

**Equity and Access for Multilingual Students**



**2023 ELD Professional Learning Conference Agenda**

Join us virtually on November 14-16, 2023 for the Pennsylvania Department of Education's FREE English Language Development Professional Learning Conference! Educators will explore the latest research findings and pedagogical practices that affirm and leverage the rich identities and experiences of multilingual learners and foster equitable access for learners and their families.

**REGISTER NOW**

<p><b>8:00 – 8:45 AM</b></p>	<p><b>Coffee and Conversation</b>          Bring your coffee and join us for a morning networking session. Pennsylvania Department of Education advisors will facilitate the session and answer questions. Come meet and greet colleagues and engage in informal discussion to jump start the day. All educators are invited and encouraged to attend.</p> <p>Bob Measel, Title III Director and Bilingual Education Advisor, Pennsylvania Department of Education, Harrisburg, PA          Julia Puza, Bilingual Education Advisor, Pennsylvania Department of Education, Harrisburg, PA</p>
<p><b>9:00 – 10:30 AM</b></p>	<p><b>Welcome and Opening Keynote</b></p> <p><b>Welcome</b>          Khalid Mumim, Ed.D., Secretary of Education, Pennsylvania Department of Education, Harrisburg, PA</p> <p><b>Transforming Schools for Multilingual Learners: A Comprehensive Guide for Educators</b>          This keynote is intended to support administrators, principals, curriculum supervisors, coaches, mentors, teachers, and other stakeholders in designing and enacting policies, practices, and structures for K-12 multilingual learners (MLs) to feel a sense of safety, belonging, value, and competence. Topics that will be explored include changes to federal and state policies and their impact on MLs and their families, strategies to move from a deficit- to an asset-based approach, and nine principles to design and deliver high-quality lessons across disciplines. All educators who attend the full session will have a chance to win a copy of Dr. Zacarian's new book!</p> <p>Debbie Zacarian, Ed.D., Founder of Debbie Zacarian &amp; Associates, Amherst, MA</p>
<p><b>11:00 AM – 12:30 PM</b></p>	<p><b>Concurrent Sessions</b></p> <p><b>Co-teaching: Putting Language Development at the Forefront of Learning</b>          Action research by ELD teachers in collaboration with administrators developed a protocol to support both language and content learning with the content teachers in a co-teaching model. This session will provide participants with a protocol for co-planning instruction and assessment in addition to a language focused lesson plan template that addresses language/content and supports growth in language acquisition and content knowledge.</p> <p>Kathy Alston, M.Ed., Director of English Language Development, School District of Harrisburg, Harrisburg, PA          Keenan W. Lee, M.Ed., English Language Development Data and Assessment Coordinator, School District of Harrisburg, Harrisburg, PA</p>
	<p><b>190 Days: Two Leaders and a Quest to Empower ELD Through the Power of Professional Learning Networks</b>          In this fast-paced energetic session, two ELD Coordinators from different districts share their journey with building an ELD Professional Learning Network (PLN) spanning 8 districts, more than 50 ELD teachers, 16 administrators, and thousands of ELD students and families. Participants will learn how to design and sustain their own ELD PLN using easy-to-implement guiding principles, frameworks, and implementation strategies. The session also offers ready-made resources such as newsletter templates, community outreach projects, book study guides, presentation materials, and more!</p> <p>Meg Burke, M.A., Coordinator of ELD and Inclusive Practices, Centennial School District, Doylestown, PA          Bethany Gale, M.Ed., ELD and Title III Coordinator, Bensalem Township School District, Bensalem, PA</p>

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**11:00 AM – 12:30 PM Concurrent Sessions, continued**

**Inquiry and Language: Implementing PA STEELS Standards with English Learners**  
 This session will explore the NGSS/PA STEELS standards, focusing on effective classroom implementation that is designed to support English language learners. Participants will engage in interactive activities that highlight the use of anchoring phenomena to ignite student curiosity and underpin their scientific inquiries. Techniques aimed at fostering meaningful and authentic dialogue will be shared. Furthermore, we will introduce and discuss the application of a 5E lesson plan model specifically designed to support ELLs in their learning journey.

