 education of multilingual learners (ML), we find a plethora of unmet student needs and desired outcomes to concern us. Like the learners we advocate for, multilingual educators and leaders are often marginalized and granted only contingent power to positively impact the academic and social experiences of ML in schools. Dr. Teemant provides a rationale for why only radical, rather than incremental, change is necessary to disrupt the status quo of schooling. A new generation of multilingual specialists and leaders need more than a list of *what* all teachers should know. Instead, we need to become pedagogical leaders in “the how” of what works to contribute to school-wide and systemic change. Using video clips, coaching interactions, and teacher and student voice, Dr. Teemant shares how combining a focus on critical social practices and sociocultural learning theory leads to radical, meaningful, and positive change for ML learners, teachers, and leaders.

Annela Teemant is an Associate Professor of Second Language Education at Indiana University-Purdue University Indianapolis. Her scholarship focuses on developing, implementing, and researching applications of critical sociocultural theory and practices to the preparation of general education teachers of English language learners. She has been awarded five federal grants focused on ESL teacher quality and published numerous articles, curricula, and multimedia products targeting teachers of English language learners.

Suitcase Stories Live!**Featuring Massmouth Storytellers**

Thursday, May 31

A traveling live performance series that features foreign and U.S.-born residents sharing refugee and immigrant stories.



Cheryl Hamilton is a relentless immigrant advocate and story ambassador. She routinely appears in productions throughout New England, including on The Moth MainStage and Soundbites. She also directs Massmouth, a non-profit organization that promotes the timeless art of storytelling. In her role, she curates the national television show Stories from the Stage in partnership with WGBH and World Channel. She is also the creator and curator for Suitcase Stories. A graduate of Clark University, Cheryl Hamilton has devoted her career to advancing immigrant integration as a director for local and national humanitarian organizations.

Rehema Rwakabuba and her family resettled to Lowell, MA as refugees in 2011 with the assistance of the International Institute of New England. In 2017, she gained her citizenship. She is currently a junior at Fitchburg State University majoring in political science with a concentration in international affairs, economics, and peace studies. She also interns at IINE's office in Boston.

Dan Dahari is a storyteller, educator, writer, and chef living and working in the Greater Boston area. Over the past 10 years, he has hosted, competed, and performed in storytelling and stand up comedy arenas throughout New England. You can currently find him running the bar at Mandarava in Newburyport. He also serves as a board member of Massmouth and hosts the popular annual slam at Club Passim.

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KEYNOTE SPEAKERS

Michel DeGraff

Friday, June 1

*Professor of Linguistics,
Massachusetts Institute of
Technology*



It's a frustrating paradox that many (if not most) of the languages that we linguists study, including my own native Haitian Creole ("Kreyòl"), are by and large excluded in classrooms throughout the world. Indeed some 40% of students worldwide are taught in a language that they do not speak at home. Such a predicament leads to alienation, psychological distress, academic failure, underdevelopment, and violation of human rights--- among other ills. This talk will explore some of the ways in which linguists and educators can work together toward solving this predicament. But, first, we linguists need to put our "own house in order." In the particular case of Creole languages and their speakers, we need to demystify the relationship between, on the one hand, the production of linguistic knowledge, and, on the other hand, the creation and transmission of power in colonial and post-colonial societies. Once this relationship is demystified, I will look at two examples of collaboration among linguists and

educators toward improving access to quality education. I will first discuss the MIT-Haiti Initiative (<http://haiti.mit.edu>) where active-learning resources and methods in Kreyòl are being developed, tested and disseminated in order to improve STEM education in Haiti. Then I will briefly discuss my ongoing collaboration with Boston Public Schools' first two-way immersion program in English and Kreyòl at the Mattapan Early Elementary School. The results of these collaborations do suggest that linguists and educators, alongside scientists, mathematicians, engineers, etc., can work together to make a better world, as I propose in my recent letter to *Science* (04 May 2018).

Michel DeGraff is Professor of Linguistics at the Massachusetts Institute of Technology. He is the founder and director of the MIT-Haiti Initiative, which develops active-learning resources and methods in Haitian Creole ("Kreyòl") for science, technology, engineering and math (STEM) disciplines, in order to help Haitians learn in the language that most of them speak at home. He is also a founding member of the *Akademi Kreyòl Ayisyen* (Haitian Creole Academy), a State institution dedicated to establishing conventions for the use of Kreyòl and to promoting the language in all sectors of Haitian society.

MATSOL Advocacy

Through MATSOL's participation in the Language Opportunity Coalition, our association has taken a leadership role in important advocacy initiatives to promote language education policies that benefit English language learners. Working together with Multi-State Association for Bilingual Education (MABE), Massachusetts Foreign Language Association (MaFLA), and Massachusetts Immigrant and Refugee Advocacy Coalition (MIRA) and other allies, MATSOL successfully advocated for passage of the LOOK Act with the Seal of Biliteracy and coordinated the Massachusetts Seal of Biliteracy Pilot Project 2015-2018. As regulations and guidance are developed for the LOOK Act and school districts begin to implement the new policies, the Coalition will continue to advocate for equitable educational opportunities for students learning English, native, heritage, and world languages.



Language Opportunity

Massachusetts Language Opportunity Coalition

www.LanguageOpportunity.org

www.matsol.org/advocacy

INVITED SPEAKERS & FEATURED SESSIONS

Wednesday, May 30

Massachusetts Framework Aligned Numeracy Assessments for SLIFE Placement and Support

8:30am–9:15am, LL1: Ashland
Meto Raha, Sara Nino & David Valade, Massachusetts Department of Elementary and Secondary Education

Impact of the LOOK Act on EL Policies

Wed May 30 2018, 9:30am–10:15am, UL1: Ballroom South
Sibel Hughes, Massachusetts Department of Elementary and Secondary Education

Take the DARE! Key Uses for Curriculum and Lesson Planning

Wed May 30 2018, 9:30am–10:15am, UL2: Ballroom Centre
Fernanda Kray, Massachusetts Department of Elementary and Secondary Education; Margo Gottlieb, WIDA @ the Wisconsin Center for Education Research, University of Wisconsin

My Muslim Student

Wed May 30 2018, 2:30pm–3:15pm, LL4: Concord
Sumaiya Zama, CAIR Massachusetts

Seal of Biliteracy: Guidelines for Implementation in Massachusetts

Wed May 30 2018, 2:30pm–3:15pm, LL6: Middlesex West
Zhaneta Liti, Massachusetts Department of Elementary and Secondary Education

RETELL and SEI Endorsement: Where Do We Go From Here?

Wed May 30 2018, 2:30pm–4:00pm, UL5: Sudbury
Michaela Colombo, Ed.D., UMass Lowell; Christine M. Leider, Ph.D., Boston University; Fernanda Kray, Massachusetts Department of Elementary and Secondary Education; Dr. Johanna Tigert, UMass Lowell, Laurie Hartwick, M.Ed., EL Facilitator, Lawrence Public Schools, Heidi Perez, M.Ed., ELL Director, Malden Public Schools

Thursday, May 31

English Learners With Disabilities

Thu May 31 2018, 8:30am–9:15am, UL2: Ballroom Centre
Sara Nino, Massachusetts Department of Elementary and Secondary Education

Looking at Assessment Through the Lens of Multilingual Learners

Thu May 31 2018, 8:30am–9:15am, UL3: Ballroom North
Margo Gottlieb, WIDA @ the Wisconsin Center for Education Research, University of Wisconsin

English Language Integrated Sports Programming: Accelerate Language Gains on the Field!

Thu May 31 2018, 9:30am–10:15am, LL3: Carlisle
Langan Courtney, Soccer Without Borders; Preston Hollis, Soccer Without Borders

OELAA Update: SEI Programmatic Guidance, Next Generation ESL MCUs, WIDA and more

Thu May 31 2018, 10:30am–11:15am, LL1: Ashland
Fernanda Kray, Massachusetts Department of Elementary and Secondary Education

Suitcase Stories Unpacked

Thu May 31 2018, 2:30pm–3:15pm, UL2: Ballroom Centre
Cheryl Hamilton, Massmouh

2018 State of the State

Thu May 31 2018, 4:30pm–5:30pm, UL2: Ballroom
Paul J. Aguiar, Massachusetts Department of Elementary and Secondary Education

Friday, June 1

INVITED SPEAKER: Tiered Focused Monitoring

Fri Jun 1 2018, 8:30am–9:15am, UL4: Boardroom
Policy & Advocacy / PK-12

Sibel Hughes, Massachusetts Department of Elementary and Secondary Education

Community College Faculty Network

Fri Jun 1 2018, 9:30am–11:00am, LL7: Dover
Juanita Brunelle, Massasoit CC; Darlene Furdock, Middlesex CC; Madhu Sharma, Mt. Wachusett CC; Jennifer Nourse, Mass Bay CC; Eileen Kelley, Holyoke CC

Implementing the Seal of Biliteracy Pathway Awards in TWI and TBE Programs

Fri Jun 1 2018, 9:30am–10:15am, LL3: Carlisle
Jill Davan, Framingham Public Schools; Evanggelia Diamantopoulos, Framingham Public Schools

Impact of the LOOK Act on EL Policies

Fri Jun 1 2018, 10:30am–11:15am, LL1: Ashland
Sibel Hughes, Massachusetts Department of Elementary and Secondary Education

Supporting Undocumented Students in our Schools

Fri Jun 1 2018, 2:30pm–3:15pm, UL1: Ballroom South
Nora Paul-Schultz, Unafraid Educator & Physics Teacher; Maya Taft-Morales, Unafraid Educators and BTU; Molly McKay Bryson, Unafraid Educator & Humanities Teacher

LOOK Bill & Bilingual Education: Where Do We Go From Here?

Fri Jun 1 2018, 2:30pm–4:00pm, UL2: Ballroom Centre
General PK-12
Christine Leider, Boston University; Michaela Colombo, Ed.D., UMass Lowell; Anna Lugo, Holyoke Public Schools; Sara Nino, Massachusetts Department of Elementary and Secondary Education

MATSOL COURSES FOR EDUCATORS OF ENGLISH LEARNERS

MATSOL offers a selection of courses to support teachers, administrators, and other educators who work with English learners. Courses are offered to school districts, regionally via individual enrollment, and online.

Participating educators may earn PDPs to meet licensure renewal requirements, and credit is also available for most courses.

Members of the MATSOL PD Team are all highly qualified and experienced instructors who have been educators of English learners in the public schools. PD Team members have been involved in state initiatives including the Next Generation ESL Curriculum project, DSACs, Six Standards Coaching, and SEI Endorsement courses.

COURSES OFFERED FALL 2018

- ❖ EL-101: Introduction to English Language Development Standards in Massachusetts
- ❖ EL-103: Supporting English Learners in Specialty Subjects and Support Services
- ❖ EL-104: Early English Language Development for PK-K Teachers
- ❖ EL-105: Academic Conversations in Classrooms with English Language Learners
- ❖ EL-106: Academic English for English Learners in Math and Science
- ❖ EL-107: Supporting Teachers of English Learners Through Observational Protocols (SEI Smart Card)
- ❖ EL-108: Next Generation on ESL MCUs: A Practical Orientation for ESL Teachers
- ❖ EL-109: Students with Limited or Interrupted Formal Education (SLIFE)
- ❖ EL-110: Culturally and Linguistically Diverse Learners with Special Needs (PK-2)
- ❖ RE-600: Massachusetts Sheltered English Immersion Teacher Endorsement Course
- ❖ RE-601: Massachusetts Sheltered English Immersion Administrator Endorsement Course

FOR MORE INFORMATION

Visit the MATSOL PD table or www.matsol.org/courses

Conference Professional Development Points (PDPs)

As a service to our members, MATSOL offers a 15 PDP option for MATSOL 2018 Conference participants.

