

matsol



Currents

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Contents

MATSOL News

- 2 President's Message
- 4 MATSOL Launches SLIFE Professional Learning Initiative
PAULA MERCHANT
- 7 Looking Back: MATSOL Currents Headlines
HELEN SOLÓRZANO

Get Involved

- 8 Submit to MATSOL Publications
- 8 Become the Currents Review Editor

Reports

- 9 The Community College ESL Networking Group
JUANITA BRUNELLE
- 10 RETELL: What's Happened So Far
MARY CLARK

Articles

- 16 The Rocky Road to College Acceptance
FRANCINE JOHNSON
- 19 Beyond RETELL: Taking the Lead in Ongoing Professional Development
JULIE WHITLOW AND MELANIE GONZALEZ
- 23 The Road to Freedom
FRANCINE STEIN-MROZ

Reviews

- 28 Factory of Facts, by Luc Sante
EILEEN FELDMAN

Message from the President

It's hard to believe that 2013 has come to a close. For MATSOL, 2013 has been a year on the move. We have begun many new initiatives as we continue our work to support the field and the education of our English language learners. In this issue of Currents, I encourage you to read the article by Paula Merchant describing our efforts at addressing the needs of a very special group of English language learners: Students with Limited or Interrupted Formal Education (SLIFE). For some time, there has been an interest in the field to offer professional development focused on the SLIFE population. In response to this need, MATSOL has been attempting to re-invigorate the working group that was in progress some time ago at the Department of Elementary and Secondary Education. In this regard, we are pleased to be joined by SLIFE experts Helaine Marshall and Andrea DeCapua, who are facilitating a series of Institutes with us as we lead the effort to address the needs of this varied and widely misunderstood group.

Also of note in this issue of Currents is Helen Solórzano's piece "Looking Back: MATSOL Currents Headlines," which offers a timely look at Currents' headlines over the last 40 years. As we enter into a new year, these headlines remind us of the roles MATSOL has taken in the past and help us look forward towards work which has yet to take place. Additionally, I urge you to read the reports submitted by Board members Juanita Brunelle and Mary Clark on Community Colleges and RETELL, respectively, as well as the articles submitted by our members — on professional development in relation to RETELL, teaching history, and helping students navigate the college application process.

I do want to update the membership on MATSOL's strategic planning initiative, which began in September of this year. Over the past few months, a Strategic Planning Committee made up of current MATSOL Board members has been meeting to re-think and develop our mission, vision and goal statements, drawing upon the responses we received from questionnaires and interviews we conducted with our members and stakeholders. The Strategic Planning Committee will report to the full Board its recommendations for the future direction of MATSOL in supporting our members' work and advocacy initiatives.

Finally, preparations for our 2014 Conference: REFRESH REFLECT RENEW are in full swing. Conference registration is open. We are delighted to welcome two keynote speakers, Loretta LaRoche and Reyna Grande, in addition to our many invited guests and conference presenters. As in past years, we look forward to our conference as a time to not only connect with old and new friends and colleagues, but also as a time to learn, reflect, and think about our roles as teachers of English language learners.

Thank you all for the work that you do every day.

Enjoy the season and, on behalf of the Board, I wish you all a spectacular 2014.

Katherine Earley
MATSOL President

MATSOL Launches SLIFE Professional Learning Initiative

PAULA MERCHANT

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On October 24, 2013, after seven months of outreach and evaluation of data, MATSOL launched a professional development initiative focused on Students with Limited or Interrupted Formal Education (SLIFE), with three core objectives:

- Increase teacher and administrator knowledge about SLIFE.
- Design collaborative, sustained professional learning and support mechanisms statewide, focused on needs of SLIFE in our MA communities.
- Raise awareness and advocacy for SLIFE students, SLIFE programming, and the resources needed to address this growing population of English learners.

This initiative was planned by MATSOL Board members, MATSOL's professional development team, and SLIFE experts Helaine Marshall and Andrea DeCapua, building on the work of the former SIFE (Students with Interrupted Formal Education) Working Group, which was led by Dr. Esta Montano and Stephanie Scerra and SLIFE programs and educators statewide. This new initiative is part of MATSOL's effort to assist schools in meeting the needs of our increasingly diverse English learner population.

To that end, MATSOL is offering a series of intensive institutes, focused on models for SLIFE practice in classrooms as well as the long-term experience of districts that have been working with various SLIFE populations in Massachusetts. In order to sustain and support long-term professional learning, we are also forming a collaborative professional learning network (PLN) made up of experts, teachers, directors, and MATSOL leaders who are committed to addressing SLIFE needs. This initiative is aligned to new Professional Development Standards in Massachusetts, and is driven by research showing the value of increased collaboration among teachers and school leadership. (Hirsh, S., Learning Forward)

SLIFE LEADERSHIP IN DISTRICTS

MATSOL is also considering the needs of school leaders as they support and promote culturally responsive pedagogy for SLIFE students. In May, the US DOE/ Office for Civil Rights attended the meeting of our Massachusetts English Learner Leadership Council (MELLC), where they described some of the scenarios they have seen recently in New England states, reviewed the legal mandates for addressing SLIFE, and offered technical assistance to any Massachusetts district with SLIFE students. On October 25, 2013, ELL Directors participated in a session focused on research-based models and practices for SLIFE, led by Dr. Marshall and Dr. DeCapua. In the afternoon, they participated in a panel presentation and sharing session focused on emerging and established programs for SLIFE students in Massachusetts. We thank programs in Waltham, Newton, Lowell and Worcester for sharing their programmatic approaches and models. This conversation will inform future planning around common needs across over 100 districts in MA, both urban and low-incidence, who report having SLIFE students.

THE SLIFE PROFESSIONAL LEARNING NETWORK (PLN)

A planning session for members interested in being a part of a sustained PLN on SLIFE was held on October 24. This group will provide a long-term collaborative experience directly connected to districts, programs, and classrooms. We believe that a multi-district, collaborative team approach will generate the broad perspectives and variety of experiences, ideas and resources that are necessary to move our SLIFE initiative forward.

The most immediate goal of the PLN group is to establish an online MATSOL community made up of those who will participate actively in the PLN and continue to plan its launch. This online community can facilitate sharing across programs and districts, organize cross-district site visits, and identify and finalize both short- and long-term goals for the PLN, as we prepare for its launch later in the year. In addition, the group is beginning to generate an awareness and advocacy campaign based on student data, along with actual stories of SLIFE students in Massachusetts.

If you are interested in being part of this online PLN group, please contact Paula Merchant, MATSOL's Director of Professional Learning at paulamerchant@matsol.org.

