

LLC Annual Student Conference

Department of Teacher Education and Curriculum Studies

*Furcolo Hall
May 11th, 2009*

**School of Education
University of Massachusetts**

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Welcome to the LLC Annual Student Conference!

This year's conference reunites students in the Department of Teacher Education and Curriculum Studies (TECS) and schools across UMass who contribute to multidisciplinary approaches to teaching and learning. It especially welcomes teachers and educators from around the globe who bring to us their passion and dedication to meeting learners' challenges and to fulfilling their potential. The presenters promise to engage us in educational research and inquiry-based practices that inform teacher education, policy and encourage our commitment to social justice.

The presentations by Doctoral, CAGS, licensure and masters' students feature educational research that integrates theory and practice in issues of language and literacy, assessment, mathematics, multimedia production, school-community collaboration, supervision, teachers' beliefs and practices, LGBT-themed curriculum, students with special needs, and multiculturalism. Through their research our students are defining their position as leaders in the field with grounded knowledge on educational issues in diverse localities, from local public schools and communities in Western Massachusetts to the 9th Ward in New Orleans, to schools in Afghanistan, Cambodia and Canada.

The 2009 LLC Annual Student Conference is the result of the united effort of faculty and students as well as to the helping hands of Sally Dumont, Malis Loeung, Huihong Bao and the team at the educational technology office. A special acknowledgement goes to the enthusiastic and generous support from Student Advisory Committee (SAC) members: Wawan Gunawan, Kirsten Helmer, Keiko Konoeda and Dylan Larke. I also want to extend my gratitude to Thelma Belmonte-Alcántara for her diligent coordination of this conference as well as to this year's abstract reviewers and chair volunteers: Jennifer Johnston, Raphael Rogers, Nick Wilson, Yulia Davidova, Katya Ites, Marie-Christine Polizzi and Pamela Howes.

The continuous support of our TECS Department Chair Jerri Willett and the LLC Program Chair Meg Gebhard has also been most valuable to the realization of this event. Lastly, the LLC Annual Student Conference would not be possible without dedicated LLC faculty colleagues who encourage and mentor students along the way.

Sincerely,

Laura A. Valdiviezo
LLC Annual Student Conference Chair

ROOM TIME PM	ROOM 20	ROOM 21A	ROOM 21B	ROOM 20A LAB	ROOM 22
6:30-6:55	BUFFET in Furcolo Basement <i>and</i> OPEN HOUSE in MULTICULTURAL ROOM 203				
SESSION 1 7:00-7:50	<p><u>CHAIR: Keiko Konoeda</u></p> <p>RE-CONCEPTUALIZING APPROACHES FOR ASSESSING STUDENTS' INDIVIDUAL PROGRESS IN WRITING</p> <p>PRESENTERS: Jasmine Robinson, Rachel Davis, Lisa Heath and Christine Langlois</p>	<p><u>CHAIR: Katya Ites</u></p> <p>TOOLS FOR LEARNING: EDUCATIONAL DYNAMICS IN ASSESSING A CROSS-CULTURAL LIVELIHOOD: ENHANCEMENT PROJECT – WHAT IS POSSIBLE, WHAT IS DESIRABLE, AND HOW BEST TO PROCEED?</p> <p>PRESENTER: Michael J. Greene</p> <hr/> <p>ENGLISH LANGUAGE & LITERACY AUTHENTIC ASSESSMENTS FOR SPECIFIC POPULATIONS: ESL FOR PROFESSIONALS</p> <p>PRESENTERS: Yulia Smirnova, and Hsing-Yu Yang</p>	<p><u>CHAIR: Pam Howes</u></p> <p>SUPPORTING MULTIPLE LITERACIES: A CLOSE LOOK AT ELLs IN MIDDLE SCHOOL SCIENCE</p> <p>PRESENTER: Ashleigh Sayer</p> <hr/> <p>THE POWER OF TWO: INCREASING EQUITY AND LEARNING IN THE CLASSROOM THROUGH TEACHER COLLABORATION</p> <p>PRESENTER: Cady Kashner</p> <hr/> <p>ANSWERABILITY IN INSTRUCTIONAL SUPERVISION: A REVIEW OF THE LITERATURE</p> <p>PRESENTER: Stephen Sadlier</p>	<p><u>CHAIR: Thelma Belmonte-Alcántara</u></p> <p>LITERACY AS “BEING” AND “DOING”: FOSTERING LITERATE IDENTITIES IN PRESCHOOLERS THROUGH TALK, TOOLS, AND TEACHER-HELD BELIEFS</p> <p>PRESENTER: Kara Mullaney-Deans</p> <hr/> <p>THE LANGUAGING LEARNER: EXAMINING THE LEARNING AND DEVELOPMENT OF THE SPANISH PAST TENSE OF JUDITH IN A SPECIFIC 2ND LANGUAGE RESEARCH/TEACHING CLASSROOM CONTEXT</p> <p>PRESENTER: Marie-Christine Polizzi</p> <hr/> <p>TEACHING FOREIGN LANGUAGE IDIOMS WITH A LEXICAL APPROACH: CHINESE IDIOMS</p> <p>PRESENTER: Chin-Chen Kuo</p>	<p><u>CHAIR: Nat Turner and REC</u></p> <p>YEAH! NETWORK (Youth Empowerment and Adolescent Health)</p> <p>PRESENTER: Amy Cronin DiCaprio</p> <hr/> <p>INTERPELLATION AND POPULAR CULTURE IMAGERY</p> <p>PRESENTER: Bridgette Moriarity</p> <hr/> <p>LOOKING FOR TREASURE: URBAN YOUTH EXPLORE THE OUTDOORS</p> <p>PRESENTER: Danette Day</p> <hr/> <p>THE RIGHT TO EDUCATION IN THE AFTERMATH OF HURRICANE KATRINA: COMMUNITY VOICES</p> <p>PRESENTER: Dylan Larke</p>

