



## Contents

---

### MATSOL News

- 2 President's Message
- 3 Thank You!
- 3 2013 Awards
- 5 In Memoriam: Marlyn Katz Levenson, MATSOL Past President

### Get Involved

- 6 Submit to MATSOL Publications
- 6 Join the MATSOL Publications Committee

### Feature Articles

- 7 Seven Principles Toward Improving ELL Students' Literacy Achievement: The Essential Elements of Successful Summer Interventions  
**CAMI CONDIE**
- 14 Leading with Moral Purpose: Changing Our Schools to Improve Educational Opportunities for ELLs  
**MICHAELA COLOMBO**
- 19 Language Exchange for Professional Development: Reflection, Reevaluation, and Networking in the 21st Century  
**YUKA AKIYAMA**
- 24 AGO seeks to Eliminate Deceptive Education Business Practices (D.E.B.T.)

### Book Reviews

- 26 Funny in Farsi: a Memoir of Growing up Iranian in America, by Firoozeh Dumas.  
**EILEEN FELDMAN**
- 28 Teach Like Your Hair's on Fire: The Methods and Madness Inside Room 56, by Rafe Esquith.  
**CHRISTOPHER LYONS**

# Message from the President

**Change: The Challenges and Rewards** - An appropriate theme for our 2013 Conference and an appropriate theme as we begin our new academic year. We have been reminded of the power we have to impact lives as we continue to celebrate our 2013 award recipients: MATSOL Teacher of the Year Sima Kirsztajn, Anne Dow Award for Excellence and Creativity recipient Cynthia Soo Hoo, and all the Linda Schulman Innovation Awards Grant recipients. Such teachers remind us how we can positively affect the lives of our students, even though we may feel at times overwhelmed, overworked, and under-appreciated given the changing nature of our educational landscape.

To address such change in our systems, as we begin this year, the MATSOL Board of Directors is engaging in an important strategic planning process. We will be calling on you, our members, to give us feedback on our role in supporting your work as educators, and in our advocacy on behalf of English language learners. Please look for a member survey in late summer to give us your input and help determine the future direction of MATSOL.

As the summer months come to a close, we are energized with new beginnings: Our new classrooms, our new students, our new responsibilities. At all our cores, we are teachers. We know change, we know challenges, and above all, we do know the rewards that come from being part of this noblest of professions. Have a great year.

Katherine Earley

# Thank You!

## **MATSOL would like to thank the following outgoing board members:**

**Patricia Aube**, MATSOL Board of Directors, Advocacy Committee Co-Chair, 2010-2013

**Michaela Colombo**, MATSOL Board of Directors, Advocacy Committee Co-Chair, 2010-2013

**Linda Foley-Vinay**, MATSOL Board of Directors 2007-2013, President 2009-2011.

**Eileen Kramer**, MATSOL Board of Directors, Adult Education SIG representative, 2009-2013.

## **MATSOL would also like to thank the outgoing editors of MATSOL Currents:**

**Sterling Giles**, Editor of MATSOL Currents Book Reviews since 1994.

**Kellie Jones**, Editor of MATSOL Currents since 2008.

We are deeply grateful to these MATSOL leaders for all their contributions.

# Congratulations 2013 MATSOL Award Recipients!

The 2013 MATSOL awards were presented at the conference in May. MATSOL thanks National Geographic Learning/Cengage Learning and Educational Solutions, Inc. for sponsoring the award reception.

## **MATSOL TEACHER OF THE YEAR**

**Sima Kirsztajn**, Edith C. Baker School, Brookline

The MATSOL Teacher of the Year Award was established to recognize excellence in the education of English language learners.

## **ANNE DOW AWARD FOR EXCELLENCE AND CREATIVITY**

**Cynthia Soo Hoo**, Josiah Quincy School, Boston, for leadership in developing collaboration that promotes the academic and linguistic achievement of English language learners.

The Anne Dow Award for Excellence and Creativity is given annually to a profes-

sional who has made outstanding efforts that reflect enthusiasm and creative, energetic, independent thinking. This professional displays the ability to take risks, solve problems, support colleagues, and model ethical behavior. Specific criteria vary from year to year, to reflect the many facets of Anne's career and interests.

## LINDA SCHULMAN INNOVATION GRANTS

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

**Tiffany Probasco**, Benjamin Franklin Institute of Technology, Boston: "History's Ballad: Telling America's History through Music"

**Jim Meyer**, Josiah Quincy Upper School, Boston: "Guided Inquiry into Topics In American Culture"

**Patricia Bagnell**, Braintree High School: "Using technology to accelerate learning for older ELLs with little or no English"

**Ellen Feldman**, Bunker Hill Community College: "Greening ESL in the Classroom"

**Janis Sokop**, McMahan School: "The McMahan Café: Coffee and Conversation about Books for Kids"

**Caitlin Shelburne**, Francis M. Leahy Elementary School, Lawrence: "iPods for Innovation"

**Erin Shimala**, Greater New Bedford Regional Vocational Technical High School: "Increasing Understanding of American Culture through Art"

**Anna Bashmakova**, M. L. Donovan Elementary School, Randolph: "Empowering with Words: Vocabulary Workshop for English Language Learners"

**Jessica Farmer** and **Elisabel Calcano**, Chandler Magnet School, Worcester: "Our Celebrations!"

**Abby Wagner**, Chelsea High School Bridge Academy, Chelsea: "On-Site Research and Observation."

# In Memoriam

## MARLYN KATZ LEVENSON, MATSOL PAST PRESIDENT

**Marlyn Katz Levenson, President of MATSOL 1993-1994**, began her career teaching in Hebrew schools in the Philadelphia area in the 1950s. In the 1970s she directed a program working with Spanish-speaking immigrants in Kansas City, Missouri. When she saw the ad for the director's position, "ESL Coordinator Wanted: Must Be Bilingual," she had no idea what ESL was! Her beloved teaching career continued up until three months before she succumbed to leukemia in May. She was 77.

Most recently she taught Memoir Writing at Brandeis University's Osher Lifelong Learning Institute. She felt strongly that we should value our life's journey and record it in some manner. She also gave six-week workshops through the Needham Community Council to train volunteer ESL tutors. Some of her students there went on to pursue a degree in ESL. Her Boston connection was when she came to direct an English program for Jews who immigrated from the Soviet Union and in the 1980s and 90s she taught at Northeastern and the Harvard Extension School with a focus on reading.

