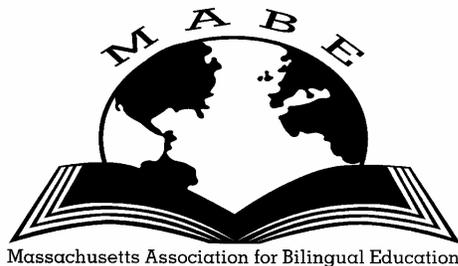


Literacy for English Language Learners in Massachusetts: *The Data, The Research, Our Practice*

*2007 MABE-MATSOL Conference
March 8-9, 2007
Sheraton Leominster, Massachusetts*

Conference cosponsored by



The mission of the Massachusetts Association of Teachers of Speakers of Other Language (MATSOL) is to advocate for English language learners, immigrants and refugees, and to provide professional development and support to all educators of English language learners. MATSOL is a state affiliate of TESOL, the Teachers of English to Speakers of Other Languages.



The Massachusetts Association for Bilingual Education (MABE) is statewide membership professional and advocacy association, which addresses the educational needs of language minority teachers, students and families. MABE members include parents, early childhood education personnel, elementary and secondary school teachers, administrators, college professors and research staff at the university level. MABE is the Massachusetts state affiliate of NABE, the National Association for Bilingual Education.



*Massachusetts
Association of Teachers
of Speakers of Other
Languages, Inc.*

The mission of the New England Equity Assistance Center (NEEAC) is to enable school districts to ensure equal access in the provision of educational programs and services for all children. NEEAC is a program of The Education Alliance at Brown University and represents Region I of the U. S. Department of Education's funded network of Equity Assistance Centers.

Literacy for English Language Learners in Massachusetts: The Data, The Research, Our Practice

Dear Colleagues,

March 2007

Welcome to the MABE/MATSOL 3rd Annual Spring Conference. We are once again pleased bring to you a conference that reflects and responds to the professional development needs of teachers, administrators, and researches working with ELL students in communities across the Commonwealth.

The title of our conference this year, **Literacy for English Language Learners in Massachusetts: The Data, The Research, Our Practice**, serves to connect research, with data, which together, inform our practice of providing ELLs with best practices in language learning and teaching. We are delighted to welcome to the conference a number of exceptional keynotes, Dr. Jana Echevarria, Dr. Yvonne Freeman and Dr. David Freeman, Dr. Nonie Lesaux and Dr. Eugene Garcia and his wife, Erminda Garcia. All are tireless researchers and advocates of bilingual and ELL education, publishing numerous articles and books on culturally and linguistically diverse students. Our Special Education strand at the conference is pleased to feature keynote speaker Dr. Shernaz B. Garcia, faculty member in the Multicultural/Bilingual Special Education program at the University of Texas. Dr. Shernaz will explore factors, which contribute, to the risk of linguistically and culturally diverse students.

This year, MABE and MATSOL are also pleased to support the new 2007 Pre -conference Dual Language Institute. This Institute will provide opportunities for participants working in dual language programs to meet as a cohort, to network, discuss research, program models and pedagogical successes with each other. The overarching goal of the Pre-conference Institute is to explore the academic potential of dual language programs with the promise of promoting and preserving dual language programs across the state of Massachusetts.

Over the past month, our associations have also been working with META, (Multicultural, Education, Training and Advocacy, Inc.), to explore and sponsor legislation that further strengthens programs serving ELLs in the Commonwealth. New legislation has been filed that will address the overall accountability of programs, assessments practices and achievement data collected for ELLs at the district and state level. Through the national associations of TESOL and NABE, we are staying abreast of policy issues such as NCLB and its effect on standardized test scores, AYP and immigration.

This year, MABE and MATSOL will proudly recognize three teachers from our organizations who have been selected as the 2007 K - 12 ELL Teachers of the Year. We look forward to honoring Maria Sanchez and Marisol Sinclair, from Brockton Public Schools, Olga Cortes, from Fitchburg Public Schools, and Bryna Leeder, from Watertown Public Schools. MABE and MATSOL also welcome Jesse Auger, a dual language teacher from the Hernandez School in Boston, who is this year's Massachusetts Teacher of the Year. These teachers exemplify the broad and complex roles, professional knowledge base and characteristics of an effective ELL teacher.

We would like to thank the NEEAC, (New England Equity Assistance Center) and the staff at the Four Points Sheraton for their sustained partnership and collaboration in the planning and development of this state -wide conference. A special thanks is due as well, to all of the teachers, administrators, program directors and district personnel, who on a daily basis, should be recognized for their commitment to the field of ELL education, for exploring, sharing and adopting rigorous and engaging instructional practices and, despite difficult and challenging constraints and conditions, for going above and beyond to meet the needs of the families and communities of ELL students.

With your support and involvement, the MABE/MATSOL conference continues to serve all practitioners working with ELL students and to further our connection and involvement with districts, agencies and universities in the state. We stand committed to the collective goal of continuous improvement in the teaching, learning and achievement of every English language learner in the Commonwealth. Thank you for your support. We hope that you take the time to network with colleagues and friends, and above all, enjoy the conference!

Sincerely,

Debbie Sercombe
MABE President

Kellie Jones
MATSOL President



Macmillan/McGraw-Hill

TREASURE CHEST

For English Language Learners

K-6 Program



*Build a bridge to
language success*

Macmillan/McGraw-Hill

Stacey Furr

Eastern Massachusetts, Rhode Island

401-965-5383

stacey_furr@mcgraw-hill.com

Joy Gess

Western Massachusetts, Connecticut

860-885-8568

joy_gess@mcgraw-hill.com

Literacy for English Language Learners in Massachusetts: The Data, The Research, Our Practice

Keynote Speaker
Thursday, March 8, 2007

The Sheltered Instruction Observation Model: What a Difference a Teacher Makes



Dr. Jana Echevarria
Sponsored by McGraw-Hill
8:45 a.m. – 10:00 a.m.

The SIOP Model is used widely in the United States as a model of effective instruction for English language learners. However, what makes it an effective with this population? One of the authors of the SIOP model will address the role that teachers play in delivering effective instruction.

Jana Echevarria is a Professor of Education at California State University, Long Beach. Her professional experience includes elementary and secondary teaching in general education, special education, English as a Second Language and bilingual programs. Her research and publications focus on effective instruction for English learners, including those with learning disabilities. She is a nationally known expert on English learners and has written numerous journal articles and book chapters, has written and produced several videotapes and has co-authored several books including, *Making Content Comprehensible for English Language Learners: The SIOP Model* and *Sheltered Content Instruction: Teaching Students With Diverse Abilities*, both published by Allyn & Bacon. The SIOP Model of instruction is used widely in all 50 states and several countries. Currently, she is Co-Principal Investigator with the *Center for Research on the Educational Achievement and Teaching of English Language Learners* (CREATE) funded by the U.S. Department of Education, Institute of Education Sciences (IES). In 2005, Dr. Echevarria was selected as Outstanding Professor at CSULB.

Literacy for English Language Learners in Massachusetts: The Data, The Research, Our Practice

Keynote Speaker
Thursday, March 8, 2007

Culture, Family, and Literacy: Making Connections for Student Learning



Dr. Shernaz Garcia

Sponsored by the Bilingual Special Education Network
1:00 p.m. – 2:00 p.m.

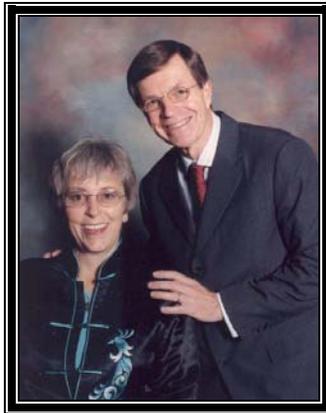
Language and literacy development are embedded in, and inseparable from the language and culture of students and their families. Successful school literacy practices build on these funds of knowledge and reflect a view of family involvement that incorporates an understanding of home experiences and parents' views of literacy. This session will draw on research related to family literacy and present implications for school and classroom literacy practices for English language learners.

Dr. Shernaz B. Garcia is Associate Professor of Multicultural/Bilingual Special Education at the University of Texas at Austin. Her research and teaching interests focus on cultural influences on teaching and learning, factors contributing to educational risk for culturally/linguistically diverse students, pre-referral intervention for language minority students, family-professional partnerships, and personnel preparation.

Literacy for English Language Learners in Massachusetts: The Data, The Research, Our Practice

Keynote Speaker
Friday, March 9, 2007

Developing Reading Proficiency for English Language Learners



Drs. Yvonne S. Freeman and David E. Freeman

Sponsored by Harcourt Achieve/Rigby/Steck-Vaughn

8:45-10:00 a.m.

The presenters show how teachers can help English language learners develop reading proficiency. They discuss the importance of building on background knowledge by using culturally relevant texts. They also explain the importance of using a balanced approach to teaching reading in which responsibility shifts gradually from the teacher to the student.

Dr. Yvonne Freeman is a professor of bilingual education and Dr. David Freeman is a professor of reading/ESL at The University of Texas at Brownsville. Their newest book is the second edition of *Teaching Reading and Writing in Spanish and English in Bilingual and Dual Language Classrooms*. Their other books include: *Dual Language Essentials for Teachers and Administrators*; *Essential Linguistics: What You Need to Know to Teach Reading, ESL, Spelling, Phonics, and Grammar*; *Closing the Achievement Gap: How to Reach Limited Formal Schooling and Long-Term English Learners*; the second edition of *Between Worlds: Access to Second Language Acquisition*, which received the Mildenerger Award from the Modern Language Association for outstanding research in the field of foreign and second language teaching; *La enseñanza de la lectura y la escritura en español en el aula bilingüe*; and *ESL/EFL Teaching: Principles for Success*. In addition, to their other publications, the Freemans are authors of Harcourt Achieve/Rigby's ESL programs, *On Our Way to English* and *Literacy by Design*.

Literacy for English Language Learners in Massachusetts: The Data, The Research, Our Practice

Keynote Speaker
Friday, March 9, 2007

***A Focus on Achievement Responsibility: Language,
Literacy, and Effective Instruction for ELLs***



Dr. Eugene Garcia
Sponsored by Hampton Brown
1:00-2:00 p.m.

Dr. Eugene Garcia, Vice President for Education Partnerships at Arizona State University, will present, discuss, and analyze current ELL academic language issues with regards to the acquisition of complex language. The basis for this discussion will be new national data generated by the National Task Force on Early Education for Hispanics, Chaired by Dr. Garcia, and the Aspen Institute Commission on NCLB of which Dr. Eugene Garcia is a Commissioner. He will also present specific classroom practice data in ELL classrooms. This knowledge base will create dialogue around complex language and high vocabulary instruction and will address data-driven writing opportunities.

