



Making Connections

Celebrating Dual Language Education

Southern New England Regional Conference for Dual Language Programs

Sampling of Breakout Session Abstracts March 21, 2020

Session Descriptions listed under Guiding Principles

Strand 1: Program Structure

<p>Initial DL Program Planning: Designing an Effective Language Allocation Plan</p> <p>Novice DL program planners may falsely assume that teaching grade-level content in two languages automatically results in student bilingualism and biliteracy. Nothing could be farther from the truth. Simplistic thinking can lead, unfortunately, to poor DL program implementation, and even program failure. Let's dive into a systematic process for designing a language allocation plan that will set your program up for long-term success.</p> <p>Dr. Barbara Kennedy (BK) Invited Guest</p>	<p>Access to Secondary Dual Language Programs: Logistical Considerations for Success</p> <p>This research-based presentation addresses logistical considerations for successful secondary dual language programs. Examples of included topics are master scheduling, supporting teachers/staff, hiring practices, identifying students and feeder patterns, as well as authentic assessments, program evaluations, and the seal of biliteracy for graduation.</p> <p>Dr. Joan Lachance Invited Guest</p>
<p>What to do When the Honeymoon is Over: Keeping Your Dual Language Program Together for the Long Haul</p> <p>Many program leaders experience disappointment, doubt, and even panic as their first DL cohort approaches third grade. As new challenges arise, stakeholders may question the decision to adopt DL, or consider abandoning the program altogether. Come learn steps to sustain your program, ensure student success, and attain program goals</p> <p>Dr. Barbara Kennedy (BK) Invited Guest</p>	<p>Dual Language For All: The Importance of Access to Secondary Programs</p> <p>This presentation provides a strong, research-based foundation to be used as "the rationale" for expanding secondary dual language programs. When schools, communities, and other stakeholders wish to broaden their dual language programs, there is critical value to being strategically mindful of assets-based structures. Participants will gain essential features of secondary programs that substantiate their increased need.</p> <p>Dr. Joan Lachance Invited Guest</p>

<p>Implementation of a Dual Language Immersion Program in New Jersey</p> <p>The district of Plainfield, New Jersey implemented a 50-50 DLI program in an integrated classroom of English and Spanish dominant students. Questions focused on teacher, administrator and consultant feedback about implementation, professional development and recommendations. These findings add to the knowledge base of teachers and leaders to modify and enhance the DLI program.</p> <p>Dr. Michelle Aquino and Joanne Sung</p>	<p>Advocating for and Ensuring Dual Language Education Success: A Veteran Administrator's Advice</p> <p>Let's explore the district and school administrators' role in dual language education, as well as individual and collective motivations for this enrichment model implementation. Local and world context around language and culture education requires us to be on-going advocates for our programs that build on the linguistic and socio-cultural capital of our communities. Using the Guiding Principles for Dual Language Education (cal.org), we'll consider practical advice on how to ensure your program is culturally and linguistically responsive to your community's needs, and how to ensure alignment of school and district support systems.</p> <p>David Roger Sponsored by DLeNM</p>
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Strand 3: Instruction

<p>Asking higher order thinking questions for all students</p> <p>This workshop focuses on the role of questioning in language development and on how we can include students at lower proficiency levels when asking higher order thinking questions (Bloom's taxonomy).</p> <p>Ester de Jong Invited Guest</p>	<p>Teaching for Transfer through Cross-Linguistic Pedagogies</p> <p>Are you teaching in a dual language program and feeling confused about how to work with your partner teacher? Are you unsure about how to promote transfer of academic content and literacy skills across languages? This presentation addresses these questions to improve instructional quality, student outcomes, and teacher satisfaction.</p> <p>Elizabeth Howard and Shera Simpson</p>
<p>Increasing Oral Automaticity: Daily Oracy Blocks Accelerate Production and Cultural Understanding in Second Language Learners</p> <p>This workshop describes how to accelerate oral language production in second language learners by establishing culturally appropriate, daily oracy blocks. We describe how we increase oral automaticity through actions and pictures that easily blend together to provide a 'cognitive movie' to meet the unique needs of second language learners in immersion programs.</p> <p>Nicole Navarro and Diana Quintanilla</p>	<p>Using Music & Movement in the Dual Language Early Childhood and Elementary School Programs</p> <p>The main objective of this presentation is to provide principles and strategies of how music can be related to the expressive and developmental needs of dual language programs for children in the early childhood stages. The music activities and/or curriculum materials presented are intended to increase the enactive, iconic and symbolic learning experiences when creating a bilingual lesson plan. Group music experiences and activities for children will also be covered. This will be a mostly hands on presentation so be ready to participate!</p> <p>Gilberto D. Soto Invited Guest</p>