Lauren Beal, Ed.D., Associate Program Director for Educational Partnerships and Executive Director of the Lancaster County STEM Alliance, Lancaster-Lebanon Intermediate Unit 13, Lancaster, PA

**Increasing Newcomer Multilingual Learner Engagement in the Content Area Classroom**  
 Identifying appropriate materials and modifications for multilingual learners at varying proficiency levels, in particular newcomers, can be an overwhelming task for classroom teachers. During this session, participants will explore strategies for actively engaging these students in the content area classroom. Through thoughtful discussion and application, we will identify ways to maintain rigor and content demands for students with varying levels of English proficiency, with a particular focus on newcomer students.

Cindy Barnes, ELD & Multilingual Learners Consultant, Media, PA

**Assessment as Learning: Setting and Monitoring Language/Content Development Goals with K-8 Multilingual Learners**

In this interactive session, participants will engage with and explore the possibilities for setting and monitoring language/content development goals with multilingual learners across grades K-8 using the WIDA proficiency level descriptors (PLDs). Situated within assessment as learning (Gottlieb and Honigsfeld, 2020) and future-oriented (Walqui & van Lier, 2010) approaches, participants will review sample goal-setting and monitoring tools, consider the role of students, their peers, teachers, and families, and develop an initial implementation plan to support more equitable assessment practices for multilingual learners within their own sites of practice.

Kristin M. Larsen, Ed.D., K-5 Curriculum Specialist, School District of Philadelphia, Philadelphia, PA

**1:00 – 2:00 PM Lunch and Learn with PDE: Overview of Policies and Regulations in EL Education**

Bring your lunch and join PDE bilingual advisors for a special presentation of key policies and regulations that govern the education of English learners in PA.

Bob Measel, Title III Director and Bilingual Education Advisor, Pennsylvania Department of Education, Harrisburg, PA

Julia Puza, Bilingual Education Advisor, Pennsylvania Department of Education, Harrisburg, PA

**2:30 – 4:00 PM Concurrent Sessions**

**Unlocking Cultural Connections: Empowering Young Minds Through Bilingual Stories**

This session is designed to align with the WIDA Standards, provide educators with a comprehensive exploration of the power of bilingual children's literature, and offer a dynamic framework for teaching English learners. Participants will explore activities that promote language development, cultural awareness, and creativity. Activities include engaging in bilingual story time sessions, discussing cultural themes within books, and creating personal multilingual stories. By addressing WIDA's ELD Standards, this presentation equips teachers to not only foster language proficiency but also celebrate diverse cultures, making their classrooms inclusive spaces where English learners can thrive academically and personally.

Nury Castillo Crawford, M.S., Executive Director of Youth Re-Engagement, Madison Metropolitan School District, Madison, WI

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<b>2:30 – 4:00 PM</b>	<b>Concurrent Sessions, continued</b>
	<p><b>Building Teacher Expertise and Capacity in Collaborative and Co-Teaching Models</b>          In this presentation, we present data from interviews and classroom observations on co-teaching and collaboration between content teachers and ESOL specialists in one school district. Using Bronfenbrenner's ecological theory and Wegner's community of practice, we present how co-teaching practices were supported on three levels: district (exo), school (meso), and classrooms (micro) to build capacity in the school to better serve multilingual students. This presentation will give participants a better understanding of supports needed to implement co-teaching practices as well as give time to discuss the implications of this for their program and teaching.</p> <p>Sara Wiger, Ph.D., Program Associate, WestEd, Philomath, OR          Jaclyn Bovee, Ph.D. Candidate, Oregon State University, Portland, OR</p>
	<p><b>Breaking Barriers, Building Pathways: Serving MLs and Families in Low Incidence Schools</b>          Educators and administrators in schools with small populations of English learners face unique challenges and dynamics in creating systems of support for learners, families, and teachers. In this session, participants will explore some of these challenges and consider creative solutions related to implementing inclusive teaching practices and building and supporting community involvement among ML families in low incident schools.</p> <p>Joseph DiLucente, M.Ed., Acting Superintendent, East Allegheny School District, North Versailles, PA          Susan McKeever, M.Ed., ELD Supervisor, Insight PA Cyber Charter School, Exton, PA</p>
	<p><b>Collaborative Practices for Reaching and Teaching English Learners with Disabilities</b>          English learners with disabilities must receive both disability related services and instruction to meet language acquisition needs. Schools, however, often struggle with this implementation, especially when resources are limited. In this session, learn how one PA school used a combination of instructional approaches and collaborative practices to meet the needs of more than 200 English learners with disabilities in kindergarten through 12th grade. Special emphasis will be placed on how this school met the needs of students whose disability-related needs preventing them from participating in the traditional ELD classes. Recommendations for improving your own program and creating more collaborative practices will be provided.</p> <p>Jennifer Voorhees, Instructor of English Learners with Disabilities, Commonwealth Charter Academy, Harrisburg, PA</p>
<b>4:30 – 5:30 PM</b>	<p><b>Documentary Screening and Panel Discussion: <i>You Are Welcome Here</i> (#DearbornWelcome)</b>  <i>You Are Welcome Here</i> (#DearbornWelcome) is an award-winning 20-minute film from Colorín Colorado highlighting how the Dearborn, Michigan public school district is helping its immigrant students succeed. The film features Salina Elementary School and Salina Intermediate School in the South End of Dearborn which serve large populations of families from Yemen. This film was produced with generous support from founding partner, the American Federation of Teachers, and was awarded a 2020 Michigan Emmy Award in addition to a 2020 Telly Award.</p> <p>Lydia Breiseth, Director of Colorín Colorado, WETA PBS, Washington, D.C.          Sue Stanley   Principal   Dearborn Public Schools   Dearborn, MI          Diana Alqadhi   ELD Specialist   Salina Intermediate School   Dearborn, MI          Rose Aldubaily   Director of ELD   Dearborn Public Schools   Dearborn, MI</p>