Dr. Eugene García is Vice President for Education Partnerships at Arizona State University. He served as Dean of the Mary Lou Fulton College of Education at Arizona Sate University from 2002-2006. Before joining Arizona State University, he served as Professor and Dean at the University of California, Berkeley from 1995-2001. His most recent books include, *Hispanic Education in the United States: Raíces y Alas*, and, *Student Cultural Diversity: Understanding and Meeting the Challenge*—both published in 2001. A new book, *Bilingualism and Schooling in the United States*, was published in 2005 (Columbia Teachers College Press).

Literacy for English Language Learners in Massachusetts: The Data, The Research, Our Practice

Featured Speakers Thursday, March 8, 2007



Jesse Auger

In her 17 years of teaching, Jessie Auger has taught in Boston, Cambridge, Watertown, Puerto Rico and El Salvador. She currently teaches 1st grade at the Rafael Hernández Two-Way Bilingual School. She is the 2007 Massachusetts Teacher of the Year.



Dr. Monica Brown

Dr. Monica Brown is the award-winning author of *My Name is Celia: The Life of Celia Cruz/Me Llamo Celia: La Vida de Celia Cruz* (Luna Rising 2004) and *My Name is Gabriela: The Life of Gabriela Mistral/Me Llamo Celia: La Vida de Gabriela Mistral* (Luna Rising 2005). She is also an Associate Professor of English at Northern Arizona University.

Featured Speakers Friday, March 9, 2007



Erminda Garcia

Erminda Garcia is an author of Hampton-Brown's Avenues, a PreK-5 language and literacy program. Presently serving as the Director of Accountability at the Isaac School District in Phoenix, Arizona. She was named Accomplished Teacher by the Center for the Study of Teaching and Chairperson of the Early Schooling Taskforce of the National Standards project of English language Arts (1992-1995).



Noni K. Lesaux

Noni K. Lesaux is an Assistant Professor at the Harvard Graduate School of Education. She is also senior research associate of the National Literacy Panel on Language Minority Children and Youth, a panel funded by the Institute of Education Sciences, U.S. Department of Education, to conduct an evidence-based review of the research on the development of literacy among language-minority children.

Literacy for English Language Learners in Massachusetts: The Data, The Research, Our Practice

Thursday, March 8, 2007

Awards Ceremony **2007 ELL Teachers of the Year**

Dual Language



Marisol Sinclair
Brockton Public Schools



Maria Sanchez
Brockton Public Schools

Elementary Level



Olga Cortes
Fitchburg Public Schools

Secondary Level



Bryna Leeder
Watertown Public Schools

Massachusetts Teacher of the Year



Jesse Auger
Boston Public Schools

Literacy for English Language Learners in Massachusetts: The Data, The Research, Our Practice

Conference Schedule Thursday, March 8, 2007

<i>8:00-8:45</i>	Registration/Continental Breakfast
<i>8:45-10:00</i>	General Session – Dr. Jana Echevarria
<i>10:00-10:30</i>	Exhibits/Networking
<i>10:30-12:00</i>	Sessions
<i>12:15-1:00</i>	Luncheon
<i>1:00-2:00</i>	General Session – Dr. Shernaz B. Garcia
<i>2:00-2:30</i>	Exhibits/Networking
<i>2:30-3:15</i>	Sessions
<i>3:30-5:00</i>	Sessions
<i>5:00-6:00</i>	Cocktail Reception and Networking Hour
<i>6:00-8:00</i>	Awards Dinner with Latin Music Band

Conference Schedule Friday, March 9, 2007

<i>8:00-8:45</i>	Registration/Continental Breakfast
<i>8:45-10:00</i>	General Session – Drs. David and Yvonne Freeman
<i>10:00-10:30</i>	Exhibits/Networking
<i>10:30-12:00</i>	Sessions
<i>12:15-1:00</i>	Luncheon
<i>1:00-2:00</i>	General Session – Dr. Eugene Garcia
<i>2:00-2:30</i>	Exhibits/Networking
<i>2:30-4:00</i>	Sessions
<i>4:00</i>	Raffle (For Those In Attendance)

Literacy for English Language Learners in Massachusetts: The Data, The Research, Our Practice

Sheraton Four Points Hotel Facilities Map

←
Classic
1 & 2

Amphitheatre

Beethoven

Mozart

Shubert

Rogers
(Exhibits)

Brahms

Strauss

Hammerstein
(Exhibits)

Board Room

Cole Porter

Gershwin

Coat
Room

Irving
Berlin

**Sky Class
Lounge**

7th Floor
(Right Across from
Elevator)

Rigby On Our Way to English

Rigby On Our Way to English

- **Formal and informal assessment** to place students according to stages of language acquisition and levels of literacy development
- **Differentiated instruction** to match the needs of English Language Learners at all stages of language acquisition and all levels of **English development**
- **Unique program structure** helps build independent readers and writers!
- **Flexible** purchasing options—it's easy to purchase the right materials for your classroom!



David Freeman, Ph.D.

Yvonne Freeman, Ph.D.

On Our Way to English incorporates the expertise of **leading researchers** in second language acquisition, literacy, and bilingual education.

Accelerate your K-5 **English Language Learners** to academic achievement with the **guidance of David Freeman, Ph.D.** and **Yvonne Freeman, Ph.D.** Professors, University of Texas at Brownsville.

Literacy by Design

NEW!

The new Rigby comprehensive,
research-based reading and
writing program for Grades K-5

Rigby

A Harcourt Achieve Imprint
www.Rigby.com
800.531.5015

A Message from the authors:
"Educators told us what they
wanted in a reading and
writing program...

And we listened."

Literacy By Design Everything you need, streamlined for **SUCCESS!**

- **Complete reading and writing program**
- **Connected comprehension** instruction across whole class, small group, and independent reading
- **Literacy skills** linked to standards-based **science** and **social studies** content
- **Built-in acceleration** system
- **Designed** in part by leading authors, **David Freeman, Ph.D.** and **Yvonne Freeman, Ph.D.** in the field of reading and writing for **English Language Learners**

CALL FOR MORE DETAILS!

PAULA MURPHY

Massachusetts Education Specialist
800.782.2512 ext. 333.7928
paula.murphy@harcourt.com

Literacy for English Language Learners in Massachusetts: The Data, The Research, Our Practice

**March 8, 2007
Thursday**

Day	Time	Presentation	Topic	Room
Thursday	8:00-8:45	Registration		Lobby
Thursday	8:00-8:45	Continental Breakfast		Rogers and Hammerstein
Thursday	8:00-4:30	Publishers' Exhibits		Concourse, Rogers, and Hammerstein
Thursday	8:45-10:00	Dr. Jana Echevarria	General Session	Grand Ballroom
Thursday	10:00-10:30	Publisher's Exhibits		Concourse, Rogers, and Hammerstein
Thursday	10:30-12:00	Magical Realisms: Writing Multicultural Books for Children	Children's Literature	Mozart
Thursday	10:30-12:00	Teaching ELLs...What Every Educator Needs to Know!	Publisher Presentation	Beethoven
Thursday	10:30-12:00	Response To Intervention (RTI) And ELLs/CLD In MA: A Call To Action	Bilingual Special Needs	Brahms
Thursday	10:30-12:00	Building the Bridge from Families to Schools – The Role of the Community Facilitator	Engaging Community Stakeholders	Schubert
Thursday	10:30-12:00	Reading Aloud with ELLs: An Intervention Activity for Mainstream Teacher Candidates	Strategies and Models to Support Literacy Needs	Strauss
Thursday	10:30-12:00	Visualizing and Verbalizing: Practical Applications for Classroom and Student Use	Bilingual Special Education	Cole Porter
Thursday	10:30-12:00	Capacity Building Professional Development: Beyond the Four Categories	Professional Development	Gershwin
Thursday	10:30-12:00	Meeting High Expectations in the Readers and Writers Workshop for Beginning ELLs	Strategies and Models to Support Literacy Needs	Irving Berlin

Thursday	10:30-12:00	Co-Teaching: An Instructional Method for Student Success in English	Strategies and Models to Support Literacy Needs	Sky Class Lounge
Thursday	10:30-12:00	Who is LEP? A Policy Discussion	Understanding and Using Data to Support ELLs	Amphitheater
Thursday	12:15-1:00	Luncheon		Grand Ballroom
Thursday	1:00-2:00	Dr. Shernaz Garcia	General Session	Grand Ballroom
Thursday	2:00-2:30	Publishers Exhibits		Concourse, Rogers, and Hammerstein
Thursday	2:30-3:15	Author Reading: Monica Brown	Children's Literature	Mozart
Thursday	2:30-3:15	Teaching Academic Vocabulary – Where do we start?	Publisher Presentation	Beethoven
Thursday	2:30-3:15	The Challenge: Building an Academic Literacy Foundation for Secondary ELs	Publisher Presentation	Brahms
Thursday	2:30-3:15	Success on High-Stakes Tests Begins with the Language/Literacy Link	Publisher Presentation	Schubert
Thursday	2:30-3:15	Academic Language Development in the Mainstream Secondary Classroom	Strategies and Models to Support Literacy Needs	Strauss
Thursday	2:30-3:15	Examining the Effects of Socialization on Second Language Writing	Strategies and Models to Support Literacy Needs	Cole Porter
Thursday	2:30-3:15	Teaching English Language Learners from Asian Backgrounds: Overcoming the Challenges	Strategies and Models to Support Literacy Needs	Gershwin
Thursday	2:30-3:15	Cognitive Reading Strategies for Middle School ELLs: Year Two of a Cluster Approach	Strategies and Models to Support Literacy Needs	Sky Class Lounge
Thursday	2:30-3:15	LEP to FLEP (Former LEP) through Classwork, Criteria, and Technology	Understanding and Using Data to Support ELLs	Irving Berlin

Thursday	2:30-3:15	Sheltering Strategies in the Content Areas	Strategies and Models to Support Literacy Needs	Classics I
Thursday	2:30-3:15	Preparing Mainstream Teachers for Effective Instruction of ELLs	Professional Development	Classics II
Thursday	2:30-3:15	The Massachusetts PreK-12 Literacy Plan: Recommendations for Improving Instruction and Academic Interventions for English Learners	Strategies and Models to Support Literacy Needs	Amphitheater
Thursday	3:30-5:00	Magical Realisms: Writing Multicultural Books for Children	Children's Literature	Mozart
Thursday	3:30-5:00	Meeting the Needs of English Language Learners Through the Study of Poetry	Strategies and Models to Support Literacy Needs	Beethoven
Thursday	3:30-5:00	Accelerating ESL/ELL Academic Success by Teaching Language Through Content	Publisher Presentation	Brahms
Thursday	3:30-5:00	Developing Literacy Skills in Preschool ELL Students	Bilingual Special Needs	Schubert
Thursday	3:30-5:00	Strategic Mapping Tool: Identifying School Improvement Strategies that Meet the Needs of English Language Learners (ELLs)	Understanding and Using Data to Support ELLs	Irving Berlin
Thursday	3:30-5:00	1001 Ways to Dictate	Strategies and Models to Support Literacy Needs	Gershwin
Thursday	3:30-5:00	Teaching Learning Strategies: Scaffolding for Independent Learning	Strategies and Models to Support Literacy Needs	Sky Class Lounge
Thursday	3:30-5:00	ELLs, ELPBO, and Standards-Based Report Cards	Understanding and Using Data to Support ELLs	Classics I
Thursday	3:30-5:00	One District's Learning Curve	Bilingual Special Education	Classics II
Thursday	3:30-4:10	Accelerating ESL/ELL Academic Success by Teaching Language Through Content	Publisher Presentation	Strauss