THE SLIFE INSTITUTES

On November 7 and 8, 2013, Drs. Marshall and DeCapua joined a group of 70 educators at the first of our two institutes, to present their research and their

model for addressing SLIFE in both K-12 and Adult programs. Using a Flipped Classroom approach, participants were given an opportunity in advance of the institute to be introduced to the course content and to share their own top priority needs around SLIFE. Once they arrived at the institute, participants were introduced to and given hands-on practice with Dr. Marshall and Dr. DeCapua's Mutually Adaptive Learning Paradigm or MALP, which provides a way of planning for a wide range of students in a culturally responsive way. Participants left the institute "MALP-Trained" and ready to implement the practices and model.

As this professional learning initiative launches, MATSOL will continue to share developments, outcomes, and resources — in future Currents issues, on the matsol.org webpage, and at MATSOL events. 

ABOUT THE AUTHOR

Paula Merchant is MATSOL's Director of Professional Learning and Contractual Service.

Looking Back: MATSOL Currents Headlines

FROM THE MATSOL CURRENTS ARCHIVE

MATSOL has published a newsletter since our founding in 1972. This is a look back at the headlines from years past.

The MATSOL Currents archive is available on the MATSOL website at www.matsol.org/currents-archive.

10 YEARS AGO – 2003

DRAFT POLICY STATEMENT

The MATSOL Board of Directors published a draft policy statement for feedback from members, in order “to operationalize the goals and values developed within MATSOL for the past thirty years.” It included statements on advancing equal opportunity for all English learners, allocating adequate funding for ELL programs in K-12 and for adults, requiring appropriate personnel and working conditions for servicing of ELLs, providing native language instruction and programming, supporting ELLs and their families in the public schools, using culturally and linguistically appropriate tools for the assessment of ELLs, and creating opportunities for undocumented immigrant children. (Page 1)

matsol.memberclicks.net/assets/documents/Currentsv29no1Spring2003.pdf

20 YEARS AGO – 1993

EMPLOYMENT ISSUES COMMITTEE: EMPLOYMENT STANDARDS

The Employment Issues Committee released the Higher Education Employments Standards, which included standards for contracts and job security, hours and responsibilities, salary and benefits, ratio of full-time to part-time employees, and qualifications. Also released were the Standards for Adult/Community ESL Employment, which included standards for Contracts and job security, hours and responsibilities, FT/PT Issues and working conditions, and qualifications. Standards for minimum professional pay were set at \$18 per hour, which included a half hour of prep time per teaching hour. Both sets of standards were approved by the MATSOL Board of Directors in September 1992. (Page 13)

matsol.memberclicks.net/assets/documents/Currentsv19no2Winter1993.pdf

30 YEARS AGO – 1983

CLOSED-CAPTIONED TV: AN UNTAPPED RESOURCE

An article by Karen Price and Anne Dow described a study they conducted at Harvard on supporting listening instruction using closed-captioned TV – then a new technology, with the first closed-captioned broadcast occurring in 1980. Their study showed that all 500 subjects in their research benefited from viewing closed-captioned video. (Page 1)

matsol.memberclicks.net/assets/documents/Currentsv12no2Fall1983.pdf

40 YEARS AGO – 1973

MATSOL does not have a copy of the newsletter from 1973. If you do, we'd love to make a copy for our archive, so please contact the MATSOL office!

Submit to MATSOL Publications

MATSOL E-BULLETIN

Published monthly. Includes short (one-paragraph) notices relevant to ELL/ESOL education in Massachusetts. Submission deadline: the 25th of each month for publication in the first week of the next month. For more details, see www.matsol.org/matsol-e-bulletins.

MATSOL CURRENTS

There's a lot going on in the TESOL world and ELL education, and we'd like all of it to be reflected in Currents! We want book reviews, reports on meetings and events, and articles on everything of interest to MATSOL members: adult education, K-12 education, community outreach, ESL in higher education, educator preparation programs, professional development initiatives, Intensive English Institutes, teaching ideas, profiles or interviews with significant figures, and discussion of issues that our members should be aware of. We'd also love to have stories from students — about their adjustment to life in New England and their experiences learning English in our English language programs or elsewhere. We welcome articles with scholarly content as well as those that share interesting experiences or give practical advice. If you have something to share, don't hesitate to send it in (currents@matsol.org); if necessary, we can help you get it into shape for publication. For more details, see www.matsol.org/matsol-currents.

Become the Currents Review Editor

Solicit and edit reviews of books and other materials (websites, apps, etc.) relevant to ELL/ESOL education. For more information, write the Currents editor, Mary Clark, at mary.clark@unh.edu.

The Community College ESL Networking Group

JUANITA BRUNELLE

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Higher Education ESL faculty and staff traditionally hold Roundtable Discussions at the MATSOL Annual Conference. During the past two years, community college faculty at these roundtables have expressed the need to meet regularly during the academic year to share issues and concerns about our ESL programs. In response to this, MATSOL is supporting Community College ESL Networking meetings. Two meetings were held at Quinsigamond Community College in Worcester. The next meeting is scheduled for January 31, from 3-5 PM, also at Quinsigamond Community College.

The purpose of these meetings is to keep us all informed about courses, programs, and services for ESL students at community colleges throughout the Commonwealth, to advocate for our ESL courses and services, and to strengthen the voice of ESL faculty in decisions about our programs. One important current issue is that some colleges are restructuring ESL programs to eliminate credits for ESL courses, and there is a concern that other colleges will make similar changes. As the experts in ESL, we plan to draft a position statement presenting our views on this issue.

It is our goal to have representatives from all fifteen community colleges attend these meetings. We urge you to participate in this forum. It is vital to show support for our ESL colleagues across the state, and to share concerns about issues on our campuses. 

ABOUT THE AUTHOR

Juanita Brunelle recently retired from Massasoit Community College and currently serves on the MATSOL Board of Directors.

RETELL: What's Happened So Far

MARY CLARK

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(The author presents this report for MATSOL members who, like her, are not/not yet directly involved in RETELL, but who would like to know about it.)

In September, 2011, after an internal review of the status of English Language Learners (ELLs) in Massachusetts schools and in response to a July, 2011, review by the Educational Opportunities Section of the U.S. Department of Justice (DOJ), the Massachusetts Board of Elementary and Secondary Education called for new state regulations for the training of K-12 educators of ELLs. In their review (McCarthy, 2011), the DOJ complained that the “Category” courses that had previously been offered to teachers of ELLs did not give enough attention to recent research in the teaching of vocabulary, reading comprehension, and writing. Beyond that, the DOJ objected very strongly to the optional nature of these courses: because teachers were not required to take them, only 32% of Massachusetts teachers had, in fact, undergone any part of the Category training.