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<p><b>8:00 – 8:45 AM</b></p>	<p><b>Coffee and Conversation</b>          Bring your coffee and join us for a morning networking session. Pennsylvania Department of Education advisors will facilitate the session and answer questions. Come meet and greet colleagues and engage in informal discussion to jump start the day. All educators are invited and encouraged to attend.</p> <p>Bob Measel, Title III Director and Bilingual Education Advisor, Pennsylvania Department of Education, Harrisburg, PA          Julia Puza, Bilingual Education Advisor, Pennsylvania Department of Education, Harrisburg, PA</p>
<p><b>9:00 – 10:30 AM</b></p>	<p><b>Welcome and Keynote Address</b></p> <p><b>Welcome</b>          Brian Gasper, Ed.D., Division Chief of Instructional Quality, Bureau of Curriculum, Assessment, and Instruction, Pennsylvania Department of Education, Harrisburg, PA</p> <p><b>Making the Best of Pedagogical Interaction</b>          Teaching requires specialized professional work, and such work goes beyond the macro tasks of lesson planning or activity design and the micro activities of informing, questioning, or assessing. In the second-by-second unfolding of pedagogical interaction, the teacher has to manage such complexities as attending to the individual without neglecting the group and maintaining the pedagogical focus while encouraging student participation. In this talk, drawing on video-exhibits from actual pedagogical interactions in and outside the classroom, I show how this complex web of challenges may be navigated as the teacher fosters an inviting environment, attends to learner voice, and balances competing demands.</p> <p>Hansun Waring, Ph.D., Professor of Linguistics and Education, Teachers College, Columbia University, New York, NY</p>
<p><b>11:00 AM – 12:30 PM</b></p>	<p><b>Concurrent Sessions</b></p> <p><b>Protected Yet Marginalized: Persistent Disparities, COVID-19, and Multilingual Learners</b>          In this presentation, I examine issues in the education of English Learners (ELs), a federally- “protected” yet marginalized subgroup of multilingual students in American schools. This research identifies and highlight persistent disparities in academic outcomes within this highly diverse subgroup of students. The study contributes to the knowledgebase by providing reliable and generalizable empirical evidence on the detrimental and persistent impact of the COVID-19 pandemic on multilingual learners’ English proficiency, as well as the extent to which the pandemic has exacerbated existing disparities in the outcomes between intersectional subgroups.</p> <p>Narek Sahakyan, M.S., WIDA Researcher, University of Wisconsin - Madison, Madison, WI</p>
	<p><b>Redesigning A High School Course Sequence for ELs and SLIFE</b>          Designing an LIEP that provides every support that high school English Learners need while ensuring that the program does not create inadvertent inequitable barriers to rigorous, standards-aligned, and grade-level instruction can feel like walking a tightrope. Intentional program design that aligns program resources and course requirements with the needs of the student population, including SLIFE and LTELs, is imperative. In this session, educators will learn about the journey of one South Central PA school district to redesign their high school’s ELD program for equitable access - in effort to successfully walk the tightrope.</p> <p>Kate Fritz, M.Ed., Director of Curriculum &amp; Instruction, School District of the City of York, York, PA</p>