Thursday	3:30-4:10	Statewide Content-Based ESL Curriculum Development Initiative: An Update	Strategies and Models to Support Literacy Needs	Amphitheater
Thursday	3:30-4:10	ESOL Instruction using Emergent Literacy Software	Publisher Presentation / Vendor	Cole Porter
Thursday	4:15-5:00	Category Two Training Using On-Line Interactive Service	Professional Development	Cole Porter
Thursday	4:15-5:00	English Learner Education Program Development for Low-Incidence Districts	Strategies and Models to Support Literacy Needs	Strauss
Thursday	4:15-5:00	Student MEPA and MCAS Data – Sorting it All Out	Understanding and Using Data to Support ELLs	Amphitheater
Thursday	5:00-6:00	Cocktail Hour		Mozart
Thursday	6:00-8:00	Awards Dinner with Dancing		Mozart

Literacy for English Language Learners in Massachusetts: The Data, The Research, Our Practice

**March 9, 2007
Friday**

Day	Time	Presentation	Topic	Room
Friday	8:00-8:45	Registration		Lobby
Friday	8:00-8:45	Continental Breakfast		Rogers and Hammerstein
Friday	8:00-3:30	Publishers' Exhibits		Concourse, Rogers, and Hammerstein
<hr/>				
Friday	8:45-10:00	David and Yvonne Freeman	General Session	Grand Ballroom
<hr/>				
Friday	10:00-10:30	Publisher's Exhibits		Concourse, Rogers, and Hammerstein
<hr/>				
Friday	10:30-12:00	Academic Language: Its Role in ELLs' Success when Reading to Learn	Strategies and Models to Support Literacy Needs	Mozart
Friday	10:30-12:00	Question and Answer Relationships: A Strategy for Improving Reading Comprehension	Strategies and Models to Support Literacy Needs	Beethoven
Friday	10:30-12:00	Informing our Writing Instruction for ELL Students: Lessons we have Learned from Data	Understanding and Using Data to Support ELLs	Brahms
Friday	10:30-12:00	Building Home and School Cultures – Strategies to Enhance Learning: Working with Children and Families	Engaging Community Stakeholders	Schubert
Friday	10:30-12:00	Getting Better Results from the English Language Learner: Utilizing On-Line Assessments	Understanding and Using Data to Support ELLs	Strauss
Friday	10:30-12:00	A Format for Fostering ELLs' Active Participation in Content Instruction	Strategies and Models to Support Literacy Needs	Cole Porter

Friday	10:30-12:00	Graphic Organizers: Scaffolds for Literacy and for Language	Strategies and Models to Support Literacy Needs	Irving Berlin
Friday	10:30-12:00	We've Done the Home Language Survey – Now What?	Understanding and Using Data to Support ELLS	Sky Class Lounge
Friday	10:30-12:00	Envisioning the Effective ESL (Not ELL) Classroom	Strategies and Models to Support Literacy Needs	Amphitheater
Friday	12:15-1:00	Luncheon		Grand Ballroom
Friday	1:00-2:00	A Focus on Achievement Responsibility: Language, Literacy, and Effective Instruction for ELLs. - Dr. Eugene Garcia	General Session	Grand Ballroom
Friday	2:00-2:30	Publishers Exhibits		Concourse, Rogers, and Hammerstein
Friday	2:30-4:00	Diversity and Development: Promoting Literacy Skills of English Language Learners	Strategies and Models to Support Literacy Needs	Mozart
Friday	2:30-4:00	Language and Literacy Development for ELLs: Strategies that Work	Publisher Presentation	Beethoven
Friday	2:30-4:00	Writing Strategies for ELLs in Secondary Content Area Classes	Strategies and Models to Support Literacy Needs	Cole Porter
Friday	2:30-4:00	Content Based ELD Curriculum Design for Beginning ELLs	Strategies and Models to Support Literacy Needs	Irving Berlin
Friday	2:30-4:00	EDCO Collaborative of Boston and the Massachusetts Migrant Education Program	Professional Development	Sky Class Lounge
Friday	2:30-4:00	Designing Secondary SEI Science and History Curricula – A Round Table Discussion	Strategies and Models to Support Literacy Needs	Classics I

Friday	2:30-4:00	Reciprocal Teaching	Strategies and Models to Support Literacy Needs	Classics II
Friday	2:30-4:00	ELL, SPED, or Both? Some Help in Deciding Which is Which	Bilingual Special Education	Amphitheater
Friday	2:30-3:10	Science Vocabulary and Concept Strategies for English Language Learners	Publisher Presentation	Brahms
Friday	2:30-3:10	Refugee School Impact Grant: Developing a School/Community Partnership	Engaging Community Stakeholders	Schubert
Friday	2:30-3:10	The View from Brockton: A Sheltered Literacy Strand within a Structured ELL Program	Strategies and Models to Support Literacy Needs	Strauss
Friday	2:30-3:10	Academic Language/Accountable Talk in SEI Classrooms	Strategies and Models to Support Literacy Needs	Gershwin
Friday	3:15-4:00	Successful Strategies for Teaching Elementary ESL Students Foundation Vocabulary	Publisher Presentation	Brahms
Friday	3:15-4:00	Longman Student Dictionary – A “Considerate” Student Resource	Publisher Presentation	Schubert
Friday	3:15-4:00	Teacher Talk: Scaffold for ELL Literacy Development	Strategies and Models to Support Literacy Needs	Strauss
Friday	3:15-4:00	Newcomer Assessment and Orientation Center	Strategies and Models to Support Literacy Needs	Gershwin
Friday	4:00	Raffle – For Those in Attendance		Lobby

Longman Dictionaries Help Students Improve Their Academic Vocabulary

LONGMAN Study Dictionary of American English

Understand more.
Achieve more.

NEW!

LONGMAN Dictionary of American English

NOW WITH THESAURUS

LONGMAN Advanced AMERICAN DICTIONARY

Everything you need to succeed

NOW WITH
CD-ROM!

All features of the
Longman Advanced
American Dictionary
and CD-ROM are
provided:
• portable CD-ROM and
DVD-ROM
• illustrations to help
you learn
• audio support for
10,000 words

Longman Study Dictionary of American English

Low-Intermediate

- 24,000 words and phrases.
- 19,000 examples show words in context.
- **Word Family Boxes** help students differentiate words from the same academic word family.
- **Thesaurus Boxes** show how to use thousands of synonyms and antonyms correctly.
- **32-page Study Section** with photos and illustrations.

Longman Dictionary of American English

Intermediate – High-Intermediate

- 52,000 words and phrases.
- 35,000 examples based on the Longman Written American Corpus.
- **Fully integrated thesaurus.**
- **Interactive CD-ROM** includes pronunciation and integrated photo dictionary.
- **Workbook** develops dictionary skills.

Longman Advanced American Dictionary

High-Intermediate – Advanced

- 174,000 words, phrases, and meanings.
- 66,000 natural example sentences.
- **Easy-to-see signposts** direct students to the right meanings fast.
- 24,000 collocations and phrases.

Contact your ELL Specialist Melanie Greitzer

Phone: 877-625-3708 • Fax: 781-562-1189 • melanie.greitzer@pearsoned.com

Visit our website at www.longmanusa.com

To place an order call 1-877-202-4572 (higher ed/adult), 1-800-662-3058 (6-12 schools)



PEARSON
Longman

Literacy for English Language Learners in Massachusetts: The Data, The Research, Our Practice

Organized Alphabetically by Title

1001 Ways to Dictate

Presenters: *Maria Judy DeFillipo and Catherine Sadow*

Type: *1.5 Hour Workshop*

Subject: *Strategies and Instructional Models*

Audience: *Secondary/Teacher Prep*

Present-day dictations go beyond improving listening ability. Participants in the workshop will work with five (not 1001!) types of dictations (cloze, dictogloss, prediction, pair, and note-taking) using authentic, current, and motivating materials for all ages and proficiency levels).

Judy DeFillipo is presently supervising student teachers getting their MATESL at Simmons College. She is author and co-author of a number of ESL textbooks and is past president of MATSOL. Cathy Sadow teaches ESL at Showa, Boston. She taught ESL at Northeastern University for 25 years, is co-author of five listening-speaking textbooks, and is past president of MATSOL.

A Format for Fostering ELLs' Active Participation in Content Instruction

Presenter: *John Croes*

Type: *1.5 Hour Workshop*

Subject: *Strategies and Instructional Models*

Audience: *SEI Teachers*

A personal and active approach to learning history (and other content), including reading a vignette, answering comprehension questions, making individual and group decisions, discussing, persuading, and writing. This approach is based on Key Decisions in U.S. History.

John Croes taught English language learners at Lowell High School from 1987 to 2006. Previously he worked with adult ESL programs in refugee camps and in Boston.

Academic Language/Accountable Talk in SEI Classrooms

Presenters: *Maria Campanario, Jasmine Young, and Betty Szeto*

Type: *45 Minute Workshop*

Subject: *Strategies and Instructional Models*

Audience: *ELL Directors/SEI*

Academic language and accountable talk are terms now in every educator's vocabulary as we move forward in educating ELLs in multiple settings. At the Quincy School in Boston, the second grade is working daily with language development and in particular academic language in content areas. Participants will have the opportunity to see students' work and engage with the teacher, principal, and language acquisition coach in looking at how to establish norms and utilize academic language daily in the classroom with ELLs.

Maria Campanario is a Language Acquisition Coach for Boston Public Schools. Jasmine Young and Betty Szeto are educators in the Boston Public Schools.

Academic Language Development in the Mainstream Secondary Classroom

Presenter: *Kara Mitchell*

Type: *45 Minute Workshop*

Subject: *Strategies and Instructional Models*

Audience: *Secondary*

This interactive workshop will explore a method of preparing pre-service secondary teachers to develop academic language skills in mainstream classrooms. This practical session will benefit both teacher educators and in-service teachers alike as strategies for immediate classroom use will be presented.