To apply for PDPs, you must attend at least two full days of the conference
(Pre-Conference Institute + 1 Conference day *or* 2 Conference days)
AND complete an implementation project.

Completed projects must be uploaded to the MATSOL website by June 30, 2018.

The PDP projects will be reviewed and PDPs issued by August 15, 2018.

See www.matsol.org/2018-pdp-option for details.

Per Massachusetts Department of Elementary and Secondary Education guidelines, PDPs cannot be issued for conference attendance only. If you attend one day, you may be able to obtain PDPs through your school district. Please see Frequently Asked Questions: Professional Development Point (PDP) Eligibility at www.doe.mass.edu/pd/faq.html

2018 AWARDS



TEACHER OF THE YEAR

Recognizing excellence in the education of English Learners.

Nicoletta Filimon

International High School, Lawrence Public Schools

The MATSOL Teacher of the Year Award was established to recognize excellence in the education of English Learners. A teacher selected for the award has demonstrated: Successful teaching of English 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 ELs with leadership roles at the school, district, and/or state level on behalf of ELs; mentoring and supporting of new teachers to the field through both informal and formal induction programs; and strong relationships with the community and (for K-12) parents of ELs.

LINDA SCHULMAN INNOVATION AWARD

The Linda Schulman Innovation Awards program supports projects that promote English language learning and embody the spirit of creativity, sensitivity, and community. Grants of \$500 to \$1,000 are awarded to fund pedagogical projects to benefit English Language Learners by improving their language skills or increasing their understanding of American culture.

Hannah Dingman

Stratton Elementary School, Arlington
"STEM Technology to Engage and Grow Language Skills in ELL Students"

Christina Rish

McAuliffe Charter School, Framingham
"Sophisticated Word Study"

Lindsey Mayer

Lawrence High School, Lawrence
"I Learn Lawrence: A Collection of Student Stories"

Christi Cartwright

Lawrence International High School, Lawrence
"Innovation for ELs"

Heidi Upton

Greenhalge Elementary School, Lowell
"Learning Language with Laptops"

Kristen Eschmann

Stoklosa Middle School, Lowell
"English is Everywhere"

Leah Palmer

Martha's Vineyard Public Schools
"Teaching Social Justice through Complementary English Language Development and Sheltered Mathematics Content Curriculum Units"

Anna Burt

Brookside Elementary School, Milford
"Listening Lab for English Learners: Language Learning through Comprehensible Input and Structured Talk"

Megan Gabellieri

Woodland Elementary School, Milford
"View-Master Virtual Reality for Building EL Schema"

Andrea Tobio and Maria Russo

Northeast Elementary School, Waltham
"Northeast ELL Writing with Technology Project"

Maria Morong

Woodland and Field Schools, Weston
"Developing Academic Conversation and Writing Skills Through a Mock Caldecott"

Linda Schulman

served on the MATSOL Board of Directors and was President of MATSOL from 1997-1998



Linda Schulman Innovation Grant Showcase

*Poster session by grant recipients from previous years
Thursday, May 31, 1:45-3:15 PM, Lower Level Hallway*

2018 AWARDS

ANNE DOW AWARD FOR EXCELLENCE AND CREATIVITY

**Eli Driscoll, Glenda Cohen
& Maria Lourdes Santos**

Framingham Public Schools

*For leadership in empowering English Learner student
and/or parent voices in education policy and decision-making.*

The Anne Dow Award for Excellence and Creativity is given annually to a professional who has made outstanding efforts that reflect enthusiasm and creative, energetic, independent thinking.

This professional displays the ability to take risks, solve problems, support colleagues, and model ethical behavior. Specific criteria vary from year to year, celebrating the many facets of Anne's career and interests.



Anne Rindlaub Dow was best known as the director of ESL programs at Harvard for over 20 years, and she made a difference in the lives of many who knew her in the Boston area and throughout the world.



Visit the MATSOL Awards pages: www.matsol.org/awards

The annual Call for Nominations opens in the fall.

Celebrate with MATSOL!

Honor MATSOL Award Recipients

Celebrate the LOOK Act & Seal of Biliteracy

All members welcome!

~ Music ~ Pasta Station ~ Cash Bar ~

Thursday, May 31

5:30 - 9:00 PM

Grand South Ballroom

Reception generously co-sponsored by

National Geographic Learning and Educational Solutions, Inc.

Velazquez Press

Schedule Overview: Wednesday, Thursday & Friday

7:30 AM	Conference Check-in	Promenade
All day	Exhibitor Displays	Commons I & II Upper & Lower Hallways
8:30 AM	Session 1	Breakout Rooms
9:30 AM	Session 2	Breakout Rooms
10:30 AM	Session 3	Breakout Rooms
11:30 PM	Lunch	Ballroom
12:30 PM	Keynote Address	Ballroom
1:45 PM	Networking Sessions & Exhibitor Visits	Breakout Rooms
	Poster Sessions (Wednesday & Thursday)	Lower Level Hallways
2:30 PM	Session 4	Breakout Rooms
3:30 PM	Session 5	Breakout Rooms
	Wednesday: Session Schedule & Abstracts	See page 14
	Thursday: Session Schedule & Abstracts	See page 20
	Friday: Session Schedule & Abstracts	See page 26

Special Events

Wednesday 4:30 PM	MATSOL Annual Meeting & Member Reception	Ashland
Thursday 4:30 PM	State of the State Address, Paul Aguiar	Ballroom
Thursday 5:30 PM	MATSOL Celebration & Awards Ceremony	Ballroom

UNDER THE SAME MOON: JEWELRY FOR ALOTENANGO

Since 2010, MATSOL has been proud to join Jane and Martin Brauer of Educational Solutions in sponsoring a jewelry sale at the MATSOL Conference to support the education of children in Alotenango, Guatemala. The jewelry is handmade by local artisans in Guatemala, and the proceeds are used to support the running costs for the primary grades at the school, as well as to address emergency needs that periodically arise. Under the Same Moon is the 501c3, an entirely volunteer-run non-profit, which organizes this and other fund-raising activities, as well as arranging visits for professional development and medical support.

www.underthesamemoon.org



Exhibitors

MATSOL wishes to extend our gratitude to the following exhibitors for their participation in the conference.

Please visit the exhibits in Commons I & II and in the upper and lower level hallways.

Alphabet Publishing
 Alta English Publishers
 American Reading Company
 B. Lothrop Books,
 Okapi Educational Publishing
 Ballard & Tighe
 Benchmark Education
 Cambridge College
 Cambridge University Press
 Center for the Collaborative
 Classroom
 Compass Publishing
 Continental Press;
 English Discoveries Online
 Data Recognition Corporation
 Ellevation
 Imagine Learning
 Intercambio Uniting Communities

Educational Solutions
(Jane and Martin Brauer)
representing:
 National Geographic Learning
 Discussions4Learning
 Listenwise with NPR
 Attanasio & Associates
 Open Book Software
 SummitK12 (formerly Millmark)
 Education Associates



Lasell College
 Lesley University
 MAPA Translations, Inc. &
 Studio 3 English
 McGraw Hill Education
 National Geographic Learning /
 Cengage Learning
 Pearson
 PTE Academic
 Purple Umbrella Jewelry
 Really Good Stuff
 Scholastic Education
 Tanzania School Foundation
 TEOtutor.com
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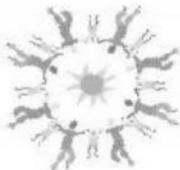
MATSOL extends a special thank you to our sponsors for their generous support.

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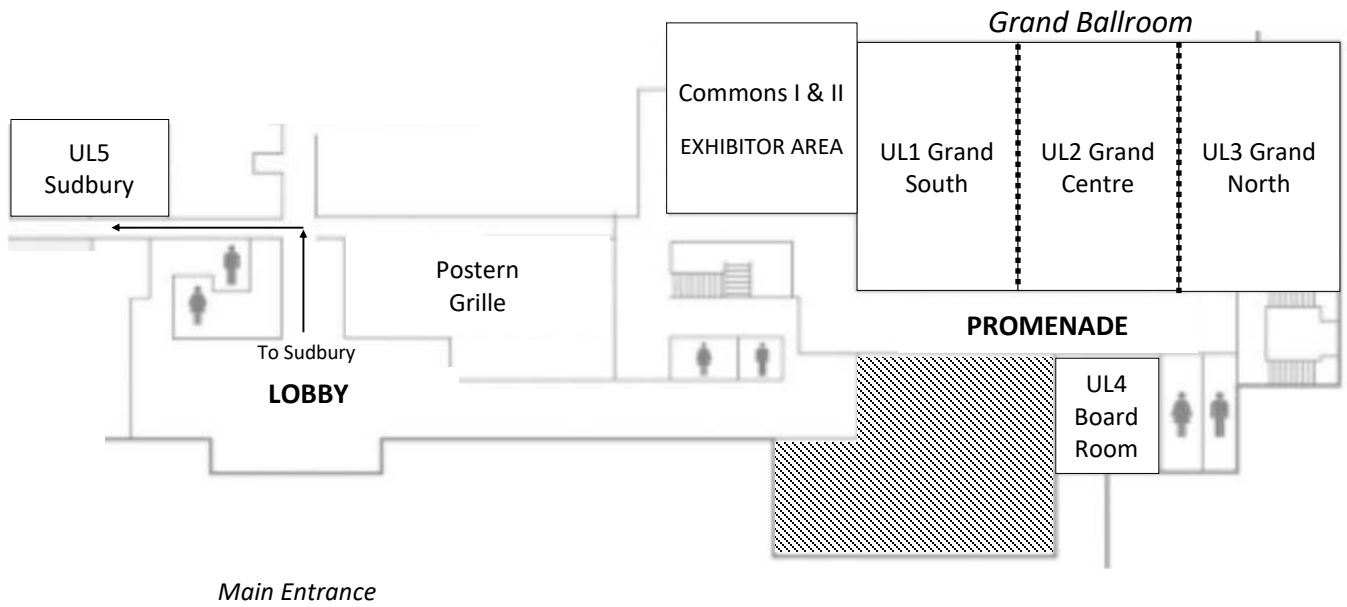
Educational
 Solutions, Inc.



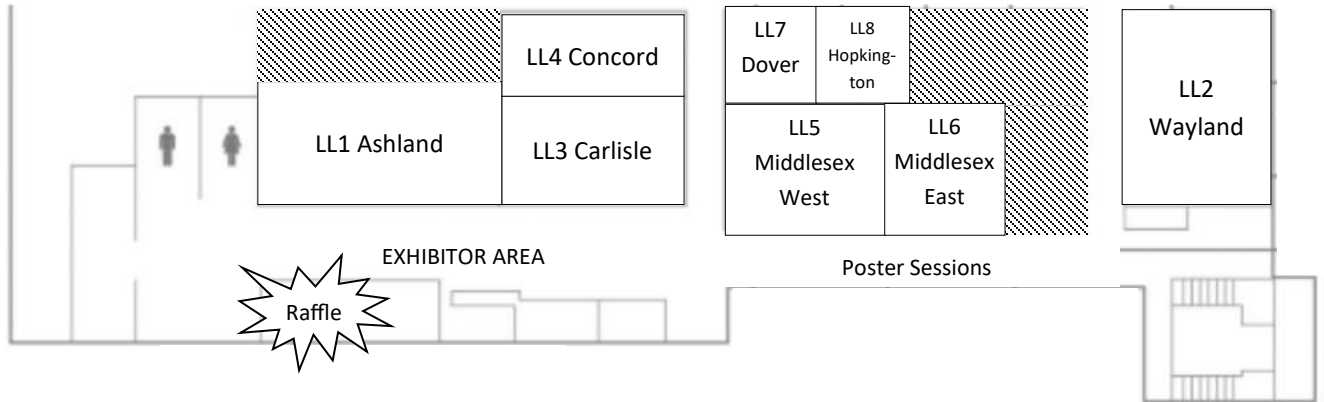
CONFERENCE MAP

Sheraton Framingham Hotel & Conference Center

Upper Level



Lower Level



8:30 AM

8:30 AM

Building Home, School and Community Partnerships for EL Student Success

Wed May 30 2018, 8:30am–9:15am, UL3: Ballroom North
This informational presentation will introduce various engagement opportunities that the Boston Public Schools Office of English Learners offers for English Learner families, and provide participants with strategies they have found to be effective in engaging EL parents as active participants in their child’s education.

