

Equity and Access for Multilingual Students



TUESDAY, NOVEMBER 14		
8:00 – 8:45 AM	<p>Coffee and Conversation 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>Register and Join Now</p> <p>853 2001 9008</p>
9:00 – 10:30 AM	<p>Welcome and Opening Keynote</p> <p>Welcome Khalid Mumim, Ed.D., Secretary of Education, Pennsylvania Department of Education, Harrisburg, PA</p> <p>Transforming Schools for Multilingual Learners: A Comprehensive Guide for Educators 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 & Associates, Amherst, MA</p>	<p>Register and Join Now</p> <p>854 1216 9906</p>
11:00 AM – 12:30 PM	<p>Concurrent Sessions</p> <p>Promoting Equity in Multilingual Classrooms: Addressing Bias When Teaching MLs In this interactive session, educators will explore effective strategies for addressing bias in the context of teaching multilingual learners (MLs). Participants will engage in reflective activities and group discussions to apply key concepts. This session aims to empower educators to create an environment where MLs feel seen, heard, and valued. Educators will be empowered with the knowledge and strategies needed to foster an equitable and inclusive learning environment for MLs. We will delve into the critical issue of bias, including implicit biases that can unknowingly affect teaching practices.</p> <p>Kathy Alston, M.Ed., Director of ELD, School District of Harrisburg, Harrisburg, PA Keenan W. Lee, M.Ed., ELD Data and Assessment Coordinator, School District of Harrisburg, Harrisburg, PA</p>	<p>Register and Join Now</p> <p>852 4559 0189</p>
	<p>190 Days: Two Leaders and a Quest to Empower ELD Through the Power of Professional Learning Networks 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.Ed., Teaching and Learning Specialist and ELD Council Advisor, Bucks County Intermediate Unit, Doylestown PA Bethany Gale, M.Ed., ELD and Title III Coordinator, Bensalem Township School District, Bensalem, PA</p>	<p>Register and Join Now</p> <p>820 0094 2909</p>

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11:00 AM – 12:30 PM	Concurrent Sessions, continued	
	<p>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.</p> <p>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</p>	<p>Register and Join Now 832 9542 4249</p>
	<p>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.</p> <p>Cindy Barnes, ELD & Multilingual Learners Consultant, Media, PA</p>	<p>Register and Join Now 896 5721 1923</p>
	<p>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.</p> <p>Kristin M. Larsen, Ed.D., K-5 Curriculum Specialist, School District of Philadelphia, Philadelphia, PA Lucinda Megill Legendre, ELD Teacher and Social Studies Coordinator, Folk Arts-Cultural Treasures Charter School, Philadelphia, PA</p>	<p>Register and Join Now 868 2621 8957</p>
1:00 – 2:00 PM	<p>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.</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>Register and Join Now 856 4894 7569</p>
2:30 – 4:00 PM	Concurrent Sessions	
	<p>Unlocking Cultural Connections: Empowering Young Minds Through Bilingual Stories This session provides educators with a comprehensive exploration of the power of bilingual children's literature and offers 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 times, discussing cultural themes within books, and creating personal multilingual stories. By aligning to the WIDA's ELD Standards, teachers will be equipped to foster language proficiency and celebrate diverse cultures, making their classrooms inclusive spaces where English learners can thrive academically and personally.</p> <p>Nury Castillo Crawford, M.S., Executive Director of Youth Re-Engagement, Madison Metropolitan School District, Madison, WI</p>	<p>Register and Join Now 899 4247 5160</p>

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2:30 – 4:00 PM	Concurrent Sessions, continued	
	<p>Building Teacher Expertise and Capacity in Collaborative and Co-Teaching Models 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>Register and Join Now</p> <p>847 6360 6564</p>
	<p>Breaking Barriers, Building Pathways: Serving MLs and Families in Low Incidence Schools 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>Register and Join Now</p> <p>827 9392 9724</p>
	<p>Collaborative Practices for Reaching and Teaching English Learners with Disabilities 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 prevented 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, M.Ed., ELD Instructor of English Learners with Disabilities, Commonwealth Charter Academy, Harrisburg, PA</p>	<p>Register and Join Now</p> <p>860 0129 6267</p>
4:30 – 5:30 PM	<p>Documentary Screening and Panel Discussion: <i>You Are Welcome Here</i> (#DearbornWelcome) <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 Rose Aldubaily, Director of ELD, Dearborn Public Schools, Dearborn, MI</p>	<p>Register and Join Now</p> <p>816 4333 0678</p>