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**11:00 AM – 12:30 PM Concurrent Sessions, continued**

**Doing Good on The College Promise™: Increasing Multilingual Learner’s College Access**

Multilingual learners continue to graduate high school, enroll in college, and graduate from college at lower rates than their counterparts. This presentation will provide an overview of key school practices that limit multilingual learner’s access to college-and-career readiness opportunities. Special attention will be given to the population of multilingual learners who are recently arrived immigrants otherwise known as newcomers and how immigration and educational policies shape their postsecondary trajectories. Participants will leave the session with action steps they can take to eradicate school practices that result in MLs’ inequitable access to college-and-career readiness opportunities.

Sophia Angeles, Ph.D., Assistant Professor of Education, The Pennsylvania State University, University Park, PA

**Structured Literacy and Culturally Relevant and Sustaining Instruction for ELs**

In this session, participants will discuss incorporating structured literacy instruction for ELs and emergent bilingual students within culturally relevant and meaning-based programs. Participants will leave with a framework for understanding how these initiatives overlap in curricula and language instruction, as well as a toolkit of evidence-based practices that promote language and literacy development across skill areas for these students.

Peggy Hickman, Ph.D., Associate Professor of Education, Arcadia University, Glenside, PA

**1:00 – 2:00 PM Lunch and Learn with PDE: Open Forum**

Bring your lunch and join PDE staff for office hours. Bob and Julia will share any relevant policy updates or procedural reminders and answer questions from the field.

Bob Measel, Title III Director and Bilingual Education Advisor, Pennsylvania Department of Education, Harrisburg, PA  
 Julia Puza, Bilingual Education Advisor, Pennsylvania Department of Education, Harrisburg, PA

**2:30 – 4:00 PM Concurrent Sessions**

**Elevating Students’ Vocabulary to Achieve Equitable Outcomes in the Classroom**

Teachers can empower all students, including English learners, and provide them with a more equitable education through strategic modeling of robust vocabulary throughout the school day. Yet, this topic is rarely touched upon in teacher preparation programs or professional learning workshops. In this session, participants will gain a rationale for the importance of strategically modeling elevated language to students throughout the school day; explore strategies for using academic vocabulary across the content areas; and gain tools for bolstering teacher talk at the word, sentence, and discourse levels.

Kristen Haase, ELD Teacher and Teach Plus Senior Fellow, School District of Lancaster, Lancaster, PA

**English Learners and Culturally Responsive Teaching**

In this session, attendees will explore the power of culturally responsive teaching to create an inclusive classroom where all students feel welcomed, valued, and ready to learn. We will explore how culture shapes identity and impacts learning. Participants will have a chance to reflect on their own cultural lenses and gain new perspectives. After discussing how culture affects the brain and students’ learning processes, we will dive into the 5 pillars of culturally responsive teaching and look at some scenarios to put learning into practice.

