

**William Paterson University of New Jersey**  
The 41st Annual WP Bilingual / ESL Conference

Friday, December 9, 2022  
9:00 AM - 2:10 PM, EST (**ONLINE**)

## Pathway to Educational Equity for Multilingual Learners

### Conference Schedule

**Virtual Meeting Place:** Zoom will be used for the entire conference. The links will be sent to the registrants via email one week prior to the conference.

#### *9:00 AM – 9:10 AM: Welcome (10 minutes)*

- 9:15 AM – 10:15 AM: Concurrent Session I (60 minutes)
- 10:25 AM – 11:25 AM: Concurrent Session II (60 minutes)

#### *11:25 AM – 11:55 PM: Lunch*

- 12:00 PM – 1:00 PM: Concurrent Session III (60 minutes)
- 1:10 PM – 2:10 PM: Concurrent Session IV (60 minutes)

#### **9:00 am – 9:10 am: Welcome (10 minutes)**

**Welcome Remarks:** Dr. Amy Ginsberg, Dean, College of Education, William Paterson University  
**Announcements:** Dr. Gladys Vega, Conference Chair

#### **9:15 AM – 10:15 AM: Concurrent Session I (60 minutes)**

##### **Workshop 1: Equitable Access to Learning for Young Multilinguals: Universal Design for In-Person and Remote Strategies**

*Karen Nemeth (Language Castle)*

When early childhood general, ESL, and bilingual education teachers embrace Universal Design for Learning principles, they provide a proactive and responsive learning environment that supports learning for children from all experiential backgrounds, cultures, abilities, and languages. This dynamic, interactive session will provide evidence-based background information to support effective in-person and remote learning practices in preschool and kindergarten.

We will discuss classroom strategies that support the UDL principles: multiple means of representation, engaging, and action/expression through an equity lens with examples that support UDL implementation with all children in any early childhood curriculum. Participants will be encouraged to engage with the information in a variety of ways and will come away with specific strategies and resources for continued learning.

Target audience: K-3 Educators

### **Workshop 2: Empowering School Communities to Support Student Diversity**

*Vicky Santana (Parsippany-Troy Hills Township Schools) & Julie Mitschow (Nutley Public Schools)*

All students have the right to meet their full potential. This means we will intentionally create systems that honor and bring awareness to educational differences and unique needs. As a result, we commit to explicitly embedding and monitoring equity in our school culture through conversations, practices, and policies. This session will focus on two district supervisors' current approaches with different and similar perspectives that will help spark the conversation necessary to effect change at the district and community levels. In this session, teachers will have the opportunity to collaborate and discuss ways to provide pathways for equity for their multilingual learners and their families. The supervisors will share practices and strategies that build an understanding of equity, how we create it, and how it operates in a school.

Target audience: K-12 Educators

### **Workshop 3: Examining Language Features in the 2020 WIDA ELD Standards Framework**

*Margaret Churchill (Closter Public Schools/NJTESOL-NJBE Past President)*

Languages Features are an essential component of the 2020 WIDA ELD Standards Framework for multilingual learners. Participants will examine a variety of texts for language features and develop ways to explicitly incorporate language features into lessons appropriate to grade level clusters, with a goal to maximize student agency and strategic choice in language negotiation.

Target audience: K-12 Educators

**10:15 AM – 10:25 AM: Break (10 minutes)**

**10:25 AM – 11:25 AM: Concurrent Session II (60 minutes)**

### **Workshop 1: Targeting Phonological Awareness to Support Bilingual and English Learners' Spoken and Written Communication Skills**

*Betty Kollia (William Paterson University)*

This presentation will focus on phonological/phonemic awareness in bilingual/ESL learners. Typically, ELs' languages have distinct phonological systems which have a bidirectional relationship with each other. Explicit instruction is usually necessary in order to form the specific phonemic categories of each language. In addition, phonology has a direct connection to a learner's reading and writing skills. The situation is further complicated when the languages have similar orthographic symbols for different speech sounds (like the letter Y in English and Spanish). As literacy determines academic and life success, early identification and intervention are highly important. Culturally and linguistically diverse students may be misidentified as having a speech or language delay, and may be placed in inappropriate educational settings. The workshop will address best practices for enhancing phonological awareness and applications in literacy development. Attendees will participate in case presentations and improve their ability to utilize phonological awareness techniques in their practice.

Target audience: K-12 Educators

## **Workshop 2: Realistic and Meaningful Resources for K-6 English Learners and Families**

*Kelly Le Parc (Westwood Regional School District)*

In this session, participants will learn about various academic resources to use in the classroom as well as valuable community materials which will help linguistically and culturally diverse families. Since the demand for English Language support is continuing to increase in our schools, material for learners at every proficiency level is necessary. These resources are beneficial for both mainstream students and ELLs and aim to improve student success and parental involvement.