AS MATSOL President, one of her goals was to have an ESL Awareness Day. The purpose of the event was to gain recognition with the aim of developing public awareness, teacher uplift and student involvement. She successfully petitioned Governor Weld to proclaim April 6, 1994 as ESL Awareness Day and on that day MATSOL recognized the winners of the statewide essay and poster contests. Over 700 essays "What ESL Means to Me" and 200 posters were received and at the April 6th conference, prizes were given to students in elementary, secondary, adult education and higher education. "Reading the essays and judging the posters was no easy task but our teaching staff at Northeastern rose to the occasion," said Judy DeFilippo, co-chair of ESL Awareness Day.



Marlyn Katz Levenson and Rabbi Paul Levenson, May 2012

MATSOL was honored to be joined by Marlyn and her husband Rabbi Paul Levenson at the celebration during the 40th Anniversary Conference last year, and to have the opportunity to recognize her again for her work with MATSOL.

Most of all, Marlyn will be remembered by all who knew her for her upbeat presence and her clever wit.

# Submit to MATSOL Publications

## MATSOL CURRENTS

Published biannually. Includes articles and book reviews. Submissions deadlines are October 15 for the Fall/Winter issue, and April 15 for the Spring/Summer issue. See [www.matsol.org/matsol-currents](http://www.matsol.org/matsol-currents) for details.

## MATSOL E-BULLETIN

Published monthly. Includes short (1 paragraph) notices relevant to ELL/ESOL education in Massachusetts. Submission deadline is the 25th of each month for publication in the first week of the next month. See [www.matsol.org/matsol-e-bulletins](http://www.matsol.org/matsol-e-bulletins) for details.

# Join the MATSOL Publications Committee

**MATSOL is looking for volunteers** to join the Publications Committee, responsible for editing and publishing two issues of Currents each year (Spring and Fall).

The time commitment is approximately 1-2 hours per month, plus 5-6 additional hours the month before publication. Duties of the committee include:

- Identifying possible topics to address in future issues.
- Doing outreach to potential authors to solicit submissions.
- Participating in bi-monthly editorial meetings (primarily phone conferences with occasional in-person meetings as needed)
- Managing the double-blind review process.
- Organizing articles and photos for submission to the graphic designer.

Specific positions on the committee are:

- Editor: Manage and oversee the publication process and committee work.
- Copyeditors: Copy edit articles selected for publication.
- Book Review Editor: Solicit and edit book reviews relevant to ELL/ESOL education, communicate with publishers.

If you are interested in joining the committee, please send a message to [matsol@matsol.org](mailto:matsol@matsol.org).

# Seven Principles Toward Improving ELL Students' Literacy Achievement: The Essential Elements of Successful Summer Interventions

**CAMI CONDIE**

[ccondie@salemstate.edu](mailto:ccondie@salemstate.edu)

**Many schools and districts** are looking for ways to improve the literacy achievement of English Language Learners (ELLs), during the summer months when students tend to lose ground in reading and writing. It is tempting to look for a quick fix, a foolproof way, to address struggling students' academic needs.

In our experience working with elementary schools, program after program has been implemented as the newest "initiative" without creating the systematic changes in children's literacy achievement that are needed, particularly for ELLs.



The Adams Summer Program was a collaborative effort between Adams Elementary School, a local school that had been designated as "underperforming" based on state standardized testing, and Salem State University. The school population includes pre-Kindergarten through fifth grade and is 41% Hispanic, 47% White, and 12% Black/Asian/multi-race. Seventy-six percent of the students are low income, 20% receive special education services, 37% do not speak English as their first language, and 28% are designated as Limited English Proficient.

The Summer Program provided intensive literacy interventions for students entering grades 1-5. Teachers team-taught in pairs or trios in each of the five grades, with 9 to 18 students in each class. The teacher-student ratio was 1:6. The 49 students who participated averaged four months of growth in reading in only four weeks. As a result of the interventions they received in the Summer Program, 14 children (29%) who were previously reading below grade level have now progressed to reading on or above grade level. In addition to the exceptional



reading gains, 63% of the children increased their spelling ability. Writing samples, which were used to assess the children's ability to apply their writing skills to academic content, indicated that 30% of the children increased their English Language Proficiency. And importantly, more than half of the children (52%) reported on evaluative surveys that they were more motivated to read and participate in literacy activities.

The success of the Adams Summer Program supports the adage that the whole is greater than the sum of its parts. The Program was based on seven well-documented principles that have been proven in research and in practice to be effective for improving ELL children's literacy.

## **RESEARCH-BASED PRINCIPLES FOR IMPROVING CHILDREN'S LITERACY ACHIEVEMENT**

### **PRINCIPLE 1: ALL CHILDREN LEARN BEST WHEN THE LEARNING IS SITUATED IN CONTEXT, AND THIS IS PARTICULARLY TRUE FOR ELL STUDENTS.**

We know that ELL students benefit from learning and using language that is situated in context (Cummins, 2000). We also know that content-based reading and writing, particularly with science content, can improve reading achievement and children's motivation to participate in literacy activities (Goldschmidt, 2010). In the Adams Program, we used an integrated approach, blending science thematic units on water (i.e., salt marsh, tide pools, boats, bubbles) within literacy goals. The Adams School's close proximity to the ocean allowed for frequent field trips to observe, document, and report findings related to each classroom's unit of study, including a trip to the *Friendship*, a replica 1796 tall ship. We wanted the children to have the language and knowledge to experience their community. So, children looked at, read about, talked about and wrote about the boats, the sea creatures, the plant life, and the water conditions that they discovered across the street from their school. After a trip to the tide pools, a third grader reported, "As a scientist, I've learned to not touch the animals." On returning to the classroom, the students conducted additional experiments, such as determining the salt content in brackish water, saltwater, and freshwater. Class discussions focused on content, and the children participated through talking, listening, reading, writing, and creating art projects to demonstrate their learning. The art projects provided the ELL students with an opportunity to demonstrate their learning without being inhibited by language. Situating language in context provides content-specific vocabulary and the social settings students need to learn collaboratively.



## **PRINCIPLE 2: ASSESSMENT SHOULD INFORM INSTRUCTION.**

In the Adams Program, our curriculum was based on each child's needs. We know that children who struggle in reading have different needs and benefit from different [sorts of] interventions (Valencia & Buly, 2002). This is particularly true of ELL students. At the end of every day we looked at student work and teachers' informal assessments and made decisions about grouping and text levels. This data was used to plan for word work and fluency activities, to select the texts for guided reading, and to guide science experiments and discussions around each classroom's theme. Diagnostic instruction was essential to children's growth as readers, as writers, and as scientists.