Kara Mitchell is a Ph.D. candidate at Boston College and has an MA from Stamford University and has taught ELLs from K-PhD level.

Academic Language: Its Role in ELLs' Success when Reading to Learn

Presenter: *Noni K. Lesaux*

Type: *1.5 Hour Workshop*

Subject: *Strategies and Instructional Models*

Audience: *Secondary/SEI*

By middle school, the majority of ELLs rarely need instruction in conventional English, yet many lack the academic English vocabulary essential for learning from middle and high school level texts. This session will focus on academic language and its role in ELL instruction and reading comprehension.

Noni K. Lesaux is an Assistant Professor at the Harvard Graduate School of Education.

Accelerating ESL/ELL Academic Success by Teaching Language through Content

Presenter: *Judith O'Loughlin*

Type: *45 Minute Workshop*

Subject: *Publisher Presentation*

Audience: *Secondary/SEI Teachers*

Accelerating language learning and developing content vocabulary are essential to reach the goal of literacy for all ELLs. Pearson Longman content based series, *Shining Star*, and the Longman Content books teach communicative skills, academic language, critical thinking, and learning strategies, the basic components for all SIOP and CALLA instruction.

Judith B. O'Loughlin is an education consultant with 25+ years of experience teaching ELLs in K-12 settings as well as adult education.

Author Reading: Monica Brown

Presenter: *Monica Brown*

Type: *1.5 Hour Workshop*

Subject: *Children's Literature*

Audience: *K-12*

Award-winning children's author Monica Brown will read from her published work. Audience participation is required! Q&A to follow.

*Dr. Monica Brown is the award-winning author of *My Name is Celia: The Life of Celia Cruz/Me Llamó Celia: La Vida de Celia Cruz* (Luna Rising 2004) and *My Name is Gabriela: The Life of Gabriela Mistral/Me Llamó Celia: La Vida de Gabriela Mistral* (Luna Rising 2005, as well as *Butterflies on Carmen Street* (forthcoming from Piñata, 2007), *Gabito: The Life of Gabriel Garcia Marquez* (forthcoming Luna Rising 2007), *Chavela's Magic Rainforest Chicle* (forthcoming 2008) and *Pelé and the 1000 Goals* (forthcoming HarperCollins Rayo, 2009). She is also an Associate Professor of English at Northern Arizona University.*

“Bridging Home and School Cultures” Strategies to Enhance Learning: Working with Children and Families

Presenter: *Kathleen Severian Wilmeth*

Type: *1.5 Hour Workshop*

Subject: *Engaging Community Stakeholders*

Audience: *K-12*

This session will begin with a “Communication Style” activity, giving the audience with a lens with which to view what it might be like to be a parent of a child from a different culture. We will discuss what a school climate should include for communication between home and school to take pace.

Kathleen Serverian-Wilmeth has been teaching over thirty years. She taught in Guatemala most of those years. She created the Bilingual/Pre-K/Special Needs Program in Providence R.I. in 1995 and still teaches in the program. She is involved with teaching adults the R.I. Learning Standards. She has been an adjunct professor in both Special Education as well as ELL graduate programs the past 7 years. She also teaches middle school newcomer students in a Saturday Academy Program.

Building the Bridge from Families to Schools: The Role of the Community Facilitator

Presenters: *Miriam Almeida, Connie Jonet-Branco, Eldra Martinez, and Cristalina Pereira*

Type: *1.5 Hour Round-table Discussion*

Subject: *Engaging Community Stakeholders*

Audience: *K-12*

English language learners and their families face the daunting task of navigating through an unfamiliar educational system with culturally based expectations and communication norms. Community Facilitators may provide a pivotal role in assisting English language learners and their families navigate these uncharted waters. Brockton Community Facilitators will share their roles and experiences in the Brockton Public Schools. Come for a lively discussion!

Miriam Almeida and Eldra Martinez are Spanish Community Facilitators for Brockton Public Schools. Connie Jonet-Branco and Cristalina Pereira are Cape Verdean Community Facilitators for Brockton Public Schools.

Capacity Building Professional Development: Beyond the Four Categories

Presenters: *Maria Campanario, Susanne Lee, and Kelly Wojtyna*

Type: *1.5 Hour Workshop*

Subject: *Professional Development*

Audience: *ELL Directors/SEI Teachers*

As schools and teachers complete the four categories and professional development moves to the next level, “What Now?”, becomes the question. Rather than focusing on teacher evaluations, this workshop will look at how a school can move forward in looking at ELLs and instruction by considering professional development in planning and peer observations and how this not only builds capacity in the school, but also can be directly connected to literacy development. During the workshop, participants will receive a brief overview of the professional development model at the Quincy School in Boston. Planning guides will be explained and distributed. In addition, literacy strategies that address cohesion will be discussed.

Maria Campanario is an English Language Acquisition Coach for Boston Public Schools. Susanne Lee is the Principal of the Quincy School in Boston. Kelly Wojtyna is teacher for the Quincy School in Boston.

Category Two Training Using an On-Line Interactive Service

Presenters: *Dr. Eric Johnson and Ann Demers*

Type: *45 Minute Workshop*

Subject: *Professional Development/Vendor*

Audience: *K-12*

TeachFirst is a site-based professional development program that integrates research-based instructional strategies with collaborative learning communities to drive sustainable results in the classroom. Staff working with the Boston Schools will present the program as well as share experiences of implementation.

Dr. Eric Johnson is a language acquisition coach for the Office of Language Learning and Support Services for the Boston Public Schools. He taught bilingual elementary school for over 20 years, was a principal and college professor before his current position. Anne Demers is senior consultant for TeachFirst. She works with schools on the eastern seaboard. Previously she was a teacher, principal, and assistant superintendent for schools in Maine.

Co-Teaching: An Instructional Method for Student Success in English

Presenters: *Christine Fernandes and Sarah Mason*

Type: *1.5 Hour Workshop*

Subject: *Strategies and Instructional Models*

Audience: *K-12*

In this presentation, the many aspects of co-teaching will be examined. Discussion will also focus on the definition, rationale, and the developmental stages of the co-teaching relationship. Presenters will highlight structures for a variety of co-teaching lessons, and will share their co-teaching enthusiasm as well as various examples for their respective practices. Participants will reflect upon their own setting in order to plan for and implement a successful co-teaching model.

Christine Fernandes is the Coordinator of Specialized Instruction for the Salem Public Schools. As a former bilingual special educator she has co-taught in a variety of educational settings. Sarah Mason is a special education teacher at the Collins Middle School in Salem. She is responsible for the inclusion of students with special academic and behavioral needs through a collaborative inclusion model.

Cognitive Reading Strategies for Middle School ELLs: Year Two of a Cluster

Approach

Presenters: *Celeste Hoeg, Kellie Jones, and Maria Pereira*

Type: *45 Minute Workshop*

Subject: *Strategies and Instructional Models*

Audience: *Secondary*

As a response to the diverse needs of its English language learners and the struggle for cross-curriculum coordination, East Junior High School in Brockton adopted a cluster approach to cognitive reading strategy instruction. This approach identified one strategy of the month to introduce and target in all classes- both content and ESL. This panel discussion will share their approaches for and reflections on strategy instruction, and will provide reproducibles for implementation. Work samples and student videos will be shared.

Celeste Hoeg is an English as a second language teacher for East Junior High School in Brockton. Kellie Jones is the Department Head (K-8) for Bilingual/ESL Services for Brockton Public Schools and current President of MATSOL. Maria Pereira is an SEI/TBE science teacher for East Junior High School in Brockton, Massachusetts.

Content Based ELD Curriculum Design for Beginning ELLs

Presenters: *Michael Molnar and Mark Chesley*

Type: *1.5 Hour Workshop*

Subject: *Strategies and Instructional Models*

Audience: *K-12/ELL Directors*

Participants will be introduced to a model of using the backwards design process to develop curriculum for content-based ELD course for middle and high school students at the beginning proficiency level. The presenters will share samples of curriculum documents, design worksheets, and ideas for continued curriculum development.

Michael Molnar is the Assistant Director of Language Support and provides teachers and administrators in Lynn with training in curriculum and instruction for ELLs. Mark Chesley is a middle school SEI science teacher.

Designing Secondary SEI Science and History Curricula – A Round Table Discussion

Presenters: *Chad Leith, Monica Flores, Tony King, and Yolanda Pokaski*

Type: *1.5 Hour Workshop*

Subject: *Strategies and Instructional Models*

Audience: *Secondary/SEI*

Boston's Office of Language Learning and Support Services is developing a high school curriculum for SEI Science and SEI History. We will present the approach of our project, report on what we have learned, and invite session participants to share their experiences, perspectives, questions, and suggestions through a round-table discussion.

Chad Leith, Dr. Monica Flores, Tony King, and Yolanda Pokaski are Language Acquisition Coaches with the Office of Learning and Support Services for Boston Public Schools.

Developing Literacy Skills in Preschool ELL Students

Presenter: *Dr. Linda Warren*

Type: *1.5 Hour Workshop*

Subject: *Bilingual Special Education*

Audience: *Early Childhood*

This session offers strategies to enhance language and literacy skills in pre-schoolers with disabilities who are English language learners. This training is interactive and experientially based. Participants will be given the tools to create communication friendly environments that engage children in with books and stories using the child directed language, self-talk and parallel talk that help children expand language. Participants will explore evidence-based sequenced approaches to facilitate emergent literacy. They will participate in activities scaffold instruction and link literacy to the home and the community and opportunities to apply these practices in their work with children and families.

Dr. Linda Warren is the founder and President of ECA, Inc. A leader in the fields of early childhood development, special education, and family literacy, Dr. Warren is one of the few women in the United States to have received a federal small business innovation and research grant (SBIR) Grant for her work developing The Jump Start Literacy Guides and Talking with Children: A Resource for Supporting Teachers who Work with English Language Learners. She recently developed Steps to Success: A Mentor-Coach Instructional Design for Supporting Language and Literacy Outcomes for At Risk Children ages Birth to Five Years.

Diversity and Development: Promoting the Literacy Skills of English Language Learners

Presenter: *Noni K. Lesaux*

Type: *1.5 Hour Workshop*

Subject: *Strategies and Instructional Models*

Audience: *K-12*

This session will focus on the trajectories of language and reading development of learners from diverse linguistic backgrounds, early intervention, and instructional models to promote these learners; development, the various sources of reading difficulties for these learners, and common misconceptions about second language learning.

Noni K. Lesaux is an Assistant Professor at the Harvard Graduate School of Education.

EDCO Collaborative of Boston and the Massachusetts Migrant Education Program (EDCO/MMEP)

Presenter: *Barbara J. Galvin*

Type: *1.5 Hour Workshop*

Subject: *Understanding and Using Data*

Audience: *ELL Directors/K-12*

Program participants will learn that YES! There are migrant eligible students in school districts. Questions will be addressed: What constitutes “migrant” eligibility? Who are migrant students/families and who are they identified? Are all migrant students ELL students? What do they need to be successful in school?