The problem began in 2002, when most transitional bilingual education in Massachusetts was eliminated by a ballot initiative (Chapter 71A) which mandated that, with some exceptions, all Massachusetts children must be educated entirely in English; ELLs may spend some time learning English as a second language but, in most cases, must receive all their content instruction in English even if they do not understand much of the language. According to the DOJ, this approach, called Sheltered English Immersion (SEI) is permissible under the Equal Educational Opportunity Act (EEOA), but only if teachers are able to “shelter” content instruction for students who are still struggling with English. (McCarthy, pp.9-11) That standard was not being met in Massachusetts, where, according to the DOJ, thousands of ELLs in at least 275 school districts were receiving content instruction from inadequately trained SEI teachers. (McCarthy, pp. 4-5) In

order to conform to the EEOA and uphold the rights of the approximately 70,000 ELLs in Massachusetts public schools, Massachusetts would have to ensure that all teachers who teach ELLs are trained in effective methods and strategies for building a culture of equity and inclusiveness in the classroom and making academic content accessible to students with limited English proficiency.

In response to the DOJ review, and to address its own concerns about the lagging performance of ELLs in Massachusetts schools, the Massachusetts Department of Elementary and Secondary Education (MA DESE) launched the RETELL Initiative (Rethinking Equity & Teaching for English Language Learners) in June 2012. This initiative sets up new academic standards and assessment procedures for ELLs and requires that every core academic teacher of ELLs, as well as the principals, assistant principals, and directors who supervise or evaluate them, must earn an SEI endorsement. ("Core academic teachers" include early childhood and elementary teachers, special education teachers, and teachers of English, reading, language arts, mathematics, science, and social sciences.) Educators can earn the SEI endorsement in any of the following ways (Chester, 2012, August 27, p. 1; MA DESE 2012, pp. 15-16):

1. By holding an ESL/ELL license.
2. By holding at least a bachelor's or graduate-level degree in a DESE-approved field such as Applied Linguistics or TESOL.
3. By completing a DESE mandated RETELL course.
4. By completing a DESE-approved SEI course as part of their initial teacher/administrator licensure program.
5. By passing an MTEL SEI examination to be made available in 2014.

MA DESE's 45-hour RETELL course for teachers was first offered in Spring, 2013, and the administrator course began the following Fall. Both courses are being offered free of charge to incumbent core academic teachers and administrators, beginning with those in high-incidence school districts, according to the following schedule:

Year 1 (SY 2013): 3000 educators
Year 2 (SY 2014): 8000 educators
Year 3 (SY 2015): 9000 educators
Year 4 (SY 2016): 6000 educators

According to Dr. Jonathan Landman, Assistant Commissioner for Teaching and Learning (2013), there are, in fact, more than 10,300 registered enrollees during the current school year.

Barring hardship exemptions, SEI educators in districts with a high incidence of ELLs ("Cohort 1") must earn their endorsement during the three-year window from SY '13 to SY '15; those in moderate-incidence districts ("Cohort 2") have from SY '14 to SY '16, and those in low-incidence districts ("Cohort 3") have from SY '15 to SY '16. (MA DESE, 2012, p. 11) Shorter versions of the RETELL course, called "Bridge" courses, are available for those who previously completed two or more of the following Category trainings: Category 1 "Introduction to Second Language Learning and Teaching, Category 2 "Sheltering Content Instruction," and Category 3 "Reading and Writing in Sheltered Content Courses." (MA DESE, 2012, p. 15) Educators who are applying for initial licensure must hold an SEI endorsement by July '14 (MA DESE, 2012, p. 12); MA DESE is currently reviewing course syllabi from educator-preparation programs. (Landman, 2013) Beginning in July 2016, no core academic teacher can be assigned to teach an ELL student unless s/he either holds an SEI endorsement already or will earn the endorsement within one year. (Chester, 2012, December 7) Finally, beginning in 2016, all teachers, not just teachers of core academic subjects, must complete 15 professional development points (PDPs) in SEI in order to renew their teaching licenses. (Chester, 2012, December 7) MA DESE is currently soliciting proposals from vendors to offer the RETELL course, on a tuition basis, for teachers who want the endorsement but who have not had access to the no-cost course -- for example, non-core teachers who are not required to have the endorsement but would like to have it, teachers who have moved to Massachusetts from other states, and teachers in districts that currently have no ELL enrollment. (MA DESE, 2013, November)

The SEI teacher endorsement course is 45 hours in length, some of which is online. According to the syllabus, which is posted on line, the course has two modules: Module A (10 hours) addresses the cultural, social, and legal aspects of English learners in the classroom and introduces the principles and processes of language acquisition. Module B (35 hours) teaches participants how to identify the language of their own content area and adapt that language for students of varying ages, English proficiency, and academic backgrounds. Particular attention is given to the reading of "complex informational and literary texts, . . . using evidence to back up ideas, and building vocabulary and background knowledge through discussion, reading, and writing." (MA DESE, 2013b, p. 5) Participants practice the instructional strategies they learn both in the endorsement course itself and in their own classrooms; in fact modeling strategies and practices, implementing them, and receiving feedback are key approaches throughout this practical course. The SEI Administrator course, which consists of five

three-hour sessions, aims to give administrators the skills they need to build school cultures of equity and inclusiveness and make them aware of program models that engage ELLs in learning academic content while they are acquiring English. (MA DESE, 2013a) Complete syllabi for the Teacher and Administrator courses are available on the MA DESE website, along with those for the two Bridge courses for teachers who have already completed two or more Category courses.

In addition to these changes in the preparation of educators who work with ELLs, Massachusetts has also joined the World Class Instructional Design and Assessment Consortium (WIDA), a national consortium made up of 27 states who have adopted a prescribed set of curriculum standards and assessment procedures for ELLs. (Chester, 2013, June 7) The English Language Proficiency Benchmarks and Outcomes (ELPBO) that were formerly used to guide English language development in Massachusetts have now been replaced by the WIDA English Language Development standards. In addition to the Language Development Standards, WIDA also provides an assessment tool called ACCESS for ELLs (Assessing Comprehension and Communication in English State-to-State for English Language Learners). This tool replaces the MEPA (Massachusetts English Proficiency Assessment), which was formerly used to measure the progress of English language learners. DESE is providing training to districts as they work to integrate these standards into their curricula, teaching methodology, and assessment practices for ELLs. Additional information can be found at <http://www.doe.mass.edu/ell/wida.html>.

