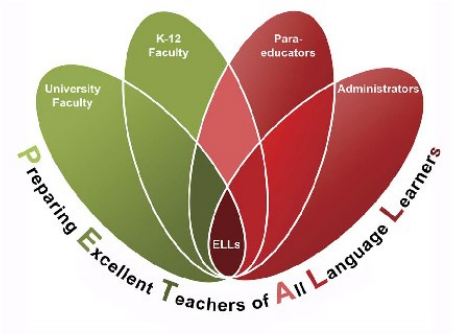


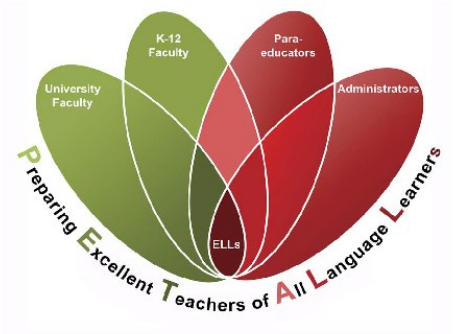
Practices that Improve the Education of ELLs

2015

Conference

Wednesday October 7, 2015

University of Massachusetts Lowell
University Crossing, Second Floor
220 Pawtucket Street, Lowell, MA 01854



Practices that Improve the Education of ELLs

2015 Conference Program Agenda

Wednesday, October 7, 2015

4:30-7:30 p.m.

4:15	Registration and Refreshments
4:30	Poster Sessions, University Crossing
5:15	Welcome - Room 260 Welcome - Michaela Colombo Opening Remarks - Chancellor Jacqueline Moloney
5:30	Keynote Address
6:30	Book Signing and Poster Sessions
7:30	Adjourn

Keynote Speakers

Susan O'Hara

Dr. Susan O'Hara is Executive Director of Resourcing Excellence in Education (REEd) at the University of California Davis and co-founder of the Academic Language Development Network. Prior to coming to UC Davis she was an associate professor at Stanford University and at Sacramento State University. She has been engaged with a five year project to develop, implement and test a professional learning model to build mentor and teacher capacity across disciplines to promote ELs' academic-language and literacy development across content areas. Building on this work, she has investigated the knowledge and practices of mentors and teachers that are associated with improved learning outcomes of ELs and led a team in the development and testing of Essential Practice Frames that articulate high leverage practices to meet the learning needs of this population. Susan is co-director on an Improving Teacher Quality grant focused on California districts development of Integrated Professional Learning Systems. She is also a member of the leadership team for Understanding Language at Stanford University. Select recent publications are listed below:

O'Hara, S., Pritchard, R., & Zwiers, J. (Forthcoming). Framing the teaching of academic language to English learners: A Delphi study of expert consensus. TESOL Quarterly

O'Hara, S., Pritchard, R., & Zwiers, J. (Forthcoming). Academic Language and Literacy in Every Subject (ALLIES): A Capacity Building Approach to Supporting Teachers in Grades 3-8. In F. Hiebert & P. Proctor (Eds) English Learners and Emergent Bilingualism in the Common Core Era

Zwiers, J., O'Hara, S., & Pritchard, R. (2014). Common Core Standards in diverse classrooms: Essential practices for developing academic language and disciplinary literacy. Portland, ME: Stenhouse.

O'Hara, S., Zwiers, J., & Pritchard, R. (2014). Cutting to the Common Core: Changing the playing field. Language Magazine: The Journal of Communication & Education, 13(7), 28-31.

O'Hara, S., & Pritchard, R. (2013). Learning to integrate new technologies into teaching and learning through a design-based model of professional development. The Journal of Technology and Teacher Education (JTATE).