<p>A Snapshot of 1-5 Portuguese Language Arts</p> <p>Are you looking for more resources and ideas to teach literacy in Portuguese? In this session we will give an overview of literacy instruction in Portuguese in grades 1-5 at the Olá Program. We will focus on reading, writing about reading, and workbook. You will leave with resources that can be replicated and can be used immediately or as a springboard to your own ideas.</p> <p>Ana Travassos and Luisa Raposo</p>	<p>Indicators of Language Difference vs. Disability</p> <p>We begin with the understanding that all learners are language learners. This presentation will describe indicators of language difference vs. disability in the domains of phonology, semantics, syntax, morphology, and pragmatics. Participants will learn strategies to practice phonology, semantics, and syntax with students as well as various types of scaffolding.</p> <p>Elaine Cusick and Sarah Sandoski</p>
<p>Linguistic differences between Spanish and English and their impact on the teaching of Spanish literacy</p> <p>This session, facilitated in Spanish, introduces important differences between Spanish and English literacy instruction and engages participants in exploration of effective, hands-on Spanish activities for immediate use in the dual language classroom. Word walls, sorting activities, and instruction of accents will be addressed as part of effective biliteracy instruction.</p> <p>Igone Arteagoitia Sponsored by Center for Applied Linguistics</p>	<p>Promoting Engagement and Academic Achievement through Brain-Friendly instructional Strategies</p> <p>Through a shared understanding of the neuropsychological processes that enable academic success, participants will experience how reduction of cognitive processing demands, guided participation and emotionally rewarding activities might reduce off-task and disruptive behaviors, favoring meaningful learning experiences for everyone in the classroom community.</p> <p>Luciana M. Castrillon</p>
<p>Arts Integration: a pathway for language acquisition and sociocultural competence through theater, music , and visual arts</p> <p>During this presentation, participants will gain a better understanding of how arts integration can be used in a dual language classroom to promote language acquisition, sociocultural competence, and curriculum access for students with diverse learning abilities. This presentation is a combination of a short lecture and hands-on activities.</p> <p>Catarina Hovey</p>	<p>Scaffolding Rigorous Mathematical Thinking in our Dual Language Classrooms</p> <p>Come experience an engaging math strategy that has dual-language students doing the heavy mathematical thinking. The Inside Out Problem gives students access to multi-step problems and scaffolds students learning of rigorous grade-level content. It evens the playing field and allows access and inclusion for the wide range of students in our classrooms.</p> <p>Lisa Meyer Sponsored by DLeNM</p>
<p>Welcoming Diverse Learners into the Dual Language Education Programs</p> <p>This session demonstrates inclusion and pedagogic strategies to support the learning process of diverse learners (English language learners, gifted, special needs, SLIFE, African American, etc.) into the Dual Language Education programs. Participants explore current research on the topic, plan instructional activities, and share their professional practice as used in their classroom.</p> <p>Nancy Uribe</p>	<p>Social and Emotional Toolkit for Dual Language Educators</p> <p>The blog “Social and Emotional Learning Toolkit for Educators” was developed as a resource for teachers to collaborate and share their expertise in incorporating SEL in their daily routine. During this presentation, the audience will have a chance to learn about different ways to integrate SEL successfully in a bilingual classroom. The presenter will also demonstrate how she has been using these strategies to teach her students to recognize and manage their emotions, be caring, establish positive relationships, and solve problems independently.</p> <p>Francisca Silvia Lima and Myriam Anselme</p>