Family, Community & Culture / All audiences
Melody Feng, Boston Public Schools; Josefina Peralta, Boston Public Schools; Phuongdai Nguyen, Boston Public Schools; Ahmed Noor, Boston Public Schools

Building an ESL Map and Curriculum by Planning for Flexibility

Wed May 30 2018, 8:30am–9:15am, UL2: Ballroom Centre
The Massachusetts Model Curriculum Units (MCUs) provide a reference point for creating purposeful, language-focused lessons. How can districts build on these resources to map a year of instruction which addresses all content areas and allows for vertical and horizontal alignment? This session provides ideas and tools to support curriculum writing.

Standards Implementation / PK-12
Boni-esther Enquist, MATSOL PD Team; Monica Filgo, New Bedford Public Schools; Brittany Jenney, New Bedford Public Schools

Closing the Content/Language Gap for English Learners

Wed May 30 2018, 8:30am–9:15am, UL1: Ballroom South
Participants will investigate strategies to develop comprehension and vocabulary at all proficiency levels by integrating language learning with key content area concepts. Students face pressure to acquire English fluency at a rapid pace and to gain proficiency in content-area learning. Ways to scaffold comprehension using standards-based topics will be examined.

Reading, Writing & Literacy / PK-12 / Middle School (6-8)
Barbara Andrews, Senior National Literacy Consultant

Cognitively Demanding Bilingual and Biliteracy Development in Action

Wed May 30 2018, 8:30am–9:15am, LL5: Middlesex West
Ever wonder how learning in two languages can promote student academic achievement and enhance language proficiency in both? Through unit and lesson design, instructional strategies, and student work samples, we invite you to explore native language integration in Spanish-English two-way immersion learning demonstrated by the Dual Language Programs at BPS.

Reading, Writing & Literacy / PK-12
Vivian Tam, Boston Public Schools; Garisbel Santamaría McDonough, Boston Public Schools

Getting Started with Advocacy

Wed May 30 2018, 8:30am–9:15am, LL3: Carlisle
Is ESL a small but growing program in your district? Are you wondering how to raise awareness about ELs in your school? We will share how, in the role of ESL teacher, we have advocated for

changes to support ELs and strengthened relationships with colleagues at the same time.

Policy and Advocacy / PK-12
Dr. Melissa Latham Keh, Ed.D., Bridgewater State University; Katherine Lobo, Newton South High School/Brandeis University; Jennifer Noorjarian, Milford Public Schools

EXHIBITOR SESSION: Improving FLNE Drop Out Rates in Massachusetts Through a More Accurate and Granular Scale

Wed May 30 2018, 8:30am–9:15am, UL4: Boardroom
More than 30% of First Language Not English (FLNE) students drop out before graduation. Improving language skills faster is key to improving the overall success rates. The Global Scale of English is the first global scale to help teachers understand, motivate, and improve the outcomes of FLNE students.

Standards Implementation / All audiences
Puck Fernsten, Pearson English

Literacy Activities for Early Childhood Newcomers

Wed May 30 2018, 8:30am–9:15am, UL5: Sudbury
This session will provide early childhood teachers with concrete teaching strategies for early literacy skills. These techniques are best suited for Level 1 and 2 learners. Teachers will get to view hands-on activities (talking box, poem folder...) created to boost oral language and build confidence in the classroom.

Reading, Writing & Literacy / Early Childhood
Paula J Mullahoo, Milford Public Schools

INVITED SPEAKER: Massachusetts Framework Aligned Numeracy Assessments for SLIFE Placement and Support

Wed May 30 2018, 8:30am–9:15am, LL1: Ashland
Drive the interactive MA Progression Chart tool aligned to the 2017 MA math framework to answer: What numeracy skills should be assessed for SLIFE at different grades? Are my district’s SLIFE numeracy assessments aligned to grade level standards? See an assessment that works in the absence of a common language.

Specific Populations / PK-12
Meto Raha, Sara Nino & David Valade, Department of Elementary and Secondary Education

Promoting Engagement and Self-Sufficiency for English Language Learners with Technology

Wed May 30 2018, 8:30am–10:00am (90 minutes), LL2: Wayland
How can we prepare our ELL students for the 1:1 classroom and the digital world? This session will give tips and strategies to leverage technology, apps, and the internet to help our students better understand their classes and the world around them.

Media and Technology / All audiences
Stacey Roozeboom, MA Literature, Waltham Public Schools

8:30 AM

Supporting Collaborative SEI Teaching with PD on Functional Language Analysis

Wed May 30 2018, 8:30am–9:15am, LL4: Concord
This informational presentation for school leaders and SEI teachers shares a professional development framework to maximize collaboration between ESL and SCI teachers. This PD framework fosters SEI teacher collaboration through developing a common metalanguage borrowed from functional language analysis (FLA), common use of the close reading and language analysis techniques.

Professional Development/Teacher Education / PK-12
John Levasseur, Springfield Public Schools; Julius Walker, Springfield Public Schools; Jean Marvel, Springfield Public Schools

The Academic Poster as a Language Learning Tool

Wed May 30 2018, 8:30am–9:15am, LL6: Middlesex East
Two university bridge program instructors discuss how they have adapted the traditional academic poster session to meet the linguistic and academic preparation goals of their respective courses. The discussion focuses on expanding the traditional uses of poster session to an environment where students are participants and evaluators.

Listening, Speaking & Pronunciation / College & University ESL / Private Language Institute
Lucy Bunning, Ph.D., Northeastern University; Karl Reynolds, Ph.D., Northeastern University

9:30 AM

Activity Guides: Facilitating Structured Independence from the Teacher

Wed May 30 2018, 9:30am–11:00am (90 minutes), LL3: Carlisle
The establishment of a student-centered classroom where ELs work collaboratively at their own pace begins with the activity guide, the “pedagogy on a page” that frees the teacher to offer targeted guidance to the neediest students. Take the first steps towards learning activity guide design in this interactive workshop.

Promising Practices in Instruction / All audiences / High School
Daria Witt, ElevatED Learning Services

EXHIBITOR SESSION: Assessing English Language Proficiency (& Academic Language) to Meet ESSA Goals

Wed May 30 2018, 9:30am–10:15am, LL6: Middlesex East
Learn how to use LAS Links to assess English language proficiency and academic language of your ELs (PreK-12). Explore how states/districts measure listening, speaking, reading, and writing skills as well as content strands. Empower educators with powerful data to inform instruction and help districts reach ESSA goals. Also recommended for Seal of Biliteracy (English-Spanish)!

Promising Practices in Instruction / PK-12
Melanie Fox, Data Recognition Corporation (DRC | CTB)

9:30 AM

Critical Thinking with ELLs in the Common Core Classroom

Wed May 30 2018, 9:30am–10:15am, LL4: Concord
Feeling pressure to teach those ever-important critical thinking skills? Unsure how that even looks when working with so many English proficiency levels? This session will explore several easy instructional tweaks to incorporate critical thinking into the classroom.

Promising Practices in Instruction / PK-12
Tyler Ramey, ESL Teacher Fall River Public Schools

English-Spanish Cognate Academic Vocabulary: A Window to Language Learning

Wed May 30 2018, 9:30am–10:15am, UL4: Boardroom
This presentation demonstrates how teaching academic English-Spanish cognate vocabulary to Latino English language learners helps them develop bilingual and bi-literacy skills and enhance academic achievement across the curriculum. Through cognates, students transfer and transform first language knowledge stored in their memories to the learning of English. Classroom activities are provided.

Academic Language in the Content Areas / All audiences
Johanna Esquivel, Ph.D., University of Texas, Rio Grande Valley at Edinburg, USA; Haydee M. Esquivel, M.A., Lawrence Public School, MA

INVITED SPEAKER: Impact of the LOOK Act on EL Policies

Wed May 30 2018, 9:30am–10:15am, UL1: Ballroom South
The Language Opportunities for Our Kids (LOOK) Act was signed by Governor Baker on November 22, 2017. With this new law there are implications for both the DESE and for districts. This presentation aims to summarize those implications from DESE's perspective.

Policy and Advocacy / All audiences
Sibel Hughes, Massachusetts Department of Elementary and Secondary Education

Improving Outcomes for Students Living in Poverty

Wed May 30 2018, 9:30am–11:00am (90 minutes), UL3: Ballroom North
Approximately 20% of children under 18 living in poverty in MA are ELs. Participants will understand key concepts related to the education of students living in poverty, including the effects of chronic poverty that compel an urgency to intervene. Research-based strategies for school and classroom intervention will be provided.

Specific Populations / PK-12 / All audiences
Albert E Mussad, Collaborative for Educational Services

Speaking Up! Supporting ESL Students in the Mainstream Classroom

Wed May 30 2018, 9:30am–10:15am, LL1: Ashland
Instructors are often concerned when students are quiet - especially during activities and class discussions. This session will present insights from students, discuss cultural challenges and expectations, and also provide practical strategies to increase

9:30 AM

participation, improve the classroom atmosphere, and support ESL students by decreasing their anxiety about speaking in class. *Promising Practices in Instruction / College & University ESL / All audiences*

Dr. Yu-Ching Annie Ou, PhD, Lasell College

INVITED SPEAKER: Take the DARE! Key Uses for Curriculum and Lesson Planning

Wed May 30 2018, 9:30am–10:15am, UL2: Ballroom Centre
Purposes for language use drive curriculum and instruction for English language learners. Looking from an assets-based perspective, we examine classroom routines across content areas through four key uses of academic language to gain insight into how language development unfolds in conjunction with content learning. Video clips illustrate teachers' curriculum enactment.

Promising Practices in Instruction / PK-12

Fernanda Kray, Massachusetts Department of Elementary and Secondary Education; Margo Gottlieb, WIDA @ the Wisconsin Center for Education Research, University of Wisconsin

Targeting Language Learners in Small Group Instruction

Wed May 30 2018, 9:30am–10:15am, UL5: Sudbury

This session will target ways to develop academic content vocabulary, increase comprehension, and accelerate learning while addressing the needs of students at a variety of language levels and reading levels. Emphasis will focus on empowering students to become confident readers and writers as they achieve success in grade level standards.

Reading, Writing & Literacy / Elementary School (PK-5) / PK-12

Barbara R Andrews, Senior National Literacy Consultant

Understanding Factors Affecting Development of Science Identity in English Language Learners in the Context of Designing Expansive and Generative Learning Environments

Wed May 30 2018, 9:30am–10:15am, LL5: Middlesex West

This session will be introducing an ongoing longitudinal study, focusing on the importance of science inquiry and project-based learning for academic language and identity development of middle school English language learners (ELLs). Adopting social positioning theory, we try to explore the affordance and limitations of the learning environment (including curriculum) in which ELL will be repositioned as cognitively resourceful rather than language-deficient, and then examine how the repositioning would foster their academic language learning and science identity development.

Academic Language in the Content Areas / Middle School / PK-12

Dr. Shakhnoza Kayumova, University of Massachusetts Dartmouth; Kaput Center for Research & Innovation in STEM Education; Jane Chunjing Ji, University of Massachusetts, Dartmouth; Kimberly Welty, NSF Research Associate

10:30 AM

An Ethnographic Approach to Understanding Latinx Family Engagement

Wed May 30 2018, 10:30am–11:15am, LL6: Middlesex East
Schools need to validate and accommodate marginalized families and their children. In the process, schools need to also shift their understanding and interactions with immigrant families, and go beyond a deficit mindset. One such approach is for educators to design workshops where families learn how to navigate the school system.