Mary Coughlin DeSimone, M.Ed., Owner, Mountaintop Consulting, Dracut, MA



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<b>2:30 – 4:00 PM</b>	<b>Concurrent Sessions, continued</b>
	<p><b>Leadership Principles and Practices to Advance Excellence for English Learners</b>          This session will outline evidence-based principles and their associated practices that leaders have implemented in their efforts to support systemic change that advances excellence and equity for students identified as English Learners. Participants will have an opportunity to learn how district and state leaders across diverse demographic and political contexts have elevated attention to English Learners in their systems by promoting shared responsibility and asset-based mindsets and engaging in data-informed decision making.</p> <p>Megan Hopkins, Ph.D., Associate Professor, University of California - San Diego, La Jolla, CA</p>
	<p><b>Transforming Education with Asset-based Strategies to Support Multilingual Learners in Reaching Their Full Potential</b>          Transforming education for multilingual students is essential in today's diverse society. An effective way to achieve this is through the use of asset-based strategies that help multilingual students learn content using their native language. During this session, the presenter will share relevant information that can be used to implement and sustain an effective dual language program. Implementation and sustainability of this program can be achieved by implementing best practices that can be utilized in all bilingual programs.</p> <p>Myrna Rosado Rasmussen, Ed.D., Chief Education Officer, National Multilingual Services, San Antonio, TX</p>
	<p><b>No English Yet, No Problem! Supporting Newcomer English Learners</b>          "I just got a student who speaks no English! What do I do?" This session will give the classroom and EL teacher practical ideas on how to create a conducive learning environment for newcomers, activities to help them learn English quickly, and ideas for adapting and amplifying classroom content to make it comprehensible for newcomers at varying levels. Attendees will explore strategies and activities that the presenter has implemented with her own students that may be helpful to other educators. Attendees are encouraged to come ready to share strategies from their own practice and engage in collaborative discussion with like-minded colleagues.</p> <p>Stella Loveland, M.Ed., 4th Grade Teacher, Fayette County Public Schools, Lexington, KY</p>
<b>8:00 – 8:45 AM</b>	<p><b>Coffee and Conversation</b>          Bring your coffee and join us for a morning networking session. Pennsylvania Department of Education advisors will facilitate the session and answer questions. Come meet and greet colleagues and engage in informal discussion to jump start the day. All educators are invited and encouraged to attend.</p> <p>Bob Measel, Title III Director and Bilingual Education Advisor, Pennsylvania Department of Education, Harrisburg, PA          Julia Puza, Bilingual Education Advisor, Pennsylvania Department of Education, Harrisburg, PA</p>
<b>9:00 – 10:30 AM</b>	<b>Concurrent Sessions</b>
	<p><b>Scaffolding Strategies to Support Language Development</b>          In this presentation, we will delve into the art of supporting English learners through effective scaffolding strategies. Discover how to nurture language development across all content areas with a versatile toolkit of instructional techniques. In this session participants will learn practical methods for creating an inclusive and supportive learning environment that empowers English learners to thrive.</p> <p>Christin Adams, M.Ed., Staff Development Facilitator, Carbon-Lehigh Intermediate Unit, Schnecksville, PA          Andrea Salgado O'Brien, ESL Facilitator, Allentown School District, Allentown, PA</p>

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**9:00 – 10:30 AM Concurrent Sessions, continued**

**Strengthening Peer Learning Opportunities for Multilingual Learners: A Schoolwide Initiative**

Are you looking to strengthen peer learning opportunities for MLs in your context? This session will provide an overview of one school's approach to increasing MLs' engagement during peer learning activities and strategies for fostering MLs' oral language development through professional development, coaching, and school-wide implementation of targeted instructional practices. Participants will explore interactive and scaffolded peer learning activities that they can apply immediately with MLs in their context.

Sydney Snyder, Ph.D., Principal Associate, SupportEd, Scranton, PA  
 Adriane Golden, Ph.D. Candidate, ESL Supervisor, Reading School District, Reading, PA  
 Elisa Nanna, ESL Resource Teacher, Reading School District, Reading, PA

**Take Me Home: Reaching, Teaching, and Confidently Communicating with EL Students and Families**

Do you or your colleagues feel challenged by what to do when an English learner joins their classroom? Do you or they struggle with how to confidently communicate with families? Do you or they know what to ask, who to reach out to, what resources are available, and/or how to plan high-quality accessible instruction for the EL students in class? This engaging presentation will offer K-12 educators ideas about how to build relationships and immediately communicate with English learners and their families.

Andrea Bitner, EL Teacher, Interboro School District, Prospect Park, PA

**11:00 AM – 12:30 PM Concurrent Sessions**

**Identifying and Supporting English Learners in Gifted Education**

Research indicates that there is a considerable disparity between ELs and native English speakers being identified for gifted education. This session will encourage action to better identify and service ELs in this area. Practical information and strategies will be presented to help all key personnel identify gifted ELs by understanding more about their behaviors and talents, supporting their enrichment and/or acceleration needs. Teaching strategies, methods, and ideas for lessons and activities will be shared as well.

