



# Making Connections

*Celebrating Dual Language Education*

Southern New England Regional Conference for Dual Language Programs

## Sampling of Breakout Session Abstracts

March 23, 2019

Session Descriptions listed under Guiding Principles

### Assessment and Accountability

#### Capturing What Students Learn about Language and Learning: Assessing Metalinguistic and Metacognitive Development

This interactive session will provide examples of how to develop metalinguistic and metacognitive assessments within dual language classroom instruction. It will also present ways to report this development to various audiences: students, parents, program evaluators.

**Theresa Austin** is a professor in the Bilingual ESL and Multicultural program in the Department of Teacher Education and Curriculum Studies at the College of Education at UMass Amherst. She is a teacher educator and researcher with over 25 years experience collaborating with and learning from multilingual teachers, students, and parents.

### Instruction

#### Increasing Oral Automaticity: Daily Oracy Blocks Accelerate Production and Cultural Understanding in Second Language Learners

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.

**Maureen Hughes** is the bilingual specialist at the Unidos program in Somerville. Prior to coming to

#### The Cornerstones of Planning for Pillar 3: Essential Steps for Realizing the Promise of Dual Language Education

Socio-cultural competence is the bedrock of dual language that allows language to be acquired, used, and leveraged. It's vital if students are to realize the promise of bilingualism, biliteracy, and academic success in dual language classrooms. Yet, it is the pillar most often forgotten. This session helps participants identify essential cornerstones of planning for this pillar. Participants will compare cornerstones against current practices and collaborate on ways to use students' identities, backgrounds, and cultures as

<p>Unidos, Maureen was an administrator and a dual language teacher in Spain and New York.</p> <p><b>Nicole Navarro and Diana Quintanilla</b> are the kindergarten teachers in the Unidos bilingual program. Nicole was raised in the DR and is in her 3rd year as a kindergarten teacher. She is currently working on her master’s degree in ESL. Diana is new to the school but has been an educator for the past 11 years. Diana was born in El Salvador and moved to the United States as a child.</p>	<p>powerful reference points to accelerate new learning.</p> <p><b>Alexandra Guilamo</b> is an author and international consultant with TaJu Educational Solutions who has 20 years of experience helping students who are culturally and linguistically diverse to achieve academic success. Alexandra is a former teacher, academic coach, elementary school principal, and district level director in highly diverse urban and suburban districts.</p>
<p style="text-align: center;"><b><u>Using Multiple Intelligence (MI) To Teach Students With Trauma in the Dual Language Classroom</u></b></p> <p>Students experiencing trauma (physical or mental) is a common challenge in today's society. Attendees will learn the skills necessary to create a learning environment dealing with trauma, in addition, we will expand on the theories of Multiple Intelligence (MI) in the classroom to reach difficult students.</p> <p><b>Dr. Carlos Swaby</b> is a SPED Resource Specialist at the Amigos School in Cambridge, Ma., with 20 years experience.</p> <p><b>Mr. Michael Batt</b>, is a History Teacher, at the Amigos School with 20 years experience.</p>	<p style="text-align: center;"><b><u>Words, Palabras, Palavras!</u></b></p> <p>Learn to harness the power of thoughtful speech (consider culture, language, diversity, intention and habit) to create a positive, collaborative, safe environment in which students are supported and free to learn. This workshop will challenge you, like Dr.Seuss’s elephant, to have “said what you meant and meant what you said” by the end of the school day. Be prepared to engage, reflect and laugh!</p> <p><b>Soraya Gomes</b>, MSW, LICSW is a School Social Worker at the International Charter School in Pawtucket, Rhode Island. She has 13 years of experience in schools</p>
<p style="text-align: center;"><b><u>Embracing Students Cultural Background to Promote Academic Learning</u></b></p> <p>This session show how students’ funds of knowledge can be integrated in the classroom in order to embrace student’s cultural background, promote academic learning, and encourage parents’ engagement. Participants will examine different examples in light of current research in the topic, plan instructional activities, and share their professional practice as used in their classroom.</p> <p><b>Nancy Uribe</b> is a third grade teacher at East Somerville Community School in the Unidos Bilingual program and an adjunct professor in graduate school at Salem State</p>	<p style="text-align: center;"><b><u>Strategic Partnerships with Instructional Aides</u></b></p> <p>Join us for a discussion around how to create strong structures and working partnerships with instructional aides and teaching assistants. We will share our current practices and are hoping you will come to share what is happening in your setting. We can collaborate on a list of ideas to bring back to our settings. This workshop will be a participant-driven meeting. We will come prepared with talking points, but will structure the discussion based on the needs and wants of the participants.</p> <p><b>Arelys Figuereo</b> and <b>Liudmila Sheridan</b> are Teacher Assistants at the International Charter School.</p> <p><b>Michelle Johnson</b> is an Instructional Coach at the</p>