## **PRINCIPLE 3: "EVERY CHILD READS SOMETHING WELL EVERY DAY."**

We know that struggling readers typically read very little connected text during the school day (Allington, 2009), and if they do spend time reading, very little of the text is at a level that they can read fluently and comprehend (Allington, 2002). Based on the adage that *proficient* practice leads to proficient independent reading, we made it our goal to increase the amount of time students read independently, fluently, and with comprehension. To support this goal, we taught students in small groups for guided reading (between 1-4 students) and carefully chose texts at each student's instructional level. Instruction was targeted toward students' phonics, comprehension, fluency, and writing needs. To illustrate, Maira, a third-grade ELL student, began our Program reading at an early second-grade level. Before progressing to more difficult levels, she read books at the second-grade level until she was reading fluently with comprehension and with little assistance from her teacher. She also practiced strategies to read multisyllabic words and became more aware of monitoring her own comprehension. By the end of the Program, she was reading at a beginning third-grade level. Maira made nine months of progress as a reader in our four-week Program, in part because she received instruction tailored to her needs. Her progress supports the suggestion that students need to spend more time engaged in "high-success reading" (Allington 2002, 2006)

## **PRINCIPLE 4: STRUGGLING READERS NEED SUPPORT READING GRADE-LEVEL TEXT EVERY DAY.**

We know that in addition to reading texts at their own instructional level, struggling readers must also be exposed to grade-level texts, so that they can hear the language and learn the content of the more complex texts (Fielding & Roller, 1992, McCormack & Paratore, 2011). For Maira and the other students, we provided instruction with below grade-level texts in guided reading and coupled it with teacher-supported read alouds of grade-level text and group readings of poems and short articles about the science content at their grade level. This practice was an essential contributor to students' progress.

### **PRINCIPLE 5: READING INFORMATIONAL TEXT COMPLEMENTS WRITING-TO-DEMONSTRATE LEARNING.**

Our science theme was complemented with an infusion of informational texts (Duke, 2004). We know that more proficiency with reading this genre leads to future academic success. As students were reading about starfish, we taught them to notice the text's features, describe the purpose of writing text in this way, and identify who would be interested in reading this information. To demonstrate their developing science and genre knowledge, we supported our youngest scientists in writing lab reports and our older scientists in writing research reports based on individual topics that they had observed on field trips or researched independently. Writing informational texts was a vehicle for students to demonstrate what they had learned about the content and the genre.

### **PRINCIPLE 6: LOW STUDENT-TO-TEACHER RATIO MATTERS.**

We know that low student-to-teacher ratios during interventions are important in advancing children's reading achievement (Denton, Vaughn, & Fletcher, 2003). In the Adams Summer Program, each classroom had a pair or trio of teachers, including literacy specialists, classroom teachers, and ESL teachers. Two paraprofessionals and a graduate education student provided additional support and accountability during students' independent work time. As mentioned previously, guided reading instruction occurred daily, with children receiving targeted instruction. Our most struggling readers received 30-minute individual interventions from our most expert faculty. This conforms to research findings that suggest that the most struggling readers need instruction from the most specialized, expert staff (Gerber et al., 2001). Low student-teacher ratios provided more diagnostic and individualized teaching opportunities.

An added benefit of the low ratio and small class sizes emerged in student oral participation. The student population that attended our Summer Program is often quiet or silent in the regular classroom, because their classmates may be native English speakers and more proficient academically. As their vocabulary and science knowledge grew, our ELL students became more confident participating in group discussions and more willing to answer questions and share their experiences. One fourth grader, Alejandro, was hesitant to speak or participate in group discussions. He set his own goal to use more describing words and details in speaking and writing. His confidence grew, and on the last day of our Program he volunteered to introduce his class's presentation during the Parent Celebration for the parents and community.

## **PRINCIPLE 7: PROFESSIONAL DEVELOPMENT, COACHING, AND COLLABORATION BUILD TEACHERS' CAPACITY.**

We know that programs are not as influential in children's learning as teacher expertise (Bond & Dykstra, 1967). Our teachers participated in professional development before the Program began and received on-going coaching during the Program from the University faculty. These sessions were focused on literacy development, assessment-driven instruction, and ways to situate learning within thematic units. With the University faculty as mentors, teachers designed their own science curriculum, analyzed the texts in the school's leveled library, and brainstormed art extensions to demonstrate content learning.

At the conclusion of each day, after the children were dismissed, teachers met together to discuss the children's progress and continuing needs. One teacher's comment reflects our emphasis on training, collaboration, and coaching: "We were able to meet daily to discuss students' needs and target instruction. Wonderful to be teaching in a truly developmental model!" Teachers also reported on their growth as learners: "Working with a teacher, sharing goals and planning time have allowed a great deal of personal and professional growth. New strategies, methodologies, and classroom management techniques were a great part of my learning during the past four weeks." Another teacher shared, "I became better at taking time to assess my areas of need and developing a plan to improve my instruction. I became better at simplifying and breaking instruction into increments to allow for continued assessment and responsive planning and teaching." In the Adams Program, we found that two teachers (or three or four) are better than one when it comes to analyzing student data and determining next instructional steps. This opportunity for coaching and collaboration built teachers' capacity to deliver effective instruction (Guskey, 2003).

## **CONCLUDING THOUGHTS**

The success of the Adams Program, and particularly of our ELL students, confirms the effectiveness of using assessment-driven instruction, providing targeted instruction in guided reading groups with low student-to-teacher ratios, teaching through integrated, context-based curriculum, developing teachers' knowledge, and supporting teachers in their instruction. The combination of these elements led to more proficient elementary readers, writers, and scientists after participation in our four-week Summer Program. Through our experiences, we hope to provide more schools and districts with possible tools for literacy intervention in regular classroom settings, after-school programs, and summer intervention programs. At the end of the Program, a third grader described her experience: "It's fun because you can do something fun like reading." ■

## ABOUT THE AUTHOR

**Cami Condie** is a faculty member of the Childhood Education Department at Salem State University. She was a former elementary school teacher and literacy specialist and currently supports districts in their implementation of the Common Core. Her research interests focus on teachers' specialized knowledge for teaching comprehension of informational text.