Target audience: K-6 Educators

## **Workshop 3: Advocating for and with English Learners through Morning Announcements**

*Sue-Anne Alonso & Monica Garcia (Passaic Public Schools)*

This workshop presents how a group of teachers advocating for ELs and their families transformed the morning announcements at a high school into a successful multilingual newscast—Today's Noticiero. To foster stronger relationships with the ELs and their families, while also making the morning announcements more engaging for all students, a pre-recorded morning newscast with multilingual segments in English, Spanish, and Gujarati was developed.

The presenters will discuss the positive impact that the development of a multilingual newscast has had on ELs, their families and the school. They will explain how they advocated for the development of a Today's Noticiero, how they obtained support from administrators, how they recruited collaborators, and how they overcame challenges. They will share with the audience the steps involved in the creation and development of a newscast from script writing and student coaching to video recording and editing. Newscast clips available in YouTube will be shown.

Target audience: K-12 Educators

**11:25 AM – 11:55 AM: Lunch Break (30 minutes)**

**11:55 AM – 12:00 PM: Announcements**

**Announcements:** Dr. Gladys Vega, Conference Chair

**12:00 PM – 1:00 PM: Concurrent Session III (60 minutes)**

## **Workshop 1. Developing Academic Speaking in Middle School and High School Classrooms**

*Hana Prashker (Hasbrouck Heights Public Schools--NJTESOL/NJBE Liaison)*

In this workshop, the presenter will suggest explicit speaking activities and oral assessments to help students feel confident using the necessary academic language in the content area classrooms.

These strategies take into consideration the many factors that influence our students' English Language Proficiency in Speaking: technology, affective filters, and age. In addition, the presenter will cover a range of topics such as language structures, academic vocabulary, and test-taking skills.

Target audience: Middle and High School Educators

### **Workshop 2. Writing: A Pathway to Share My Identity**

*Monica Artiga (Englewood Public Schools)*

More than ever, the classrooms in the United States paint a beautiful palette of diversity. In the classrooms, linguistically diverse students are ready to share their powerful stories of resilience, creativity, and grit. Educators are creating spaces for students to safely develop social-emotional growth and teach through the lens of culturally responsive teaching. Most of this work is being done separately from the core curriculum. During this workshop, we will discuss how to create spaces for students to regulate, share their language repertoire, safely self-express, and grow as writers. We will share activities that address students' current writing skills while building skills students must master to create eloquently written pieces. We will use the power of writing through sensations and emotions, free-write journals that tell our story, and create standard-based writing assignments that arm our students with the development of self through the pen.

Target audience: K-8 Educators

### **Workshop 3. The New Jersey Seal of Biliteracy for English Learners**

*D. Nicole Deschene (New York University)*

This presentation will cover the purpose of the Seal of Biliteracy, the process for attainment in New Jersey, a critical analysis of relevant data from the New Jersey School Performance Report as well as the National Seal of Biliteracy Report, and suggestions for increasing participation among English Learners. Participants will engage in discussions and activities to prepare themselves to advocate for English Learners, including minority language speakers, to achieve the award.

Target audience: Middle and High School Educators

**1:00 PM – 1:10 PM: Break (10 minutes)**

**1:10 PM – 2:10 PM: Concurrent Session IV (60 minutes)**

### **Workshop 1: Why Should I Care about Second Language Research? Making Research Relevant to Teachers**

*Miriam Eisenstein Ebsworth (New York University), Timothy John Ebsworth (Kean University)  
& Gail Verdi (Kean University)*

As SLA Research teacher educators, we identify strategies for making connections between SLA Research and language teachers' pedagogical decisions. Understandably, these busy professionals can be initially resistant to spending precious time to explore the primary SLA research underpinning their practice. We will share the dynamic evolution of our students' perspectives as critical readers and action researchers informing their practice with the Pre-K -12+ multilingual multicultural learners whose development they support.

Target audience: K-12 teachers and teacher educators

**Workshop 2. Strategies and Resources to Maximize Comprehension in Your Classroom**

*Tina Kern (William Paterson University)*

Boost comprehension in all ESL, Bilingual, and content area classes! If students can access and understand the information in lessons, no matter what their academic level, they will experience success. Comprehension is an important component in the Science of Reading, as research and evidence have proven. In fact, it is a critical and fundamental piece of instruction. Students must build their comprehension, which positively impacts all facets of their education. When teachers scaffold lessons with comprehensible input and differentiated lessons, students will participate with more confidence and be a positive member of your educational community. Integrating strategies and resources, and adding them to your “teacher toolbox,” will energize your students and increase student engagement. These positive strategies will support students as they navigate academic language and text in school. Come join me as we utilize various techniques, resources, and websites to enhance comprehension in all classrooms.

Target audience: K-12 Educators

**Workshop 3. Teacher Wellness for the Multilingual Educator**

*Claudia Lagos (Morris School District)*

In February 2022 a survey by the NEA reported that 55% of teachers were considering leaving the profession sooner than they originally intended. Districts across the state are currently struggling to retain multilingual educators (Bilingual and ESL teachers alike). How can teachers make the decision to remain in the class? In this workshop, we will discuss some of the struggles multilingual educators face as well as practical strategies that can be immediately implemented with the ultimate goal of finding continued joy and passion as an educator.

Target audience: K-12 Educators

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