Achinstein, B., O'Hara, S., Pritchard, R., & Zwiers, J. (2012). Strategic mentoring for new teachers of English learners. The Journal of Communication and Education. June 2012

Robert Pritchard

Dr. Robert Pritchard is a professor of education at Sacramento State University and a consultant for Resourcing Excellence in Education (REEd) at UC Davis. He is also co-founder of the Academic Language Development Network. A frequent consultant for schools, districts, and departments of education, Robert brings extensive experience as a former ESL teacher and reading specialist to his work with teachers and administrators. Having lived in and taught in diverse environments —from inner-city Newark, New Jersey, to the Republic of Palau — Robert developed a passion for teaching culturally and linguistically diverse learners. Robert received a bachelor's degree in political science from Susquehanna University; a master's degree in education from California State University, Hayward; and a doctorate degree in reading education and second language learning from Indiana University. He has authored numerous publications related to language and literacy development of culturally and linguistically diverse learners, and is a regular presenter at national research conferences. Recent publications include:

O'Hara, S., Pritchard, R., & Zwiers, J. (Forthcoming). Framing the teaching of academic language to English learners: A Delphi study of expert consensus. TESOL Quarterly

O'Hara, S., Pritchard, R., & Zwiers, J. (Forthcoming). Academic Language and Literacy in Every Subject (ALLIES): A Capacity Building Approach to Supporting Teachers in Grades 3-8. In F. Hiebert & P. Proctor (Eds) English Learners and Emergent Bilingualism in the Common Core Era

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Poster Presentations by Theme

ACADEMIC CONVERSATIONS

1. English Conversation Groups at the Salem State Writing Center

This poster presentation reviews the "How" and "Why" of English Conversation Groups. It focuses on the service gaps that can be uniquely addressed by conversation groups, the manner in which groups are justified institutionally, best practices for group facilitation, and the processes for assessing the efficacy of groups.

Tristan Abbott, Assistant Professor, Writing Center Director, Salem State University

2. Using Partner Reading to Enhance the Understanding of Novels for ELLs

This poster provides the English Language Arts teachers with strategies to help ELLs comprehend themes and motifs contained in novels such as *The Kite Runner* by Hosseini. Strategies are effective for ELLs with low levels of English language proficiency and can be used to teach any novel.

Sheila Fabiano, ESL Teacher; Marian Didio, ELA Teacher

High School Learning Center, Lawrence, MA

3. "Chalk Talk" - An Effective Strategy to Break the Silence in Academic Classroom Discussions

This poster features a strategy called "Chalk Talk," which can be used to promote academic discussions for ESL/ELL students. Attendees will be provided with resources that promote academic discussions with students at various grade levels.

Qing Zhao, Project Coordinator, ESL Instructor, University of Massachusetts Lowell

4. Examination of Compliment Speech Act Responses of Chinese University Students across Language Proficiency Levels

This poster focuses on the study of compliment speech act responses to determine if native Chinese speakers, while attending university in the United States, changed their method of compliment responses in their new environment and, if their language proficiency was the defining factor in doing so.

Catherine Vigue, MAT, MSM, Salem State University

Poster Presentations by Theme

VOCABULARY DEVELOPMENT

5. Pumping up Vocabulary for English Language Learners

This poster presents best practices for promoting vocabulary development in English Language Learners. It presents ideas for conversations and structured routines to teach and reinforce vocabulary, and highlights the role of practice through both linguistic and non-linguistic exposure.

Diane MacDonald, ESL/Reading Teacher, Guilmette Middle School, Lawrence, MA

Yahaira Diaz, ESL Teacher, Newcomers Program, Guilmette Middle School, Lawrence, MA

6. So Whose History is it Anyway? Making History Accessible to ELLs

This poster addresses teaching U.S. history to ELLs whose culture and history are different from that of the United States. It addresses best practices to develop academic vocabulary in history, plan academic conversations about historical topics and ways to deconstruct difficult primary and secondary sources.

Pat Fontaine, Clinical Associate Professor, History Methods Instructor for Initial Licensure for Teaching History,

University of Massachusetts Lowell

7. The 7 Steps as a Whole School Initiative

This poster presents an example of how one K-8 school is building academic vocabulary and language as a whole school using "The Word of the Week." Attendees will learn about ways to get content-area teachers on board with building academic language for ALL students using the 7 Steps core SEI strategy.