## REFERENCES

- Allington, R. L. (2002).** You can't learn much from books you can't read. *Educational Leadership*, 60 (3), 16-19.
- Allington, R. (2006).** What really matters for struggling readers: Designing research-based programs. Boston: Allyn & Bacon.
- Allington, R. L. (2009).** What Really Matters in Response to Intervention: Research-Based Design. New York, NY: Pearson.
- Bond, G. L., & Dykstra, R. (1967).** The cooperative research program in first-grade reading instruction. *Reading Research Quarterly*, 2, 5-142.
- Cummins, J. (2000).** Language, Power and Pedagogy: Bilingual Children in the Crossfire. Clevedon, UK: Multilingual Matters.
- Denton, C. A., Vaughn, S. & Fletcher, J. M. (2003).** Bringing research-based practice in reading intervention to scale. *Learning Disabilities Research and Practice*, 18 (3), 201-211.
- Duke, N. K. (2004).** The case for informational text. *Educational Leadership*, 61, (6), 40-44.
- Fielding, L. G., & Roller, C. (1992).** Making difficult books accessible and easy books acceptable. *The Reading Teacher*, 45 (9), 678-685.
- Gerber, S. G., Finn, J. D., Achilles, C. M., & Boyd-Zaharias, J. (2001).** Teacher aides and students' academic achievement. *Educational Evaluation and Policy Analysis*, 23 (2), 123-143.
- Goldschmidt, P. (2010).** Evaluation of Seeds of Science/Roots of Reading: Effective tools for developing literacy through science in the early grades. Los Angeles: University of California Press. Retrieved November 17, 2012, from [www.scienceandliteracy.org/sites/scienceandliteracy.org/files/biblio/seeds\\_eval\\_in\\_cresst\\_deliv\\_fm\\_060210\\_pdf\\_21403.pdf](http://www.scienceandliteracy.org/sites/scienceandliteracy.org/files/biblio/seeds_eval_in_cresst_deliv_fm_060210_pdf_21403.pdf)
- Guskey, T. R. (2003).** What makes professional development effective? *The Phi Delta Kappan*, 84 (10), 748-750.
- Guthrie, J. T., Anderson, E., Alao, S., & Rinehart, J. (1999).** Influences of Concept-Oriented Reading Instruction on strategy use and conceptual learning from text. *The Elementary School Journal*, 99 (4), 343-366.
- McCormack, R. L., & Paratore, J. R. (2011).** Grouping routines and instructional practices that mediate difficult text. In J. R. Paratore & R. L. McCormack (Eds.),

After Early Intervention, Then What? (pp. 90-112). Newark, DE: International Reading Association.

**Valencia, S. W., & Buly, M. R. (2004).** Behind test scores: What struggling readers really need. *The Reading Teacher*, 57 (6), 520-531.

# Leading with Moral Purpose – Changing Our Schools to Improve Educational Opportunities for ELLs

**MICHAELA COLOMBO**

michaela\_wymancolombo@uml.edu



## **Educational leader and scholar Michael Fullan**

argues that educators have a moral imperative to ensure equity of educational opportunity, erase the opportunity gap, and prepare all students to be fully contributing members of our society (Fullan, 2003). Unfortunately Massachusetts has fallen short of its moral imperative when it comes to the education of ELLs, the fastest growing population of students in the state. Although ELLs fare better in Massachusetts than in many other states, the gap between their achievement and that of their native English speaking peers is larger in Massachusetts than it is in most other states (Education Week, 2009). A recent investigation by the U.S. Department of Justice (DOJ) found what organizations such as MATSOL and MABE have recognized for many years: many Massachusetts teachers are underprepared to teach core content to the 94% of ELLs who have been placed in Sheltered English Immersion programs.

MATSOL and MABE have consistently advocated for program choice for ELLs, including various bilingual education options. Clearly, bilingual programs and qualified and licensed bilingual teachers are critical to meeting the needs of ELLs with lower levels of English proficiency. High quality bilingual programs would capitalize on the linguistic strengths ELLs bring to our classrooms, developing bilingualism and biliteracy that could promote the economic and cultural growth of the Commonwealth and beyond. As advocates for ELLs, we must continue to work for these programs. Yet the 94% of ELLs who are in SEI programs today cannot wait until alternative program options are available. They need to be educated now.

In response to the DOJ, Massachusetts has initiated the Rethinking Equity and Teaching for English Language Learners (RETELL), a multipronged effort to improve educator preparation through educator preparation programs and in-service professional development. Both administrators and teachers (current and aspiring) are required to participate in this expansive effort, and their completion of coursework is directly connected to licensure and relicensure. Those of us who are deeply committed to the quality education of ELLs might argue that RETELL presents the floor, rather than the ceiling, in educator preparation. This large scale effort, if sustained, has the potential to improve the education of Massachusetts ELLs.

It is likely that implementing, sustaining, and expanding RETELL will be a rocky process. After all, RETELL is a large-scale, top-down mandate; one that is necessary to preserve the civil rights of ELLs in Massachusetts. While many roadblocks to this change exist, three are readily apparent: 1) understanding that change is a slow and messy process that requires moral purpose, capacity and resources, 2) retooling university faculty to prepare them to teach RETELL courses and to infuse ELL pedagogy across courses for pre-service teachers and administrators in training, and 3) ensuring that RETELL courses are relevant to the needs of districts, resulting in educator buy-in and changes in practice.

## **THE MESSY PROCESS OF CHANGE**

Two metaphors illustrate the difficulty inherent in educational change. Boyd (1987) likens changing educational systems to punching a pillow: “They absorb innovative thrusts and soon resume their original shape” Cuban (1993) compares educational change efforts to a tidal wave that garners a lot of attention at the surface, but leaves the ocean floor essentially unchanged. Although there is no blueprint for educational change, certain factors have been shown to increase the likelihood that change will be sustained. Policy makers and educators must proceed with moral purpose to create equitable educational opportunities for ELLs—that is, they must support PK-12 systems and educators as they work through the initial fear and resistance that occurs when people are called upon to have expertise in something with which they are unfamiliar. According to Fullan (2003), change also requires collaborative work cultures that continually measure and evaluate the change effort.

RETELL will require a fundamental change in practice; this initial change is likely to cause anxiety and insecurity in some educators and resistance in others. University faculty, PK-12 teachers, and administrators will require ongoing support as they grapple with the knowledge and skills necessary to educate ELLs. Educa-



tors will need time to deepen their pedagogical knowledge for educating ELLs, better assess student progress, skillfully implement strategies that are effective, and share lessons they have developed. One course, no matter how well designed and implemented, will provide only basic minimal training for educators.