The RETELL initiative is an enormous and very expensive undertaking for the state and its educators, but it is necessary. English language learners face serious academic challenges. While young people below the age of sixteen or so pick up spoken, conversational English very quickly, it takes much longer for them to acquire formal, academic English; learners who have weak academic backgrounds or who come from languages that are unrelated to English often take more than seven years to catch up with their native-speaking peers. (Thomas & Collier, 1997) In the RETELL courses, our educators are learning highly effective teaching strategies that will make the learning easier and, perhaps, shorten the road toward full proficiency in English. In the shrinking world we live in, culturally inclusive classrooms are good for all our students, not just our ELLs. And many teachers find that the techniques they learn for making academic content accessible to ELLs are helpful, also, to their native-speaking students, who also benefit from a more explicit identification of objectives, clearer demonstrations of concepts, and careful attention to the language and vocabulary of literature, science, mathematics, and social science.

The population of English language learners in Massachusetts schools has grown by more than 50% in the past ten years, and these students have been not doing well academically. ELLs have the highest dropout rate and exhibit the largest achievement gap in academic proficiency of all student subgroups. (MA DESE, 2012, p. ii) In English language arts, only 35% of 10th-grade ELLs scored proficient or higher in 2012 as compared to 78% overall. In the science, technology, and engineering MCAS, only 17% of 10-grade ELLs scored proficient or higher vs. 69% for all 10th graders. (Melanson, 2013)

As we all know, Massachusetts students place right at the top in nationwide tests of academic achievement, but growth has slowed in the past few years, and from the recently released results of the Program for International Student Assessment (PISA) we learned that even Massachusetts has a long way to go to match the achievement levels of students in Finland, Estonia, Korea, Switzerland, and Shanghai. (Vaznis) Poor performance from immigrant and refugee students is not inevitable: Ripley (2013, p. 161-166) describes a school for six-to-ten-year-olds in Helsinki, Finland, where 30% of the student body is made up of immigrant and refugee children from China, Somalia, Russia, and Kosovo, but where the scores on standardized math tests are even higher than the already high Finnish norm. We must do the same in Massachusetts. To compete globally in the emerging fields of sciences and technology, we will need a highly skilled workforce that includes our English language learners as well as our native speakers of English. Immigrant students and their families have a wealth of knowledge, skills, and experience to contribute to the culture and economy of Massachusetts; to take advantage of what they have to offer, we must do our part by giving these students good English and first-rate academic skills.

Finally, it is important to note that while MATSOL strongly supports training for teachers who work with English language learners in SEI classrooms, we continue to take issue with the English-only approach that the state has chosen. Massachusetts needs more bilingual and dual language programs — to provide an alternative vehicle for the transmission of academic subject matter, to offer program choice for students and their parents, and to give our ELLs the opportunity to strengthen their skill in their home languages as well as in English. In addition to their other contributions to our society and our workforce, our immigrants and refugees also bring their linguistic skills; that's a valuable resource that we shouldn't allow to go to waste. 

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The Rocky Road to College Acceptance

FRANCINE JOHNSON

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Although public schools talk about college and career readiness, many schools do not adequately prepare ELLs for the college application process. During eleven years in high school vocational/technical education, I have found that my ELL students are often confused, misguided, or lost in the process of applying for college. The vocabulary and question formats for the SAT, as well as where and how to get funding to pay for it, filling out college applications and FAFSA forms, writing college essays, and visiting college campuses are challenges that may seem insurmountable to high school ELLs and their families.

Preparation for college cannot be handled exclusively in the junior and senior years. Discussion, advising, and preparation must begin during the freshmen year or even earlier. Students should take the PSAT in their sophomore year. They can get waivers if they cannot afford the test; guidance counselors and teachers need to communicate this to ELL students and their parents. SAT prep courses are also essential for ELL students so that they don't go into the test blindly. Too often, I see ELL students taking the SAT in their junior and senior years without any prior preparation. This makes no sense!

Many ELL students and families don't understand the value and importance of visiting college campuses. Sometimes the students want to go to college information sessions, but their families are unable to take them due to scheduling or transportation conflicts. Our public high schools should try to coordinate these visits. When students register in advance they are able to hear presentations, get guided campus tours from students and faculty, see residence halls, and eat in the cafeteria. For example, campus tours at Salem State University are offered Monday through Friday. It would be easy to schedule a tour for a busload of students during one of the school vacations (February or April). Some schools, including UMass Lowell, schedule all-day open houses for prospective

applicants. Wouldn't it make sense for schools to bring busloads of students to colleges and universities for such activities? By spending a little time on college campuses, college-bound students get a much more accurate picture of student life than can be displayed in a glossy brochure.

One of my former ELL students from the class of 2013 attended the open house at UMass Lowell, and fell in love with the feel of the campus and the School of Business. She got up the confidence to speak to one of the student presenters after the formal presentation and was able to create a personal contact. She later corresponded with that student by texting and emailing, and was able to get some helpful insights and advice. During her visit, she encountered an anxiety-producing situation when the students were given tickets to eat lunch in the campus dining room. My student found it "scary at first" because of the size of the hall and the noise and bustle all around; she was afraid to even ask for her food because in high school "you just grab a tray." But how much better for her to experience this challenge during the campus open house and get at least one "scary" thing out of her system before actually starting school!

The application form is another serious challenge for ELL students. Many are unfamiliar with the Common Application. All students, but particularly ELLs and first-generation prospective college students, need help in navigating the deadlines and putting together the required documentation. These topics could be incorporated into our curriculum or covered in after-school sessions in a computer lab. The FAFSA forms can be completely overwhelming for non-English speaking parents. Parents of ELL students may not understand how to fill out these forms or why they have to share such personal information. Schools should send information home in languages parents understand, and set up financial aid meetings to provide needed information. Time and guidance should be provided in the computer lab to help students who are trying to complete the FAFSA.

As an ESOL Teacher, I have assisted my ELL students by creating a monthly action plan for students and by making myself available to them one day per week after school in the computer lab. We focus on specific topics each week and I assign some work for them in advance so that our time together will be as productive as possible. I speak to parents by phone and in person to establish a trusting relationship with them early on so that we can work together to push their children forward to college. But while I have definitely helped some students navigate the college application process, I wish I could have done more. One person can make a difference, but a dedicated team of people could do so much more! I understand that people are fighting lean budgetary times,

and most people feel overworked, but I hope that schools will consider offering a class or even an after-school program for high school ELL students to help them with the college selection and application process. There should be a real curriculum with benchmarks along the way so that we move students in a timely manner toward the ultimate goal: college acceptance into a college they want to attend.