University.	International Charter School.
<p style="text-align: center;"><b><u>English Language Development (ELD) in Immersion Programs: What Should Our Instructional Focus Be?</u></b></p> <p>In programs where 70-90% of instructional time is devoted to the partner (non-English) language, brief periods of English Language Development (ELD or ESL) time can present a variety of instructional challenges. In this session, we will examine some common challenges and explore strategies for creating a robust, coherent ELD program.</p> <p><b>Meg Burns</b> is Assistant Professor of TESOL and Bilingual Education at the Graduate School of Education at Lesley University in Cambridge, MA, where she has taught for three years. She has also worked as a first grade Dual Language teacher in Framingham, MA and a Graduate Instructor and Research Assistant with the Literacy Squared project in Boulder, CO.</p> <p><b>Jill Davan</b> is the ELD coach at Barbieri Elementary School in Framingham, MA. She has been teaching English learners in different settings for over 20 years.</p> <p><b>Elissa Washburn</b> is a fourth grade ESL teacher at Barbieri Elementary School. She has been working in the dual language setting for ten years. She has taught in a Spanish classroom in grades two and three and an ESL class in grades three and four.</p>	<p style="text-align: center;"><b><u>Checklists to support ELLs in the Writing Workshop</u></b></p> <p>This presentation shows how the use of checklists in the ESL/dual language classroom encourages independent practice of writing for ELL students. Checklists based on common core standards and WIDA levels are used to scaffold independent writing in Lucy Calkin's Writing Workshop. Participants will make checklists to use in their classrooms.</p> <p><b>Amy Pogoriler</b> is a fourth grade ESL teacher at Barbieri Elementary School. She has taught an English-speaking fifth grade class in the two-way program for seven years and then fourth and fifth grade ESL in TBE, SEI, and two-way programs for five years.</p> <p><b>Elissa Washburn</b> is a fourth grade ESL teacher at Barbieri Elementary School. She has been working in the dual language setting for ten years. She has taught in a Spanish classroom in grades two and three and an ESL class in grades three and four.</p>
<p style="text-align: center;"><b><u>Making Connection Between Phonological, Phonemic Awareness, Articulation Disorders and Sensory Integration In Bilingual Students</u></b></p> <p>This interactive presentation explores challenges and strategies in addressing and developing phonological and phonemic awareness in bilingual students with articulation disorders through a comprehensive review of basic auditory processing skills and sensory integration. Participants will use real cases to discuss challenges and strategies that lead student succeed by improving reading skills and increasing their level of comprehension.</p>	<p style="text-align: center;"><b><u>Answering Text Dependent Questions: Using R.A.C.E.S. for Writing in a Portuguese Dual Language Immersion Classroom</u></b></p> <p>This session will walk participants through the experience of teaching students in Portuguese how to answer text dependent questions using the acronym/strategy of RACES adapted to Portuguese. Understanding that biliteracy programs often have a bridge component between English and the second language, I will demonstrate a way to link the writing process in both languages.</p>

