



## Preparing Excellent Teachers for All Language Learners

### Practices that Improve the Education of English Learners

On Wednesday March 8, PETALLs held its second conference at the UML Inn and Conference Center. The conference was attended by approximately 125 local educators, including PK-12 teachers from local school districts, UML faculty, students, and staff. Michaela Colombo, Director of the PETALLs project, welcomed guests. Opening remarks were provided by Julie Nash, Vice Provost for Student Success, and Anita Greenwood, Dean of the College of Education (CED). Dr. Patrick Proctor, a faculty member from the Lynch School of Education at Boston College, gave the keynote address, which was followed by three interactive break-out sessions. A conference survey showed that 100% of participants rated the conference as good to excellent and would consider attending another College of Education conference.

instructional programs of practice-based research. Dr. Proctor began by engaging conference participants in paired interaction and a short survey about language programs, which helped participants to understand how voters overwhelmingly approved the ballot referendum, *English for the Children*, which effectively dismantled bilingual education. He continued by illustrating the political nature of teaching and the way classroom instruction is nested in political historical time. He concluded with examples of effective instruction piloted and tested through the *Enhancing Literacy Instruction through Collaboration and Interactive Technologies (ELICIT)* Project. One outcome of the *ELICIT* Project is to a focus on dialogic reasoning (DR).

In DR, students take a stance on a big question about a text with an emphasis on aesthetic and critical-analytic stance-taking. They discuss and defend their stances during academic conversations with peers. DR supports communicative competence for English learners.

To enable participants to apply the keynote to practice, all conference participants received a booklet about how to use DR in their classrooms.

Many participants purchased Dr. Proctor's most recent edited book, *Teaching Emergent Bilingual Students: Flexible Approaches in an Era of New Standards*. Following the keynote address, Dr. Proctor signed books for participants.



Keynote Address. Emergent Bilingual Learners in the Sheltered English Era: Historical perspectives and instructional approaches.

Dr. Proctor's keynote began with the chronology of language programs in Massachusetts, including bilingual education and the 2002 ballot referendum that replaced bilingual education with sheltered English instruction. He discussed the significance of this program shift for PK-12 teachers and students and the 2011 Department of Justice findings of inequity for Massachusetts students who were learning English as another language and then presented (continued, next column)



Dr. Proctor discusses his book with conference attendees during the book signing.

### IN THIS ISSUE

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PETALLs WEEBLY





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Following the keynote, participants could attend one of three interactive presentations focused on classroom practice:

1. Engaging Students with Limited or Interrupted Formal Education (SLIFE) in Rigorous Academic Conversation
2. Planning and Implementing Secondary Math Instruction for English Learners
3. Preparing to Teach English Learners: Experiences of Pre-service and Early Career Teachers

### SLIFE in Rigorous Academic Conversation

The presenters, Nicoleta Filimon and Christi Cartwright Lacerda (both Lawrence Public School teachers) provided participants with background information on SLIFE. They explained that Students with Limited or Interrupted Formal Education (SLIFE) face unparalleled obstacles in academic conversation due to their limited English language skills and their lack of familiarity with the conventions of academic discourse. They then demonstrated strategies that participants could use in their classrooms to develop the academic conversation skills of SLIFE. Both Nicoleta and Christi have presented on this topic at international and regional conferences. Additionally, Nicoleta is a PD facilitator for the PETALLs project. Nicoleta has provided PD to hundreds of educators in the Lawrence Public Schools. She has designed PD that will be available to school districts via the PETALLs website this summer.



Christi Cartwright Lacerda and Nicoleta Filimon demonstrate strategies that support the learning of SLIFE

### Mathematics Instruction for ELs

Katie Cetin and Vivian Buchanan (both teachers in the Lawrence Public Schools and PD providers for the PETALLs project), presented this interactive workshop to an audience of approximately 25 educators. During the session they demonstrated how to implement ESL pedagogy and meet content standards in mathematics classrooms. They provided the participants with strategies that are grounded in current research and that they have found to be effective in supporting English learners to fully access the mathematics curriculum. The PD that Katie and Vivian have designed will be available to school districts via the PETALLs website.

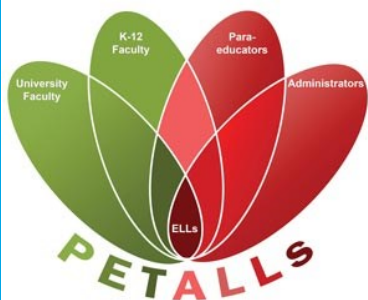


Vivian Buchanan (far left) discusses mathematics strategies for English learners with workshop participants

### Preparing to Teach English Learners

Patricia Fontaine, Clinical Associate Professor, Curriculum and Instruction at the CED, facilitated a panel of four recent graduates from the initial teacher licensure program. Melissa Alonardo (elementary), Emily Manning (secondary history) Katie Brazil (secondary English) and Alicia Kingston (secondary mathematics) explained the importance of learning to effectively teach language and content to English learners. They shared their experiences, challenges and pleasant surprises teaching English learners. All panelists completed their English as a Second Language (ESL) certificate program through the PETALLs project. Melissa is committed to teaching English learners and other students in urban schools.

(Continued Page 3)



## Preparing Excellent Teachers for All Language Learners

### Preparing to Teach English Learners.. *continued*

Emily teaches at the Health and Human Service Academy at the Lawrence High School Campus, and Alicia recently completed her student teaching for mathematics and ESL at Lawrence High School. Katie is a middle school ESL teacher in Chelmsford. She is also a co-author with Dr. Colombo on a book chapter for TESOL International.