In summary, it seems that we could do many things to better assist ELL students and their families through the college application process. We need to start talking about college early and often so that English learners and students from low socioeconomic backgrounds see themselves as real candidates for college. Schools should host informational meetings with parents and provide buses to transport interested students to campus visits. We should provide SAT preparation programs and assist students in applying and paying for the PSAT and SAT. Students need help with their college essays, college applications, and FAFSA applications. ELL students face more obstacles than their native English speaking peers, but there is no reason to believe they are not college material. We need to provide critical support along the way to make their dreams a reality. 

ABOUT THE AUTHOR

Francine M. Johnson has taught ESL at the high school and community college levels. She received a 2012 Linda Schulman Innovation award, which enabled a project focused on electronic reading for ELLs. She presently works as a district ESL Coordinator in Peabody, MA. Her interests include SLA, culture, and literacy.

Beyond RETELL: Taking the Lead in Ongoing Professional Development

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Since 2011, when the Department of Justice found Massachusetts remiss in providing an equitable education for English Language Learners (ELLs), roughly 30,000 content area teachers and administrators have been chosen to receive professional development training in Sheltered English Immersion (SEI). For in-service teachers, this training comes in the form of the RETELL course that is being offered in most districts throughout the state, up until SY 2016. Pre-service teachers are being given a similar SEI endorsement course as part of their initial licensure programs. Data from the DESE website alone provides evidence for the enormity of this effort: of 31,595 teachers, only 2,045 had an English as a Second Language (ESL) license in 2012 while the enrollment of ELLs statewide has increased 70% since 2000 (2013). This ambitious and costly initiative is a great first step toward raising awareness about second language learning in the PreK-12 classroom and giving teachers the strategies they need to “make rigorous content accessible to ELLs” (Massachusetts DESE, 2013).

While the RETELL initiative is an excellent beginning, one course by itself is not sufficient; ways will have to be found to sustain and augment this effort over time, and ESOL faculty and teachers must take the lead in this ongoing professional development. At Salem State University (SSU), we have been able to offer some additional professional development opportunities for our faculty and students, and for teachers in partner districts, through our Project SAEL (www.projectsael.org), which is funded by a National Professional Development Grant. This grant has allowed us to fund several projects: a six-course initial-licensure program for science and math teachers who want to obtain a second license in ESL; profes-

sional development workshops for our Education faculty; and workshops for our undergraduate students who are training to become science and math teachers. However, it has also allowed us to create and test strategies that could be used by colleges, universities, and school systems to sustain the efforts of the RE-TELL initiative over time. It is these strategies that will form the basis for this article. Some of them apply to our educator-licensure programs for pre-service teachers; others describe steps that could be taken in the school districts themselves:

1. **Infusing SEI Content into all courses in the initial-licensure program.** All pre-service teachers are required to take the SEI endorsement course, but that is only one course, with a beginning and an end. In order to reinforce SEI content throughout our educator licensure programs, we need to infuse this content into every course. One way to do that is for ESOL specialists to hold small-group workshops as part of an ongoing conversation within Education departments. Faculty members could meet regularly to collaborate and discuss ways to infuse SEI content and pre-practicum opportunities for students into their courses. Techniques and assignments would be discussed in a workshop format, and vetted and reviewed by a cohort of peers teaching similar courses. Over time, every course in the teacher-training curriculum would contain an embedded SEI component, and all faculty would develop expertise in content related to ESOL that is critical to the success of future teachers of ELLs. Through such collaboration between ESOL specialists and their faculty peers, ESOL-related content would become part of the general curricular discussion rather than being regulated to a single, stand-alone course.

2. **Pre-Practicum Experiences and Service-Learning.** Because pre-service content teachers need practical experience in working with ELLs, educator licensure programs must ensure that an appropriate number of pre-practicum hours be devoted to hands-on instruction of ELLs. Individual courses could include a field experience component that provides practice with instructional strategies such as differentiated teaching and adaptation of materials. According to the DESE website (2013), there were 324 districts with enrolled ELLs in 2012, and 64 districts with a population of 100 ELLs or more. With such a large ELL enrollment statewide, it should not be difficult to ensure that some pre-practicum hours be completed within these districts. Opportunities can also be found in family literacy outreach and in adult and community programs. As more and more universities are ratcheting up their service-learning components, volunteer positions in adult education and family ESL literacy programs can easily be made available to students. At SSU, we are beginning to implement such a program and have cre-

ated partnerships with the adult programs in our area. Our pre-service teachers have also gained experience as assistants in summer learning opportunities for ELLs. Our graduates cite these hands-on experiences as being particularly valuable in giving them a deeper understanding of second language acquisition along with the opportunity to practice the strategies they learned in their Education courses.

3. Ongoing Leadership and Support for preK – 12 Content-Area Teachers. PreK-12 teachers in the content areas will need the ongoing support of their ESOL colleagues as they try to implement what they have learned in the RETELL course. Teachers who are licensed in ESL should make themselves available to their peers through regularly scheduled professional development events, brown-bag lunches, informal discussions, and workshops in team or grade-level meetings. Creating a supportive and ongoing learning community for our content-area colleagues will require effort and advocacy on the part of our ESOL specialists, and trust and buy-in on the part of their peers. However, these conversations and collaborations will become easier and more comfortable as our colleagues learn more about second language learning and become familiar with the practices and approaches they can use to make academic content in their subject areas accessible to their ELLs.

4. Vigilant Advocacy. There is no doubt that teachers want all their students to succeed. However, Massachusetts teachers are experiencing the demands of several new initiatives all at once. While trying to adopt SEI practices, they are also being required to master the new WIDA and ACCESS assessments, implement the Common Core, carry out school and district improvement plans, and deal with new teacher evaluation mandates. Teachers who experience multiple requirements implemented in a top-down way may become resentful and pessimistic (Nutta and Stoddard, 2005). We have to be aware of these feelings while continuing to be champions on behalf of ELLs. It is our responsibility to be a voice for the children and families who do not yet have voices of their own, at least not in English. It is also our job to give our content-teacher colleagues the support and encouragement they will need as they learn to meet the emotional, socio-cultural, and academic needs of their ELLs. 

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ABOUT THE AUTHORS

Julie Whitlow, Ph.D., is a Professor in the English Department at Salem State University. She is also the Coordinator of Graduate Programs in Teaching English to Speakers of Other Languages and the Principal Investigator of Project SAEL, a National Professional Development grant funded by the U.S. Department of Education. Her research interests are in L2 writing, sociolinguistics, and teacher training.