<p><b>Danaee Donovan</b> is a Bilingual Speech and Language Pathologist in the Framingham Public Schools.</p>	<p><b>Luisa Raposo</b> has been teaching bilingual education in Cambridge since the 70's. She currently teaches in Portuguese in the OLA program, a two way immersion program in Cambridge, MA, in English and Portuguese.</p>
<p><b><u>Spanish Reading - Systems and Tools to Enhance Student Reading Growth</u></b></p> <p>This presentation will address how to support and progress monitor student reading growth in Spanish using the American Reading Company's ENIL. Participants will walk away with various methodologies to monitor student growth, take ownership of reading goals, and learn how to implement centers to address different reading skills.</p> <p><b>Victoria Wagner</b> is currently the second grade Spanish teacher for the DLI Program at Peace Dale Elementary School. This is her fourth year teaching, and her third year teaching in the South Kingstown School District, where she has taught Spanish in the DLI program grades K-2.</p> <p><b>Lindy Fregeolle</b> currently serves as the Dual Language Immersion and English Learner Program Coordinator for South Kingstown Public Schools. In addition, Lindy has taught as an adjunct faculty member at the University of Rhode Island in the TESOL/BDL program. Lindy has over 10 years of experience working with language learners in both urban and suburban communities around Rhode Island.</p>	<p><b><u>Strategies for Adapting Instruction in the Reader's and Writer's Workshop to Support Language Development Across the Four Domains</u></b></p> <p>Do you and your students ever get overwhelmed by the workshop model? Come explore examples of grade 3-5 units we have modified for students in dual-language programs. We will share our experience and provide participants with opportunities to try out some strategies to support language learners' success in reading and writing.</p> <p><b>Margaret Fawley</b> has been the bilingual literacy coach at Barbieri for 19 years. Prior to that, she taught English as a foreign language in France, Brazil and Chile.</p> <p><b>Susan Rosser</b> has been the fifth grade ESL teacher at Barbieri for 3 years. Previously, she taught fifth grade on the Spanish side of the two-way program for 17 years.</p>

**Curriculum**

<p><b><u>Art as a Way of Talking for Emergent Bilingual Youth: Using Art to Develop Oracy &amp; Literacy</u></b></p> <p>Participants will learn about 12 projects from across the country that use an arts-integrated framework to promote oracy and literacy with emergent bilingual youth and have the opportunity to consider how to</p>	<p><b><u>From the Concrete to the Abstract</u></b></p> <p>In this hands-on workshop you will explore concrete activities to present content and language in a rigorous yet accessible approach. We will discuss how The Bridge plays into this process but will focus on how</p>
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integrate the arts in their own settings.

**Dr. Julie Nora** has been an educator working with emergent bilingual youth for the past 25 years. She has been the Director of the International Charter School located in Pawtucket, Rhode Island since 2003.

**Ms. Mary Beth Meehan** is a photographer and writer, and for the past ten years has directed the International Charter School's Documenting Cultural Communities photography and writing project.

**Ms. Vivian Poey** is Associate Professor of Photography and Integrative studies at Lesley University, she served as Director of the M.Ed. in Community Arts and Education program and taught graduate level courses to teachers across the country focused on integrating the arts into the curriculum.

to open a unit of study to give access to academic language to students of all levels of proficiency in both English and Spanish.

**Patricia Gantenbein Chuchta** has 23 + years of experience as EL District Coach, K-2 Mainstream teacher, K-4 Bilingual and K-12 ESL teaching at New Haven, Ct. Public Schools.

**Kasia Kwolek** has 13+ years experience as EL District Coach and ESL K-12 teaching.

**Cristina Ryan** has 16 + years of experience as EL District Coach, Mainstream K-2, Bilingual and k-12 ESL teacher.

**Maria Nunez** has 39+ years experience as EL District Coach, K-8 Mainstream, Dual, ESL and Literacy Coach

### Translanguaging a Science Curriculum

This workshop for teachers in Dual Language classrooms who are eager to learn new instructional strategies and implement them in their class right away. This session will focus on a Science curriculum that makes use of authentic materials in Portuguese and of Translanguaging in order to create a safe Third Space.

**Vanessa Soares** is from Brazil and holds a bachelor's degree in Languages and Literature. After teaching English as an Additional Language in Brazil for some years, she decided to pursue a Master's degree in Education. She has been teaching Portuguese as an Additional Language since the beginning of her studies in the Master's program at U Mass.

## Staff Quality and Professional Development

### Dual Language Teachers as Language Policymakers

Dual language (DL) programs are becoming increasingly popular and framed as a solution to closing the persistent achievement gap, however, realizing those results will necessitate collaboration between school administrators and teachers to identify tensions and develop solutions. This session highlights the importance for DL educators to develop agency and critical consciousness to become language policymakers.

