

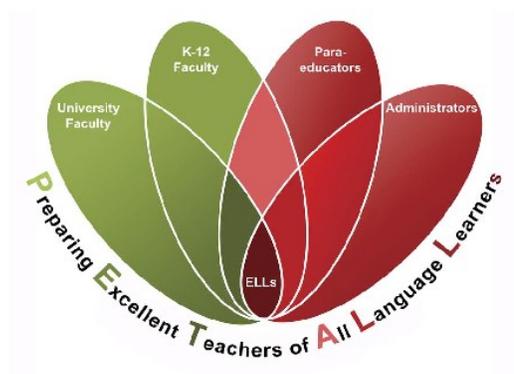
Preparing Excellent Teachers of All Language Learners

*Practices that Improve
the Education of English Learners*
2017
Conference

Wednesday March 8, 2017

University of Massachusetts Lowell
Inn and Conference Center
50 Warren Street, Lowell, MA 01854





Practices that Improve the Education of English Learners

2017 Conference Program Agenda

Wednesday, March 8, 2017

4:00-6:45 p.m.

- 4:00 Registration and Refreshments
- 4:30 Welcome - Main Ballroom
Welcome - Michaela Colombo, Associate Professor, PETALLs PI
Opening Remarks - Julie Nash, Vice Provost for Student Success
- 4:40 Keynote Address
Emergent Bilingual Learners in the Sheltered English Era: Historical Perspectives and Instructional Approaches
C. Patrick Proctor, Ed.D.
Lynch School of Education, Boston College
- 5:45 Refreshments and Book Signing with Dr. Proctor
Teaching Emergent Bilingual Students: Flexible Approaches in an Era of New Standards (Books will be available for purchase)
- 6:00 Breakout Sessions
Interactive Presentation—Engaging SLIFE in Rigorous Academic Conversation
 Nicoleta Filimon, Lawrence Public Schools - Merrimack Room

Interactive Presentation—Planning and Implementing Secondary Math Instruction for English Learners - Katie Cetin & Vivian Buchanan, Lawrence Public Schools - Concord Room

Panel Discussion—Preparing to Teach English Learners Experiences of Pre-Service and Early Career Teachers - Patricia Fontaine & UML Graduates Middlesex-Pawtucket Room
- 6:45 Signed Book Raffle
 Please return surveys to the registration table.

Keynote Speaker

C. Patrick Proctor, Ed.D., Associate Professor Lynch School of Education, Boston College

Patrick Proctor started his career in education in 1995 as a third and fourth grade bilingual teacher. Until 2006, he worked in district, state, and non-profit settings on issues pertaining primarily to the intersections between education, bilingualism, and literacy in K – 12 settings. Patrick is currently an associate professor at the Boston College Lynch School of Education where he teaches undergraduate, masters, and doctoral level courses on literacy, bilingualism, and research methods. Patrick’s research is broadly focused on emergent bilingual learners from Spanish-speaking homes in K – 8 settings. Within that context, his work targets language use and development, cross-linguistic relations, instructional interventions, and teacher practice. He has published many articles and book chapters, has developed language-based and reading curricula, and works in close collaboration with Boston-area schools facilitating the translation of research to practice.

Breakout Sessions

Engaging SLIFE in Rigorous Academic Conversation

Merrimack Room

While mainstream students and English learners struggle at times with the demands of academic conversation, adolescent Students with Limited or Interrupted Formal Education (SLIFE) face unparalleled obstacles due to limited language skills and lack of familiarity with the written and unwritten rules of academic discourse. Engaging in academic dialogue challenges SLIFE to advance their thinking. However, despite its immense value and benefits to the second language acquisition process, rich and purposeful conversation is often inconsistently threaded through instruction.

This session demonstrates academic conversation strategies that have been effective with SLIFE across content areas at the secondary level. Participants will become familiar with strategies that focus and deepen academic conversations such as slide-and-glide, two-way conversation protocols and debates. Attention will be given to developing the academic conversation skills of SLIFE (especially those who have low levels English proficiency) through comprehensible input.

The audience is encouraged to participate in demo lessons to apply their newly-gained knowledge in developing rich and purposeful activities to address the needs of their SLIFE. Materials will be provided.

Presenter: Nicoleta Filimon, a licensed ESL teacher, has been teaching English learners at the secondary level at the International School, Lawrence Public Schools for 9 years. She is also an adjunct professor at Salem State University, where she teaches second language acquisition courses to pre- and in-service teachers. Nicoleta, an expert in the subject of educating SLIFE, has presented at both MATSOL and TESOL International conferences. She has a bachelor’s degree from University of Oradea (Romania) and a master’s in education degree from UMass Boston. Nicoleta also has successfully completed a graduate ESL certificate from UMass Lowell. Nicoleta is a professional development facilitator in Lawrence as part of the PETALLs project.

Breakout Sessions

Planning and Implementing Mathematics Instruction for English Learners

Concord Room

The importance of using ESL pedagogical tools in core-content area classes is clear to most educators today. What is not clear, however, is how to implement ESL pedagogy while meeting content standards in mathematics classrooms. This interactive session will provide participants with strategies the presenters have found to be effective in helping English learners to fully access the mathematics curriculum.

Presenter: Kathleen (Katie) Cetin has been teaching in the Lawrence Public Schools for 4 years. She is licensed in mathematics and ESL. She received her Bachelor's degrees from Assumption College in Mathematics and Latin and completed her ESL certificate from UMass Lowell. Katie's favorite part of teaching is supporting students' language development over the school year. One of her teaching goals is to make math accessible and relatable for all students.