Equity and Access for Multilingual Students



WEDNESDAY, NOVEMBER 15

<p>8:00 – 8:45 AM</p>	<p>Coffee and Conversation 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>Register and Join Now</p> <p>846 3392 7591</p>
<p>9:00 – 10:30 AM</p>	<p>Welcome and Keynote Address</p> <p>Welcome Brian Gasper, Ed.D., Division Chief of Instructional Quality, Bureau of Curriculum, Assessment, and Instruction, Pennsylvania Department of Education, Harrisburg, PA</p> <p>Making the Best of Pedagogical Interaction 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 Zhang Waring, Ed.D., Professor of Linguistics and Education, Teachers College, Columbia University, New York, NY</p>	<p>Register and Join Now</p> <p>863 2489 6304</p>
<p>11:00 AM – 12:30 PM</p>	<p>Concurrent Sessions</p> <p>Protected Yet Marginalized: Persistent Disparities, COVID-19, and Multilingual Learners 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>Register and Join Now</p> <p>814 0566 4278</p>
	<p>Redesigning A High School Course Sequence for ELs and SLIFE 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 an effort to successfully walk the tightrope.</p> <p>Kate Fritz, M.Ed., Director of Curriculum & Instruction, School District of the City of York, York, PA</p>	<p>Register and Join Now</p> <p>867 8193 1048</p>

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11:00 AM – 12:30 PM	Concurrent Sessions, continued	
	<p>“Doing Good on The College Promise”: Increasing Multilingual Learners’ 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.</p> <p>Sophia Ángeles, Ph.D., Assistant Professor of Education, The Pennsylvania State University, University Park, PA</p>	<p>Register and Join Now 864 3257 7921</p>
	<p>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.</p> <p>Peggy Hickman, Ph.D., Associate Professor of Education, Arcadia University, Glenside, PA</p>	<p>Register and Join Now 883 2188 5006</p>
1:00 – 2:00 PM	<p>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.</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>Register and Join Now 899 9744 2467</p>
2:30 – 4:00 PM	Concurrent Sessions	
	<p>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.</p> <p>Kristen Haase, M.A., ELD Teacher and Teach Plus Alumna, School District of Lancaster, Lancaster, PA</p>	<p>Register and Join Now 818 5427 7384</p>
	<p>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.</p> <p>Mary DeSimone, M.Ed., Owner, Mountaintop Education Consulting, Dracut, MA</p>	<p>Register and Join Now 892 2591 8033</p>

Equity and Access for Multilingual Students



2:30 – 4:00 PM	Concurrent Sessions, continued	
	<p>Leadership Principles and Practices to Advance Excellence for English Learners 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>Register and Join Now 826 4401 6189</p>
	<p>Transforming Education with Asset-based Strategies to Support Multilingual Learners in Reaching Their Full Potential 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>Register and Join Now 840 0644 8741</p>
	<p>No English Yet, No Problem! Supporting Newcomer English Learners "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., ELD Teacher, Fayette County Public Schools, Lexington, KY</p>	<p>Register and Join Now 832 6363 4810</p>
THURSDAY, NOVEMBER 16		
8:00 – 8:45 AM	<p>Coffee and Conversation 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>Register and Join Now 843 1541 2690</p>
9:00 – 10:30 AM	Concurrent Sessions	
	<p>Scaffolding Strategies to Support Language Development 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>	<p>Register and Join Now 880 1149 8407</p>