### Cultural Considerations in Training Dual Language Teachers

To effectively train dual language teachers, cultural aspects of the teacher's background must be considered so that teachers can support teaching all students to be bilingual and biliterate.

**Kathleen Wang** is in her 12th year as founding Principal of the Pioneer Valley Chinese Immersion Charter School. She has almost 20 years of experience in education.

**Dr. Ingrid Colón** is a researcher in the area of English learner education with the Education Policy program at New America. Prior to joining New America, Dr. Colón was an assistant professor of early childhood education at the University of the District of Columbia. In addition, she has extensive experience teaching young language learners in urban schools, having taught dual language education to kindergarten students in Chicago, IL., and other bilingual models to third grade students in San Diego, CA.

**HsiuWen Hsieh** is Director of Education at the Pioneer Valley Chinese Immersion Charter School. She has almost 20 years of experience in education.

**Marilyn Kusek** is Director of Student Services at the Pioneer Valley Chinese Immersion Charter School. She has almost 25 years of experience in education.

### **Making Collaboration Work in Dual Language Programs**

No time to collaborate? Feeling overwhelmed? Learn from a panel of educators sharing collaboration challenges and strategies from different perspectives:

- Two-way partner teachers
- One-way dual colleagues in three different schools
- A dual teacher leader collaborating with non-dual colleagues
- A principal leading a school with a strand-within-a-school Dual Language program

**Amy Finsmith** is the Dual Language Specialist for the Compañeros Two-Way Immersion Program and the Dos Ríos One-Way Developmental Dual Language Program in Windham Public Schools in Connecticut. She has been working in Dual Language Education for 20 years.

**Elizabeth Bumgardner** has been the Principal of North Windham School home of the elementary Compañeros program for the past five years. She has been the principal for the past five years. Before that, she served as Dean of Students and a Dual Language Spanish Kindergarten teacher in Jennings School in New London.

**Stephanie George** has been the fourth grade Dual Language English teacher in Compañeros since 2013. She also serves as a district teacher-leader and is the district’s Teacher of the Year this year.

**Sarah Rodriguez** and **Stephani Seguin** are the second grade partner teachers in Compañeros. Sarah has been teaching in Compañeros for four years. This is Stephani’s third year teaching and her first year as a Dual Language teacher.

**Giovanni Jaramillo, Laura Morales, and Ayda Parra** are teaching first grade in the newly launched Dos Ríos One-Way Developmental Dual Language Program in three different elementary schools. Their experience ranges from a first-year teacher to a veteran teacher with years of experience in TWI, ESL, and TBE.

## **Program Structure**

### **The District’s Role in Creating and Sustaining Dual Language Programs**

With the rise of interest in multilingualism and dual language education, it is important that district leaders have considered all of the elements that need

### **Secondary DLI Models Grades 7-12**

This presentation will give a brief overview of what happens in DLI programs once students reach the secondary levels. Using the example of the implemented