Family, Community & Culture / All audiences

Dr Mary Jo Rendón, Ed.D., Waltham Public Schools

Arts, Literacies, & Languages: Culturally Responsive Literacies with Emergent Bilingual Children

Wed May 30 2018, 10:30am–11:15am, LL1: Ashland

This practice-oriented presentation focuses on how a culturally responsive arts-infused curriculum is being used in public elementary school classrooms with 3rd, 4th and 5th grade ELLs to improve English Language Development, as well as to build culturally responsive skills among students. Lesson plans will be modeled with and for participants.

Family, Community & Culture / Elementary School (PK-5) / Teacher Education Program

Amanda Claudia Wager, PhD, Lesley University; Camille Marie Garcia, MA, Boston Public Schools

Connecting Literacy Teaching to Identity Recognition: Class Projects that Empower a Diverse Body of English Language Learners

Wed May 30 2018, 10:30am–11:15am, LL2: Wayland

ELLs need to see themselves in what they are reading and writing. This session provides inspirational ideas of designing literacy projects supporting individual learners' recognition and expression of their own identities. Concrete students cases and class projects will be presented and discussed. You leave with practical classroom activities.

Reading, Writing & Literacy / High School (9-12) / Middle School (6-8)

Fang Jia, Boston College, Lynch School of Education and HD College Quest; Helen Du, Director of international students (admission/counseling) at Brimmer and May School; Founder of HD College Quest

Elements of a SLIFE Program

Wed May 30 2018, 10:30am–11:15am, UL5: Sudbury

This session will introduce participants to an evolving SLIFE program at the Fuller Middle School in Framingham, MA. The components will include program structure, team collaboration, intake procedures and effective instructional practices. The presentation will give districts a view of an evolving SLIFE program.

Specific Populations / PK-12 / Middle School (6-8)

Dr. Samaria C. Hashem, Doctorate, Framingham Public Schools; Antonio Marin, Master's, Framingham Public

10:30 AM

Mentoring Newcomers: Reducing Culture Shock Through Mentoring and Family Engagement.

Wed May 30 2018, 10:30am–11:15am, UL4: Boardroom
Looking to enhance your newcomer program? Learn how one school matches staff and student peer leaders with newcomers to ease their adjustment. The program also provides outreach to families. The ELL teachers and family members will share their experiences with this successful program!
Specific Populations / PK-12 / Elementary School (PK-5)
Catherine Glennon Murphy, Fiske Elementary School; Carolyn Hine, Lexington Public Schools; Shikma Kinsbruner, newcomer parent; Christy Yu, Fiske Elementary School PTO

Practical Applications for Teaching Academic Writing to ESL/ELL Students: A Teacher vs. Student Perspective

Wed May 30 2018, 10:30am–11:15am, LL7: Dover
Writing academically is a necessary skill required to survive the rigors of university in America. Preparing ESL/ELL students requires teachers to bridge the gap between culture and language. However, there is a continuous disconnect between what we teach versus how they perceive it, often leaving students confused and frustrated.
Promising Practices in Instruction / Private Language Institute / College & University ESL
Judithann Walz, Massachusetts International Academy

The Impact of English-Only Instruction on the English Language Proficiency of ELs

Wed May 30 2018, 10:30am–11:15am, LL5: Middlesex West
The researcher discusses the research outcomes for a study that explored the Impact of the RETELL initiative on the English Language Acquisition of ELs in Massachusetts as measured by the ACCESS test. Is the RETELL initiative actually responding to the needs of EL students that we are attempting to help?
Policy and Advocacy / PK-12 / Teacher Education Program
Yeukai Imeh, Ph.D, Simmons College

Utilizing Technology to Create Authentic Speaking & Listening Assessments

Wed May 30 2018, 10:30am–11:15am, LL4: Concord
Participants will become familiar with Lingt, an online program developed to give language teachers the ability to create authentic language assignments and assessments. This presentation will walk participants through the rationale for integrating online speaking and listening assessments in the classroom and will provide step-by-step guidance in assessment creation.
Listening, Speaking & Pronunciation / All audiences / High School
Courtney Aseltine, MA TESOL, Lawrence High School

Lunch & Keynote 11:30 AM—1:30 PM

Networking Sessions 1:45—2:15 PM

Poster Sessions 1:45—3:15 PM

2:30 PM

Accessing Grade-Level Content in Science for Entering Level ELLs

Wed May 30 2018, 2:30pm–4:00pm (90 minutes), UL2: Ballroom Centre
This session will present an instructional framework to increase the accessibility of grade-level, rigorous science curriculum for entering level ELLs. Maintaining the rigor level of instruction while supporting students in content-specific classes is essential for an inclusive and equitable learning community.
Academic Language in the Content Areas / High School / All audiences
Tala El-fahmawi, Lawrence High School, ENLACE Academy; Haydee Esquivel, Lawrence Public School

Anything but “Tom’s Diner” – Tips and Tricks in (modern) ESL Song-based Activities

Wed May 30 2018, 2:30pm–4:00pm (90 minutes), LL1: Ashland
Experience several easily-implementable song-based activities in a high energy workshop! Participants will engage in various song-based tasks; they will guess, sing, compete and analyze. Scaffolding for task design will be integrated into the session and a resource pack with all materials and references will be made available to participants.
Promising Practices in Instruction / High School / College & University ESL
Chris Meoli, Teaching House Boston and Ethical Education

Building Student Discourse in STEM and ELA

Wed May 30 2018, 2:30pm–3:15pm, UL1: Ballroom South
Are you struggling to increase student talk? This session will provide a step-by-step process for integrating concrete strategies and practices (for both ELA and STEM) into whole-group discussions, and small-group collaborations. The emphasis will be on creating a cooperative and respectful environment and providing access for all students.
Promising Practices in Instruction / Elementary School / PK-12
Vera Gor, Lawrence Public Schools; Ariel Shapiro, Harvard Graduate School of Education

Engaging Strategies to Teach Formal Academic Writing in Beginner ELs and SLIFE Classrooms

Wed May 30 2018, 2:30pm–3:15pm, UL3: Ballroom North
If academic discourse is difficult for ELs/SLIFE students, then academic writing poses an even higher challenge. This session aims to demonstrate strategies that enable SLIFE/ELs to engage in effective and competent written formal discourse. Specific attention will be given to developing higher order quality writing, synthesis skills, and building confidence.
Reading, Writing & Literacy / High School
Mary DeFelice, International High School Lawrence

2:30 PM

Forming Academic Identities of International Students in a Pathways Program

Wed May 30 2018, 2:30pm–3:15pm, LL6: Middlesex East
This presentation will demonstrate how a pathways course facilitates international students' integration in the American academic community. Course tasks are designed to raise learners' awareness of textual features used in graduate school genres. Students' academic and language learner identity become transformed as they conduct research and participate in Student Research conference.

Reading, Writing & Literacy / College/University ESL / College/University ESL

Natalya Watson, Northeastern University; Dr. Veronika Maliborska, Northeastern University; Dr. Melissa Parenti, Northeastern University and Boston College

INVITED SPEAKER: My Muslim Student

Wed May 30 2018, 2:30pm–3:15pm, LL4: Concord
My Muslim Student explores the realities of working with Muslim students by contextualizing our politically charged environment and centering identity-based learning of the Muslim community. The training will provide a safe space to ask questions about Islam, Muslims, specific scenarios you may encounter in your work as an educator.

Family, Community & Culture / All audiences

Sumaiya Zama, CAIR Massachusetts

FEATURED SESSION: RETELL and SEI Endorsement: Where Do We Go From Here

Wed May 30 2018, 2:30pm–4:00pm, UL5: Sudbury
Panelists from teacher preparation programs, PK-12 Districts, and the Massachusetts Department of Elementary and Secondary Education share practices and insights as well as concerns about continuing to build the capacity of all teachers to teach English Learners. Time will be reserved to allow attendees to share practices, insights, and concerns.

Professional Development/Teacher Education / All audiences
Michaela Colombo, Ed.D., UMass Lowell; Christine M. Leider, Ph.D., Boston University; Fernanda Kray, Massachusetts Department of Elementary and Secondary Education; Dr. Johanna Tigert, UMass Lowell, Laurie Hartwick, M.Ed., EL Facilitator, Lawrence Public Schools, Heidi Perez, M.Ed., ELL Director, Malden Public Schools

INVITED SPEAKER: Seal of Biliteracy: Guidelines for Implementation in Massachusetts

Wed May 30 2018, 2:30pm–3:15pm, LL5: Middlesex West
On November 22, 2017 Massachusetts Governor signed the "LOOK" bill with the Seal of Biliteracy which recognizes graduates who speak, read, and write proficiently in another language in addition to English with a seal on their high school diploma. In addition to the Seal of Biliteracy that marks attainment of high level mastery or two or more languages, schools and districts may also institute Bilingual Pathway Awards, recognizing significant steps towards developing biliteracy along a student's trajectory from preschool into high school. In this session

2:30 PM

participants will be introduced to the MA Seal of Biliteracy Guidelines. There will be many tools and resources available.

Standards Implementation / All audiences

Zhaneta Liti, DESE- Office of English Language Acquisition and Academic Achievement

Use and Documentation of SEI Strategies in High School Classrooms

Wed May 30 2018, 2:30pm–3:15pm, LL3: Carlisle
Using ACCESS 2.0 scores and WIDA Can Do Descriptors, this session will help you select appropriate SEI strategies to create comprehensible lessons for English language learners. It will also provide you with a way to document these strategies to meet the DESE Teacher Rubric Standard II: Teaching All Students.

Standards Implementation / High School

Sheila M. Fabiano, BS, MBA, High School Learning Center, Lawrence Public Schools

Using Data Inquiry Cycles to Drive Student Language Growth

Wed May 30 2018, 2:30pm–3:15pm, LL2: Wayland
This case study of a newcomer academy in Lawrence presents a process that utilizes formative assessment results and data inquiry cycles to improve teaching and learning, and strategically promote language development. Throughout the process, teachers collaborate to analyze data, prioritize student needs, and develop concrete strategies to address those needs.

Standards Implementation / High School / PK-12

Lindsey Mayer, Lawrence High School, ENLACE Academy; Allison Balter, Lawrence High School, ENLACE Academy

EXHIBITOR SESSION: Using Illustrations to Develop Elementary English Learners' Writing Skills

Wed May 30 2018, 2:30pm–3:15pm, UL4: Boardroom
Presenters will demonstrate routines for supporting elementary-aged English learners at the beginning proficiency level as they begin to develop their writing skills. Attendees will participate in a demonstration and discuss adapting the activities for different proficiency levels. They will receive sample materials to use in their classrooms.

Reading, Writing & Literacy / Elementary School / PK-12

Robin Stevens, Ballard & Tighe, Publishers

3:30 PM

Can I? Did I? Using Academic Language in Science

Wed May 30 2018, 3:30pm-4:15pm, UL3: Ballroom North
This presentation will share classroom examples of elementary and middle school students engaging in scientific discourse, while using the Science and Engineering Practice: *Can I...Did I...* statements developed by the BPS Science Department and teachers. Participants will receive a set of the K-12 *Can I...Did I...* statements to take back to their classrooms.

Academic Language in the Content Areas / Elementary School (PK-5) / Middle School (6-8)

Holly Rosa, Boston Public Schools; Kathy Wright, Boston Public Schools - Murphy School; Luis Arroyo, Boston Public Schools - Nathan Hale School; Haven Daniels, Boston Public Schools - Perkins Elementary School

Formulating Language Objectives in SEI Courses: A Document Analysis

Wed May 30 2018, 3:30pm-4:15pm, UL1: Ballroom South
Research findings demonstrate that K-12 teachers have challenges creating effective language objectives and emphasizing specific language demands of lessons (Baecher, Farnsworth & Ediger, 2014). Presenters will discuss their document analysis research, examining language objectives in lesson plans created by graduate students in SEI courses. Recommendations for improving language objectives will be shared.