We will not see immediate results of the RETELL initiative in ELLs' test scores, especially in MCAS scores. ACCESS scores will likely be more indicative of RETELL effectiveness. Other indicators will include an increase in ELL engagement and a decrease in disciplinary problems. A culture of collaboration between educators will provide the structure for making these indicators more visible and will enable educators to measure initial progress and to plan for ongoing improvement.

### **PREPARING PRE-SERVICE EDUCATORS**

RETELL requires that all teacher preparation programs develop coursework that will provide educators with the knowledge and skills to educate ELLs—a requirement for which MATSOL has consistently advocated. This requirement represents a large-scale change for many educator preparation programs. The results from a recent survey of Massachusetts teacher preparation programs found only 29% of Massachusetts educator preparation programs offered a dedicated course for teaching ELLs (Montano, 2012). For courses to foster the knowledge and skills of new educators, they must be taught by faculty members who have expertise in second language acquisition and ELL pedagogy. That 71% of programs have not offered a dedicated course suggests the need for intense professional development for higher ed faculty.

While a dedicated course is a hopeful step forward, infusing ELL pedagogy throughout methods courses will send a clear message that the education of ELLs is a moral imperative for our schools, and will also reinforce other knowledge and skills covered. A culture of collaboration will enable faculty members to learn from one another in this endeavor. *Preparing Excellent Teachers of All Language Learners (PETALLs)*, a collaboration between UMass Lowell and the Lawrence Public Schools and funded by the U.S. Department of Education, works to expand faculty knowledge of ELL pedagogy and addresses PK-12 teachers' responsibilities for educating ELLs through ongoing cooperative meetings in which faculty from both organizations meet to share knowledge, ideas, and strategies.

### **MAKING RETELL RELEVANT FOR PK-12 SYSTEMS**

Massachusetts educators are continually being asked to implement new programs and initiatives. For RETELL to foster long-lasting educational change in

districts, the SEI Endorsement course and any follow-up must be relevant for the specific needs of individual districts. Otherwise, RETELL risks being perceived as one more change that will make a quick and sharp impact but will eventually return to its original shape—that is, nothing will really change. The RETELL professional development course for in-service teachers must incorporate existing district initiatives in meaningful ways. The *PETALLs* project provides an example of how this might work. As part of *PETALLs*, DESE approved RETELL instructors from the Lawrence public schools and from UMass Lowell work in communities of practice to ensure that each RETELL session directly connects to current school initiatives. For example, the Lawrence Public Schools have grade-level groups of teachers working together to analyze student data and discuss instructional implications. When, during the first SEI course session, participants examine state, district, and school data from the DART for ELLs, instructors will connect this to the work of school-based data teams.

While maintaining fidelity to the approved RETELL syllabus, RETELL instructors must also prepare educators to work with the specific populations of ELLs in their schools. This requires instructors to learn about the populations of students the school system, and in the case of low-incidence districts, in multiple school systems. As this differentiation of instruction is not a requirement of the course, districts might use federal funds to compensate approved RETELL instructors for meeting with district leaders to learn more about the district's specific needs.

## MOVING FORWARD

As educators of ELLs, we have a moral imperative to advocate for program choice for ELLs. At the same time, we can work to ensure that RETELL is successful in providing all educators with basic knowledge, skills and strategies for teaching ELLs within the framework of their current programs. We should evaluate the impact of RETELL on ELL achievement and foster collaborative school cultures in which all educators continually improve their practice for ELLs.

## ABOUT THE AUTHOR

**Michaela Colombo** is an Associate Professor in Leadership in Schooling at the Graduate School of Education at UMass Lowell. She is also Principal Investigator of the Preparing Excellent Teachers of All Language Learners (PETALLs) project. PETALLs is a collaboration between UMass Lowell and the Lawrence Public Schools and is funded by the U.S. Department of Education. ■

## REFERENCES

**Boyd, W.L. (1987).** President Reagan's School Reform Agenda. Retrieved February 9, 2013 [www.edweek.org/ew/articles/1987/03/18/2525boyd.h06.html](http://www.edweek.org/ew/articles/1987/03/18/2525boyd.h06.html)

**Cuban, L. (1993).** *How teachers taught: Constancy and change in American classrooms 1890-1990.* New York, NY: Teachers College Press

**Fullan, M. (2003).** *The moral imperative of school leadership.* Thousand Oaks, CA: Corwin Press.

**Montano (2012).** Presentation at MATSOL. Quality counts: Portrait of a population. How English-language learners are putting schools to the test. (2009, January). Education Week, p. 26.

# Language Exchange for Professional Development: Reflection, Reevaluation, and Networking in the 21<sup>st</sup> Century

**YUKA AKIYAMA**

yakiyama@bu.edu



**As a novice language instructor, I would often struggle**, not knowing what my students did not know. On one hand, I could not recall the hardships I experienced while I was learning a foreign language. However, I also did not want to ask other experienced instructors for advice because I did not feel comfortable asking for help all the time. Experiencing such frustration, I started to wonder if language exchange (LE), the method I used to learn English, could somehow contribute to professional development. In this article, I will argue that language practitioners should consider the great potential of using LE for professional development to better identify students' anxiety and hardships in learning a language and to promote collaboration among colleagues in the field. Below, I will first define LE and introduce several well-known LE programs. Then, after addressing the benefits of engaging in LE as a *learner*, I will report even greater advantages of *coordinating* an LE project for professional development.

LE is a way to mutually learn a target language (TL) in exchange for teaching one's own language (L1). It advocates equal use of first and target languages, spending half the time in one language and the other half in another language (Brammerts, 2003). According to Appel and Mullen (2000), the two main principles of LE are: reciprocity (i.e. equal contribution to one's learning and teaching) and autonomous learning (i.e. taking control of one's own learning experience). In this paper, I define LE as "a reciprocal and autonomous way to learn a TL by contributing equally to a partner's TL development."

From a technical standpoint, LE can take place face-to-face or via computer-mediated communication (CMC) tools. The latter is often referred to as "eTandem language learning" or "telecollaboration," and uses both synchronous (e.g.

Skype, Google Hangout, and MSN messenger) and asynchronous (blogs, Wikispaces, and email) CMC tools. Recently, a number of software programs that integrate multimodal features have been developed and are drastically changing the way people communicate online. As such, CMC-based LE is attracting growing interest from language educators as well as researchers.