Lisa Alonzo, ELL Coach, Donald P. Timony Grammar School, Methuen, MA

FAMILY ENGAGEMENT

8. Using Text and Email Reminders to Communicate with Students and Families

This poster shows how Remind.com could be used to effectively communicate with students and families via one-way text or email messages. Benefits include the ability to reinforce language objectives covered in class, introduce students to resources outside of school hours, and keep students invested in learning.

Omar Longus, Grant Coordinator, Salem State University

9. Home Language Maintenance Program

This poster introduces conference attendees to a club that provides a way for parents from different backgrounds to foster home language maintenance and academic success. Parents will serve as resources to schools and to other parents. They can share best practices for maintaining the home language and for encouraging their children to keep speaking the language.

Claud'Jena Clotaire, ELL Teacher, Salem State University

Poster Presentations by Theme

MATH AND SCIENCE

10. Modeled but not Taught - Implementing Mathematical Writing Skills

Writing has order and structure. We actively teach written order and structure in English Language Arts; however, in written mathematical problem-solving, order and structure are often overlooked and uncorrected. When taught a clear set of mathematical formatting structures, students demonstrate improved achievement and understanding on open-response questions.

Timothy Palladino, Physics and Robotics Teacher Grades 9-12, Math, Science, and Technology High School, Lawrence, MA
Physics Instructor, University of New Hampshire

11. Allowing Students to Show What They Know: Bridging Differences in Math

This poster features strategies that are effective for English Language Learners. Student growth in math should not be impeded by language proficiency! Find out what your students know regardless of their language proficiency or processing difficulties. Examples and handouts will allow effective implementation for your own students.

Donna Page, 6th Grade Inclusion Specialist, Garfield Middle School, Revere, MA

12.ESL Writing Through Science

Learn how elementary ESL teachers utilize science as a vehicle to drive writing. Find out how a package of seeds can lead to instruction that addresses the four language domains and includes journal writing, narrative writing, and building academic science language with elementary ESL students.

Tracey Correia, Kindergarten and First Grade ELL Teacher
Judith Templer, Second Grade ELL Teacher
Timony Grammar School (Push-in /Pull-out ESL Programs)
Methuen, MA

READING AND WRITING STRATEGIES

13.Reading Instruction That Works: Addressing the Needs of SLIFE

Students with Limited or Interrupted Formal Education (SLIFE) are often behind their ELL peers in the areas of reading comprehension and critical reasoning. This poster demonstrates some of the reading strategies that have shown to be effective with SLIFE at the secondary level.

Nicoleta Filimon, ESL Teacher; Douglas Haubert, ESL Facilitator; Athalia Gonzalez, ESL Teacher
Sarah Montgomery, ESL Teacher
International High School Newly Arrived Program
Lawrence High School, Lawrence, MA

Poster Presentations by Theme

READING AND WRITING STRATEGIES

14. Holding High Standards for Academic Writing in the English Classroom with English Language Learners

This poster acknowledges the challenges faced by both teachers of ELLs and ELLs themselves. The poster offers resources for teachers to use and examples of how ELLs are able to write academic essays regardless of their English proficiency levels.

Michelle Gould, 10th Grade ELA Teacher; Scarlett Tannetta, 9th-10th Grade ELA Teacher
Health and Human Services High School, Lawrence, MA

15. ESL Strategies Across Multiple Proficiency Levels

This poster depicts two ESL strategies for reading and writing called Cut & Grow and Reciprocal Teaching. These strategies have been implemented across various proficiency levels. The scaffolding and final products demonstrate how a strategy can be adapted to meet the needs of a range of ESL levels.

Tracy Finn, High School ESL Teacher levels 3 & 4; Christi Cartwright Lacerda, High School ESL Teacher levels 1 & 2,
Performing and Fine Arts High School, Lawrence, MA

16. Developing an Interim Formative Assessment & Writing Rubric for ELLs in Grades 2-8

This poster presents the process through which SEI teachers at the Bowditch K-8 School in Salem, MA collaborated with a Salem State University faculty member to develop an interim formative assessment and text-based writing rubric for ELL newcomers, with a focus on specific literacy standards from the Massachusetts ELA Curriculum Frameworks.