Academic Language in the Content Areas / PK-12
Emily Dolan Spitzman, Ph.D., Bridgewater State University;
Alexandra Dema, Ph.D., Bridgewater State University

Letters of the Diaspora: A Literary Workshop of Transnational Latina Identities

Wed May 30 2018, 3:30pm-4:15pm, LL3: Carlisle
In this presentation I will show the process and results of 6 months of a Latin American Literature Workshop for Latina Teenagers. The audience will embark on a journey that redefines what it is to be a Latina in 2017 and how Latinas are reading female authors in Spanish.

Reading, Writing & Literacy / All audiences
Susana M Lyons Barrios, M.Ed, Independent

Project Based Learning and Group Work: Challenges ESL Students Face

Wed May 30 2018, 3:30pm-4:15pm, LL4: Concord
During project-based learning and group activities, ESL students often struggle to voice their thoughts within a group of American students. This session will present insights from both ESL and American students and provide strategies on how to improve group dynamics, encourage effective collaboration, and enhance our students' experiences.

Promising Practices in Instruction / College & University ESL / All audiences
Dr. Yu-Ching Annie Ou, PhD, Lasell College

3:30 PM

The Effect of First Language on Second Language Acquisition

Wed May 30 2018, 3:30pm-4:15pm, LL2: Wayland
One's pace or mastery of second language acquisition can depend on different circumstances, most important of which is the learner's literacy skills in his/her first language and the amount of exposure to literacy in the second language. This study will examine the relationships between one's native language and the second language.

Reading, Writing & Literacy / High School / Middle School
Sumeyra Gok, University of New Hampshire

4:30 PM

MATSOL Annual Meeting & Reception

Wed May 30 2018, 4:30pm-5:30pm, Ashland
Join the MATSOL Board of Directors for an update on MATSOL's activities and the election of new board members. Refreshments will be served!



8:30 AM

Analyzing the Language Demand of Classroom Assessments

Thu May 31 2018, 8:30am-9:15am, LL1: Ashland
A teacher educator and three teacher candidates will explain and discuss a method for analyzing the language demand of classroom assessments.

Professional Development/Teacher Education / Teacher Education Programs / PK-12

Dr Stephanie Garrone-Shufran, Merrimack College; Molly Malinowski, Merrimack College; Michaela Lonati, Merrimack College; Annah Coddington, Merrimack College

Co-Teaching in SEI Classrooms

Thu May 31 2018, 8:30am-9:15am, UL1: Ballroom South
Learn how a cross-section of SEI classrooms in Massachusetts embraces its increasing ELL population by helping content and ESL teachers partner for student success.

Promising Practices in Instruction / PK-12

Sarah Ottow, Confianza LLC; Angela Sangeorge, Confianza: Educating for ELL Equity; Irene Logan, Confianza: Educating for ELL Equity

INVITED SPEAKER: English Learners With Disabilities

Thu May 31 2018, 8:30am-9:15am, UL2: Ballroom Centre
This session will provide participants with an overview of federal and state laws related to English learners with disabilities.

Specific Populations / PK-12

Sara Nino, Massachusetts Department of Elementary and Secondary Education

Flipping Academic Reading and Writing Instruction

Thu May 31 2018, 8:30am-9:15am, LL6: Middlesex East
Flipped learning continues to attract significant attention. In this presentation, I will define flipped learning, briefly discuss its evolution in the field of TESOL, and describe how instructors can begin flipping their academic reading and writing classes right away.

Promising Practices in Instruction / College & University ESL

Ilka Kostka, Northeastern University

Let's Take a Crosswalk of Six Principles of Effective Pedagogy and Standards of Mathematical Practices

Thu May 31 2018, 8:30am-10:00am (90 minutes), LL5: Middlesex West

Integrating the Six Principles of Effective Pedagogy with the Eight Standards of Mathematical Practice is something we can all do to improve students' achievement in mathematics and across other content areas.

8:30 AM

through unpacking.
Standards Implementation / PK-12
Magaly Rodriguez Ronan, Greenhalge Elementary School Lowell Public School

INVITED SPEAKER: Looking at Assessment Through the Lens of Multilingual Learners

Thu May 31 2018, 8:30am-9:15am, UL3: Ballroom North
For multilingual learners to have choice and voice in assessment, they must have agency along with opportunities to be actively engaged in learning.

Promising Practices in Instruction / PK-12

Margo Gottlieb, WIDA @ the Wisconsin Center for Education Research, University of Wisconsin

Peer Mentorships and Student Created Curriculum

Thu May 31 2018, 8:30am-9:15am, LL2: Wayland
High level ELL students at Revere High School requested independent studies with a lead teacher during their senior year.

Family, Community & Culture / High School / Adult or Workplace Education

Asha Chana, Revere High School

EXHIBITOR SESSION: Pronunciation Strategies, Tools and Techniques for Adult English Language Learners

Thu May 31 2018, 8:30am-10:00am, UL4: Boardroom
This highly interactive session presents, discusses and demonstrates the most successful strategies, tools, and techniques for teaching pronunciation to adult English language learners.

Listening, Speaking & Pronunciation / Adult or Workplace Education / All audiences

Marcie Smith, Intercambio Uniting Communities

SLIFE Programming in the Era of the Common Core Standards

Thu May 31 2018, 8:30am-9:15am, LL3: Carlisle
Designing an effective program for Students with Limited or Interrupted Formal Education (SLIFE) can be an enormous undertaking for many administrators, especially in the era of the Common Core Standards.

Specific Populations / High School / PK-12

Nicoleta Filimon, International High School, Lawrence Public Schools; Geraldo Acosta, International High School, Lawrence Public Schools

8:30 AM

Teach Complex Sentences in the Science Classroom

Thu May 31 2018, 8:30am–9:15am, UL5: Sudbury
Complex sentences are essential for reading and writing about science. I present a quick summary of the frequency of complex sentences in the science MCAS and grade level science texts, and several planning and teaching strategies to help ELL students start working with complex sentences in the science classroom.
Academic Language in the Content Areas / High School / Middle School

Dr. Miguel Angel Hernando Cupido, Chelsea High School

Walking in the Footsteps of Asian Students and Their Families

Thu May 31 2018, 8:30am–9:15am, LL4: Concord
Gain an awareness of the educational and social contexts of your Chinese, Indian, Korean, and Japanese students. Learn how their cultural experiences and perspectives impact their learning, how to integrate these populations of students into your classroom, and to support them and their families in more culturally sensitive ways.

Family, Community & Culture / All audiences
Yuiko Shimazu, Lexington Public Schools; Deirdre Schadler, Lexington Public Schools
Marcie Smith, Intercambio Uniting Communities

9:30 AM

A Blended Learning Approach to Professional Development

Thu May 31 2018, 9:30am–10:15am, LL4: Concord
Professional development for educators is most effective when teachers apply what they learn in their classrooms. See how one professional development center's blended learning approach supports ESOL teachers as they move from face-to-face workshops, through online discussions and follow-up webinars, to the application of learning to their teaching practice.

Professional Development/Teacher Education / Teacher Education Program / Adult or Workplace Education
Dori McCormack, SABES Professional Development Center for ESOL, Kate Anderson, SABES Professional Development Center for ESOL

Addressing Over-identification of ELs as Having Disabilities

Thu May 31 2018, 9:30am–11:00am (90 minutes), UL3: Ballroom North
A discussion of the over-identification of English learners as having disabilities is explored and practical tools developed by teachers, for teachers are offered for addressing this in schools and with teacher teams.

Specific Populations / PK-12
Anna Lugo, Holyoke Public Schools; Michelle Longey, Holyoke Public Schools; Diana Yousfi, Holyoke Public Schools

9:30 AM

Drilling Down--Using Individual Literacy Assessments for Daily Planning

Thu May 31 2018, 9:30am–10:15am, UL5: Sudbury
In this practice-oriented workshop, teachers will learn how to use literacy assessments to make individual literacy plans that target instruction for English learners. They will also be provided with a sample district assessment system that uses aggregate data to make decisions about the literacy issues confronting local districts.

Reading, Writing & Literacy / All audiences
Pamela Reed Shufro, ELL Co-chairperson, Massachusetts Reading Association; Jamee Callahan, Medfield Public Schools

Elementary Speaking Assessments through Project-Based Learning

Thu May 31 2018, 9:30am–10:15am, LL1: Ashland
With the increased emphasis on oral language and academic discourse, ELLs need meaningful opportunities to practice speaking with real connections to the deep learning they are doing. In this session, presenters and students will share a thematic approach to teaching ELD that incorporates authentic speaking assessments through projects.

Listening, Speaking & Pronunciation / Elementary School
Rebecca Westlake, Salem Public Schools; Marta Garcia, Salem Public Schools; Rachel Miller, Salem Public Schools

Engaging EL Students and Families through Culturally and Linguistically Sustaining Practices

Thu May 31 2018, 9:30am–11:00am (90 minutes), LL2: Wayland
This interactive workshop is designed to introduce participants number of Culturally and Linguistically Sustainable Practices that the Boston Public Schools has been engaging in with EL families. Participants will be able to review cases together and share their finding with the whole group.

Family, Community & Culture / All audiences
Chi Nguyen, Boston Public Schools; Ahmed Noor, Boston Public Schools; Alberto Carrero, Boston Public Schools

INVITED SPEAKER: English Language Integrated Sports Programming: Accelerate Language Gains on the Field!

Thu May 31 2018, 9:30am–10:15am, LL3: Carlisle
Learn about NGO Soccer Without Borders' innovative and highly effective language-integrated soccer programming wherein the soccer field is transformed into an informal classroom where newcomer ELs practice speaking and listening, learn new vocabulary, and build their confidence around English use. This innovation is applicable to other sports, gym classes, and activities.

Promising Practices in Instruction / All audiences
Langan Courtney, Soccer Without Borders; Preston Hollis, Soccer Without Borders

9:30 AM

Exploring our Changing Planet with ELLs: Helping all ELLs become Active and Engaged Citizens with Effective Literacy Practices

Thu May 31 2018, 9:30am–10:15am, UL1: Ballroom South
Explore a model unit where ELL students in Boston engaged in scientific argumentation and share their innovative solutions to an authentic audience. Then, create your own action plan with the help of resources and exemplars.

Reading, Writing & Literacy / High School / High School; Caitlin MacLeod-Bluver's, Boston International High School, Boston Public Schools

New, Ready-to-Use ELL Curriculum Units at Your Fingertips!

Thu May 31 2018, 9:30am–10:15am, UL2: Ballroom Centre
Tired of "recreating the wheel" when planning curriculum? This session introduces a simple, free website for teachers to share Model Curriculum Units (MCUs) statewide. Panel members will demonstrate how to access and submit MCUs on the site. An overview of three teacher-created units for grades K-8 will also be presented.

*Standards Implementation / PK-12
Jessica Nguy, Arlington Public Schools; Carol Bennett Dessureau, Arlington Public Schools; Heather Smith, Arlington Public Schools*

Storying: Learners Writing Their Own Stories

Thu May 31 2018, 9:30am–10:15am, LL6: Middlesex East
Session's aim: Facilitating participants to create their own stories to polish oral and listening skills. Subsequently, participants in groups create stories for sharing. Presenter provides cues towards character, settings, story context that groups develop, giving them 'ownership'. At a critical point, presenter stops. Groups write their solutions/end of the story.

*Promising Practices in Instruction / All audiences
Zakia Sarwar, SPELT*

10:30 AM

Call Me (Maybe): The Potential of Mobile Phones to Facilitate English Language Learning in High School Students

Thu May 31 2018, 10:30am–11:15am, LL7: Dover
This session proposes that teachers embrace cell phones and harness their power to promote English language learning. Two speakers will review research on mobile-assisted language learning and its benefits and present the case study of a teacher who used a musical mobile app to work with EFL students.