From L to R Dr. Fontaine, Melissa, Alicia, Emily and Katie share their thoughts on learning to teach English learners

### Professional Development Workshop Series

This winter and spring the PETALLS project provided three professional development (PD) workshop series to 77 teachers in the Lawrence Public Schools to achieve two major goals:

- 1) to sustain and extend effective instructional strategies teachers learned in the RETELL course; and,
- 2) build capacity to continue this work within the Lawrence Public Schools (LPS). Each PD offering was designed by Lawrence teachers in collaboration with the CED at UMass Lowell.

The PD manuals were then vetted by experts in content-based ESL. Teachers who completed one of the workshop series received 15 PDPs in SEI from the CED and a stipend from the LPS. (Continued, next column)

The PD series included:

1. Teaching Science to English Learners within an Inclusion Model
2. Extending SEI Strategies for Algebra and Geometry
3. Teaching SLIFE: Unlocking the Potential

### Teaching Science to ELs - Inclusion Model

These workshops, designed and facilitated by Nicole Finneran and Linda Gormley-Bonnano, provided 17 middle and secondary science teachers with the skills and strategies to effectively teach academic language in science. Citing current research, the instructors guided participants in the development and implementation of support materials to enable ELs and students with special education needs to access the rigorous science curriculum. One secondary science teacher explained the value of the workshops:

*Instead of having the students do the typical post lab write up, I decided to make sentence frames for them to use to summarize their results. Towards the end, I took away the sentence frames and had them write their own summaries. Typically, I have about 50% completion rate when it comes to lab reports... After using this technique, I have a 96% completion rate and an average score of 85%. When I asked the students what was different with this, they told me that not only did they better understand the material, but they knew exactly where to start writing and how to express their ideas (everything we talked about during the seminar). ... I look forward to trying some of the other techniques and hopefully I will have similar results.*

Linda and Nicole look forward to offering this PD again. Based on this work, they currently have a chapter under review by the *TESOL Putting Research Into Practice Series*.

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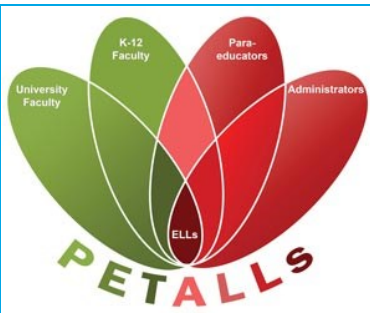
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### Extending SEI Strategies- Algebra & Geometry

In this PD series, LPS teachers Katie Cetin and Elise Javetski presented five strategies that are vital in helping EL students develop language skills in the mathematics classroom. The presenters explained the importance of using ESL pedagogical tools in core content-area and typical ESL classrooms is clear to most educators today. What is not clear, however, is how specifically to make these strategies work while ensuring that students master content. Each of the five sessions in this workshop series demonstrated specific teaching strategies and instructional practices that are grounded in research and that the presenters found beneficial in providing ELs with full access to the mathematics curriculum. Thirty-two LPS teachers completed this valuable PD series. PETALLs evaluators are in the process of analyzing survey data from the completers.

### Teaching SLIFE: Unlocking the Potential

This PD series was facilitated by Nicoleta Filimon, a LPS teacher who is also an adjunct instructor for Salem State University. Twenty-eight LPS teachers completed this PD. Nicoleta first provided participants with a foundation for understanding the social, political and cultural issues associated with teaching SLIFE. Participants examined immigration law and court decisions pertaining to undocumented minors as well as current and former SLIFE's immigration stories. Participants also analyzed SLIFE profiles and completed profile charts for SLIFE in their classrooms.

Participants then learned many instructional strategies based on the Mutually Adaptive Learning Paradigm (MALP) (DeCapua & Marshall, 2009, 2010, 2013). They practiced adapting MALP to build academic strategies in different content areas. The presenters shared instructional methods, strategies, and task assignments that adapted the MALP design (Continued, next column)

and provided opportunities for participants to practice strategies. Participants became familiar with reading and writing protocols featuring carefully sequenced strategies that enable SLIFE students to find evidence in a text using *nonlinguistic* means, cite evidence from text to evaluate text-based claims and write a multi-paragraph response featuring textual evidence.

Nicoleta will be presenting at the Massachusetts Association of Teachers of Speakers of Other Languages (MATSOL) conference in Framingham this June.

### Future Topics of PD to be offered :

- Enhancing Reading Instruction for English Language Learners
- SEI Strategies in Secondary History
- Distinguishing Language Acquisition from Learning Disability

### Massachusetts Association of Teachers of Speakers of Other Languages Conference (MATSOL) June 1 & 2, 2017

Laurie Hartwick, ELL Facilitator for the Lawrence Public Schools will receive the MATSOL Ann Dow Award for Excellence and Creativity. She will be honored at the MATSOL Social and Awards Ceremony on June 1, 6:30 - 9:30 pm, at the Framingham Sheraton. Laurie will be accompanied by the following Lawrence Public School teachers whose proposals have been accepted for presentation during the conference concurrent sessions.

|                   |                       |                    |
|-------------------|-----------------------|--------------------|
| Courtney Aseltine | Patricia Brady        | Christi Cartwright |
| Matt Clements     | Carlos Cordero        | Mary DeFelice      |
| Nicoleta Filimon  | Michelle Gilman-Verzi | Laurie Hartwick    |
| Esther Jeong      | Joe Burkett           | Arlyn Madsen-Bond  |
| Anne McDonough    | Josh Benjamin         |                    |