Chad Leith, Assistant Professor, Salem State University; Tracey Kline SEI Teacher, Nathaniel Bowditch K-8 School
Salem, MA

17. Connecting ELL Students to Complex Grade Level Texts through Interactive Annotations

Conference attendees will leave this presentation with five strategies for using interactive annotations to analyze complex grade level text. One annotation strategy will be demonstrated in a mini-lesson. Handouts will be available to provide attendees with resources to begin interactive annotation in their own classrooms.

Angela McVey, ELL Teacher, Nettle Middle School Haverhill, MA

Poster Presentations by Theme

MUSIC BASED STRATEGIES

18. Tree Map In Rondo Form

This presentation shows how the application of Tree Map in Rondo Form improves ELLs' speaking, listening, reading, and writing skills. Attendees will learn to use this visual learning tool to help their ELLs to move from abstract to concrete, think with depth, and apply their thinking to complex tasks.

Karrie Chan-Lam, Music Teacher, Daley Middle School, Lowell Public Schools, MA

Poster Contributors

Tristan Abbott , *Assistant Professor of English at Salem State University, received his PhD in Rhetoric and Composition from Purdue University, where he specialized in writing assessment, writing program administration, and the teaching of writing to L2 speakers. At Salem State, he is the director of the Mary G. Walsh Writing Center, which provides valuable services to SSU's ELL community.*

Lisa Alonzo *is the ELL coach at the Donald P. Timony Grammar School in Methuen, MA. Her role is to support content- area teachers in their implementation of SEI strategies and ELL instruction.*

Christi Cartwright Lacerda *is a high school ESL teacher at the International High School in Lawrence, MA where she teaches ELLs with proficiency levels of 1 and 2. She is currently pursuing her MAT TESOL at Salem State University.*

Karrie Chan-Lam *is the 5th-8th grade music specialist at the Daley Middle School in Lowell, MA. In addition to teaching music with integrated communication and literacy skills, she works with English learners and students with special needs. Her responsibility is to assist these students with writing their daily journals. Karrie is the administrator of the After School Tutoring and Homework Center. This position offers her ample opportunities to engage in tutoring and interact with ELLs.*

Claud'Jena Clotaire *is a first year ELL teacher and is currently completing a MAT TESOL at Salem State University.*

Tracey Correia *has been teaching ELLs for 8 years and has experience as a third grade teacher and as an ESL teacher. She holds a M.Ed. in Elementary Education with licensure in ESL. She currently teaches kindergarten and first grade ELL students in a push-in and pull-out program at the Donald P. Timony Grammar School in Methuen, MA.*

Yahaira Diaz *is an ESL teacher at the Guilmette Middle School in Lawrence, MA where she provides instruction to ESL newcomers.*

Marian Didio *is an English Language Arts teacher at the High School Learning Center in Lawrence, MA. She teaches four senior level English classes and a credit recovery class. One of her classes contains all ELLs with varying levels of English proficiency. Marian just completed SEI professional development.*

Sheila Fabiano *is the ESL teacher at the High School Learning Center in Lawrence, MA. Many of the Learning Center's students have returned to school and are older than the typical student. Her class sizes are small and as the ESL teacher, she pushes-in to three English classes and two biology classes each day to assist teachers. She is responsible for ACCESS and W-APT testing for The Learning Center.*

Nicoleta Filimon *is an ESL teacher in the Newly Arrived program at the International High School in Lawrence, MA. She is an adjunct instructor of TESOL courses for Salem State University.*

Tracy Finn *is a high school ESL teacher at the Performing and Fine Arts High School in Lawrence, MA where she teaches ELLs with English proficiency levels of 3 and 4. She has a Bachelors of English and a Masters of Teaching from UMass Lowell.*

Patricia Fontaine *is a Clinical Associate Professor at the University of Massachusetts Lowell Graduate School of Education. She is the History methods instructor for initial license for teaching history.*

Athalia Gonzalez *is an ESL teacher in the Newly Arrived program at the International High School in Lawrence, MA.*