A few of the most well-known CMC-based LE programs for individual users are: Mixer (hosted by Dickson College), [SharedTalk.com](#) (associated with Rosetta Stone), LiveMocha (recently purchased by Rosetta Stone), and [Verbling.com](#). There are also a few well-recognized school-based LE networks such as Cultura (Massachusetts Institute of Technology), INTENT (University of León et al.), and Lingua (University of Michigan). What all of these telecollaboration programs have in common is that they allow telecollaborators to (1) communicate with people around the world without restriction to time and space, (2) learn a language autonomously without instructors' invasive monitoring, (3) earn more opportunities to practice a language, and (4) raise intercultural awareness and potentially develop intercultural competence.

About a decade ago, seeking opportunities to engage in meaningful communication with English speakers outside school, I came up with ways to study English through telecollaboration. Currently, I coordinate a task-based telecollaboration project between Japanese learners in America and English learners in Japan. However, throughout the years, I have been dismayed by the lack of interest from practitioners in trying out LE not only to enhance students' learning but also to use it for professional development.

First and foremost, when teachers try learning a language through LE, it gives them the opportunity to reevaluate their beliefs about second language acquisition (SLA). This is so because LE is a site where partners give and receive comprehensible input (Krashen, 1982) and engage in meaning negotiation that often results in output modification (Long, 1985, 1996), "pushed output" (Swain, 1985, 1995), and "noticing the gap" between one's interlanguage and their target language (Schmidt, 1990, 1993). In addition, from the sociocultural approach to language learning, LE's peer-scaffolding promotes learning that takes place in the zone of proximal development (Lantolf, 2000; Lantolf & Appel, 1994). As such, studying a language through LE enables teachers to review SLA theories, reassess their pedagogy, and possibly change their approach to language teaching. Another reason why practitioners should take advantage of LE is its practicality. Essentially, LE is free of charge as a way to mutually teach and learn languages. Moreover, LE is feasible because it doesn't require as much commitment as taking a language class, yet is not as informal as a casual chat. LE's flex-

ibility in time and space allows busy professionals to access language learning resources that help them better identify students' hardships in studying a language. These are some of the major reasons why practitioners should engage in LE as *learners*.

*Coordinating* a language exchange project is a whole different level of engaging in LE and brings about even greater advantages for professional development. According to Berge (1995), coordinating an LE project requires instructors to wear many hats: pedagogical (task settings and sequencing), social (establishing group cohesiveness), managerial (taking care of logistics), and instructional (providing language resources and monitoring language use). Thus, by coordinating LE projects, practitioners can review the overall picture of what it means to teach a language. Moreover, coordinating a project between institutions requires discussion of one another's curriculum and classroom practices, collaborative creation of tasks, and reflection on cultures and teaching principles. As Cummins and Sayers (1995) state, the idea of team-teaching in 'twinned' or 'sister-class' projects highlights the role of the teacher as an organizer as well as a learner since teachers experiment with new teaching approaches through observation in their classrooms and in cooperation with their partner teachers" (p. 126, 137). Coordinating an LE project allows practitioners to share ideas from different institutions and reflect on their teaching principles and practices, which is a challenging but valuable experience for professional development. In short, coordinating LE lets practitioners engage in *experimental teaching and learning*, which facilitates their development as a teacher and a learner.

Before I conclude this article, I would like to raise awareness about LE for those who decide to coordinate such projects. First, there are both positive and negative aspects of having students engage in LE. One of the positive aspects is that the method is not as threatening as when learners communicate with native speakers in an ordinary setting. This is because LE participants are in a *reciprocal partnership* to improve their target languages and because they are interested in each other's language and culture. This emotional reassurance makes quite a difference in students' language learning, as can be seen in Swain's (2013) recent call for the reevaluation of emotional aspects of language learning. Second, the reciprocal nature of LE helps raise students' metalinguistic and meta-cultural awareness of both TL and L1, as participants often learn about their own language and culture when engaging in well-organized tasks or when answering their partner's questions about their L1 and its culture.

In contrast to these positive aspects of LE, there are as many potentially negative aspects that coordinators need to manage. For instance, as Lewis et al

(2011) state, “a drawback for bilateral partnerships is an inherent risk that participants will see themselves and their partners as ‘representatives’ of a given culture” (p. 3). That is, some language partners may develop incorrect and often stereotypical images of the target language cultures, without accounting for diversity within the TL groups, by assuming that LE partners represent their cultures. Thus, LE coordinators need to give students sufficient training on intercultural communication in advance and bring together a variety of perspectives by sharing classmates’ findings and opinions. Another issue with LE, or more broadly with peer-to-peer communication, is that participants tend to resort to avoidance and use simple linguistic items for communication unless they are forced to produce complex language. For these reasons, LE that provides no structure or guidelines may not contribute as much to students’ language acquisition as a more organized, task-based approach to LE. Thus, the role of coordinators in creating linguistically appropriate, intellectually stimulating, and culturally informative tasks is vital to successful LE projects.

Engaging in the reciprocal and autonomous way of learning a language and coordinating an LE project provides practitioners great opportunities to reflect on their teaching and learning, extend their teacher network, and reevaluate their teaching principles and possibly change their belief about how students learn a language. As education systems change, with increasing value placed on learner autonomy, some practitioners may find it difficult to “make the transition from purveyor of information to counselor and manager of learning resources” (Little, 1991 p. 44-45). However, teachers always need to reflect on and reevaluate their role inside and outside the classroom, just as they ask their students to reflect on their learning. I hope that more and more practitioners, as well as teacher trainers, will realize the great potential of LE and expand their teacher network into the world today. ■

## ABOUT THE AUTHOR

**Yuka Akiyama** has taught Japanese and tutored ESL students at Boston University and MIT and also coordinated Skype-based language exchange projects between universities in Japan and America. Her interests include SLA, technology-enhanced TBLT, interactional feedback, and assessment. She will start her doctoral study at Georgetown University in fall 2013.

## REFERENCES

- Appel, C. & Mullen, T. (2000).** Pedagogical considerations for a web-based tandem language learning environment. *Computers & Education*, 34, 291-308.
- Berge, Z. L. (1995).** Facilitating computer conferencing: Recommendations from the field. *Educational Technology* 36 (1), 22-29.