Barbara J. Galvin is the Regional Director of the Northcentral Regional Office of the Massachusetts Migrant Education Program of the EDCO Collaborative.

ELL, SPED, or Both? Some Help in Deciding Which is Which

Presenter: *Dr. Christopher Lopes*

Type: *1.5 Hour Workshop*

Subject: *Bilingual SPED*

Audience: *K-12*

This presentation will provide a brief overview of identifying common characteristics of language development that may lead to misidentification for special education services. The presentation will address pertinent pre-referral strategies and will provide suggestions for appropriate assessment strategies that can help differentiate whether a student’s issues are most likely related to: being an English language learner, a regular education student requiring additional support, having no special needs; and being an English language learner with special needs. After participating in this workshop you will be in a unique position to apply the knowledge base of your profession and the skills that you will acquire in an ethical and reflective manner that promotes culturally competent practices.

Dr. Christopher Lopes is a trilingual psychologist.

ELLs, ELPBO, and Standards-Based Report cards

Presenter: *Anne C. Consoletti Schultz*

Type: *1.5 Hour Discussion*

Subject: *Understanding and Using Data*

Audience: *K-12/ELL Directors*

This session includes a roundtable discussion after a brief presentation of a proposed standard-based report card for ELLs in Waltham. Participants will share ideas that support separate ELL report cards, share ELL standards-based progress reports already in use, or gain insight from districts using ELPBO with standards based report cards.

Anne C. Consoletti Schultz teaches third grade English Immersion at the Northeast School in Waltham, and academic courses for ELLs at Bunker Hill Community College.

English Learner Education Program Development for Low Incidence Districts

Presenter: *Victoria Ekk*

Type: *45 Minute Discussion*

Subject: *Strategies and Instructional Models*

Audience: *K-12/ELL Directors*

In this session, participants will receive information on ELE program design and development for districts/schools with a limited number of English language learners. The presentation will include examples from past and current experiences in the field of EL programming. Sample forms and a full program description will be made available. A question and answer session will follow the presentation.

Victoria Ekk is a former English language learner and bilingual teacher, currently serving as a middle school principal and ELE program coordinator for North Attleboro school system.

Envisioning the Effective ESL (Not ELL) Classroom

Presenters: *Kathryn Riley and Arlene Hijara*

Type: *1.5 Hour Workshop*

Subject: *New Teacher Competency*

Audience: *Teacher Prep/K-12*

In what ways are English as a second language (ESL) classes different from other language or content classes? What components constitute effective ESL instruction? How can ESL teachers plan and deliver instruction effectively? This presentation will provide an overview of effective ESL classrooms, discuss teacher practices within those classrooms and present a tool for ESL teacher self-development. Active engagement of participants is strongly encouraged during the discussion.

Kathryn Riley is the administrator of the Office of Language Acquisition and Academic Achievement at the Massachusetts Department of Education. Arlene Hijara is an education specialist at the office of Language Acquisition and Academic Achievement at the Massachusetts Department of Education.

Examining the Effects of Socialization on Second Language Writing

Presenters: *Julie Whitlow and Sarah Dietrich*

Type: *45 Minute Research Paper*

Subject: *Understanding and Using Data*

Audience: *Secondary/Teacher Prep*

This study provides evidence through survey data and holistic ratings of student writing that students with richer social networks are more able to achieve gains in writing in college ESL composition courses.

Julie Whitlow is an Associate Professor in the English Department and co-coordinator of the Master of Arts in Teaching ESL program at Salem State College. Sarah Dietrich is the Assistant Director of the Center for International Education and Coordinator of the non-credit ESL program at Salem State College.

Getting Better Results from the English Language Learner: Utilizing On-Line Assessments

Presenter: *Mark Vital*

Type: *1.5 Hour Workshop*

Subject: *Understanding and Using Data*

Audience: *Secondary*

This session will address some of the unique ways instructors can utilize free tools on the internet to assess, communicate, and develop their English Language Learner (ELL). This workshop will be broken up into three sections. The presenter will discuss the benefits of a paperless classroom, on-line testing/quizzes, and interactive on-line assignments, discussions, and classrooms.

Mark Vital is a Teacher of English at Marlborough High School and has been instructing English Language Learners for five years. He has also taught many years at Northeastern University.

Graphic Organizers: Scaffolds for Literacy and for Language

Presenter: *Anne Homza, Ed.D*

Type: *1.5 Hour Workshop*

Subject: *Strategies and Instructional Models*

Audience: *K-12/SEI*

This workshop demonstrates that, with careful scaffolding, complex and challenging vocabulary and language structures can be taught to ELLs during the use of graphic organizers for literacy instruction. Participants will have the opportunity to construct sample lessons that employ graphic organizers and have specific language and vocabulary objectives.

Dr. Anne Homza, a former bilingual teacher, ESL specialist, and bilingual literacy specialist, directs the Title III project at the Boston College Lynch School of Education.

Informing our Writing Instruction for ELL Students: Lessons We Have Learned from Data

Presenter: *Ermindia Garcia*

Type: *1.5 Hour Workshop*

Subject: *Understanding and Using Data*

Audience: *K-12/SEI*

As we analyze writing data we become informed about ELL's strengths and needs. Ermindia Garcia, a SIOP National Faculty Member, will discuss the notion of oral language discourse and how it reflects the written discourse. She will demonstrate how scattergrams specific to writing traits can help teachers create focused instructional opportunities. The participants will learn the data sets that the writing rubric exemplifies. (the content objective) Then, through specific data dialogues, participants will learn how to plan for better informed instruction opportunities for their students. (the language objective) This presentation is a prelude to the key note presentation by Dr Eugene Garcia: *A Focus on Achievement Responsibility: Language Literacy and Effective Instruction for ELL's*.

Ermindia Garcia is an author of Hampton-Brown's Avenues, a PreK-5 language and literacy program. Presently serving as the Director of Accountability at the Isaac School District in Phoenix, Arizona, she was a dual-language first-grade teacher with more than 25 years of classroom experience, and is a member of the National SIOP Faculty. Ermindia has worked as a language and literacy consultant across the United States for the last 15 years and has co-authored articles focused on classroom management, authentic assessment, bi-literacy development, and teaching and learning in optimal classrooms. She was named Accomplished Teacher by the Center for the Study of Teaching, Chairperson of the Early Schooling Taskforce of the National Standards project of English language Arts (1992-1995), and a member of the Board of Directors for the National Center for Research on Writing and Literacy.

Language and Literacy Development for ELLs: Strategies that Work

Presenter: *Stephen White*

Type: *1.5 Hour Workshop*

Subject: *Publisher Presentation*

Audience: *Elementary/Secondary*

Providing meaningful practice for ELL in the areas of listening, speaking, reading, and writing skills and strategies is the link between teacher instruction and student success. The session will focus on strategies and materials that encourage language acquisition by beginning with oral language development and moving naturally into reading and writing. You will leave with new perspectives, exciting new ideas, and practical instructional strategies to help strengthen your classroom.

Dr. Stephen A. White has been in the field of bilingual/ESL for over 33 years. Dr. White has been a classroom teacher, school director, consultant, and Bilingual Director for the state of Texas. Dr. White has been a presenter at local, state, national, and international conferences.

LEP to FLEP (Formerly LEP) through Classwork, Criteria, and Technology

Presenters: *Betsy Tregar and Antonieta Bolomey*

Type: *45 Minute Workshop*

Subject: *Understanding and Using Data*

Audience: *ELL Directors/K-12*

Participants will learn about Boston's criteria for reclassifying ELLs from LEP to FLEP, and then they will apply these criteria to sample students. They will see how teachers make decisions in the schools, and how the electronic network by MyBPS facilitates and simplifies the reporting process. Participants will share their school or district's practices.

Betsy Tregar is Program Director for Language Support in Boston's Language Learning office. She helped to develop the reclassification criteria and she supports schools in their decision making.

Antonieta Bolomey is Data Specialist in Boston's Language Learning Office. She helped the Information and Instructional Technology office design the LEP classification section of MyBPS, and she supports schools in their decision making.

ESOL Instruction using Emergent Literacy Software

Presenter: *Greg Norman*

Type: *45 Minute Workshop*

Subject: *Publisher Presentation*

Audience: *K-12*

OpenBook English is a complete media-rich software solution that teaches reading and writing to kindergarten through adult learners. This session will demonstrate how *OpenBook* uses a combination of voice, text, video, graphics, photos, and Heritage Language translation within a framework that comprises the most comprehensive, scientifically-based, teaching methodology currently available.

Greg Norman is an advocate for educational technology in the K-Adult Literacy Classroom, and VP Sales for OpenBook Learning; formerly with Compass Learning and Waterford.

Longman Study Dictionary – A Considerate Student Resource

Presenter: *Judith O'Loughlin*

Type: *45 Minute Workshop*

Subject: *Publisher Presentation*

Audience: *Secondary/SEI*

The Longman Study Dictionary was directly developed to support learners in upper elementary and secondary classrooms. The presenter will show how accurate definition, relevant examples, and considerate features help intermediate-level students navigate the dictionary more productively and tackle academic vocabulary. Materials will be distributed.

Judith B. O'Loughlin is an education consultant with 25+ years of experience teaching ELLs in K-12 settings as well as in adult education.

Magical Realisms: Writing Multicultural Books for Children

Presenter: *Monica Brown*
Type: *1.5 Hour Workshop*
Subject: *Children's Literature*
Audience: *Elementary*

This session will explore the intersections between art, politics, culture, and children's literature from an author's perspective. This session will include creative readings and critical conversation on the importance of Latino/Latina children's literature

Dr. Monica Brown is the award-winning author of My Name is Celia: The Life of Celia Cruz/Me Llamo Celia: La Vida de Celia Cruz (Luna Rising 2004) and My Name is Gabriela: The Life of Gabriela Mistral/Me Llamo Celia: La Vida de Gabriela Mistral (Luna Rising 2005, as well as Butterflies on Carmen Street (forthcoming from Piñata, 2007), Gabito: The Life of Gabriel Garcia Marquez (forthcoming Luna Rising 2007), Chavela's Magic Rainforest Chicle (forthcoming 2008) and Pelé and the 1000 Goals (forthcoming HarperCollins Rayo, 2009). She is also an Associate Professor of English at Northern Arizona University.

Meeting High Expectations in the Readers and Writers Workshop for Beginning ELLs

Presenters: *David Valade, Roberta Frederick, and Evelyn Melendez*
Type: *1.5 Hour Workshop*
Subject: *Strategies and Instructional Models*
Audience: *K-12*

In this session, participants will be introduced to a readers and writers workshop model specifically designed to meet the needs of beginning English language learners. The presenters will share how they worked to develop the program, matching the needs of ELLs to the requirements of the district wide initiative reading and writing program.