Patrice Semicek, M.A., Eastern PA Gifted Liaison, Montgomery County Intermediate Unit, Norristown, PA  
 Amy Davis McShane, M.S., Career Ready PA Lead, Allegheny Intermediate Unit, Homestead, PA  
 Shirley Moyer, M.Ed., Special Education Advisor, Pennsylvania Department of Education, Harrisburg, PA

**"They Don't Speak English?!": A Critical Introduction to Working with Newcomers**

Newcomers have unique instructional and cultural needs. This presentation directly supports a subgroup of a widely marginalized population and focuses on improving the teaching and learning of this diverse group of students. Topics addressed include linguistically appropriate instruction, a brief overview of culture shock and how that may be manifesting in this population, and appropriately differentiated prompts based on linguistic ability. The purpose of this presentation is to give educators an introduction to working with newcomers and some practical techniques related to the beginning stages of language acquisition in order to welcome newcomers into their school and classrooms.

Tyler Ramey, M.Ed., Founder, Enaltecer Education, Newport, RI

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<b>11:00 AM – 12:30 PM</b>	<b>Concurrent Sessions, continued</b>
	<p><b>Bridging Research and Practice: A Tour of Colorín Colorado</b>          Colorín Colorado is the nation’s leading website serving educators and families of English language learners (ELLs) and is also a proud public media project based at PBS station WETA in Washington, DC! Come and learn more about what kinds of resources Colorín Colorado offers, how those resources are developed, and how educators can use them in professional development, advocacy, and family engagement efforts.</p> <p>Lydia Breiseth, Director of Colorín Colorado, WETA PBS, Washington, D.C.</p>
	<p><b>Portraits and Stories of the Ukrainian Refugee Experience</b>          In this heartfelt and meaningful session, participants will learn how a group of artists from Studio Incaminnati in Philadelphia, PA partnered with a local church, an advocate, and local Ukrainian refugees to find healing and hope through an art project called, What We Face Portraits and Stories of the Ukrainian Refugee Experience. Participants will gain an in-depth understanding of the psychological and emotional impact of art on individuals and communities and how the power of art cultivated healing and hope. Participants will meet, listen, and learn from the artists, families, community members, and local journalists who contributed to this ongoing project.</p> <p>Meg Burke, M.A., Coordinator of ELD and Inclusive Practices, Centennial School District, Doylestown, PA</p>
<b>1:00 – 2:30 PM</b>	<b>Closing Remarks and Keynote Address</b>
	<p><b>Closing Remarks</b>          Bob Measel, Title III Director and Bilingual Education Advisor, Pennsylvania Department of Education, Harrisburg, PA</p> <p><b>The Future of ELD: Preparing and Empowering Culturally Responsive Language Teachers with Immersive Virtual Reality and Artificial Intelligence</b>          English language learners (ELLs), also commonly referred to as culturally or linguistically diverse students, constitute 9.5% of the public-school population (National Center for Education Statistics, 2018) and make up the fastest-growing group of the U.S. student population. ELLs increase classroom diversity, introducing various cultural backgrounds, academic experiences, and cognitive processes. As stated in For Each and Every Child: A Report to the Secretary, “The diversity of ELLs, with respect to their places of origin, socioeconomic status and language, presents unique opportunities for the United States” (p. 13). However, studies showed that ELLs are often disadvantaged in educational attainment and need additional academic and language support. To better support ELLs and to create a diverse, equitable, and inclusive learning environment that benefits all students, we need culturally responsive teachers who (1) have multicultural mindsets and (2) process effective tools in creating and managing a linguistically and culturally diverse classroom. Recent developments in immersive virtual reality (VR) and artificial intelligence (AI) have provided numerous opportunities. In this talk, I will delve into the transformative potential of VR and AI. In particular, I will discuss the use of immersive virtual reality in improving teachers’ knowledge of language teaching in different countries and the use of various AI teaching, learning, and assessment tools that teachers can use to create and facilitate a multilingual and multicultural learning environment.</p> <p>Di Liu, Ed.D.,   Assistant Professor   Temple University   Philadelphia, PA</p>
<b>2:30 – 3:15 PM</b>	<p><b>Conference Lobby</b>          Conference committee members will be available in the conference lobby to answer any questions you may have as you conclude your 2023 PDE ELD Conference experience! Feel free to stop by with any feedback that you’d like to share with us from the conference as well. Thank you for attending and we hope to see you again next year! <b>SAVE THE DATES: November 19 – 21, 2024</b></p>