Melanie Gonzalez, Ph.D., is an Assistant Professor in ESOL and Literacy at Salem State University. She currently teaches the Sheltered English Immersion endorsement course and other courses in the Graduate TESOL programs. She received her doctorate from the University of Central Florida last year and has research interests in vocabulary development, L2 writing, and teacher training.

The Road to Freedom

FRANCINE STEIN-MROZ

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All high school students are required to take American History. This requirement can be difficult for English language learners, since they do not have either the language or the background knowledge they need to understand the academic content. I have found that a unit on the Freedom Trail is a good way to help my students learn about the beginnings of our country and develop some of the academic skills they need in their history class, which they are taking concurrently with my course. The unit I have developed incorporates the four domains of language (speaking, listening, reading, writing), and differentiates instruction based on proficiency level. In order to make the language comprehensible to students, I provide explicit instructions and modeling when presenting each lesson, along with word walls, visuals, hands-on activities, demonstrations, gestures and body language. I speak at a slower rate, using simple sentence structure as the academic task is presented. The language of history contains many idioms such as the term “leading up to” which can cause ELLs to miss important information. I try to clarify beforehand, so my ELLs are not confused. The culmination of the unit is a walking tour of Boston’s Freedom Trail.

I begin by giving the students a time line called “The Road to Freedom” that covers important events 1750-1783. Vocabulary such as “Loyalist,” “ally,” “proclamation,” “representative,” “repeal,” “declaration,” “militia” and “revolution” is pre-taught, with events discussed in chronological order. My ELLs struggle with the different titles for the Americans and the British: The Americans are called the Patriots, the Minutemen, or the Colonists. The English are called Lobsterbacks, the British or the Red Coats. Once the students understand the chronology and the most important vocabulary, they receive a packet explaining the projects they are to complete during the unit:

Writing Component. Students write an informative report on a topic of their choice. Reports must be at least one full page in length, 12pt. font, Times New Roman and double spaced.

Creative Component. Students create, construct, memorize or compose a creative project which they will present, demonstrate, or perform for the rest of the class at the end of the unit.

The packet contains a model of the informative report that they are to write, along with a list of topics for them to choose among, and a web map graphic organizer. The list of topics is given below:

- The French and Indian War
- Trouble in the Ohio Valley
- The Proclamation of 1763
- The Sugar Act
- The Stamp Act
- The Quartering Act
- The Townshend Acts
- The Colonists' Protest of British Acts
- The Boston Massacre
- The First Continental Congress
- The Battles at Lexington and Concord
- The Battle of Bunker Hill
- The Declaration of Independence
- Thomas Paine's pamphlet "Common Sense"
- The Battle of New York
- The Battle of Trenton
- The Battle of Saratoga
- Valley Forge
- The Battle of Yorktown
- The Treaty of Paris

In writing their reports, students follow the 5-step writing process: pre-write, draft, revise, edit, and publish. Students research with assistance, using library and computer lab resources. Each draft is evaluated through an individual conference while other students edit their work.

The informative report meets the Common Core State Standards Writing standard 2 for grades 6-12: Write informative/explanatory texts to examine and convey ideas, concepts, and information through the effective selection, organization, and analysis of content.

Here is the list of possible topics for the creative projects which are presented orally at the end of the unit:

- Create a detailed map of the Freedom Trail, including illustrations.
- Make a revolutionary period costume(s).
- Make a model of a clipper ship.
- Make a model(s) of a tombstone(s) from the time period.
- Make a model of any of the historic buildings or places on the Freedom Trail
(Suggestions: The Old North Church, the State House, the Boston Common, Nix's Mate, Faneuil Hall)
- Write a Historical Fiction story.
- Create a guidebook with illustrations for the Freedom Trail.
- Recite an historic speech.
- Write an original piece of poetry.
- Recite a poem about the time period, such as "Paul Revere's Ride."
- Create a painting of an historical event, person or landmark.
- Create a piece of sculpture of an historic figure.
- Create an Early American newspaper, broadside(s), or pamphlet(s).
- Create crafts of the period.
- Create a poster about women's lives: A Day in the Life.
- Make a short film or documentary about the Freedom Trail or the historic period
(This could involve more than one student.)
- Sing or play an historically significant piece of music of the period.
- Create a board game representing the Colonists and the British.

At the end of the unit, students are videotaped presenting their projects to an audience of peers, who complete a listening questionnaire.

ASSESSMENT

I use two rubrics to evaluate student learning. My evaluation of the informative report is based on the following categories: quality of information, organization, word choice/vocabulary, sentence fluency, mechanics/usage/grammar, and sources. My evaluation of the oral component uses categories based on preparedness, complete sentences, comprehension of content, pronunciation, and volume/pace. Copies of these rubrics, which are given to the students in advance, are attached to the end of this article.

CONCLUSION

I have taught this unit several times, most recently to a class of twenty students from the Dominican Republic, Indonesia, Nepal, and China. In the course of the unit, my students learn important revision and editing skills, along with background information about early American history, and how to give an oral presentation on information they have researched. Since the culmination of the unit is a field trip to the Freedom Trail, they are motivated to research these topics. They especially enjoy planning their creative projects, and, as they complete

these assignments, I make a movie of them so they have a lasting reminder of their work. The information and terminology that they have learned in my class is immensely helpful to them when they study the same historical period in their mainstream American History class. **C**

ABOUT THE AUTHOR

Francine Mroz is a faculty member at Dover High School, and coordinator of the ESOL program for the Dover School District. She has taught for twenty-eight years, with experience in New York City, the Navajo Indian Reservation and Dover, New Hampshire.

Rubric for the Evaluation of the Oral Report on the Creative Project				
Category	4	3	2	1
Preparedness	Student is completely prepared and has rehearsed.	Student seems prepared but might have needed a couple more rehearsals.	The student is somewhat prepared, but it is clear that rehearsal was lacking.	Student does not seem at all prepared.
Sentence Completeness	Always (99-100% of time) speaks in complete sentences.	Mostly (80-98%) speaks in complete sentences.	Sometimes (70-80%) speaks in complete sentences.	Rarely speaks in complete sentences.
Comprehension of Content	Shows a full understanding of the topic. Uses all vocabulary learned.	Shows a good understanding of the topic, but is not clear on a few vocabulary words.	Shows a good understanding of parts of the topic, but is not clear on most of the vocabulary.	Does not seem to understand the topic or the vocabulary very well.
Pronunciation	All words are pronounced clearly.	Words are pronounced clearly 90% of the time.	Words are pronounced clearly about half the time.	Pronunciation errors impede communication.
Volume/Pace	Volume is loud enough to be heard by all audience members. Pace is excellent.	Volume is loud enough to be heard by all audience members at least 90% of the time. Pace is good, but rushed at some points.	Volume is loud enough to be heard, but pace is rushed most of the time.	Volume is often too soft. Presenter is rushed, making audience unable to understand the information.