*Media and Technology / High School / All audiences
Mary Beth Barilla, Simmons College*

Creating a Network of Adult Learners and ESOL Providers in Worcester, MA

Thu May 31 2018, 10:30am–11:15am, UL4: Boardroom
This session will share the history of Worcester's ESOL Network, a unique collaboration among adult ESOL providers and adult English learners. It will also share some of the Network's specific initiatives,

10:30 AM

including the establishment of an ESOL System Navigator and the development of a common language for class levels.

*Family, Community & Culture / Adult or Workplace Education
Sarah Bertrand, Worcester Community Connections Coalition*

Listening Skills Essentials: Effective Alternatives to Note-taking

Thu May 31 2018, 10:30am–11:15am, LL6: Middlesex East
New approaches to listening address two challenges: parsing connected speech; understanding the discourse functions of intonation. Textbooks bypass listening instruction, focusing instead on teaching note-taking. However, a necessary pre-requisite is ability to process aural input. Practical tips are offered for helping learners process input for message content and intended meaning.

*Listening, Speaking & Pronunciation / College & University ESL / All audiences
Dr. Marnie Reed, Boston University*

INVITED SPEAKER: OELAA Update: SEI Programmatic Guidance, Next Generation ESL MCUs, WIDA and more

Thu May 31 2018, 10:30am–11:15am, LL1: Ashland
Brief updates from the Massachusetts Office of English Learner Acquisition and Academic Achievement on the development of SEI Programmatic Guidance, new and continuing resources from the Next Generation ESL MCU Project, professional development opportunities, and news about the WIDA Standards Framework.

*Program Administration / PK-12
Fernanda Kray, Massachusetts Department of Elementary and Secondary Education*

Preparing Elementary ELL Students for Oral Reading Activities and Assessments

Thu May 31 2018, 10:30am–11:15am, LL3: Carlisle
Elementary public schools use formative and standardized reading assessments that require oral English skills that ELLs have not yet acquired. This session presents a matrix of oral and listening skills needed for typical elementary reading assessments aligned to WIDA Standards. Suggested oral activities to enhance reading skills will be presented.

*Reading, Writing & Literacy / Elementary School / PK-12
Laurie Zucker-Conde, Newton Public Schools*

Promoting Academic Engagement Through Competent Discourse in Beginner EL and SLIFE Classrooms

Thu May 31 2018, 10:30am–11:15am, UL5: Sudbury
Academic discourse does not come easily to most students, especially ELs and SLIFE students who struggle with language. This session aims to demonstrate effective strategies that enable SLIFE and beginner ELs to engage in competent discourse. Specific attention will be given to developing literacy skills and building confidence.

*Academic Language in the Content Areas / High School
Mary DeFelice, International High School Lawrence*

10:30 AM

Teacher Advocacy: What Is It and Why Is It Important for ESL Educators?

Thu May 31 2018, 10:30am–11:15am, LL4: Concord
During a time when political tensions run high, teachers have an imperative role in educating and raising a generation that liberates instead of perpetuating systemic oppression.

Professional Development/Teacher Education / High School
Esther Jeong, Lawrence High School

“Yes they can!”: A Discussion-based Approach for Building Academic Language and Critical Thinking Skills among First Grade ELLs

Thu May 31 2018, 10:30am–11:15am, LL5: Middlesex West
A quasi-experimental study investigating whether a discussion-based approach (DBA) would accelerate the academic language development of first grade Latino ELLs.

Reading, Writing & Literacy / Elementary School / PK-12
Dr. Claire White, Ed.D, Wheelock College

Lunch & Keynote 11:30 AM—1:30 PM

Networking Sessions 1:45—2:15 PM

Poster Sessions 1:45—3:15 PM

2:30 PM

Does Bradley Leave Samantha? A Soap Opera for ELL students

Thu May 31 2018, 2:30pm–3:15pm, UL4: Boardroom
Need exciting material that will make learners look forward to reading? Samantha is a romantic soap opera that is high interest, develops vocabulary, and stimulates discussion on moral, social, and cross-cultural issues.

Reading, Writing & Literacy / Adult or Workplace Education / Private Language Institute
Meryl Becker, MA, SCALE

Effective Parent Engagement Strategies with Diverse Communities

Thu May 31 2018, 2:30pm–4:00pm (90 minutes), UL3: Ballroom North

The Parent Institute for Quality Education (PIQE) will demonstrate how to engage families of diverse backgrounds as partners to promote positive achievement outcomes.

Family, Community & Culture / PK-12
Bertha-Elena Rojas, Psy.D.; M.Ed., Parent Institute for Quality Education (PIQE)

2:30 PM

Evaluating ESL Programs: What Works and What Doesn't

Thu May 31 2018, 2:30pm–3:15pm, LL5: Middlesex West
What's working, what's not working? Participants will reflect upon the components of their ESL programs and will take away ideas from fellow participants to influence a change in their ESL program.

Program Administration / PK-12
Dr. Erin Lewis, EdD, Northeastern University

Next Generation ESL - One District's Approach

Thu May 31 2018, 2:30pm–3:15pm, UL1: Ballroom South
In conjunction with the DESE Next Generation ESL Project, Lawrence Public Schools developed a five-year implementation plan to meet the goal of creating a cohesive model ESL curriculum across its schools.

Promising Practices in Instruction / PK-12
Kinnon Foley, Lawrence Public Schools; Laurie Hartwick, Lawrence Public Schools; Sarah Trotsky, Lawrence Public Schools

Structured Thoughts: Teaching Writing Strategies

Thu May 31 2018, 2:30pm–4:00pm (90 minutes), LL3: Carlisle
During this presentation, participants will learn how to explicitly teach writing strategies to English Learners and struggling students. With the use of visual aid and hand gestures, participants will be exposed to a foundation in which students can build upon.

Reading, Writing & Literacy / PK-12
Nancy Rodrigues, Fall River Public Schools; Bethany Henriques, Fall River Public Schools; Melanie Frazier, Fall River Public Schools

FEATURED SPEAKER: Suitcase Stories Unpacked

Thu May 31 2018, 2:30pm–3:15pm, UL2: Ballroom Centre
Everyone has a story to tell. During this interactive workshop, unpack the lessons and tools to honor refugees and immigrants through the timeless art of live storytelling.

Promising Practices in Instruction / All audiences
Cheryl Hamilton, Massmouth



2:30 PM

Teaching Open Response Writing Strategies to Beginner ELLS for Success

Thu May 31 2018, 2:30pm–4:00pm (90 minutes), LL2: Wayland
This session will highlight reading and writing strategies used in teaching Beginner 1 (SLIFE/Entering) and Beginner 2 (Emerging) students at the high school level. Educators will be exposed to, and work with, some reading materials and various strategies that we use in our classes to assist students' progress and success.

Reading, Writing & Literacy / High School
Audrey J Mbani, Brockton High School; Susan Williams, Brockton High School- Brockton Public Schools

Teaching the Five-paragraph Essay: Where to Start

Thu May 31 2018, 2:30pm–4:00pm (90 minutes), LL6: Middlesex East

The five-paragraph essay is the fundamental form for academic writing. Most textbooks that purport to teach writing skills are densely packed with terminology that is inaccessible to beginning and struggling writers. This paper offers a student-friendly starting point and organizational template for beginning and struggling writers to experience immediate success.

Reading, Writing & Literacy / Adult or Workplace Education / All audiences
Thomas Kerner, B. S., M. Ed., Ed. S., Applied Language Resources

Unlocking the Standards Through Conversation: Circle-ELD

Thu May 31 2018, 2:30pm–3:15pm, LL1: Ashland

Our youngest students have the unique chance to become native or near-native users of English. During this critical period of development, extended, low-stress participation in conversation in an array of contexts drives the expansion of linguistic capabilities. Circle-ELD provides ELs the focused language development they need to achieve linguistic parity.

Promising Practices in Instruction / Elementary School / Early Childhood
Sandy Lord, Circle-ELD

Using the Next Gen ESL Collaboration Tool for Planning

Thu May 31 2018, 2:30pm–4:00pm (90 minutes), UL5: Sudbury
In this hands-on workshop, participants will explore the Collaboration Tool from the Next Generation ESL Project. This tool is a "multi-layered, multi-use resource" which is invaluable for all ESL and content area teachers as they focus on promoting higher order thinking skills as well as academic language development.

Professional Development/Teacher Education / PK-12
Theophilia Afful, Worcester Public Schools

Utilizing Teaching Tolerance Social Justice Standards to Develop Social Justice Objectives

Thu May 31 2018, 2:30pm–3:15pm, LL4: Concord
Teaching is inextricably linked to social justice and as such, an anti-bias framework should guide educators' classroom planning. This workshop presents an overview of the Teaching Tolerance Social Justice Standards. Participants will leave with tools and resources for engaging in social justice pedagogy in their own unit and lesson

2:30 PM

planning.
Reading, Writing & Literacy / PK-12 / Teacher Education Program
Megan Schantz, Waltham Public Schools; Christine M. Leider, Ph.D., Boston University

3:30 PM

Building Knowledge: Making Informational Text Accessible for SLIFE

Thu May 31 2018, 3:30pm–4:15pm, UL1: Ballroom South
Accessing informational texts can be an insurmountable obstacle for Students with Limited or Interrupted Formal Education (SLIFE) who often lack prior exposure to this genre. This session aims to demonstrate easy-to-implement strategies that have proven to be effective with SLIFE at the secondary level.

Promising Practices in Instruction / PK-12 / High School
Nicoleta Filimon, International High School, Lawrence Public Schools; Christi Cartwright, International High School Lawrence

Examining Opportunities for Dialogic Talk in an English Language Development Classroom

Thu May 31 2018, 3:30pm–4:15pm, UL2: Ballroom Centre
Dialogic talk, in which students are engaged in authentic, extended discourse where meaning is co-constructed and conceptual understanding is incrementally built, is an important aspect of ELD instruction. In this study, I examine how an inquiry-based science unit supported dialogic talk in a Kindergarten ELD classroom.

Academic Language in the Content Areas / PK-12 / Elementary School
Meg Burns, PhD, Lesley University Graduate School of Education

Pre-Service Teachers Implementing SEI Strategies in Museum Education

Thu May 31 2018, 3:30pm–4:15pm, LL4: Concord
Museums are sites where English Learners learn content and language in a formal context outside their PK-12 classrooms. This session describes the experiences of pre-service elementary education teachers who completed their MA DESE required Sheltered English Instruction class in an industrial history museum, implementing SEI strategies with field trip visitors.

Academic Language in the Content Areas / Elementary School / Middle School
Dr. Johanna M. Tigert, University of Massachusetts Lowell

3:30 PM

EXHIBITOR SESSION: Raising the Rigor in Reading with Panorama Science

Thu May 31 2018, 3:30pm–4:15pm, LL5: Middlesex West
Come and experience Panorama Science, a new K-6, supplementary program focused on Close Reading for ELs. The methodology is to differentiate instruction - but not reading level. The goal is to assist all students to access text at grade level through specialized strategies. Fiction and nonfiction titles chosen are 100% aligned to the NGSS. This will be an interactive session so that teachers can experience these strategies.

Reading, Writing & Literacy / Elementary School

Dr. Jane Z. Brauer, Educational Consultant for National Geographic Learning

Stories & Technology: Gateways to Mathematics for All

Thu May 31 2018, 3:30pm–4:15pm, UL4: Boardroom
The usage of technologies through a Universal Design for Learning lens to provide access into various mathematics concepts is explored in this workshop through the medium of teacher-created stories. Specific strategies for diverse learners, including English learners and students with other learning differences, will be addressed.

