**Dual Language Conference 2018**

***Making Connections Between Assessment and Instruction***

March 24, 2018

*Snow Date: April 7, 2018*

East Somerville Community School

50 Cross Street, Somerville, MA 02145

**Call for Presenters**

**This seventh annual Dual Language conference is an opportunity for school and district leaders, classroom teachers, and staff working in Dual Language Education programs to network with other Dual Language practitioners, engage in professional development for Dual Language instruction, and learn how to develop and advocate for Dual Language Education. For conference purposes, dual language program models include Two-Way Immersion, One-Way Immersion and Transitional Bilingual Education programs.**

**The theme of this year’s conference is *Making Connections Between Assessment and Instruction.***

**We would like to invite practitioners, scholars, and researchers in the field of Dual Language Education to submit proposals for presentations. Attached are the proposal form and the rubric that will be used to evaluate proposals.**

**Please send completed proposals by Jan. 15, 2018 to:**

* Phyllis Hardy at: [phyllishardy@massmabe.org](mailto:phyllishardy@massmabe.org)**, and**
* Garisbel Santamaria McDonough**,** at [garisbel@gmail.com](mailto:garisbel@gmail.com)

**Thank you for sharing your expertise and knowledge!**

**PRESENTER FORM**

**About The Conference:**

The Massachusetts Association for Bilingual Education (MABE), in collaboration with dual language programs in Connecticut and Rhode Island, is holding the seventh Regional Dual Language Conference on Saturday, March 24, 2018 from 7:30am to 4:00pm at the East Somerville Community School, Somerville, MA.

The goal for the day is to provide attendees with hands-on, interactive information, strategies, tools and research that they can bring back to their colleagues and use in a meaningful way to improve the policies, practices and behaviors in their dual language classrooms and schools.

We will be using the following strands identified under the Guiding Principles for Dual Language Education (*Center for Applied Linguistics*) as topics for workshops and presentations:

* **Assessment and Accountability**
* **Curriculum**
* **Instruction**
* **Staff Quality and Professional Development**
* **Program Structure**
* **Family and Community**
* **Support and Resources**

**The Presenter Process:**

MABE requires that all presenters submit this proposal form by **January 15, 2018**.

We will use this information to evaluate presentations as well as for publication in the conference program if accepted.

**Decision on Proposals:**

Presentation evaluations will be made using the rubric attached at the end of this proposal form. Notifications of acceptance to present will be made by

**January 22, 2018**.

If you are willing to share your PowerPoint and handouts for posting on MABE’s website, please send them after the conference to Phyllis Hardy at: [phyllishardy@](mailto:carissa.massmabe@gmail.com)massmabe.org.

**Presenter Admission**

Please note that **reduced** **registration fees will be given for two presenters per presentation**. Once acceptance notification is received, up to two presenters should register under “Presenters’ Registration” to receive the reduced rate at: <http://www.massmabe.org/events>. Please use the CODE: Presenter2018

**Presenter(s) Information & Proposal Title**

## Presenter 1 Name & Title: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

## If applicable, Presenter 2 Name & Title: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**School/Program:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Business Address:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Phone # of contact person:** \_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Email presenter 1:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**If applicable, Email 2:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**In the space below, please type a short biography for each presenter.** The bio should include thepresenter name, title and/or role, place of work and years of experience.

**Session Information**

**Session Title:** The title **should clearly identify** the content of the presentation.

**Title:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Presenter Names:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Guiding Principles Topic Strands: (select one that applies):**

(Taken from the *Guiding Principles for Dual Language Education*)

For descriptions on each strand go to www.cal.org/twi/guidingprinciples.htm.

◻ **Assessment and Accountability**

◻ **Curriculum**

◻ **Instruction**

◻ **Staff Quality and Professional Development**

◻ **Program Structure**

◻ **Family and Community**

◻ **Support and Resources**

**Additional Target Strands:**

◻ Special Education ◻ Gifted & Talented ◻ Middle School ◻ High School

◻ Building Community Support ◻ Leadership ◻ Policy ◻ Parents

◻ Bridging for Biliteracy

**Suggested Topics:**

◻ STEAM   ◻ Seal of Biliteracy  ◻ ELD Strategies   ◻  Data Collection Systems

◻ Assessment and Instruction in the Classroom

◻ Program Expansion from Elementary to Secondary

◻ Learning How to Integrate Language Objectives in Lesson Plans & Instruction

**Target Audience (select all that apply):**

◻ School or District Administrators ◻ Teachers, Early Childhood ◻ Teachers, Elementary

◻ Teachers, Secondary ◻ Other, please specify: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**This workshop is best suited for:**

**Teachers that are**: ◻Seasoned Teachers ◻ Novice Teachers ◻ All levels of experience

**Programs that are**: ◻ Novice Programs ◻ Developing Programs ◻ Seasoned Programs

**The Language of Instruction for your breakout presentation:**

◻ English ◻ Spanish ◻ Other, please specify: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Type of Presentation**