Rubric for the Evaluation of the Informative Report

Category	4	3	2	1
Organization	Information is well organized, with well-constructed paragraphs and subheadings.	Information is well organized with well-constructed paragraphs.	Information is organized, but paragraphs are not well constructed.	The information appears to be disorganized.
Quality of Information	The information clearly relates to the main topic. It includes several supporting details and/or examples.	The information clearly relates to the main topic. It includes one or two supporting details or examples.	The information clearly relates to the main topic, but no details or examples are given.	The information has little or nothing to do with the main topic.
Mechanics	There are no grammatical, spelling, or punctuation errors.	There are almost no grammatical, spelling, or punctuation errors.	There are a few grammatical, spelling, or punctuation errors.	There are many grammatical, spelling, or punctuation errors.
Sources	All sources are accurately documented in the desired format.	All sources are accurately documented, but not all are in the desired format.	All sources are accurately documented, but many are not in the desired format.	Some sources are not accurately documented.
Sentence Fluency	There is variety in sentence beginnings, structure, and length. Easy flow and rhythm.	There is usually variety in sentence beginnings, structure, and length. Some flow and rhythm.	There is some variety in sentence beginnings, structure, and length. Little flow and rhythm.	There is little variety in sentence beginnings, structure, and length. No flow or rhythm.
Word Choice/ Vocabulary	Good use of academic vocabulary. Ideas are expressed clearly throughout.	Some academic vocabulary. Ideas are expressed clearly.	Little use of academic vocabulary. Ideas are usually expressed clearly.	No academic vocabulary, or academic vocabulary is misused. Ideas are not expressed clearly.

Factory of Facts by Luc Sante

Pantheon Books, New York. 1998. 306 pages. ISBN 0-679-42410-5

REVIEWED BY EILEEN FELDMAN

In his memoir *Factory of Facts* Luc Sante uses his literary talents to convey the feelings and thoughts of a boy leaving war-torn and economically depressed Belgium and arriving in New Jersey in the early 1960s. He chronicles his journey across the Atlantic, his great expectations, his first school experiences, his occasional returns to Belgium, and his continued ambivalence about his national identity. After settling in the US, he attended both Regis High School in Manhattan and Columbia University (not graduating but nevertheless having taught in their MFA program). He presently teaches writing and history of photography at Bard College. He has won Whiting, Guggenheim, and American Arts and Letters prizes and has published essays in freshman rhetoric anthologies. His recollections of his early experiences, doubts, misbehaviors, and disappointments can inform and sensitize teachers and counselors of teenage newcomers, immigration personnel, and educational policy makers.

The chapters are arranged according to Sante's evolving perceptions of his identity(ies). The earlier chapters introduce his Walloon Belgium family — haunted by World War II, divided by centuries of occupational and ethnic rivalries, imprinted by the culture of class delineation and formality. After closure of the factory in which his father worked, the family journeyed to New Jersey to try out life with the relatives there. Life in America was initially hard and discouraging, so they returned to Belgium but came back to the US after finding even fewer options in Belgium. The middle chapters chronicle Sante's conflicting national identities, which briefly resulted in rebellion, drug-taking, swearing, cutting classes, and loneliness. He could not fully embrace either the US or Belgium as his identity. In the latter chapters, Sante, now married and a writer in New York, still feels the need to return sporadically to Belgium and to maintain a US permanent resident visa - still reluctant to declare total loyalty to either country.

There are many books that describe academic and social difficulties for teenage newcomers. What this memoir offers that is new is a glimpse of the tug-of-war created by feelings of loyalty to two cultures. Psychologist Pauline Boss uses the term “ambiguous loss” to describe the distress we feel with the loss of people or places to which we are deeply attached; when we lose those we love through death, divorce, or immigration to a new country, feelings of ambiguous

loss can persist for a period up to five years. Teachers of immigrant and refugee teenagers who recognize this phenomenon in their students can attempt to address the conflict through their school curricula, and by organizing speakers, panels, and workshops on the topic. Sante ultimately overcame his ghosts through writing, and perhaps our students can do the same; both we and they can benefit from their accounts of their unique experiences. 

ABOUT THE AUTHOR

Eileen Feldman is a Lecturer in ESL at Bunker Hill Community College and in English Composition at Suffolk University

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MEET OUR BOARD AND STAFF

Photos and short biographical statements are given below for our Board and staff. We regret that we have no pictures or bios for Board members Albert Mogavero, Vula Roumis, and Stephanie Scerra.

MEET MATSOL'S BOARD

LUISA ALMEIDA

Luisa Almeda has taught ESL for the past seven years for the Brockton Public Schools. In addition to working with children, she has also been fortunate to work with adults within the community through The Adult learning Center and The Parent Connection, where many parents of the children in her district come to learn ESL.



She serves as a board member for BPF (Boston Portuguese Festival) through the Portuguese consulate, organizing cultural and educational events in the Boston area. As a product of Bilingual education herself, she is very passionate about MATSOL's work in ELL education. She is proud to introduce herself as a new member of the MATSOL board. She looks forward to doing her part to ensure the success of MATSOL's mission.

FARAH ASSIRAJ

Farah Assiraj is the Senior Director for Research and Instruction at the Office of English Language Learners, Boston Public Schools (BPS). In this capacity, she leads the district's implementation of common core for ELLs and oversees ELL Data and Research, Curriculum, Instruction, Professional Development, and SIFE programming. She has also served as ELL Director for Research and Instruction and ELL Senior Academic Design and Support Specialist (ADSS) in BPS. In previous roles, she was the ELL Program Administrator at the Boston Renaissance Charter School and a teacher of ESL, Adult ESL, reading, ELA, and technology. She holds a B.A. in Sociology from the University of Northern Florida, along with a certificate in North African Economic Development and Arabic from the University of Al-Akhawayn, Morocco, and a Master's in Teaching ESL from Simmons College.



Farah was the recipient of a Fulbright Distinguished Award in Teaching and a Salzburg Global Fellowship. She serves on the National Council of Great City Schools ELL committee, the MATSOL Board of Directors, and the Massachusetts

Board of Education ELL Council, among other local community organizations. As a former ELL herself, Farah is passionately committed to the academic and personal success of underprivileged and language minority students.