Academic Language in the Content Areas / All audiences

Dr. Karen L. Terrell, University of Massachusetts Dartmouth; Dr. Dennis DeBay, University of Colorado Denver; Phillip Savoy, University of Massachusetts Dartmouth

Using Anticipation Guides and Paragraph Frames to Promote Oral-to-Writing Development.

Thu May 31 2018, 3:30pm–4:15pm, LL1: Ashland
This session connects Zwier’s work on Constructive Conversations for intermediate-to-advanced upper elementary and middle school ELL students to academic vocabulary and writing development practices. Strategies to guide academic speaking opportunities through the linked use of anticipation guides and paragraph frames with both fiction or nonfiction will be presented.

Reading, Writing & Literacy / PK-12

Dr. Laurie Zucker-Conde, Newton Public Schools

4:30 PM

INVITED SPEAKER: 2018 State of the State

Thu May 31 2018, 4:30pm–5:30pm, UL2: Ballroom
This presentation will highlight current data on ELs including demographics, achievement, and trends. This will be followed up with updates on current and future projects from OELAAA including all things RETELL, WIDA, Title III and other topics.

Policy and Advocacy / All audiences

Paul J. Aguiar, Department of Elementary and Secondary Education

5:30 PM

Celebrate with MATSOL Awards Ceremony & LOOK Act Celebration

Thu May 31 2018, 5:30pm–9:00pm, Ballroom
Join your colleagues and the MATSOL Board of Directors to honor our 2018 award recipients and celebrate passage of the LOOK Act and Seal of Biliteracy! Pasta Station with Cash Bar. *Reception generously co-sponsored by National Geographic Learning, Educational Solutions, Inc. and Velazquez Press.*

8:30 AM

8:30 AM

A Metalinguistic Toolkit for Dual Language Teachers

Fri Jun 1 2018, 8:30am–9:15am, LL5: Middlesex West

This session considers three current teaching strategies that explicitly develop language for students in bilingual and dual language programs. The strategies Academic Conversations (Jeff Zwiers), Bridging (Teaching for Biliteracy) and Asi se dice (Literacy Squared), help teachers develop students' metacognitive awareness of language. For DL and TBE teachers, not SEI.

Promising Practices in Instruction / Elementary School
Elissa Washburn, Barbieri Elementary School

Academic Seminar: Ensuring ELs' Success in Core Content Area Classes

Fri Jun 1 2018, 8:30am–9:15am, LL1: Ashland

Do your ELs struggle to be successful in core content classes? This session shares how one school addressed this challenge successfully through the creation of Academic Seminar, a course designed to advance the achievement of ELs in core content classes with goal setting and tailored guidance through structured academic time.

Promising Practices in Instruction / High School / Middle School
Emily Smyth, Hudson Public School, Hudson, MA

Academic Writing: Making Principled Choices for Classroom Activities

Fri Jun 1 2018, 8:30am–9:15am, LL6: Middlesex East

Workshop attendees examine the criteria by which L2 writing instructors make principled choices concerning classroom activities involving Academic Writing (AW). Strategies are provided for assessing, choosing, and sequencing AW classroom activities. Attendees analyze four classroom techniques in light of pedagogical theories including CLT, SCT, and scaffolding.

Reading, Writing & Literacy / College/University ESL / Private Language Institute
Douglas Willcox, MA TESOL, MA CE, Target ISC

An ESL Teacher's Identity Construction as a Critical Educator

Fri Jun 1 2018, 8:30am–9:15am, UL5: Sudbury

This paper investigates how a bilingual teacher constructs an identity of a critical educator in an ESL classroom. The data for the study include interviews and fieldnotes. The study concludes with pedagogical implications on how teachers' identities influence their selection of course materials.

Promising Practices in Instruction / High School
Marina Lepekhova, University of Massachusetts Boston; Jaran Shin, University of Massachusetts Boston

Bridging Home and School through Academic Conversations

Fri Jun 1 2018, 8:30am–9:15am, UL1: Ballroom South

Academic conversations develop listening and speaking skills among students of all ages. Join us to see how we have adapted this approach to bridge home and school. Through videos and transcripts of conversations, explore how diverse students improved the quality of interactions through academic

conversations at school and at home.

Family, Community & Culture / Elementary School / PK-12
Sara Hamerla, Ed.D., Newton Public Schools; Nhan Bang, M.Ed., Newton Public Schools

Effective Training and Support for L2 Pronunciation Tutors

Fri Jun 1 2018, 8:30am–9:15am, LL7: Dover

This presentation reports on a study recruiting native-speaking undergraduates at a large research university as pronunciation tutors for non-native speaking peers. Though the tutors were TESOL novices, with online training, role-plays, and observations they were able to teach key suprasegmental concepts and even learn to provide useful, structured corrective feedback.

Listening, Speaking & Pronunciation / Private Language Institute / College & University ESL

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

Inquiry through Cognitive Apprenticeship: Developing Language and Literacy through Content

Fri Jun 1 2018, 8:30am–9:15am, UL3: Ballroom North

In this hands-on workshop, participants will examine ways to support ELL's language development through expert literacy instruction in the content areas. Participants will review the benefits of such integration, establish consensus regarding instructional components necessary for student success, and experience a sample lesson from an inquiry-based, thematic research unit.

Reading, Writing & Literacy / PK-12
Mario Palma, M.S.Ed., American Reading Company

Linguistic Challenges on the Biology MCAS

Fri Jun 1 2018, 8:30am–9:15am, LL2: Wayland

Despite various definitions of academic language, there is agreement that English learners (ELs) need it to demonstrate content proficiency on high-stakes assessments. A textual analysis of the June 2012 Biology MCAS multiple choice questions yielded seven linguistic elements. This study explored EL performance across low-medium-high levels of item linguistic complexity.

Academic Language in the Content Areas / High School / All audiences

Mary A. Mitchell, Ed.D., Lynn Public Schools / Salem State University

Standardized Testing as Barriers to Higher Education for ELs in High School

Fri Jun 1 2018, 8:30am–9:15am, LL3: Carlisle

This presentation aims to engage its audience in a critical discussion on the barriers for high school ELs to equitable access to post-secondary, particularly for rural contexts. Suggestions and recommendations for practical strategies to advocate for students and assist their ability to perform well on English only assessments.

Reading, Writing & Literacy / High School / PK-12
Andrea Mercado, University of Maine

8:30 AM

Supporting English Learners and Students with Disabilities: A Scaffolded Approach

Fri Jun 1 2018, 8:30am–10:00am (90 minutes), UL2: Ballroom Centre

This session will examine the unique needs of English learners and students with disabilities and how teachers can better incorporate effective instructional strategies into their lessons. Participants will learn how to target specific language and learning needs by collaboratively tuning and planning lessons using a suite of protocols.

Specific Populations / PK-12

Cerelle Morrow, M.Ed., Learning Innovations at WestEd; Debra Herburger, Learning Innovations at WestEd

INVITED SPEAKER: Tiered Focused Monitoring

Fri Jun 1 2018, 8:30am–9:15am, UL4: Boardroom

Tiered monitoring will begin with the self-assessments that are submitted in the spring of 2018. This presentation will provide information regarding the new approach for ELE compliance.

Policy & Advocacy / PK-12

Sibel Hughes, Massachusetts Department of Elementary and Secondary Education

Tips and Tricks for Turning Print Books to Digital Books using PowerPoint with a UDL foundation

Fri Jun 1 2018, 8:30am–9:15am, LL4: Concord

In this session, participants will learn about how to turn print books into digital books using two techniques/tools in PowerPoint and discuss some of the benefits and ways to implement as a tool to support all students.

Media and Technology / All audiences

Rachel Chen, Boston Public Schools

9:30 AM

Building Intercultural Competence in Our School Community

Fri Jun 1 2018, 9:30am–10:15am, UL3: Ballroom North

The purpose of this session is to reflect upon what it means to be an interculturally competent school community. Following the discussion, educators will have the opportunity to brainstorm how to use community stakeholders and families as resources in order to develop a culturally responsive lesson/unit or school-wide activity.

Family, Community & Culture / All audiences

Silvia Oliveira, Fairhaven Public Schools

FEATURED SESSION: Community College Faculty Network

Fri Jun 1 2018, 9:30am–11:00am (90 minutes), LL7: Dover

In this session, members of the MATSOL Community College Faculty Network will facilitate a discussion of topics relevant to Massachusetts community college ESL programs. Topics include: ESL services and resources at our colleges; changes to curriculum, levels, or awarding of credit; advocating for ESL students and faculty; and the future of community college ESL in Massachusetts. Anyone interested in community college or

9:30 AM

related higher education issues is welcome!

Policy and Advocacy / College & University ESL

Juanita Brunelle, Massasoit CC; Darlene Furdock, Middlesex CC; Madhu Sharma, Mt. Wachusett CC; Jennifer Nourse, Mass Bay CC; Eileen Kelley, Holyoke CC

Critical Pedagogy and Classroom Discussions in the ESL Classroom

Fri Jun 1 2018, 9:30am–10:15am, LL2: Wayland

Classroom discussions are co-constructed by teachers and students and play a role in the creation of a student's worldview. Drawing on literature from critical pedagogy, this research explores how an ESL teacher frames classroom discussions, and how these discussions help students to become critical readers of the world.

Reading, Writing & Literacy / High School

Kathrine Kukova, Department of Applied Linguistics; University of Massachusetts Boston; Dr. Jaran Shin, Assistant Professor of Applied Linguistics, College of Liberal Arts at the University of Massachusetts Boston

Culturally Responsive Instruction: Fostering Student Collaboration in Writing

Fri Jun 1 2018, 9:30am–11:00am (90 minutes), UL1: Ballroom South

Students develop their writing identity in a culturally diverse context, learning to write for a variety of purposes and audiences. In this session we highlight a genre-based approach and show ways to use cooperative structures to engage in conversation, partner work and self-reflection in preparation to write.

Reading, Writing & Literacy / Elementary School / All audiences

Wendy Seger, Center for the Collaborative Classroom; Lorilee Cabrera Donovan, Springfield Public Schools

Development is not a Dirty Word!

Fri Jun 1 2018, 9:30am–10:15am, UL4: Boardroom

This session will address the options for professional growth and development for ESL teachers, with the goal of expanding attendees' conception of what is possible.

Professional Development/ Private Language Institute / All audiences

Jenna Collins, FLS and Bunker Hill Community College

Katherine Heithmar, FLS



9:30 AM

INVITED SPEAKER: Implementing the Seal of Biliteracy Pathway Awards in TWI and TBE Programs

Fri Jun 1 2018, 9:30am–10:15am, LL3: Carlisle
The newly established Seal of Biliteracy award celebrates and recognizes our students who work to become bilingual and biliterate in Massachusetts. Instructional coaches from Framingham, MA will share their reflections on implementation and the nuts and bolts that went into piloting the Pathway Award over the last four years.

Promising Practices in Instruction / PK-12
Jill Davan, Framingham Public Schools; Evangelia Diamantopoulos, Framingham Public Schools

Insights, Challenges, and Rewards: Talking about Race with International College Students in the U.S. Today

Fri Jun 1 2018, 9:30am–10:15am, LL6: Middlesex East
What does it mean to come to the U.S. today as international students, marked as “other” by visa status (always), accent (often), and skin color (sometimes)? How do these students understand and critique race-related issues? By analyzing students’ writing, key themes emerge, which may help others working with international students.

Reading, Writing & Literacy / College & University ESL / Private Language Institute
Christina Michaud, Boston University College of Arts and Sciences Writing Program

Preparing ELLs for Next Generation Online Assessments

Fri Jun 1 2018, 9:30am–10:15am, LL1: Ashland
How do we prepare students to transition to an increasingly online assessment environment? Learn how teachers incorporate technology tools to meet language objectives while providing supportive practice for online assessments.