<p>Simple Steps to Keep Your Students Speaking in Spanish</p> <p>Worried because your students do not use the target language in your classes? Learn about motivating activities that will engage your students and make them use the target language all the time in the classroom. Moreover you will gain information about how to make your students feel comfortable speaking in Spanish.</p> <p>Marta Hernandez</p>	<p>Genre Pedagogy in Kindergarten: Supporting young bilingual learners' critical thinking as they create fictional and personal narratives</p> <p>This presentation demonstrates how a Kindergarten teacher supported critical thinking and creativity, while introducing young bilingual learners to fictional and personal narratives' organizational and linguistic features through video, teaching materials, and student work. Participants will have the opportunity to create a plan to integrate genre pedagogy into their own instruction.</p> <p>Laura Schall-Leckrone and Jackeline Similia</p>
<p>Engaging strategies for Spanish Language development</p> <p>Engage your youngest students effectively in Spanish language development while building proficiency and accuracy. In this workshop we will hand you fun strategies (for teachers and students) to use during Spanish immersion time. Walk away with classroom techniques and activities you can use right away in your classroom.</p> <p>Olgalexandra Grau</p>	<p>Come Sail Away! Supporting Language Learners through Engineering Experiences</p> <p>In this session, we will explore how EiE (Engineering is Elementary) supports English learners at each level of language acquisition, while also broadening students' cultural focus in STEM settings. Join us as we get hands-on and use EiE's Engineering Design Process to solve problems from around the world.</p> <p>Jill Olson Sponsored by Boston Museum of Science</p>
<p>Dual Language Socio Cultural Awareness & Social Emotional Learning with Music & Motivation to Inspire Bilingual</p> <p>This fun and interactive session explores various forms of music as tools for socio-cultural awareness and social-emotional learning to support our students to become Bilingual, Bicultural & Biliterate. Guero Loco will showcase his methods of using hip hop & reggaeton to demonstrate how students can use music to develop literacy skills and increase experiential learning while embracing cultural and linguistic diversity. Participants will have the opportunity to explore Guero Loco's new bilingual book In the Mix / En La Mezcla that bridges music, community, diversity, and empathy.</p> <p>Guero Loco Sponsored by: Velazquez Press</p>	<p>Sketch Noting for Language Acquisition: Reaching all Language Learners</p> <p>Sketchnoting- you've seen it in infograms, and anchor charts! Sketchnoting is visual note taking. Students love it and it's an empowering tool for language learners. You will make sketchnotes, learn how to teach your students to sketchnote. You don't have to be able to draw! Creative, engaging and fun!</p> <p>Sue Goldstein</p>
<p>Developing Instructional Support Programs in a Bilingual Environment</p> <p>In this session, teachers and instructional support teachers will learn how to develop programs that assist students of all ages to succeed in a bilingual environment. The session will examine how to identify students needing support, how to provide support and interventions and how to measure their progress. The session will feature a few case studies for participants to discuss.</p> <p>Kathleen Wang, HsiuWen Hsieh and Marilyn Kusek</p>	

Biliteracy Development in Spanish and English Dual Language Using Translanguaging Strategies

This engaging presentation begins with a description of different models of biliteracy in dual language programs and explains the gradual release of responsibility model of biliteracy development. The presenter then explains strategic translanguaging and through classroom photos and videos, participants are shown specific translanguaging strategies that can be used to promote biliteracy development.

Dr. Ann Ebe

Disrupting Disproportional Representation of DL students in Special Education

Oftentimes culturally and linguistically diverse students are either under or over represented in specialized education programs. This session will engage participants in reflective practices that they can use to collect and analyze "all data" for their students/school/district so that plans can be made to disrupt the disproportionality cycle.

Maria Campanario

Strand 4: Assessment and Accountability

Identification and Placement of English Learners in the Framingham Bilingual Programs

Learn how the Language Assessment Office welcomes new bilingual families to FPS, screen students, identify new English Learners, and help families with program and school placement.

Virginia Bertelli, Ana Furtado and Ivonne Anzola

Strand 5: Staff Quality and Professional Development

Be GLAD Strategies for Creating a Community of Collaborative Learners

We will share how using BeGLAD® instructional strategies has supported language acquisition, academic achievement, and cross-cultural skills in our dual language program. After a short overview of the professional development model, participants will learn how to get started with BeGLAD® in their school setting.

