matsol EQUITY & EXCELLENCE FOR ENGLISH LEARNERS
Massachusetts Association of Teachers of Speakers of Other Languages

# MATSOL 2019 Conference: Call for Proposals

**May 28 – May 31, 2019 | Framingham Sheraton Hotel & Conference Center, Framingham, MA**

## THEME: *LOOKing Forward to a New Era*

Note: This revised call released October 23, 2018 includes PK12, higher education and adult education ESOL. This call replaces the earlier version that specified a PK-12 audience only.

## About the Conference

**The MATSOL 2019 Conference** brings together educators of English Learners from across the Commonwealth of Massachusetts: The conference audience will include teachers, administrators, and other educators in:

- PK-12 schools (public, charter, independent)
- University teacher preparation programs
- Community College ESL programs
- University Intensive English Programs (IEPs)
- Adult/Workplace ESOL Programs
- Private Language Schools

MATSOL encourages engaging, interactive presentations that make the theory to practice connection. Our theme *LOOKing Forward to a New Era* refers to the new opportunities for English Learner education after passage of the LOOK Act. Successful proposals include practical classroom activities informed by current research and pedagogy, demonstrations of successful instructional practices, examinations of current issues in education, and research that informs educators in the Massachusetts context. Presentations should engage the audience through hands-on or interactive activities when possible.

## Important Dates

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| Call for Proposals | October 1 - December 17, 2018 |
| Notification of Acceptance | January 31, 2019 |
| Presenter Registration Deadline | February 27, 2019 |
| MATSOL 2018 Conference | Concurrent sessions will be scheduled between 8:00 am and 4:00 pm on Wednesday, Thursday, and Friday, May 29 – May 31, 2018. |

## Proposal Evaluation

Proposals must be submitted online via ProposalSpace.com at www.matsol.org/2019-conference by the deadline. Mailed, faxed, or late proposals will not be considered.

All proposals are double-blind reviewed. The reviewers will not know the authors' identities, and the authors will not know the reviewers' identities. All proposal reviewers will use the evaluation criteria and scoring rubric (attached). The reviewers advise the Conference Committee, and the Conference Committee makes the final selection.

The quality of your proposal is an important factor in session selection. Proposals should be carefully written and proofread. Please review the presentation rubric and refer to it as you draft your proposal.

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## Presenter Registration

All presenters must register for the conference and pay the registration fee by February 28, 2019. MATSOL offers a presenter discount of $90 ($30 off the early registration rate) for the day you present. *NOTE: If presenters fail to register, accepted proposals are subject to removal from the program.*

MATSOL will not reimburse presenters for expenses associated with the conference, including travel, hotel, cost of producing handouts, or any other expenses.

## Audio/Visual Equipment

MATSOL provides a LCD projector, screen and speakers or sound system at no charge to presenters:

- LCD projector, screen and speakers or sound system ($35 per session value)
- Wi-Fi Internet, suitable for casual use. *MATSOL urges you NOT to depend on Wi-Fi for to retrieve video for your presentation because speed and connectivity cannot be guaranteed in the presentation rooms. Instead, download video files to your computer before you present.*
- A podium mic is provided in larger rooms.

All other A/V equipment must be brought by presenters or rented from the Sheraton A/V services at the presenter's expense. Presenters are advised to make sure they have adapters to connect to VGA LCD plugs.

## Room Assignments and Setup

Rooms are set either in theater style (row of chairs) or with round tables. Due to scheduling and personnel limitations, we cannot provide custom room setups. Please be prepared to present in the room to which you are assigned.

## Proposal Form

Ender this information online via ProposalSpace.com at www.matsol.org/2019-conference. *Please gather the information below before you begin your proposal.*

**Commercial Presentations:** MATSOL welcomes commercial presentations submitted by registered exhibitors only. A presentation is considered commercial if it is sponsored by a commercial entity or if the focus is on materials that are for sale. ***Do not submit commercial presentations through the general proposal submission form.*** A proposal may be disqualified if it is misidentified as a non-commercial proposal during submission. See www.matsol.org/2019-conference for information on submitting a commercial proposal.

## Presenter Information

*Important: All information in your proposal must be submitted exactly as you would like it to appear in the program. MATSOL is not responsible for any errors in the conference program book resulting from errors or omissions in information you submit. MATSOL reserves the right to edit information for length or clarity.*

**Presenter/Organizer:** The presenter responsible for coordinating the presentation, notifying the other presenters of the proposal status, and ensuring that all presenters register for the conference by the deadline.

**Presenter:** Additional presenters who will participate in the presentation.

- Due to space and capacity limitations, there is a limit of four presenters per session.
- All presenters must be included in the proposal when it is submitted.

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All presenters must submit:

- Name: The person's full name.
- Affiliation: The person's school, institution, or organization.
- Email: An email address for inclusion in the program.

Lead presenters must also submit the following for MATSOL use only (will not be published in program):

- Location: State and country of residents
- Telephone Number
- Special Requests: Enter any special requests regarding scheduling, room set-up, or other presentation-related details. MATSOL will try to accommodate your request, but cannot guarantee it.