- Brammerts, H. (1996).** Tandem language learning via the Internet and the International E-Mail Tandem Network. In D. Little & H. Brammerts (Eds.), *A guide to language learning in tandem via the Internet*, CLCS Occasional Paper, 46, 9-25.
- Cummins, J. and Sayers, D. (1995).** *Brave new schools: Challenging cultural literacy through global learning networks*. New York: St. Martin's Press.
- Krashen, S. D. (1982).** *Principles and practices in second language acquisition*. Oxford: Pergamon.
- Lantolf, J. P. (2000).** Second Language Learning as a mediated process. *Language Teaching* 33, 79-96
- Lantolf, J. P. and Appel, G. (1994).** Theoretical framework: An introduction to Vygotskian approaches to second language research. In J. P. Lantolf and G. Appel (Eds.), *Vygotskian approaches to second language research*. Norwood, NJ: Ablex, 1-32.
- Lewis, T. (2003).** Integrating autonomous learning into the curriculum: The tandem module at the University of Sheffield. In: T. Lewis & L. Walker (Eds.), *Autonomous language learning in tandem*. Sheffield: Academy Electronic Publications, 169–176.
- Little, D. (1991).** *Learner Autonomy 1: definitions, issues, and problems*. Authentik: Dublin.
- Long, M. H. (1985).** Input and second language acquisition theory. In S. Gass & C. Madden(Eds.), *Input and second language acquisition*. Rowley, MA: Newbury House, 268–86.
- Long, M. H. (1996).** The role of the linguistic environment in second language acquisition. In W. Ritchie & T. Bhatia (Eds.), *Handbook of second language acquisition*. San Diego: Academic Press, 413–468.
- Schmidt, R. (1990).** The role of consciousness in L2 learning. *Applied Linguistics* 11 (2), 129–158.
- Schmidt, R. (1993).** Awareness and SLA. *Annual Review of Applied Linguistics* 13, 206–26.
- Swain, M. (1985).** Communicative competence: Some roles of comprehensible input and comprehensible output in its development. In S Gass & C. Madden (Eds.), *Input in Second Language Acquisition*. New York: Newbury House, 235-256.
- Swain, M. (1995).** Three functions of output in second language learning. In G. Cook & B. Seidlhofer (Eds.), *Principle and practice in applied linguistics: Studies in honour of Henry G. Widdowson*. Oxford: Oxford University Press, 125-144.
- Swain, M. (2013).** The inseparability of cognition and emotion in second language learning. *Language Teaching*, 46, 195-207.

# AGO seeks to Eliminate Deceptive Education Business Practices (D.E.B.T.)

## **The Office of Massachusetts Attorney General Martha Coakley**

(AGO) has developed a consumer protection campaign to increase awareness about deceptive practices in higher education, namely by for-profit educational companies, and a statewide outreach program to help Massachusetts consumers better understand the costs and choices associated with post-secondary education.

As a bit of background, the AGO has received an increasing number of complaints in the past few years regarding troubling practices by some for-profit colleges and trade schools, particularly with regard to aggressive recruitment practices including the misrepresentation of graduation and job placement rates.

The goal of the AGO's consumer awareness campaign is to increase overall awareness about the types of deceptive tactics being practiced and to specifically educate prospective students about the importance of learning vital information about any school or program before enrolling and making a financial investment, thus reducing the number of students who wind up in excessive debt or who default on student loans with little or no education or career training to show for it. AG Coakley's recent op-ed in the Boston Globe likened some of the warning signs being seen with for-profit schools to those we saw just a few years ago with the foreclosure crisis. ([www.bostonglobe.com/opinion/2013/04/09/the-for-profit-college-bubble/LXN-6c9YLSLeTvgtei6c8LN/story.html](http://www.bostonglobe.com/opinion/2013/04/09/the-for-profit-college-bubble/LXN-6c9YLSLeTvgtei6c8LN/story.html).)

**Some for-profit schools engage in predatory recruitment practices that mislead or coerce prospective students into enrolling in high-tuition programs.**

The AGO's statewide outreach is focused on reaching the most susceptible populations who are routinely targeted by some of these educational institutions, including socio-economically disadvantaged high schools students and

adult learners, and also veterans, service members and their dependents. These individuals are frequently sought out because of their access to federal financial aid resources such as Pell grants and GI Bill education benefits that are thriving sources of revenue for such schools. Moreover, these individuals are typically more vulnerable to predatory recruitment practices because of their lack of knowledge and support mechanisms readily available to assist them. This is especially common for low-income people, immigrants, ESL students, and first generation college-bound students.

### **FREE TRAININGS AVAILABLE**

The AGO has also conducted numerous trainings for prospective students as well as for education and workforce development professionals, guidance and career counselors, professional associations, community organizations, and government agencies throughout the Commonwealth. Please contact [AGOEliminateDEBT@state.ma.us](mailto:AGOEliminateDEBT@state.ma.us) to schedule a free training session for your organization or group.

### **WEBSITE RESOURCES**

Please refer to the AGO's website – [www.mass.gov/ago/schools](http://www.mass.gov/ago/schools) – for additional information including a basic overview of post-secondary education in Massachusetts, information about for-profit schools, and links to financial aid websites, student debt calculators and other college navigation tools to help consumers research their career training and educational financing options.

### **CONSUMER MATERIALS**

Eliminate D.E.B.T. materials are available for free download on the AGO website, including some materials in Spanish, Portuguese, Haitian Creole and Chinese.

### **HOW TO FILE A COMPLAINT**

Those students who feel they may have been harmed by a school engaging in a deceptive or unfair practice are encouraged to report such incidents using the AGO's e-complaint form: [www.mass.gov/ago/consumercomplaint](http://www.mass.gov/ago/consumercomplaint).

The AGO would like to thank MATSOL members for their effort to help prospective and current students get the information and assistance they need in order to achieve in their post-secondary education and career training pursuits.

# Funny in Farsi: a Memoir of Growing up Iranian in America, by Firoozeh Dumas.

Random House, 2004. ISBN 0-8129-6837-9. 198 pages.

## REVIEWED BY EILEEN FELDMAN

**In her memoir *Funny in Farsi***, Firoozeh Dumas wishes readers “to be reminded of our shared humanity rather than our differences.” By showing the fun-loving side of her immigrant Iranian family in southern California in the 1970's, she navigates through their challenges concerning school, food, names, holidays, TV, Disneyland, and family relations. Political events at that time (the Shah's visit to Washington DC, the Iranian Revolution, taking of US hostages) necessitate that she address the themes of alienation, hostility, and impoverishment that emerged after trust and affection had been established in their adopted home. Readers see the respect and excitement Dumas's father felt as a graduate student in Texas, the optimism with which he (an employee of National Iranian Oil Company) relocated his family, the ensuing disappointments and loss of work, and his abiding belief in education as an honorable and effective vehicle for reaching men's and women's potential.