Michelle Gould *is a 10th grade ELA teacher at the Health and Human Services High School in Lawrence, MA. Her classroom includes many ELLs and students who were formerly designated as ELLs.*

Douglas Haubert *is the ESL facilitator in the Newly Arrived program at the International High School in Lawrence, MA.*

Tracey Kline *is a 5th grade SEI teacher at the Nathaniel Bowditch K-8 School in Salem, MA. She teaches all core subjects and ESL to a self-contained class of ELLs. Tracey is active with the Project SAEL grant from Salem State University. She holds professional licensure in Middle School Humanities, Middle School English, Elementary Education, and ESL.*

Chad Leith *is an Assistant Professor at the Salem State University School of Education, where he teaches courses related to ESL and SEI instruction. Previously, he served as an ESL teacher, instructional coach, and ELL administrator in the Boston Public Schools.*

Omar Longus *is the Project Coordinator for the National Professional Development Grant, Project SAEL (Successful Advancement of English Learners in Gateway Cities in MA) at Salem State University. He received his bachelor's degree in international relations in 2008 from Tufts University and his master's in TESOL from Salem State in 2013. He has taught Adult ESOL night classes since 2010, and enjoys learning about teaching English to students at all age levels.*

Diane MacDonald *is an ESL/Reading Teacher at the Guilmette Middle School in Lawrence, MA. She has taught for 25 years and has taught in Lawrence for 14 years. Diane teaches ELLs in Grades 5 and 6.*

Angela McVey *is an ELL teacher for Grades 5– 8 at the Nettle Middle School in Haverhill, MA. She has 6 years of experience working with ELL students in both Lawrence and Salem Massachusetts.*

Sarah Montgomery *is an ESL teacher in the Newly Arrived program at the International High School in Lawrence, MA.*

Donna Page *is a 6th grade special education inclusion specialist and co-teaches math and English language arts at the Garfield Middle School in Revere, MA. There are currently 60 ELLs attending Garfield Middle School, representing about 15% of the student population. Additionally, many students who were formally designated as ELLs attend the Garfield Middle School.*

Timothy Palladino *is a physics and robotics teacher (with students in grades 9 through 12) at the Math, Science, and Technology High School in Lawrence, MA. He is actively involved in data analysis and the examination of student work. He also teaches College Physics for the University of New Hampshire during the summer session. He works with ELLs each day and actively engages them to find educational solutions for what works and does not work.*

Scarlett Tannetta *is a 9th-10th grade ELA teacher at the Health and Human Services High School in Lawrence, MA. Her classroom includes many ELLs and students who were formerly designated as ELLs.*

Judith Templer *holds a M.Ed. in ESL with over 20 years experience teaching ESL from kindergarten through high school. She currently teaches second grade ESL at the Donald P. Timony Grammar School in Methuen, MA supporting ELLs in a push-in and pull-out program. She has also written ESL curriculum for various grades aligning state standards to the district's curriculum maps.*

Catherine Vigue *MAT, MSM, is a recent graduate from the TESOL program and a participant in the Project SAEL grant from Salem State University. She has worked as a paraprofessional for ELLs at an alternative high school and is currently transitioning to adult/higher education.*

Qing Zhao *is the Project Coordinator for PETALLs and also teaches ESL classes to graduate students in the Navitas program at UMass Lowell.*

Conference Collaborators

Fitchburg State University

TESEL-Transforming Education and Schools for English Learners

The TESEL grant is a partnership between Fitchburg State University and the Collaborative for Education Services (CES) and is funded by a grant from the Office of Language Acquisition, U.S. Department of Education. The goal of TESEL is to improve instruction for students with limited English proficiency and upgrade the qualifications of educational personnel working with English Learners to meet high professional standards. The project's partner school districts are Fitchburg Public Schools, Leominster Public Schools and Lowell Public Schools. TESEL objectives are to:

- Increase number of ESL licensed teachers.
- Provide ESL professional development to STEM teachers.
- Provide ESL professional development to school leaders and administrators.
- Improve teacher education at Fitchburg State University.