<p>to be addressed to design successful programs. Focusing on the district role in creating and sustaining dual language programs will support districts at any stage of implementation-both those in the planning stage or already running dual language programs-to take away concrete ideas and methodology used and developed in Framingham to support the most effective model for educating English Learners.</p> <p><b>Genoveffa Grieci</b> is the Director of the Bilingual Education Department for the Framingham Public Schools. She has over 30 years of experience in ESL, Bilingual and school/district administration.</p> <p><b>Jennifer LaBollita</b> is the Assistant Director, of the Bilingual Education Department for the Framingham Public Schools. She has over 15 years of experience as teacher and administrator</p>	<p>Utah K-12 DLI program, the presentation will discuss what are key core elements to prepare students to take the Language &amp; Culture AP in 9th or 10th grade through courses founded on the AP themes, the DLI core strategies, proficiency development, and awareness of culture and history.</p> <p><b>Mr. Gregg Roberts</b> is currently the Director of Dual Language Studies at the American Councils Research Center. Prior to joining American Councils, he was the World Language &amp; Dual Language Immersion Specialist for the Utah State Office of Education. His work with the Utah Legislature and Governor's office led to groundbreaking changes in the way world languages are viewed and funded within the state's K-12 schools. Gregg has taught at both the secondary and university levels. He also served as the Granite School District's World Language Specialist.</p>
<p><b><u>Transforming Secondary Dual Language Programs: A Case For Middle School</u></b></p> <p>This research-based presentation focuses on the unique nature of middle school learners and adolescent development to support the expansion of dual language programs beyond elementary school.</p> <p><b>Dr. Joan Lachance</b> is an Assistant Professor and the Director of the TESL Minor Program at UNC Charlotte. Her research agenda encompasses dual language teacher preparation, academic literacy development with English learners, and authentic assessment with multilanguage learners. She is the co-author of the National Dual Language Teacher Preparation Standards and has published various manuscripts and book chapters on the pedagogical uniqueness associated with dual language teacher preparation</p>	<p><b><u>Building Leadership Capacity to Enhance Dual Language Culture at Schools: One District's Story of Implementing a New District-Wide Dual Language Program</u></b></p> <p>Windham Public Schools implemented Dos Rios, a One-Way Dual Language Program, at three elementary schools this year. We will discuss how the district has built leadership and staff capacity at the schools in order to support schools in integrating their new dual language program into the building culture.</p> <p><b>Dr. Aradhana Mudambi</b> is the Director of ESOL, Bilingual Education, and World Languages at Windham Public Schools. This is her second year in this position and 20th year in education.</p>
<p><b><u>Launch of a New DL program: Ready, Set, Go?</u></b></p> <p>The session will include a summary of the steps our district/school took in launching our newest DL programs and requirements for coordinating and integrating all three programs in one school with ultimate goal to transition into a Global Studies School. The session will invite attendee participation in discussing and identifying key challenges all new programs encounter and using Guiding Principles to strengthen program development.</p>	<p><b><u>Becoming Bilingual: An Adventure in Implementation</u></b></p> <p>Thinking of becoming a Dual Language school? Struggling to make your current program fit the needs of all learners? Few years in and have strategies to share? Come meet the Nathanael Greene team and join us in a panel conversation about the successes and challenges we have faced. Los invitamos!</p>

**Ms. Vula Roumis** is currently the Department Head K-8 in the Bilingual-ESL and Dual Language Services Department and has over 22 years with Brockton Public Schools starting as an ESL teacher and then English Language Acquisition Coach. Brockton houses one of the original dual language programs in the state and in the last 3 years launched additional programs now serving three languages (Spanish, Portuguese and French) in a soon-to-be designated Global Studies School.

**Pedro Silva Molina** has been educating students in Dual Language Immersion programs for 8 years. Pedro is one of the program pioneers in the city of Pawtucket, and for the last 4 years, has helped grow the English/Spanish dual language program at Nathanael Greene Elementary School where he is currently a first grade teacher.

**Katherine Alvarez-Huynh** teaches second grade in the Dual Language Program at Nathanael Greene Elementary School in Pawtucket, RI. Before that she taught fifth grade in the Bilingual program in Central Falls, RI. Katherine has been teaching in dual language settings for the past four years.

**Michelle Carvajal** teaches third grade in the Dual Language Program at Nathanael Greene Elementary School in Pawtucket, RI. She is currently pursuing her Master's in Education for TESOL/Bilingual and Dual Language Education Certification from Rhode Island College.

## Family and Community

### Connecting with Families to Foster Culturally Responsive Family Engagement

Are you interested in engaging, collaborating, and communicating more between school and home? Through a panel discussion, hear from the school leader, teacher, and parent perspective on strategies/initiatives of connecting with families to foster culturally responsive family engagement at the Rafael Hernandez K-8 Dual Language School in Boston.

**Genevieve McDonough** is the Dual Language/English Learner Instructional Specialist in the Boston Public School's Office of English Learners.

**Ana Tavares** is the Principal of the Boston Public School's oldest dual language program at Rafael Hernández Dual Language School in the Roxbury neighborhood of Boston.