David Valade is the ELL Program Director for the Holyoke Public Schools. Roberta Frederick is an ELL Academic Coordinator for Holyoke Public Schools. Evelyn Melendez is an ELL teacher for Holyoke Public Schools.

Meeting the Needs of English Language Learners Through the Study of Poetry

Presenter: *Jesse Auger*
Type: *1.5 Hour Workshop*
Subject: *Strategies and Instructional Models*
Audience: *Early Childhood/Elementary*

Poetry provides us with an excellent medium for the study of the many complex aspects of the English language. Content, vocabulary, turn of phrase, and many conventions of Standard English can all be explored through an in-depth study of poetry with ELL students.

In her 17 years of teaching, Jessie Auger has taught in Boston, Cambridge, Watertown, Puerto Rico and El Salvador. She currently teaches 1st grade at the Rafael Hernández Two-Way Bilingual School. She is the 2007 Massachusetts Teacher of the Year.

Newcomer Assessment and Orientation Center

Presenter: *Vicky Magaletta*

Type: *45 Minute Demonstration*

Subject: *Strategies and Instructional Models*

Audience: *Secondary*

Since September 2004, Boston Public Schools has established a Newcomer Assessment and Orientation Center (NAOC) to better serve newly arrived high school ELLs. The Center provides initial screening for native language literacy, English Language Assessment and ELD placement, a comprehensive math assessment, and a mandatory orientation that includes information on Boston Public School policies, cultural orientation and community social services. The Center also provides training and orientation for parents on school issues and acculturation to the USA. We will present an overview of the assessment and orientation protocol now established for high school ELL students entering Boston schools. We will also describe the new registration and assignment process for entering high school ELLs.

Vicky Magaletta is a former bilingual guidance counselor and Title VII Director. She is currently the Director of the Newcomer Assessment and Orientation Center.

One District's Learning Curve

Presenters: *Rhoda Webb and Janet Scoppetto*

Type: *1.5 Hour Workshop*

Subject: *Bilingual Special Education*

Audience: *K-12*

Learn how one suburban school district with high learning expectations has attempted to meet the challenge of differentiating between ELL needs and disabilities. The presenters will share programs, procedures, and training that have helped the district meet the needs of their growing population.

Rhoda Webb is ELE Coordinator of Northborough-Southborough Schools. Janet Scoppetto is an ASHA certified speech language pathologist practicing at the secondary level.

Preparing Mainstream Teachers for the Effective Instruction of ELLs

Presenters: *Anne Homza, Ed.D. and Frances Loftus*

Type: *45 Minute Workshop*

Subject: *Professional Development*

Audience: *ELL Directors/Higher Ed*

This presentation will discuss the ways in which Boston College Lynch School of Education has addressed the need to prepare mainstream teachers to meet the needs of ELLs, including the TELL certificate, faculty development, training for supervisors, and a required field based intervention for all teacher candidates.

Dr. Anne Homza is a formal bilingual teacher, ESL specialist, and bilingual literacy specialist and directs the Title III project at Boston College Lynch School of Education. Ms. Frances Loftus is the Director of the Office of Practicum and Induction at Boston College School of Education.

Question Answer Relationships: A Strategy for Improving Reading Comprehension

Presenter: *Margaret Adams*

Type: *1.5 Hour Workshop*

Subject: *Strategies and Instructional Models*

Audience: *K-12*

Questioning is an important strategy used by proficient readers. The strategy of question answer relationships asks questions to think deeply about the questions they ask and focuses their attention to the answers in the text. Research shows that understanding the question/answer/relationship increases student achievement.

Margaret Adams, Ed.D. is the Director of Balanced Literacy and Title I for the Malden Public Schools. She is also the recording clerk for MATSOL and past board member for MABE.

Reading Aloud with ELLs: An Intervention Activity for Mainstream Teacher Candidates

Presenters: *Anne Homza, Ed.D., Sarah Ngo, and Kara Mitchell*

Type: *1.5 Hour Workshop*

Subject: *Strategies and Instructional Models*

Audience: *K-12*

In this workshop, presenters will discuss the Read Aloud intervention activity developed for undergraduate mainstream teacher candidates at Boston College Lynch School of Education. In addition, they will provide an overview of supports including a DVD, book selection checklist, lesson plan template, and read aloud observation protocol.

Dr. Anne Homza, a former bilingual teacher, ESL specialist, and bilingual literacy specialist, directs the Title III project at the Boston College Lynch School of Education. Ms. Sarah Ngo is a Ph.D. candidate in the Department of Curriculum and instruction at the Boston College Lynch School of Education. Ms. Kara Mitchell is a Ph.D. candidate in the Department of Curriculum and instruction at the Boston College Lynch School of Education.

Reciprocal Teaching – Have Struggling Readers? Have Readers that can Decode, but do not Comprehend Text? Learn Four Special Words and Strategies to Incorporate into any Reading Lesson and Watch your Students Thrive!!

Presenter: *Beth Terada*

Type: *1.5 Hour Workshop*

Subject: *Strategies and Instructional Models*

Audience: *Elementary*

This presentation will provide an overview of **Reciprocal Teaching** by Lori Ockzus. Reciprocal Teaching is a research based method of presenting comprehension strategies to struggling readers in grades 2-6 that can be implemented using any format of text within the classroom setting (i.e. basal reader, guided reading, fiction, non-fiction). We will discuss and look at a video of Reciprocal Teaching lessons being used across different settings with a variety of learners. The benefits of using Reciprocal Teaching strategies with ELLs will be discussed and materials for classroom use will be given to all participants.

Beth A. Terada is currently the ELL Resource Specialist at Richer Elementary School in Marlborough, MA and was MATSOL/MABE's 2006 ELL Teacher of the Year, Elementary Level.

Refugee School Impact Grant: Developing a School/Community Partnership

Presenters: *Paula M. Sheppard and Natasha Soolkin*

Type: *45 Minute Workshop*

Subject: *Engaging Community Stakeholders*

Audience: *ELL Directors/Superintendents*

This presentation will discuss the development of a successful program model that addresses the needs of the new refugee populations, such as the Somali Bantus, to help them in adjusting to their new environment in school and in the community through collaboration of a public school system and a community-based organization.

Paula Sheppard, Director of the Language Support Program, has worked in the Lynn Public Schools as a teacher and an administrator for thirty two years. Natasha Soolkin, Director of the Russian Community Association of Massachusetts and Manager of the New American Center, has provided social support services to refugees as a case manager for fourteen years.

Response to Intervention (RTI) and ELLs/CLD in Massachusetts: A Call to Action

Presenters: *Maria de Lourdes Serpa, Solange Lira, Claudia Zorilla, and Margaret Ohern*

Type: *1.5 Hour Workshop*

Subject: *Bilingual Special Education*

Audience: *K-12*

This is a working session on the Response to Intervention (RTI) endorsed by IDEA 2004 and Regulations (2006) to be applied to ELL/CLD students who are experience learning difficulties. After a short presentation, session participants will be involved in co-creating a pro-active approach to the design and possible implementation of RTI in Massachusetts.

Maria de Lourdes Serpa is Professor at Lesley University. Solange Lira, Ph.D. is Associate Professor at Lesley University. Claudia Zorilla, Ph.D. is a bilingual school psychologist for Waltham Public Schools. Margaret Ohern, Ph.D. works for Fitchburg Public Schools.

Sheltering Strategies in the Content Areas

Presenter: *Beth Benedikt*

Type: *45 Minute Workshop*

Subject: *Strategies and Instructional Models*

Audience: *Elementary*

In this interactive, practical, and activity-based session, participants will be introduced to a wide variety of ideas, strategies, and activities to help make content more comprehensible, while building and strengthening literacy skills. The presenter will describe an then demonstrate many of the strategies and ideas. Participants will create some of the materials and practice the activities with their colleagues, so they can use them in their classroom the next day.

Elizabeth Benedikt is an ELL teacher at the Salemwood School in Malden, Massachusetts. She teaches students in kindergarten through fourth grade.

Strategic Mapping Tool: Identifying Improvement Strategies that meet the Needs of English Language Learners

Presenters: *Phyllis Hardy and Eileen Ferrance*

Type: *1.5 Hour Workshop*

Subject: *Advancing Leadership Knowledge*

Audience: *Higher Ed/ELL Directors*

The Education Alliance has developed a Strategic Mapping Tool that assists states and/or district in supporting low-performing schools with culturally and linguistically diverse students to integrate school improvement and ELL strategies. Participants will engage in an activity designed to effectively identify and align underutilized resources to meet school improvement/ELL needs.

Phyllis Hardy and Eileen Ferrance work with the Education Alliance at Brown University.

Success on High Stakes Tests begins with the Language/ Literacy Link

Presenters: *Jane Brauer, Anne Dolan, Rita Seru, and Lelia Snow*

Type: *45 Minute Workshop*

Subject: *Publisher Presentation*

Audience: *Elementary*

What precedes a good literacy lesson for an ELL? How can we front load in-depth, so that students come enabled to the text in a fresh and powerful way? How can we build on this background in order to then teach the skills our students need to master for high stakes tests? Come share with Boston's teachers, and others about the successes they are having as they pilot Hampton-Brown's Avenues program.

Jane Zion Brauer, Ed. D. is the President of Educational Solutions, Inc. She has been an ESL consultant and author since 1985 for Oxford University Press, Pearson and Hampton-Brown. Anne Dolan is a private ESL consultant and teaches ESL certification courses state wide. Rita Seru is an ESL coach for Boston Public Schools. Lelia Snow is a 2nd grade SEI teacher at John F Kennedy School in Boston and has been teaching for 21 years.

Science Vocabulary and Concept Strategies for English Language Learners

Presenters: *Beatrix Mellauner and Staci Hilliard*

Type: *45 Minute Workshop*

Subject: *Publisher Presentation*

Audience: *Secondary*

This presentation will address vocabulary and concept development in the content area of science using research-based strategies. Attendees will participate in activities that can be used in the classroom that will teach English language learners in the science vocabulary and concepts found on state content standards.

Beatrix Mellauner is the District Sales Manager for Thomson-Heinle Publishing. Staci Hilliard is a Marketing and Training Consultant for Thomson-Heinle Publishing.

Statewide Content-Based ESL Curriculum Development Initiative: Update

Presenters: *Katherine Earley and Amanda Lebleu*

Type: 45 Minute Workshop

Subject: *Strategies and Instructional Models*

Audience: *K-12*

Effective implementation of English language learner legislation often creates cause for district level curriculum guidance. In this session, participants will receive an update on the Massachusetts Department of Education's Content-based ESL Curriculum Development Initiative, as well as samples of recently completed work.