Presenter: Vivian Buchanan has been teaching in the Lawrence Public Schools for 4 years. She is licensed in mathematics and ESL. She received her bachelor's degree in mathematics and philosophy from Kenyon College, Ohio, and her master's degree in secondary mathematics education from Boston University. Vivian's favorite part of teaching is deepening her understanding of mathematics by finding ways to make it accessible and interesting to all learners. She is also a strong believer in the use of reading and writing in mathematics to enhance content for English learners and other students. One of her teaching goals is to convince even the most reluctant students that the skills developed in math class will be useful in every-day life, no matter what students end up doing after high school.

Both Katie and Vivian teach in the Math Department of the Health & Human Services High School at the Lawrence High School Campus. They are professional development facilitators in Lawrence for the PETALLS project.

Panel Discussion- Preparing to Teach English Learners – Experiences of Pre-Service and Early Career Teachers

Middlesex-Pawtucket Room

The members of this panel will discuss their academic preparation to become ESL teachers. They will also discuss their expectations, challenges, and pleasant surprises working with English Learners. **Facilitated by Patricia Fontaine**, Clinical Associate Professor, Curriculum and Instruction, Graduate Coordinator for Teacher Preparation M.Ed., UMass Lowell.

Panelists

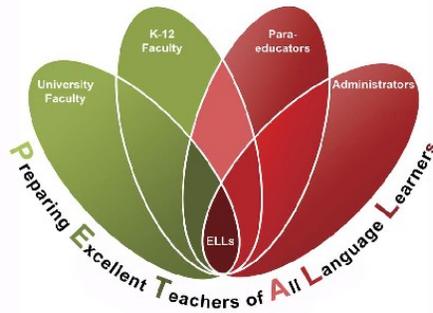
Melissa Alonardo will graduate with a master's degree in education from UMass Lowell this spring 2017. She holds initial licensure in elementary education and special education. She obtained ESL licensure through the PETALLS project. Melissa is committed to teaching English learners and other students in urban settings.

Emily Manning received her master's degree in education from UMass Lowell in 2015. She holds with initial licensure in secondary history. Emily completed her student teaching at Lawrence High School and is in her second year teaching history at the Health and Human Services Academy (HHS) in Lawrence. She has many English learners with varied English proficiency levels in her classes and has completed the requirements of the ESL certificate through the PETALLS project.

Katie Brazil received her master's degree in education from UMass Lowell in 2016. She is licensed to teach English and ESL. She is currently an ESL teacher in Chelmsford, Massachusetts where she delivers instruction between 2 middle schools.

Alicia Kingston is currently student teaching at Lawrence High School in a mathematics classroom and will graduate with a master's degree in education from UMass Lowell this spring. She will complete her ESL practicum for ESL licensure in the Fall 2017 semester. She is employing a lot of the strategies she learned in her ESL classes in her everyday teaching of math.

About the PETALLs Project



University of Massachusetts Lowell

Preparing Excellent Teachers of All Language Learners (PETALLs)

(U.S. Department of Education: T365Z12232)

The Preparing Excellent Teachers of All Language Learners (PETALLs) project employs a systemic approach to improving educational opportunities for English learners. It prepares pre- and in-service teachers for ESL licensure through a graduate certificate program, facilitates the growth of instructional leadership in ESL/SEI pedagogy by providing principals and administrators with opportunities to engage in learning communities, supports teacher leaders who provide professional development and coaching to their peers, and provides ongoing professional development to teacher educators, in-service teachers, and paraprofessionals. PETALLs is funded by the U.S. Department of Education and is a collaboration between the UMass Lowell College of Education and the Lawrence Public Schools.

For more information about the PETALLs Project or PETALLs professional development, please contact:

Michaela_Colombo@uml.edu

PETALLs is pleased to host MATSOL at this conference. We encourage attendees to learn more about the benefits of MATSOL membership by visiting the MATSOL table.

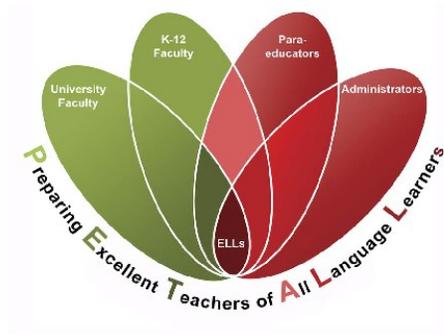
About MATSOL



MATSOL is a professional association of educators of English language learners in Massachusetts. MATSOL's mission is to promote excellence and equity in the education of English language learners. Our members include educators in PK-12 schools, adult basic education and workplace programs, and institutions of higher learning. MATSOL is an affiliate of TESOL International Association.

To learn more about MATSOL or become a member:

Visit the website at www.matsol.org



Preparing Excellent Teachers of All Language Learners

Certificate of Attendance

This is to certify that

attended the

Practices that Improve the Education of English Learners Conference

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Lowell, MA

University of Massachusetts Lowell

College of Education

61 Wilder Street

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DESE's certificate of attendance guidelines:

*Faculty or staff who sponsor appropriate professional development activities spanning less than ten hours can assist their participants by issuing "certificates of attendance" that verify the topic of the session, the dates and times of attendance. Educators may request that their school systems transfer their "certificates of attendance" into PDPs once they have accrued ten hours on a single topic and have provided evidence of an "Observable Demonstration of Learning".

Please visit:

<http://www.doe.mass.edu/pd/faq.html#A5>

For more information.