Mary-Ann Rinaldi and Michelle Johnson

Strand 6: Family and Community

<p>Dual Language Education - Real Experiences from Parents and Students</p> <p>Students and their parents from the Dual Language Programs in the Framingham Public Schools and the Worcester Public Schools, will offer their perspectives about Dual Language Education, including their insights about the benefits and challenges as well as about the experiences and values that have shaped their commitment to Dual Language Education.</p> <p>Claudia Diaz, Bertha-Elena Rojas, and panel</p>	<p>Family Engagement through Food! A Unique Approach from a DLL Haitian Creole School in Boston</p> <p>Interested in increasing your school's family engagement? Learn about how our Haitian Creole dual language classroom engages families and makes successful partnerships work, even when partners are not bilingual! Learn about how we made healthy foods culturally-relevant and discuss how you can bring ideas back to your own school or classroom.</p> <p>Yvrose Bourdeau and Amelia Hall</p>
<p>Nuestra Historia: Secondary Bilingual Two-Way program students panel</p> <p>Do not miss the opportunity to talk to secondary students who are participating in the Two-Way program, and others who have already graduated and are attending college or working. They are the real protagonists!! Come and listen to their achievements and challenges of participating in the Two-Way program.</p> <p>Glenda B. Espinoza and Student Panel</p>	<p>Reaching out, Building through - Collaborating with Culturally, Educationally and Linguistically Diverse families</p> <p>This workshop will focus on strengthening Family-School partnerships through student-centered practices: sharing learning objectives, minimizing language and educational barriers, fostering learning-friendly home environments and validating adversity and diversity.</p> <p>Luciana M. Castrillon</p>
<p>Mystery Reader: A Project To Involve Families And Older Students In A Kindergarten Classroom</p> <p>Are you interested in motivating your students to speak, listen, read, and write in the target language? Are you wondering how you could involve your families in your classroom? Would you like to increase your students' enthusiasm and self-confidence? Come to our presentation to learn how we have implemented the project "Mystery Readers" - a reading project that has promoted language development, enthusiasm, participation, and family involvement in a dual language Portuguese/English Kindergarten classroom.</p> <p>Francisca Silvia Lima and Helena Simões-Oliveira</p>	

Strand 7: Support and Resources

<p>Gifted and Talented Students in the Bilingual and EL populations</p> <p>Bilingual and EL students are often underrepresented in Gifted and Talented programs. In this session, we will present best practices for identifying gifted and talented students, with an emphasis on bilingual and EL students. We will give a bit of background about the Sage program in Framingham Public Schools and how it is trying to meet the needs of all gifted students. Participants will be asked to identify characteristics of gifted students in ELs and will be given sample materials to help identify out-of-the box thinkers in their schools, as well as techniques to meet gifted students' needs in the regular education classroom, such as compacting the curriculum and independent investigations.</p> <p>Denise Weeks and Nancy Yocom de Romero</p>	<p>Equity in Dual Language Education</p> <p>This workshop will focus on equity, anti racismo and relationships in the dual language classroom, connecting these to the three pillars of dual language programs. Educators will leave feeling empowered to do the equity work that needs to be done in order for dual language schools to truly fulfill their mission.</p> <p>Teresa Burke and Sarah Bartels Marrero</p>
<p>Exchange Teachers from Spain; The Benefits of the Cross-Cultural Exchange Program</p> <p>Is your school anticipating difficulty in securing a licensed Spanish teacher? Do you want to expose your students to a native speaker and cultural expert? Are you trying to figure out how to staff a Spanish immersion program? In this session you will be provided with an overview of the Spanish Exchange Visitor Program and learn how hosting a well-qualified Spanish exchange teacher can benefit your school district.</p> <p>Manuel Collazo, Maria Frederick, and Gen Greici</p>	<p>Observing and Coaching Teachers in Bilingual and Dual Language Programs</p> <p>Engaging Bilingual/Dual language/ELL teachers in constructive observations and evaluations is essential to teacher excellence and student achievement. This session empowers teachers, coaches, administrators, and district leadership with the critical lens providing feedback in DL and bilingual programs. Participants learn how the attributes of high quality instruction for language learners aligns to the evaluation instrument in their district and practice with sample lessons.</p> <p>Alexandra Guilamo</p>
<p>Addressing the shortage of Dual Language teachers</p> <p>Join us for a discussion to address the challenges of recruiting and retaining qualified bilingual educators. This engaging roundtable discussion will include faculty from educator preparation programs, alternative certification programs and district leaders. Participants will brainstorm ways to address challenges and create an action plan of clear steps moving forward.</p> <p>Patrick Proctor, Boston College, Emily Spitzman, Bridgewater State University, Rabia Hos, University of Rhode Island, Elizabeth Howard, University of Connecticut, Elena Sada, Eastern Ct. State University, Marisa Ferraro, Southern Ct. State University</p>	<p>Building Unafraid Classrooms for Undocumented Students</p> <p>Classrooms can be spaces where undocumented students either feel welcomed, and included, or invisible. Hear directly from undocumented youth leaders as we discuss what it means to build an Unafraid Classroom and best practices at the classroom and school level to ensure undocumented students feel welcomed, included, and supported.</p> <p>Stefan Keller and Kiara Ruesta</p>