Katherine Earley and Amanda Lebleu work in the Office of Language Acquisition and Academic Achievement at the Massachusetts Department of Education.

Student MEPA and MCAS Data – Sorting It All Out

Presenters: *Boni-ester Enquist and Stephanie Scerra*

Type: *45 Minute Research Presentation*

Subject: *Understanding and Using Data*

Audience: *ELL Directors/Superintendents*

This presentation focuses on some key elements to help districts interpret district-wide and individual student MEPA data. Participants will examine and interpret student MEPA and MCAS test scores. We will consider ways to use our data to improve our ELL programs..

Boni-ester Enquist is Marlborough's ELL coordinator and has taught Spanish, TBE, and ESL. Her interests include writing curriculum, teaching at the graduate level, consulting and song-writing. Stephanie Scerra is an elementary ESL teacher in Marlborough. She has taught ESL to adults and presented numerous training activities within her district.

Successful Strategies on Teaching Elementary ESL Students Foundation Vocabulary

Presenters: *Beatrix Mellauner and Staci Hilliard*

Type: *45 Minute Workshop*

Subject: *Publisher Presentation*

Audience: *Elementary*

This presentation is designed to provide elementary teachers and administrators successful strategies on teaching ESL students the basic vocabulary, survival words, and concepts needed to access core curriculum. Using The Heinle *Picture Dictionary for Children*, attendees will participate in activities on teaching phonemic awareness, graphemic awareness, and vocabulary in context.

Beatrix Mellauner is the District Sales Manager for Thomson Heinle. Staci Hilliard is a Marketing and Training Consultant for Thomson Heinle.

Teacher Talk: Scaffold for ELL Literacy Development

Presenter: *Jane A. Yedlin*

Type: *45 Minute Workshop*

Subject: *Strategies and Instructional Models*

Audience: *Early Childhood/Elementary*

Through photographs and transcripts of writing lessons and conferences in a first grade classroom, we will observe skillful scaffolding of young ELLs literacy learning. The presentation focuses closely upon how a teacher simplifies language and makes it more comprehensible, as well as on how she creates verbal scaffolds and participation structures that support and extend children's oral and written language performance.

Jane Yedin, Ed.D teaches in the Multilingual Education/Language and Literacy Programs at Wheelock College and is a consultant to the Ready to Learn Providence early childhood program. She has written many professional development and student learning materials for ESL.

Teaching Academic Vocabulary – Where do we start?

Presenter: *Kaye Wiley Maggart*

Type: *45 Minute Workshop*

Subject: *Publisher Presentation*

Audience: *K-12*

How do we define academic vocabulary and how do we teach it? In this workshop, the presenter will discuss current research studies and strategies for ELL vocabulary development based on high-frequency word lists. A hands-on activity using an online vocabulary profiler to sort text will also be featured.

Kaye Wiley Maggart has been an ESL and mainstream teacher for 30 years. She is the author of phonics and sheltered content books for Pearson/Longman.

Teaching ELLs...What Every Educator Needs to Know!

Presenter: *Maggie Pagan, Ed.S.*

Type: *1.5 Hour Presentation*

Subject: *Publisher Presentation*

Audience: *K-12*

This interactive session will focus on research-based strategies and activities for teachers and other practitioners interested in improving the education of English language learners (ELLs), regardless of their English language proficiency. Presenter will discuss basic theory, practice, strategies, and materials that will facilitate academic gains for ELLs. Presenter will demonstrate interactive and direct approaches.

Maggie Pagan is a National PD Consultant Manager for Harcourt Achieve. Before joining the Harcourt Achieve family, she was a full time instructor at the University of Central Florida. Maggie comes with a wealth of knowledge and experiences in education excellence for ELLs.

Teaching English Language Learners from Asian Backgrounds: Overcoming the Challenges

Presenter: *Ying Hui*

Type: *45 Minute Workshop*

Subject: *Understanding and Using Data*

Audience: *Elementary/Secondary*

Through an interactive demonstration, session participants will be provided with culturally responsive instructional strategies for working with English language learners (ELLs) from Asian cultural backgrounds. Findings from one qualitative study that identified classroom practices of elementary teachers of Asian American students will serve as the framework for this session.

Ying Hui is an Assistant Professor in the Urban, Multicultural Special Education Program, Special Education Department at Rhode Island College.

Teaching Learning Strategies: Scaffolding for Independent Learning

Presenters: *Jeanne Perrin and Raynel Shepard*

Type: *1.5 Hour Workshop*

Subject: *Strategies and Instructional Models*

Audience: *Sheltered Content/SEI*

This session is based on the CALLA (Cognitive Academic Language Learning Approach) model of instruction and will address how to explicitly integrate the teaching of learning strategies and language into content area instruction. The presenters will connect learning strategy instruction to the ELPBO and identify sections of the document that will aid in planning lessons that integrate learning strategy instructions. The session will feature activities that model learning strategies within the content area and provide practice developing language objectives that are linked to learning strategies.

Raynel Shepard is the ESL Curriculum Developer for the Office of Language Learning and Support Services for the Boston Public Schools. She has taught ESL and is adjunct faculty at Boston College.

Perrin is the Program Director of Research and Professional Development for the Office of Language Learning and Support Services for the Boston Public Schools. She is a former bilingual/ESL teacher and adjunct faculty at UMASS/Boston

The Challenge: Building an Academic Literacy Foundation for Secondary ELLs

Presenter: *Tom Dare*

Type: *45 Minute Workshop*

Subject: *Publisher Presentation*

Audience: *Secondary*

New to English is a program for newcomers that develops beginning reading and writing skills – and vocabulary in the content areas. The program provides special sections for students who need systematic phonemic awareness and phonics instruction. The presenter will show participants how the program works. Complimentary copies will be provided.

Tom Dare is an ESL professional with 27 years in educational publishing. He has done over 300 workshops and staff development seminars.

The Massachusetts PreK-12 Literacy Plan: Recommendations for Improving Instruction and Academic Interventions for English Language Learners

Presenters: *Dr. Cheryl Liebling and Kathryn Riley*

Type: *45 Minute Workshop*

Subject: *Strategies and Instructional Models*

Audience: *ELL Directors/K-12*

This presentation will summarize recommendations for improving instruction and academic interventions for English learners that are included as part of the Massachusetts PreK-12 Literacy Plan. The Massachusetts PreK-12 Literacy Plan was developed with a grant from the National Governors Association in 2006. Approximately 75 individuals representing the major constituencies in the state interested in literacy issues participated as part of the Adolescent Literacy Task Force and Early Literacy Sub-Committee. The literacy plan is a consensus document developed with the help of these individuals and includes recommendations for actions that the state will take over the next five years to improve literacy achievement in Massachusetts.

Dr. Cheryl Liebling is administrator of the Office of Reading and Language Arts at the Massachusetts Department of Education. Kathryn Riley is administrator of the Office of Language Acquisition and Academic Achievement at the Massachusetts Department of Education.

The View from Brockton: A Sheltered Literacy Strand Within a Structured ELL Program

Presenters: *Monica Goncalves, Elizabeth Vann, Margaret Vanderels, Armando Vieira*

Type: *45 Minute Discussion*

Subject: *Strategies and Instructional Models*

Audience: *ELL Directors/Secondary*

The Brockton High School sheltered literacy strand, now in its second year, is designed to allow ELLs with limited or no native language schooling to integrate successfully into the Bilingual/ESL Program, itself a smaller learning community within the school. In a roundtable format, the presenters will discuss the structure of the program and the placement of students, instructional strategies, and curriculum. Each of the four teachers who teach in the literacy strand will speak briefly about his or her own instruction and profile two students: one a success story and one a challenge. Depending on audience interest, sample lessons and more specifics about the curriculum may also be presented.

Monica Goncalves teaches Literacy Science, Immersion Earth Science, and Immersion Biology (taught to advanced ESL students). Elizabeth Vann teaches Literacy ESL and Intermediate ESL. Margaret Vanderels teaches Literacy History and Beginning ESL. Armando Vieira teaches Literacy Math, Immersion Earth Science, and Immersion Chemistry.

Visualizing and Verbalizing: Practical Applications for Classroom and Student Use

Presenters: *Jana Gardella and Rhoda Webb*

Type: *1.5 Hour Workshop*

Subject: *Bilingual Special Education*

Audience: *K-12*

Learn a powerful and empowering strategy to use with ELLs to increase their listening and reading comprehension, and speaking and writing abilities. Based on the philosophy of Nanci Bell's program, Visualizing and Verbalizing for Language Comprehension Thinking, participants will view modeling of teaching techniques and see examples of student work. (Note: Jana Gardella is an independent presenter and not affiliated or endorsed by Nancibell® Visualizing and Verbalizing®.)

Jana Gardella is a reading specialist at Marion E. Zeh Elementary School and a literacy presenter.

Rhoda Webb is ELE Coordinator of Northborough-Southborough Schools.

We've Done the Home Language Survey – Now What?

Presenters: *Jose Pinheiro and Louis Caporiccio*

Type: *1.5 Hour Workshop*

Subject: *Understanding and Using Data*

Audience: *K-12/ELL Directors*

Administration of a home language survey is the initial component of identification of English language learners in public schools throughout the state. Accurate identification and education of English language learners necessitates the coordination of a variety of assessment practices – home, education, and language proficiency. This workshop will provide teachers with a clearer perspective for assessment of language proficiency and communication with families. In addition, this workshop will introduce an instrument to monitor ELL students' progress once they have been integrated into general education classroom environments.

Jose Pinheiro is the Director of Bilingual/ESL Services for Brockton Public Schools and coordinates programs for ELLs for over 1600 students. Louis O. Caporiccio, Ed.M., has been involved with the Brockton Public Schools for 30 years. He has provided pull out services for LEP students and is currently the Assessment and Monitor Teacher for the Department of Bilingual/ESL Services.

Who is LEP? A Policy Discussion

Presenter: *Kathryn Riley*

Type: *1.5 Hour Workshop*

Subject: *Understanding and Using Data*

Audience: *K-12/ELL Directors*

The designation of a student as limited English proficient (LEP), and the reclassification of an LEP student out of LEP status (LEP to FLEP) have legal, instructional, and accountability implications. The presenter will share analyzed MEPA and SIMS data that will show current trends and practices of classification and reclassification in Massachusetts school districts. Participants will then be asked to offer feedback on proposed new policies designed to better standardize the operational definition of LEP in Massachusetts.

Kathryn Riley is the Administrator of the Office of Language Acquisition and Academic Achievement at the Massachusetts Department of Education.