Equity and Access for Multilingual Students



9:00 – 10:30 AM	Concurrent Sessions, continued	
	<p>Strengthening Peer Learning Opportunities for Multilingual Learners: A Schoolwide Initiative</p> <p>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.</p> <p>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</p>	<p>Register and Join Now</p> <p>839 1941 3451</p>
	<p>Increasing Gifted Universal Screening Effectiveness through Equitable Processes for the Underserved</p> <p>This session will examine the systematic underrepresentation of marginalized student groups in Gifted and Talented programming due to policy and funding protocols. Current practices such as referral-based identification and use of achievement scores can exacerbate inequities for marginalized groups. Universal screening is the best way to increase equity and representation, but policies often overlook considerations for special populations.</p> <p>Jonathan Klingeman, Ed.D., Director of Federal Programs, State College Area School District, State College, PA</p>	<p>Register and Join Now</p> <p>827 2295 4870</p>
	<p>Supporting Multilingual Learners with Exceptionalities Through Universal Design for Learning and Strong Collaboration</p> <p>This session will build on an asset-based approach and will showcase how teacher collaboration can amplify the strengths and abilities of dually identified students (whom we refer to as multilingual learners with exceptionalities- MLEs) rather than underappreciate their capabilities. We will offer a collaborative framework and share best practices and suggestions for educational success through research-based findings and explicit teaching. We will address the practical aspects of collaboratively planning, assessing, and creating learning experiences for MLEs.</p> <p>Andrea Honigsfeld, Ed.D., Professor of TESOL Teacher Education, Molloy University, Rockville Centre, NY Audrey Cohan, Ed.D., Senior Dean for Research and Scholarship, Molloy University, Rockville Centre, NY</p>	<p>Register and Join Now</p> <p>875 8538 6372</p>
11:00 AM – 12:30 PM	Concurrent Sessions	
	<p>Identifying and Supporting English Learners in Gifted Education</p> <p>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.</p> <p>Patrice Semicek, M.A., Eastern PA Gifted Liaison, Montgomery County Intermediate Unit, Norristown, PA Amy Davis McShane, M.S., Western PA Gifted Liaison, Allegheny Intermediate Unit, Homestead, PA Shirley Moyer, M.Ed., Special Education Advisor, Pennsylvania Department of Education, Harrisburg, PA</p>	<p>Register and Join Now</p> <p>850 6565 4990</p>

Equity and Access for Multilingual Students



11:00 AM – 12:30 PM	Concurrent Sessions, Continued	
	<p>"They Don't Speak English?!": A Critical Introduction to Working with Newcomers Newcomers have unique instructional and cultural needs. This presentation focuses on improving the teaching of this diverse group of students. Attendees will explore linguistically appropriate instruction, an overview of culture shock and how it may be manifesting for students, and differentiated prompts based on linguistic ability. The presentation will give educators an introduction to working with newcomers and some practical techniques related to the beginning stages of language acquisition.</p> <p>Tyler Ramey, M.Ed., Founder, Enaltecer Education, Newport, RI</p>	<p>Register and Join Now</p> <p>818 0008 2588</p>
	<p>Bridging Research and Practice: A Tour of Colorín Colorado 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>Register and Join Now</p> <p>819 6548 4631</p>
	<p>Portraits and Stories of the Ukrainian Refugee Experience 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 on-going project.</p> <p>Meg Burke, M.Ed., Teaching and Learning Specialist and ELD Council Advisor, Bucks County Intermediate Unit, Doylestown PA</p>	<p>Register and Join Now</p> <p>818 2832 4054</p>
1:00 – 2:30 PM	Closing Remarks and Keynote Address	
	<p>Closing Remarks Bob Measel, Title III Director and Bilingual Education Advisor, Pennsylvania Department of Education, Harrisburg, PA</p> <p>The Future of ELD: Preparing and Empowering Culturally Responsive Language Teachers with Immersive Virtual Reality and Artificial Intelligence 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, Dr. Liu will delve into the transformative potential of VR and AI. Particularly, participants will learn about 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>	<p>Register and Join Now</p> <p>838 4824 2485</p>

2023 ELD Professional Learning Conference

Nov. 14-16 | Virtual



Equity and Access for Multilingual Students



pennsylvania
DEPARTMENT OF EDUCATION



caiu
Capital Area Intermediate Unit

PaTTAN
Pennsylvania Training and
Technical Assistance Network

2:30 – 3:15 PM

Conference Lobby

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!

SAVE THE DATES: November 19 – 21, 2024

[Register and
Join Now](#)

839 6306 9994