Media and Technology / PK-12
Viviana V. Martinez, ESL Teacher, Fitchburg Public Schools, Memorial Middle School; Meredith Weiss, ESL Teacher Fitchburg Public Schools, Reingold Elementary School

Professional Development for Content Teachers: Three Suggestions for Interdisciplinary Collaboration

Fri Jun 1 2018, 9:30am–10:15am, LL5: Middlesex West
TESOL coursework and workshops provided to content and general education teachers produces efficacy and positive attitudinal shifts in working with English learners. Analysis of survey and artifact data from 60 participants in a 2012-2017 NPD grant offer three suggestions for replication of gains and overcoming challenges via collaboration between teachers.

Professional Development/Teacher Education
Dr. Julie Whitlow, Salem State University; Omar Longus, MAT TESOL, Salem High School; Dr. Melanie Gonzalez, Salem State University

9:30 AM

The Learner Profile: A Tool for Changing School Culture, Impacting Student Performance, and Promoting Family Connections

Fri Jun 1 2018, 9:30am–10:15am, UL5: Sudbury
Learner Profiles bring sharp focus to the ESL student as an individual--they provide information for effective differentiation, bridge school and home, and improve an organization’s cultural competence. Learn about the powerful impact profiles can have, and how to write them effectively. Participants will receive instructions and resources for getting started.

Promising Practices in Instruction / All audiences
Rita DeOliveira, Leominster Public Schools

The New England Arts for Literacy Project and ESL

Fri Jun 1 2018, 9:30am–11:00am (90 minutes), LL4: Concord
New England Arts for Literacy Project is a dynamic initiative that provides teachers with tools like The Performance Cycle framework. The framework engages students by building a classroom community of learners centered on meaningful text. ESL teachers connect literacy and arts creating a positive climate and high-quality arts-integrated units.

Reading, Writing & Literacy / PK-12
Vivian V McNeeley, Andover Public Schools

9:30 AM

All Means All: ELLs and Computer Science

Fri Jun 1 2018, 10:30am–11:15am, LL3: Carlisle
Our work builds upon the work of Exploring Computer Science in Los Angeles Unified School District to ensure that ELLs can access and meaningfully engage in computer science. The authors have modified the existing ECS curriculum to include highly effective teaching strategies for ELLs.

Academic Language in the Content Areas / High School
Samantha Basile, Boston International High School and Boston Public Schools; Mr. Andrew Flye, B.A, M.A, Boston International High School

EL Student Perspectives: One Thing You Should Know About Me

Fri Jun 1 2018, 10:30am–11:15am, LL2: Wayland
In the ed reform movement, we do not ask students often enough what they believe are the most important elements of an excellent public education. Two EL educators share an inquiry-based process of highlighting student voices to guide and inform a district-wide reform effort for EL instruction.

Policy and Advocacy / PK-12
Rebecca Westlake, Salem Public Schools; Abigail Williamson, Salem Public Schools

10:30 AM

ESL Teacher and TESOL Professor Embed Video Projects in K-12

Fri Jun 1 2018, 10:30am–11:15am, UL5: Sudbury
In this practice-oriented session, an ESL teacher and a TESOL professor explain the use of video projects to track student progress of academic language use and the meaningful integration of these projects into K-12 ESL classes. Attendees will learn how to use iMovie and Do-ink for their own video projects.
Promising Practices in Instruction / PK-12 / Teacher Education Program
Emily Dolan Spitzman, Ph.D., Bridgewater State University; Elizabeth Emmons, Pembroke Public Schools

INVITED SPEAKER: Impact of the LOOK Act on EL Policies

Fri Jun 1 2018, 10:30am–11:15am, LL1: Ashland
The Language Opportunities for Our Kids (LOOK) Act was signed by Governor Baker on November 22, 2017. With this new law there are implications for both the DESE and for districts. This presentation aims to summarize those implications from DESE's perspective.
Policy & Advocacy / PK-12
Sibel Hughes, Massachusetts Department of Elementary and Secondary Education

Partnering for Student Success: Making Parent Teacher Home Visits Happen

Fri Jun 1 2018, 10:30am–11:15am, LL5: Middlesex West
What happens when teachers meet parents in their homes to partner in fulfilling the family's hopes and dreams for their child? Learn how the Parent Teacher Home Visits model is being implemented in Framingham Public Schools and receive resources and ideas for starting this program in your own district.
Family, Community & Culture / All audiences
Jennifer LaBollita, Framingham Public Schools; Francedy Rodriguez, Parent, Framingham Public Schools

Professional Development for Incorporating Strategy-Based Metacognitive Listening Instruction

Fri Jun 1 2018, 10:30am–11:15am, LL6: Middlesex East
This case study examined how one English Language Teacher (ELT) explored Strategy-Based Metacognitive Instruction (SBMI) for teaching academic, process-based listening in a university-based Intensive English Program (IEP). Analysis of SBMI techniques taken up and enhanced by the ELT will be presented, and suggestions for further professional development will be made.
Listening, Speaking & Pronunciation / College & University ESL
Jennifer Anne Lacroix, Boston University

Teaching Struggling Readers to See the Light in Enlightenment: Two Research Studies

Fri Jun 1 2018, 10:30am–11:15am, UL4: Boardroom
Two studies demonstrated increased literacy skills for adult struggling readers who were taught to link root and base words to root-related complex words. In the randomized pilot study, 16

2:30 PM

adults from bilingual and monolingual backgrounds learned to apply morphological problem-solving to link root words, like PHIL, to their derived forms, like ANGLOPHILE. In the randomized control trial, 34 adults, also from bilingual and monolingual backgrounds, learned to link base words, like LIGHT, to their derived forms, like ENLIGHTENMENT. Both the pilot study and the full RCT showed greater word reading skills after instruction in morphological awareness than after traditional instruction.
Reading, Writing & Literacy / Adult or Workplace Education
Susan Gray, Bridgewater State University

Lunch & Keynote 11:30 AM—1:30 PM
Networking Sessions 1:45—2:15 PM

2:30 PM

Advocating for Multilingual Learners Through Inclusive Dialogue

Fri Jun 1 2018, 2:30pm–3:15pm, UL5: Sudbury
Advocacy is a key component of supporting multilingual learners within educational institutions. This presentation will address ways to raise awareness among educators and staff of best practices for instructing and supporting multilingual students. Participants will explore ideas for developing materials and initiating dialogues around linguistic and cultural inclusivity.
Policy and Advocacy / All audiences
Anne Kerkian, Brown University; Sara Gramley, Brown University

Digital-Age Classroom Management: Learning Management Systems for All

Fri Jun 1 2018, 2:30pm–3:15pm, LL4: Concord
Dreaming of fewer photocopies, automated grading, and increased student efficacy? This presentation outlines specific benefits for English language learners when utilizing Learning Management Systems (LMS). This presentation reviews high school, higher education, and private language school adoption of LMS. Participants then create an action plan for implementation in their program.
Media and Technology / All audiences
Liz Soteris McNamara, Brockton Public Schools, BHCC Workforce Development & FLS International

English Learners at Community Colleges: Improving ESL Services

Fri Jun 1 2018, 2:30pm–3:15pm, LL7: Dover
As increasing numbers of English Learners (ELs) attend community colleges, the effect of ESL programs on student attainment remains mixed. This presentation highlights the recent literature on community college EL student access, persistence, graduation, and transfer to four-year universities, including implications for teachers, researchers, and administrators.
Specific Populations / College & University ESL / High School
Kuang Li, Boston University; Nick David, Boston University School of Education

2:30 PM

Growing Minds: Growth Mindset and English Language Learners

Fri Jun 1 2018, 2:30pm–4:00pm (90 minutes), UL3: Ballroom North
Grit, stamina, perseverance....big words for English Learners but important words that can be instrumental in their educational pursuits. Come change your own mindset and see how teaching and fostering a Growth Mindset with ELs can help to push them farther and faster along their path to fluency and academic achievement.

Promising Practices in Instruction / PK-12

Molly Curren, North Attleboro Public Schools

Haitian Creole Dual Language Program at Boston Public Schools

Fri Jun 1 2018, 2:30pm–3:15pm, LL5: Middlesex West
In September 2017, Boston Public Schools launched the first Haitian Creole Dual Language Program in New England. In this panel discussion, we hope to share our experience in this exciting venture among district leadership, classroom educators, community partners, and academia. We look forward to exchanging ideas with you.

Promising Practices in Instruction / All audiences

Vivian Tam, Boston Public Schools; Michel DeGraff, Dr., MIT; Irlande Plancher, Haitian Parent Association; Pastor Dieufort Fleurissant, Haitian Parent Association

FEATURED SESSION: LOOK Bill & Bilingual Education: Where do we go from here?

Fri Jun 1 2018, 2:30pm–4:00pm (90 minutes), UL2: Ballroom Centre
Educators and advocates for emergent bilinguals will discuss the importance of keeping equity at the forefront in the development and implementation of bilingual education and dual language programs, particularly in regard to teacher education and professional development.

Professional Development/Teacher Education / All audiences

Christine Leider, Clinical Assistant Professor and Program Director of Bilingual Education and TESOL-Licensure at Boston University; Michaela Colombo, Ed.D., Professor and Faculty Chair, College of Education, UMass Lowell; Anna Lugo, Director of English Language Education, Holyoke Public Schools; Sara Nino, Massachusetts Department of Elementary and Secondary Education

Reexamining Ritual in the Digital Age: On Transformation, Transcendence, and Authenticity in the Classroom

Fri Jun 1 2018, 2:30pm–4:00pm (90 minutes), LL2: Wayland
Participants in this interactive workshop reexamine the role of ritual in professional relationships to mitigate the influence of disruptive innovation in the Digital Age. Ultimately, participants will be inspired and empowered to reimagine the classroom as a unique space rife with potential for transformation that transcends both place and time.

Reading, Writing & Literacy / All audiences

Michael F. Murphy, M.S.Ed., Watertown Public Schools

2:30 PM

SLIFE Math: Eight Years in One

Fri Jun 1 2018, 2:30pm–3:15pm, LL3: Carlisle
The audience will gain knowledge of the scope and sequence of a one-year SLIFE math program and the rationale behind the choices within the curriculum. The presenter will focus on curriculum priorities, student grouping, and the incorporation of first and second language in the classroom.

Academic Language in the Content Areas / High School

Stacy Nazzaro, Waltham Public Schools; Jordan MacAskill, Waltham Public Schools; Viviana Borges, Waltham Public Schools

INVITED SPEAKER: Supporting Undocumented Students in our Schools

Fri Jun 1 2018, 2:30pm–3:15pm, UL1: Ballroom South
The goals of this workshop are to understand undocumented people's rights to public education and learn how to support immigrant students and families within the scope of your role such as providing college application support, undertaking school-wide actions to build a more welcoming environment, and creating curriculum and classroom spaces that are affirming of undocumented students and families.

Policy and Advocacy / All audiences

Nora Paul-Schultz, Unafraid Educator & Physics Teacher; Maya Taft-Morales, Unafraid Educators and BTU; Molly McKay Bryson, Unafraid Educator & Humanities Teacher

The World is Your Classroom: Teach Abroad with the English Language Fellow Program

Fri Jun 1 2018, 2:30pm–3:15pm, LL6: Middlesex East
Learn how you can enhance English language teaching capacity abroad through 10-month paid teaching fellowships designed by U.S. Embassies for experienced U.S. TESOL professionals. As an English Language Fellow, you can provide English language instruction, conduct teacher training, and develop resources. Join us to hear from program staff and alumni.

Professional Development/Teacher Education

US Department of State English Language Fellow Program

Trauma Responsive Classroom

Fri Jun 1 2018, 2:30pm–4:00pm, LL1: Ashland
Participants will learn the effects of trauma on the brain and leave with 2-3 strategies to create a trauma sensitive classroom for secondary English Language Learners.

Promising Practices in Instruction / High School

Nicole Tabolt Da Silva, Boston International High School



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Promoting excellence & equity in the education of English Learners

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