For more information contact:

ldagosti@fitchburgstate.edu

Lynn D'Agostino, TESEL Project Manager

Framingham State University

MASSexcELLS: Supporting ELL Populations in Central and Eastern Massachusetts

The MASSexcELLS grant is fully funding a Framingham State University M.Ed. in Teaching English as a Second Language (TESL) for 40 in-service district teachers and 5 pre-service teachers. It also is supporting three instructional coaches who provide job-embedded professional development in classrooms throughout the districts, including strategies for vocabulary development and content comprehension in STEM area classrooms. Coaches also assist administrators in establishing optimal placement and support structures for ELs. Framingham State University is partnering with Wachusett Regional School District, Marlboro Public Schools, and Cambridge Public Schools. MASSexcELLs provides Professional Development workshops for 300 district teachers.

Project Team:
Dr. Marguerite Mahler, Project Director and Coordinator and Advisor to Framingham State's master's degree program in Teaching English as a Second Language (TESL); Dr. Lisa Kowaleski, Assistant Project Director and Director of English Learner Education in Wachusett Regional School District.

Conference Collaborators

Salem State University

Project SAEL

Project SAEL (Successful Advancement of English Learners in Gateway Cities in Massachusetts) is a five-year grant funded by the U.S. Department of Education, designed to increase the number of well-prepared teachers of English Language Learners (ELLs) in Salem, Lynn, and Revere. In Massachusetts, the number of ELL students has increased by more than 61% since 2000 although the number of teachers prepared to teach ELLs in the content areas has not adapted to this growing trend. Project SAEL funds a Graduate Licensure-Only Program in Teaching ESL for licensed teachers and qualified professionals from partner communities. Project SAEL also funds undergraduates, double majoring in a STEM subject and Education, in completing a teacher licensure program. Additional professional development seminars and workshops are provided to grantees and members of our partner districts with the goal of building a community of educators well-equipped to work with ELLs in their schools and beyond.

For more information on Project SAEL contact:

projectsael@salemstate.edu

Project Team:
Dr. Julie Whitlow, Project Director; Omar Sekou Longus, Project Coordinator; Gillissen Green, Student Services Coordinator

University of Massachusetts Lowell

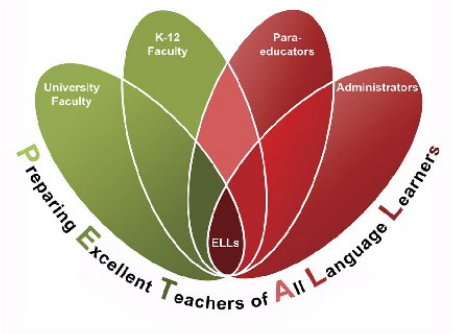
Preparing Excellent Teachers of All Language Learners (PETALLs)

The Preparing Excellent Teachers of All Language Learners (PETALLs) project prepares all educators to improve the instruction of English Learners. PETALLs, funded by the U.S. Department of Education, is a collaboration between the Graduate School of Education at UMass Lowell and the Lawrence Public Schools. PETALLs takes a systemic approach to improve education for English learners. It prepares pre– and in-service teachers for ESL licensure through a 12 credit graduate certificate program, and facilitates the growth of instructional leadership in ESL/SEI pedagogy for principals and administrators. PETALLs also provides ongoing professional development to teacher educators, in-service teachers, and paraprofessionals.

For more information on the PETALLs Project, please contact:

Michaela_Colombo@uml.edu

Project Team:
Dr. Michaela Colombo, Project Director; Kinnon Foley and Laurie Hartwick, Project Co-Facilitators, Lawrence Public Schools;
Dr. Qing Zhao, Project Coordinator; Cynthia Bent, Project Manager



Certificate of Attendance

This is to certify that

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attended the

Practices that Improve the Education of ELLs Conference

Wednesday, October 7, 2015

4:30pm-7:30pm

Lowell, MA

PETALLs Conference Committee

University of Massachusetts Lowell

Graduate School of Education

61 Wilder Street

O'Leary Library Room 539

Lowell, MA 01854