### A First Step to Parent Partnerships

Partnering with parents and community stakeholders is a critical link to supporting program initiatives, sustaining learning, and maintaining momentum. Participants will engage in the creation of an empathy map focused on parents for the purpose of partnering and review a model for reflective action planning around dual language stakeholder needs.

**Adrian Sandoval** is a 25-year veteran who has taught/tutored in secondary bilingual education classrooms for ten years, and served as a program coordinator, interim district-level director, and state-level administrator. He is currently the associate director for the Center for the Education and Study of Diverse Populations (CESDP) at New Mexico Highlands University.



**Marjorie Pita** is the bilingual K1 teacher at the Rafael Hernández Dual Language School in the Roxbury neighborhood of Boston.

### **Dual Language Education - Real Experiences from Parents and Students**

Students from the Dual Language Program in the Worcester Public Schools and their parents, will offer their perspectives about Dual Language Education, including their perspectives about the benefits and challenges as well as about the experiences and values that have shaped their commitment to Dual Language Education.

**Dr. Bertha-Elena Rojas** is the Founder and CEO of Humanity Advanced, LLC, an Educational Consulting company that supports districts and organizations with their equity, diversity and inclusion frameworks and practices. Her experience includes being the Manager of English Learners in the Worcester Public Schools for four and a half years, where she led the design, implementation and oversight of all programming for English Learners including Sheltered English Immersion, Dual Language and Bilingual Education, programs for Students with Limited and/or Interrupted Formal Education (SLIFE) and Out of School Programs. She also implemented effective parent engagement practices, including the founding of the Worcester Institute of Parent Leadership in Education (WIPLE). She continues such work as the Massachusetts representative of the California based Parent Institute for Quality Education (PIQE).

## **Support and Resources**

### **Quality and Effective Translation Services in Public Education**

Quality and effective translation and interpreting services are key in family engagement, partnership, communication, and access to resources and information. We will discuss Title VI of the Civil Rights Act's requirements, and how to effectively put them into practice with a limited budget in the public school system.

**Mr. Bernardo Llorente** is the Manager of Translation & Interpreting Services at Framingham Public Schools. Bernardo comes via Spain, with a degree in Applied Linguistics from the Universidad Complutense de Madrid, as well as coursework in Translation and Interpretation studies from the Universidad Autónoma de Madrid. Prior to his current position, Bernardo held the position of Senior Editor & Content Strategist, Global, at Skyword Inc., in Boston, MA, where he led a team of translators, writers, and journalists.

### **Transformative Leadership: Driving A New Narrative for Educational Equity and Inclusion**

Welcoming, safe environments that are responsive and remove obstacles to learning are critical to develop a narrative of equity. What is the role of leaders? Working in groups, participants will use vignettes containing realistic and challenging scenarios to dig deeper into the questions of what works and what is needed.

**Dr. Julie Nora** has been an educator working with emergent bilingual youth for the past 25 years. She has been the Director of the International Charter School located in Pawtucket, Rhode Island since 2003. She authored the book No More Low Expectations for English Learners.

**Amelia Larson** has been an educator for 25 years. She is the Executive Vice-President of Innovations and Academic Partnerships at American Reading Company. She was an Assistant Superintendent in Florida. She has served as an educational consultant, delivering professional development and support to schools, districts, national organizations, and state Departments of Education nationwide.

**Challenges and Successes in implementing the STATE SEAL of Biliteracy**

With the rise of interest in multilingualism and dual language education, it is important that district leaders have considered all of the elements that need to be addressed to design a successful STATE SEAL of Biliteracy project implementation at the district level. Attendees will learn lessons from Framingham Public Schools' pilot implementation of offering pathway SEAL awards for the past three years and facing current challenges in establishing district and school expectations in administering, assessing, celebrating and sustaining the STATE SEAL of Biliteracy awards for the 2018-2019 school year.

**Genoveffa Grieci**, is the Director of the Bilingual Education Department, for the Framingham Public Schools, and has over 30 years of experience in ESL, Bilingual and school/district administration.

**Joseph Santiago-Silvestri** is an English Language Development Coach at Framingham High School with over 10 years of experience in the field of ESL, Language Development and Coaching.

**Opportunity and achievement in New England: What you Can Do**