JUANITA BRUNELLE

Juanita Brunelle recently retired from Massasoit Community College where she was Professor of Modern Languages, teaching ESL, French, and Spanish. Ms. Brunelle created the college level college credit courses at Massasoit, and served as the Coordinator of ESL for over 15 years. She holds a Bachelor of Arts in Romance Languages from Clark University, a Master of Arts in French from the University of Rhode Island, and a Master of Arts in ESL from the University of Massachusetts Boston. She has presented at MATSOL, at TESOL, and at MaCIE (Massachusetts Council for International Education). She is presently teaching part-time at colleges in the Greater Boston area.



MARY CLARK

Mary Clark recently retired after 35 years on the faculty of UNH Durham, where she taught courses in linguistics, TESOL methodology, and grammar for teachers, and directed the university's (at that time small) English Language Institute. In her youth, before going to UNH, she taught English to secondary school students in Nigeria and to aspiring and newly admitted university students in the U.S. She serves as MATSOL's liaison to MCAE (the Massachusetts Coalition for Adult Education) and as editor of MATSOL's online journal, Currents.



KATHERINE EARLEY

Katherine Earley has been a member of MATSOL since 1994. In 2009, she joined the Executive Committee where she has served as treasurer (2009-10), as vice-president (2010-11), and, since 2011, as president of the organization. Katherine has over twenty years in the field working at various levels, from ESL classroom teaching to state level administration to district level administration, and, most currently, as director of the ESL Institute at the University of New Hampshire.



ANN FELDMAN

Ann Feldman has had eleven years' experience as ELL director in Worcester, Milford and Waltham Public Schools. She also teaches an SEI endorsement course instructor for teachers and administrators.



Ann has served for the past few years as facilitator and organizer of MATSOL's Massachusetts English Learner Leadership Council (MELLC). Previously (until June, 2012), she served as facilitator and organizer of MATSOL's Low Incidence Special Interest Group. She was awarded a special MATSOL leadership award in May 2012

KATHY LOBO

Kathy Lobo is an ESL teacher in grades 5-8 at the Chenery Middle School in Belmont Massachusetts. She has taught in private and public schools in the U.S., as well as in Australia, Hong Kong, Japan, and Mainland China. She does teacher training as an adjunct professor at Brandeis University and teaches the Massachusetts Sheltered English Instruction Teacher Endorsement Course as part of the RETELL Initiative.



Kathy has served on the board of MATSOL since 2006. She joined MATSOL's Executive Board in 2010 as vice president and will move up to president in 2014. She particularly enjoys helping to organize conferences and events for teachers. Besides working behind the scenes on the annual MATSOL conference, she is an associate co-chair for the annual TESOL conference which will take place in Portland, Oregon, in March 2014.

PAULA MERCHANT

Paula Merchant is the Director of Professional Learning and Contractual Services for MATSOL. She is responsible for planning and implementing responsive, high-quality professional learning opportunities, in collaboration with the MATSOL Board of Directors and a statewide corps of educators and leaders in the field.



Paula joined MATSOL in 1993. She was MATSOL's Job Bank Coordinator and Professional Development Coordinator, and served on MATSOL's Executive Board as Vice-President, President and then Past President. She was then hired as MATSOL's first Executive Director. In her current role, she is exclusively focused on strengthening MATSOL's professional development programming

and managing MATSOL's contractual services. This role is informed by her broad experience in the field as an ESL teacher and coach, as a K-12 ELL Program Director, and as an adjunct faculty member at multiple institutions of higher education. Prior to entering the field, Paula worked as an interpreter /translator.

ESTA MONTANO

Esta Montano, Ed.D. is currently Senior Director for Program Design, Instructional Delivery and Assessment for the Boston Public Schools' office of Educational Options. She has previously served as Director of Special Programs for English Language Learners for the Boston Public Schools, as Director of the Office of English Language Acquisition and Academic Achievement for the Massachusetts Department of Elementary and Secondary Education (2010 – 2012), and as Director of Equity and Achievement for Framingham Public Schools (2003-2010).



Dr. Montano is also an adjunct professor at the University of Massachusetts, Boston, where she teaches graduate courses in the Department of Applied Linguistics and the College of Education and Human Development. Her research focuses on the areas of race, culture, language, and identity and their intersection with K-12 students' academic achievement. She has presented at both state and national conferences — on the circumstances of students who are marginalized by sociocultural issues, immigration, and trauma, on culturally competent family involvement, and on the challenges faced by English language learners with limited and interrupted formal education. Dr. Montano holds a Master's degree in Applied Linguistics and a Doctorate in Education with a concentration in Leadership in Urban Schools, both from the University of Massachusetts, Boston.

KATHY SANTO

Kathy Santo is a career changer, having worked in the airline industry for 25 years. After spending one year teaching adult students for a non-profit organization and one year in workplace education, she is currently teaching K-2 English Learners in the Lynn Public Schools. She is new to the MATSOL Board and has recently become involved with advocacy within MATSOL.



HELEN SOLÓRZANO

Helen Solórzano, MA TESOL, is Executive Director of MATSOL. She has taught ESOL in university and adult education programs in the U.S. and Peru, as well as an introductory linguistics course for Northeastern University. She is also the author of several ELT textbooks, including *NorthStar: Focus on Listening Speaking 3* and *Contemporary Topics 1* (Pearson), and has a special interest in the teaching of listening. She first joined MATSOL in 1995, and later served on the Board of Directors as Membership Secretary before being hired by MATSOL as Business Manager and then Executive Director. Before beginning her teaching career, she worked in non-profit member services and administration.



GENEVRA VALVO

Genevra Valvo studied Latin American literature as an undergraduate at Smith College and lived in Santiago, Chile for several years. After teaching adult ESL and college-level Spanish, she earned her educator license through the Massachusetts Institute for New Teachers (MINT), an alternative teacher recruitment and licensure program sponsored by the Massachusetts Department of Education. Since then, she has taught ESL in K-12 classrooms. In 2007, she earned a Master's Degree in Applied Linguistics from the University of Massachusetts, Boston, where she was inspired by her professors, classmates, and course readings to frame the decisions made in the classroom within a wider sociocultural and political context. Genevra recently transitioned to a new position as ESL Coach in the Kennedy Middle School in Waltham. In addition to promoting awareness of language acquisition and culture in the classroom, she is interested in feminist and LGBTQ perspectives of education. Genevra has been a member of MATSOL, the Low Incidence SIG, and MELLC for several years and she has been a board member for one year.



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