Teachers K-16 will benefit from incorporating this book into their curricula. Already it has been chosen by eleven colleges and eleven public libraries for their common/one book experience. Younger students will learn about the geography, history and art of Iran as well as some words and phrases in Farsi. Older students will gain insights into politics, economics, literature, and religion. Writing students can study the memoir genre and write mini-memoirs of their own lives; they can compare and contrast US and Iranian educational systems, childhood and adolescent experiences, and customs.

Education is highly esteemed in Iranian culture. Teachers are respected, give hours of homework, require memorization of traditional poems, drill regularly in

math and science, and grade on neatness in writing and drawing. Geniuses are celebrated; admission into Alborz (Iran's Eton) and other prestigious schools is prized. The first person Dumas asked to read her manuscript was her first American teacher, Mrs. Sandberg, whose kindness and encouragement made the "pivotal difference" in her life. Dumas's parents didn't know about lending libraries until Mrs. Sandberg sent her to the local public library, which fascinated her. Mrs. Sandberg valued a colorful classroom and fostered creativity.

The main body of this paperback consists of discrete stories of the Dumas's life in Iran and eventual success and adaptation to America. Following the text, an interesting, honest discussion between Khaled Hosseini (*The Kite Runner*) and Dumas touches on such technical memoir-related questions as the responses of the real people included or omitted from the book, availability of translations in Iran, book signings, present and future projects, and balance in identity as a hyphenated American. After that conversation are twenty-four Readers' Guide questions and a sample chapter from her next book *Laughing without an Accent: Adventures of an Iranian American at Home and Abroad*.

Perhaps as a young adult book this could have included more events from Dumas's teenage/junior high/high school years (instead of leaping from childhood to adulthood). An appendix teaching elements of Farsi and poems of the great poets would have been useful to reinforce the intercultural focus. But these are small suggestions for a worthwhile book. It has won the 2008 National Council for Social Studies Award and a 2003 National Bestseller award, been a finalist in the Thurber Prize for humor and the PEN Award for Creative Non-fiction, and received the School Librarian Journal Adult Book for Young Adults award. This upbeat, positive memoir is a rich contribution to the pantheon of immigrant studies. ■

**Eileen Feldman teaches at Bunker Hill Community College.**

[efeldman@bhcc.mass.edu](mailto:efeldman@bhcc.mass.edu)

# Teach Like Your Hair's on Fire: The Methods and Madness Inside Room 56, by Rafe Esquith.

Penguin Books, 2007. ISBN# 978-0-14-311286-0 244 pages.

## REVIEWED BY CHRISTOPHER LYONS

**Rafe Esquith** has been teaching at Hobart Elementary School in Los Angeles, CA for over twenty-four years. Like any teacher, he has questioned himself from time to time, wondering if teaching was the right path for him. In his book, *Teach Like Your Hair's on Fire*, he opens with an anecdote about a class in which his own hair literally caught fire, but he did not notice thanks to the fervor with which he was teaching. This book offers Esquith's suggestions and strategies for effective teaching, developed over many years of experience.

*Teach Like Your Hair's on Fire* is not a textbook or reference listing project ideas, methods, or pedagogy. Rather, Esquith has fashioned something part manual and part autobiography, written almost in the style of a novel. The book is laid out in sections, each addressing an aspect of the curriculum (e.g. math, history) or a strategy, the focus being sometimes more on one or the other, yet the two approaches always interwoven. He writes in an accessible, familiar language that lets the book flow easily. It is intended as a guide of sorts for any teacher, but as Esquith is a fifth-grade public school teacher, it tends towards advice for teachers in elementary school. As stated on the back cover of the book, "...this extraordinary bestselling book is a gift to all those who care about our children's future: a detailed, unforgettable guide to turning kids on to the wonder of learning..." I was assigned this book for a graduate class on reflective teaching practices, and even though some of the ideas might not work for a middle- or high-school teacher, I enjoyed the solid values in evidence here.

The Hobart Shakespeareans, as Esquith refers to his students, start off each year as a normal class of inner-city kids. But by the end of the year, the class puts on

a full Shakespeare play along with theater sets, lighting effects, live music, and refreshments, all orchestrated and executed by the students themselves. From the very first class, Esquith sets down ground rules, expectations, and a general atmosphere of comfort and control in which the students can invariably thrive. Each chapter of the book uses real-life examples of Esquith's teaching to highlight the ideas in his philosophy and methodology.

When my graduate class discussed the book, some of us were concerned that Esquith's ideas are not as universal as he makes them out to be. For example, he mentions that parents often get him a Christmas gift, so he has become accustomed to requesting money for school supplies instead. However, many of my classmates teach in an economically deprived city. Sometimes teachers can get only one or two parents in for an open house, never mind asking for Christmas money. Putting aside the fact that not all his suggestions are truly applicable in every situation, I still believe that Esquith offers great insights into the potential of even the most challenging classrooms.

This book is designed, and will be worthwhile and enjoyable, for teachers young and old, new and veteran. It shows what can be accomplished by truly dedicated teachers. It also gives us a look at Esquith's bag of tricks, and has a wealth of information. This book is certainly one in which any teacher can find value and inspiration. ■

**Christopher Lyons is a candidate in the M.A. in Education - Teaching ESL program at Elms College in Chicopee, MA. He has worked as an elementary substitute teacher in K-12.**

[cecil20xx@gmail.com](mailto:cecil20xx@gmail.com)



## **MATSOL BOARD OF DIRECTORS**

**Katherine Earley**, President

**Kathy Lobo**, Vice President

**Albert Mogavero**, Treasurer

**Vula Roumis**, Clerk

**Luisa Almeida**

**Farah Assiraj**

**Juanita Brunelle**

**Mary Clark**

**Ann Feldman**

**Esta Montano**

**Kathy Santo**

**Stephanie Scerra**

**Genevra Valvo**

**Rhoda Webb**

## **MATSOL STAFF**

**Helen Solórzano**, Executive Director

**Paula Merchant**, Director of Professional Development and Contracts

**Emily Graham**, Administrative Assistant

## **MATSOL CURRENTS**

**Mary Clark**, Editor

## **Massachusetts Association of Teachers of Speakers of Other Languages**

2 Canton Street, Suite B-223

Stoughton, MA 02072

617-820-5099

[www.matsol.org](http://www.matsol.org)

Copyright © 2013 by Massachusetts Association of Teachers of Speakers of Other Languages, Inc.