## Session Information

**Session Title:** Title of your presentation (10 words max). The title should accurately reflect the content and be clear to the intended audience. Avoid overly general titles, such as "Teaching English Language Learners." Capitalize all verbs, nouns, adjectives, adverbs, and pronouns, no matter how many letters they have. Do not capitalize conjunctions, articles, or short prepositions of fewer than four letters.

**Abstract:** The abstract is a summary of the session that appears in the conference program (50 words max), and is used by conference participants to decide which sessions to attend. The abstract may not contain any references to the presenter(s)' published works or names. It must be carefully written and proofread to draw the most appropriate audience to the presentation. Spell out any acronyms or abbreviations that may not be familiar to conference participants.

**Session Description:** A description of the presentation that the proposal jury will read to select presentations for the conference (300 words max). The Session Description does not appear in the program. The session description must:

- be consistent with the Session Type selected;
- have a clearly stated purpose and point of view;
- include supporting details and session outcomes;
- contain evidence of current theory, practice, or research;
- show the appropriate amount of materials in the allotted time;
- demonstrate careful editing and proofreading;
- be relevant to educators in the Massachusetts context.

The session description must not include explicit reference to the presenter's name or identity.

**Session Type** (required)

- Interactive Workshop: A workshop featuring active participation by the participants, with an emphasis on providing a hands-on experience rather than lecturing. (90 minutes)
- Practice-Oriented Presentation: A session oriented toward teaching practice, with a demonstration of teaching strategies and their implementation. (45 minutes)
- Informational Presentation: A session providing information of interest to educators, including reports on research results, local initiatives, or other information that deepens understanding of our students, our

profession, and education in the Massachusetts context. (45 minutes)

- Discussion: A session providing an opportunity to discuss a specific topic with colleagues in a structured discussion format. The discussion leader(s) should have a strong knowledge of the designated topic and should include the audience in the discussion. Please note that due to space limitations, discussions may be held in rooms set theater style with rows of chairs, so plan accordingly. (45 minutes)
- Panel Presentation: A panel features short presentations by panel members, providing different perspectives on a specific topic. (45 minutes)

**Topic Strand:** Choose one topic strand related to PK-12 English Learner education that best suits your proposal. (required)

| **Strand** | **SAMPLE Presentation Topics could include:** |
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| Academic Language in the Content Areas | Vocabulary development; Systemic functional linguistics; integrating English language development and content area standards |
| Bilingualism and Biliteracy | Bilingual instructional practices; Seal of Biliteracy; supporting native language development in SEI programs; translanguaging. |
| Co-Teaching and Collaborative Practices | ESL and sheltered content teacher collaboration; Co-teaching structures and practices. |
| Culturally Responsive Teaching | Using student strengths and building on funds of knowledge; recognizing and celebrating student identity and culture; social-emotional learning; trauma-informed practice; impact of poverty on learning; creating physically and emotionally safe environments. |
| Curriculum Development | Curriculum planning; lesson and unit development; standards alignment; ESL MCU Collaboration Tool and resources; selecting materials and texts to support curriculum; Universal Design for Learning (UdL) and Understanding by Design (UbD). |
| Data and Assessment | Data analysis to inform programming and instruction; evidence-based decision making; using Massachusetts data tools; formative and summative assessments; contingent pedagogy; interpreting ACCESS scores |
| Listening, Speaking and Pronunciation | Developing and assessing listening and speaking competencies; academic conversations and discourse; teaching pronunciation; grammar and vocabulary in listening and speaking. |
| Digital Learning & Technology | Online learning and teaching; video and digital media; web 2.0 tools; social media; |
| Family and Community Engagement | Encouraging family-school partnerships; supporting English Learner Parent Advisory Councils; parent education; forming partnerships with community organizations and businesses; |
| Policy and Advocacy | Impact of federal, state and local policy (in education, immigration, and other areas); social justice; advocacy for students and programs; developing student agency and advocacy; working conditions and educator rights; advocating for new programs under the LOOK Act. |

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| Program Administration and Evaluation | Leadership development; support and evaluation of teachers; identifying problems of practice; LOOK Act implementation and opportunities; compliance with standards and regulations. |
| Professional Development and Teacher Education | Pre-service and in-service learning; effective practices for adult learning; building cultural and linguistic awareness; teacher identity formation; instructional coaching; practicums and field learning; mentoring and supervision; Professional Learning Communities (PLCs); peer observation. |
| Reading, Writing and Literacy | Developing and assessing reading and writing competencies; working with complex texts; writing across the curriculum or in the disciplines; grammar and vocabulary in reading and writing. |
| Vocabulary and Grammar | Acquisition, development, research, and teaching of vocabulary and grammar to L2 learners. |

**Education Sector**: Choose one or more education sectors addressed by your proposal. (required)

- PK-12 Education
- Teacher Preparation/Education
- Adult ESOL
- Workplace ESOL
- University Intensive English Programs (IEPs)
- Community College ESOL
- Private Language Schools

**PK-12 Focus:** Specify one or more PK-12 educational contexts addressed by your proposal, if applicable. (optional)

- Early Education
- Lower Elementary
- Upper Elementary
- Middle School
- High School
- Summer/After-school Programs
- Newcomer Programs
- SLIFE Programs
- Dual Language Programs
- English Learners with Disabilities