Writing Strategies for ELLs in Secondary Content-Area Classes

Presenters: *Maria Pacheco and Sara Smith*

Type: *1.5 Hour Workshop*

Subject: *Strategies and Instructional Models*

Audience: *Secondary/SEI*

This workshop will explore the writing expectations of academic classrooms and high-stakes tests at the secondary level, as well as the writing demands placed on English language learners. Several strategies and supports for helping ELLs build their writing skills will be presented and modeled. Participants will analyze high school ELL writing to determine best approaches for writing improvement.

Maria Pacheco, Ph.D and Sara Smith are with the Educational Alliance.



Q: Are your students prepared to take the high-stakes test?

A: Yes! I use  *Assessment* from Hampton-Brown!

Avenues and High Point  *Assessment*
Improves Instruction with Immediate Information

Literacy for English Language Learners in Massachusetts: The Data, The Research, Our Practice

Presenter Contact Information

(Arranged Alphabetically)

First Name	Last Name	Email Address
Margaret	Adams	madams@cityofmaiden.org
Elizabeth	Benedikt	ebenedikt@maiden.mec.edu
Jane Zion	Brauer	jzbrauer@juno.com
Monica	Brown	monica@monicabrown.net
Maria	Campanario	maanviso@gmail.com
Louis	Caporiccio	louiscaporiccio@brocktonpublicschools.com
Lauren	Cervone	lcervone@smp.gseis.ucla.edu
Michele	Cole	michele_cole@mcgraw-hill.com
Anne	Consoletti Shultz	consolettian@k12.waltham.ma.us
John	Croes	johncroes@verizon.net
Tom	Dare	tom_dare@mcgraw-hill.com
Judy	DeFilippo	defa0438@yahoo.com
Ann	Demers	ademers@teachfirst.com
Anne	Dolan	adesl@aol.com
Katherine	Earley	kearley@doe.mass.edu
Victoria	Ekk	vekk@naschools.net
Boni-esther	Enquist	boniesther@yahoo.com
Christine	Fernandes	christinefernandes@salem.k12.ma.us
Eileen	Ferrance	eileenP_ferrance@brown.edu
Barbara	Galvin	Bgalvin@edcollab.org
Shernaz	Garcia	sbgarcia@mail.utexas.edu
Jana	Gardella	jgardella@nsboro.k12.ma.us
Phyllis	Hardy	phyllis_hardy@brown.edu
Anne	Homza	homzaan@bc.edu
Ying	Hui	yhui@ric.edu
Eric	Johnson	ejohnson@boston.k12.ma.us
Chad	Leith	cleith@boston.k12.ma.us
Nonie K.	Lesaux	nonie_lesaux@gse.harvard.edu
Cheryl	Liebling	cliebling@doe.mass.edu
John	Lopez	jlopez@smp.gseis.ucla.edu
Vicky	Magaletta	vmagaletta@boston.k12.ma.us
Beatrice	Mellauner	beatrice.mellauner@thomson.com
Kara	Mitchell	mitcheku@bc.edu
Michael	Molnar	molnarm@lynnschools.org

Greg	Norman	gnorman@openbooksoftware.com
Judith	O'Loughlin	joesltech@aol.com
Maria	Pacheco	maria_pacheco@brown.edu
Maggie	Pagan	maggie.pagan@harcourt.com
Jeanne	Perrin	jperrin@boston.k12.ma.us
Jose	Pinheiro	josempinheiro@brocktonpublicschools.com
Kathryn	Riley	kriley@doe.mass.edu
Rita	Seru	rseru@aol.com
Paula	Sheppard	sheppardp@lynnschools.org
Sara	Smith	sara_smith@brown.edu
Lelia	Snow	lelia.snow@gmail.com
Betsy	Tregar	btregar@boston.k12.ma.us
David	Valade	davalade@hps.holyoke.ma.us
Elizabeth	Vann	elizabethvann@brockonpublicschools.com
Mark	Vital	mhsvital@yahoo.com
Rhoda	Webb	rwebb@nsboro.k12.ma.us
Stephen A.	White	saw057@aol.com
Julie	Whitlow	julie.whitlow@salemstate.edu
Jane	Yedlin	jyedlin@wheelock.edu

*Some presenters may not have provided an email contact.

Literacy for English Language Learners in Massachusetts: The Data, The Research, Our Practice

Exhibitors

MABE/MATSOL wishes to extend its gratitude to the following exhibitors for their participation in this conference and for their long-standing support. Please take some time to browse through the materials they have brought to share with us.

- ↳ Alran Books 𐄂
- ↳ Auralog 𐄂
- ↳ Beth Lothrop Books 𐄂
- ↳ Ballard and Tighe 𐄂
- ↳ Cambridge University Press 𐄂
- ↳ Fast ForWord 𐄂
- ↳ Full Blast Productions 𐄂
- ↳ Hampton Brown and Educational Solutions 𐄂
- ↳ HEC Reading Horizons 𐄂
- ↳ Huellas 𐄂
- ↳ Massachusetts Department of Education 𐄂
- ↳ McMillan-McGraw Hill 𐄂
- ↳ National Geographic School Publishing 𐄂
- ↳ New Leaf Education 𐄂
- ↳ OPTIONS Publishing 𐄂
- ↳ Oxford University Press 𐄂
- ↳ Pearson AGS Globe 𐄂
- ↳ Pearson Learning Group 𐄂
- ↳ Pearson AGS Globe 𐄂
- ↳ Pearson Scott Foresman 𐄂
- ↳ Pearson-Longman 𐄂
- ↳ Perfection Learning Corporation 𐄂
- ↳ Pro Lingua Associates 𐄂
- ↳ Rigby Steck-Vaughn 𐄂
- ↳ Scholastic 𐄂
- ↳ Teach First, Inc. 𐄂
- ↳ Thomson/Heinle 𐄂

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

Literacy for English Language Learners in Massachusetts: The Data, The Research, Our Practice

Acknowledgements

MABE/MATSOL acknowledges the work of the following Conference Committee members in planning the 2007 two-day conference:

Conference Planning Committee

- ✧ Margaret Adams, MATSOL *Recording Clerk* ✧
- ✧ Michaela Colombo, *MABE Board Member-at-Large* ✧
- ✧ Beverly Glackemeyer, *MABE Treasurer* ✧
- ✧ Kellie Jones, *MATSOL President* ✧
- ✧ Pat Madeiros-Landurand, *Bilingual Special Education SIG and MABE Board Member at Large* ✧
- ✧ Paula Merchant, *MATSOL Executive Director* ✧
- ✧ James O'Connor, *MABE Board Member-at-Large* ✧
- ✧ Debbie Sercombe, *MABE President* ✧
- ✧ Margaret Serpa, *MABE Board Member-at-Large* ✧
- ✧ Maria Luisa Wilson-Portuondo, *MATSOL Bilingual Special Education SIG, and MABE Board Member at Large* ✧

A Special Recognition for their Contribution & Support to

- ✧ *Sheraton Four Points Hotel Leominster, Massachusetts* ✧
- ✧ *The New England Equity Assistance Center* ✧
- ✧ *The Bilingual Special Education Network SIG of MATSOL* ✧
- ✧ *Sara Hammerla and Susan McGilvrey Rivet, Framingham Public Schools – Dual Language Pre-Conference Institute* ✧
- ✧ *Robyn Dowling-Grant, Lexington Public Schools – Directors Pre-Conference Institute* ✧
- ✧ *Hampton-Brown* ✧
- ✧ *Harcourt Achieve/Rigby/Steck-Vaughn* ✧
- ✧ *Pearson Longman ESL* ✧
- ✧ *Educational Solutions* ✧
- ✧ *McGraw-Hill ESL/ELT* ✧

Literacy for English Language Learners in Massachusetts: The Data; The Research; Our Practice

MABE Board of Directors 2006-2007

Officers

Deborah H. Sercombe, Cambridge Public Schools, *President*
James O'Connor, Boston Public Schools, *Vice-President (East)*
Alex Dashevsky, Westfield Public Schools, *Vice-President (West)*
Beverly Glackemeyer, Marlborough Public Schools, *Treasurer*
Margaret Serpa, Malden Public Schools, *Secretary*

Members-at-Large

Marla Perez Selles, *Past President*
Maria Luisa Portuondo, New England Equity Assistance Center
Michaela Columbo, UMASS/Lowell
Pat Medeiros-Landurand, Rhode Island College
Phyllis Hardy, New England Equity Assistance Center
Rhoda Webb, Northborough-Southborough Regional School Districts
Laurie-Zucker-Conde, Waltham Public Schools

MATSOL Board of Directors 2006-2007

Officers

Kellie Jones, *President*
Robyn Dowling-Grant, *Vice President*
Margaret Adams, *Recording Secretary/Clerk/Editor of MATSOL Bulletin*
Barbara Lora, *Treasurer*
Helen Solorzano, *Membership Secretary*
Paula Merchant, *Executive Director (Ex Officio)*

Board

Linda Vinay, *Higher Ed. SIG Representative*
Monika Floyd, *Adult Ed SIG Representative*
Tabitha Bernstein, *Currents Co-Editor and RI Coordinating Council*
Lauren Bently, *Currents Co-Editor and RI Coordinating Council*
Sterling Giles, *Currents Reviews Column Editor*
Janet Isserlis, *Listserve and MATSOL Works Manager*
Dr. Nancy Cloud, *Rhode Island Coordinating Council*
Brian Burcell, *Rhode Island Webmaster*
Joanne Fridley, *K-12/ Low Incidence Representative*
Ann Feldman, *Elementary SIG Representative*
Boni-esther Enquist, *Secondary SIG Representative*
Maria Luisa Wilson-Portuondo, *Bilingual Special Education SIG Representative*
Pat Madeiros-Landurand, *Bilingual Special Education SIG Representative*
Marjorie Soriano, *SAUE-SATE Teacher Exchange Liaison*

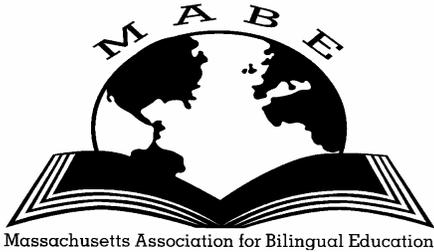
Literacy for English Language Learners in Massachusetts: The Data, The Research, Our Practice

⌘ Notes ⌘

Literacy for English Language Learners in Massachusetts: The Data, The Research, Our Practice

⌘ Notes ⌘

Literacy for English Language Learners in Massachusetts: The Data, The Research, Our Practice



*Massachusetts
Association of Teachers
of Speakers of Other
Languages, Inc.*

Certificate of Attendance

This is to certify

**Has attended the 2007 MABE/MATSOL Conference,
Literacy for English Language Learners in Massachusetts
on Thursday, March 8, 2007 through Friday, March 9,
2007.**

MABE/MATSOL Conference Committee

March 2007



*Massachusetts
Association of Teachers
of Speakers of Other
Languages, Inc.*