**All presentations should be interactive and provide time for questions and answers. We suggest you plan for a 75 minute presentation and allow the last 5 minutes to allow participants in your session to network with each other.**

**Please select one:**

◻ **Interactive Workshop** (80 minutes):

A structured, hands-on professional development activity

◻ **Practice-Oriented Presentation** (80 minutes):

A demonstration that shows, rather than tells, and provides take home materials of techniques or practices for teaching or assessment

◻ **Research-Oriented Presentation** (80 minutes):

An explanation of the presenters' research in relation to practice and classroom application

◻ **Panel-Oriented Presentation** (80 minutes):

A discussion for school leaders, parents and the community at large on issues pertaining to dual language programs

**Questions to Consider for Presentation Ideas**

Conference Theme: Making Connections Between Assessment and Instruction

**Interactive Workshop** (80 minutes):

**A structured, hands-on professional development activity**

* How do we embed language instruction and assessment in planning content lessons and how do we link them to Common Core Standards?
* What are teacher education practices that positively impact dual language pedagogy?
* What student-focused approaches (differentiation) allow dual language programs to meet the needs of all students including heritage/English learners, special needs, late entry, and struggling learners?
* What support strategies can we implement to help dual language parents navigate through the dual language educational journey?

**Practice-Oriented Presentation** (80 minutes):

**A demonstration that shows, rather than tells, and provides take home materials of techniques or practices for teaching or assessment**

* How do you establish a bilingual and bi-literate assessment and accountability system?
* How do we effectively assess the partner language for formative on-going purposes?
* How can you as a teacher enhance instruction to support the interdependent relationships among language, literacy and academics?

**Research-Oriented Presentation** (80 minutes):

**An explanation of the presenters' research in relation to practice and classroom application**

* How can research findings inform our understanding of what teachers, support staff, and administrators need to know and be able to do to be effective in dual language programs?
* How can research help us better understand assessment (e.g., assessment of student learning, language proficiency, and characteristics of teachers, students, and schools)?
* What constitutes solid foundations for high quality and effective dual language education policy?

**Panel-Oriented Presentation** (80 minutes):

**A discussion for school leaders, parents and the community at large on issues pertaining to dual language programs**

* What are effective methods to advocate for all stakeholders involved in dual language education (e.g., students, teachers, and family and community members)?
* What are effective design and implementation models for pre-service dual language teacher preparation and in-service PD programs?
* How do teacher education and PD experiences need to be modified to address the needs of dual language teachers across a range of levels (from pre-school to High School)?

Adapted From: <http://12trec.utah.edu/immersion2014/proposals.php>

**Handouts, Technology and Session Abstract**

Classrooms will accommodate up to 25 adults. Please make a minimum of 30 copies of your handouts for distribution. Classrooms have Smart Boards that can be hooked up to laptops for projection. If you are using an MAC Laptop you will need to bring your own VGA adapter to connect to the projector. If you are showing a video as part of your presentation, be sure to bring your own speakers. Wireless Internet is available throughout the school with a password that will be provided.

**Indicate your needs:**

◻ I will need to use a Smart Board projector from the school.

◻ I will bring a VGA adapter for my MAC laptop.

◻ I need the following additional set-up \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Session Abstract for Official Program Book:**

In the space below, please provide a short **(50 words or less)** session synopsis to be used for the conference program. (A brief description of topics and activities covered in your presentation written in such a way that it would be appealing and would draw people to want to attend.)

**Session Description for Review by Proposal Jury:**

In the space below, provide a **300 word maximum** (for review by the proposal jury) description/rationale of the presentation, including an explicit statement regarding participant outcomes and how they will be achieved with activities or content to be presented. **It is suggested that you use the attached rubric to guide you in writing your session description**. The attached rubric will be used to evaluate all proposals.

**Rubric for Presentations**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Conference Theme** | **Significance of Content** | **Objective and/or Purpose** | **Audience** | **Format** | **Process of Presentation** | **Participant Outcomes** |
| Clearly addresses theme. Overall proposal is clear in relation to theme. | Clear information based on current research, knowledge, or practice in field of dual language education. Models a strategy that can be implemented in a DL classroom or school. Demonstrates specific application to second language learners. | Clearly stated purpose related to one of the strands of the Guiding Principles for Dual Language Education. | Proposal identifies language of instruction and specific audience i.e. grade levels or  Administrative position, target strands and level of expertise.  Describes audience participation. | All parts of presentation format clearly described. Format is accessible and relevant to the specific audience. | Time frame of presentation broken down. Types of audience interaction described. Materials and handouts relevant and clearly described. | Provides an explicit statement of participant outcomes and how they will be achieved. |

**Please send this form by January 15, 2018 to:**

* Phyllis Hardy at: [phyllishardy@massmabe.org](mailto:phyllishardy@massmabe.org)**, and**
* Garisbel Santamaria McDonough**,** at [garisbel@gmail.com](mailto:garisbel@gmail.com)