ROOM TIME PM	ROOM 20 : POSTER SESSION	ROOM 21A	ROOM 21B	ROOM 20A LAB	ROOM 22
SESSION 2 7:50–8:10	<p>ADVOCACY FOR CULTURALLY AND LINGUISTICALLY DIVERSE LEARNERS By: Young-Ju Byun</p> <hr/> <p>"I KNOW THAT FAMILY – DON'T EXPECT ANYTHING FROM HIS PARENTS": SUPPORTING THE PARENTS OF ENGLISH LANUGAGE LEARNERS By: Elizabeth Amina-Hoehn</p> <hr/> <p>PRACTICES AND PROCEDURES OF ASSESSMENT FOR CULTURALLY DIVERSE STUDENTS By: Geoffrey Merrill</p> <hr/> <p>TEACHER COLLABORATION IN A HIGH SCHOOL CONTEXT By: Jacqueline Chromey</p> <hr/> <p>GET INVOLVED By: Phillipa Brown</p>	<p>SECONDARY CLASSROOM MANAGEMENT IN TAIWAN: ADOPTING CLASSROOM ROUTINES AND STRUCTURES TO PROMOTE STUDENTS' LEARNING IN THE ENGLISH AS A FOREIGN LANGUAGE CLASSROOM By: Hsing-Yu Yang</p> <hr/> <p>PORTRAIT OF A 2ND GRADE ELL: LANGUAGE AND LITERACY CHALLENGES AND TRIUMPHS By: Jacqui LaFrance</p> <hr/> <p>A STUDY OF MINORITY MALES AS PORTRAYED IN MULTICULTURAL CHILDREN'S LITERATURE By: Jasmine A. Robinson</p> <hr/> <p>PARENT-TEACHER COLLABORATION: EXPLORING AND IMPROVING THE PARTICIPATION OF PARENTS OF COLOR By: Thida Sok</p> <hr/> <p>FINDING YOUR GLOBAL COMMUNITY WITHIN YOUR ELEMENTARY SCHOOL By: Urana T. Kinlen</p>	<p>CHAIR: Denise Ives</p> <p>USING LESBIAN, GAY, BISEXUAL, TRANSGENDER (LGBT)THEMED TEXTS IN THE CLASSROOM: A RESOURCE GUIDE FOR MIDDLE AND HIGH SCHOOL TEACHERS WHO DARE TO DISRUPT HETEROSEXISM AND HOMOPHOBIA</p> <p>PRESENTER: Kirsten Helmer</p>	<p>CHAIR: Marie Christine Polizzi</p> <p>BOOK BUDDIES: CREATING ACTIVE READING PARTNERSHIPS FOR L2 LEARNERS THROUGH GUIDED READING AND SCAFFOLDED BOOK TALKS</p> <p>PRESENTERS: Kate Tulloch and Kathleen Schindler</p>	<p>CHAIR: Pam Howes</p> <p>IMPLICATIONS OF SYSTEMIC FUNCTIONAL LINGUISTICS FOR TEACHING A GENRE OF PERSONAL NARRATIVES TO ENGLISH LANGUAGE LEARNERS IN A GENERAL EDUCATION CLASSROOM</p> <p>PRESENTERS: Holly Graham and Yulia Smirnova,</p> <p>NO PRESENTATIONS</p>

ROOM TIME PM	ROOM 20	ROOM 21A	ROOM 21B	ROOM 20A LAB	ROOM 22
<p>SESSION 3 8:10 – 9:00</p>	<p><u>CHAIR: Laura Valdiviezo</u></p> <p>MATH LITERACIES AND ASSESSMENT</p> <p>PRESENTERS:</p> <p>Mariana Montaldo, Young-Ju Byun, Cady Kashner, Urana T. Kinlen, and Jacqueline Chromey</p>	<p><u>CHAIR: María Jose Botelho</u></p> <p>LITERATURE CIRCLES AS FORUMS OF AUTHENTIC ASSESSMENT OF CULTURALLY AND LINGUISTICALLY DIVERSE LEARNERS - A CASE STUDY</p> <p>PRESENTERS:</p> <p>Erin Goldstein, Kirsten Helmer, Aaron Neugeboren, Ashleigh Sayer, Pierre Thomé, and Carmen Toledano</p>	<p><u>CHAIR: Meg Gebhard</u></p> <p>ASSESSING SPECIAL NEEDS: AN INTERNATIONAL COLLABORATION</p> <p>PRESENTERS:</p> <p>Na Huang, Chih-Chen Kuo, and Yuxuan Wu,</p>	<p><u>CHAIR: Wawan Gunawan</u></p> <p>WHY ENGLISH LANGUAGE LEARNERS AREN'T 'GETTING IT': TEACHING MATHEMATICS THROUGH LANGUAGE</p> <p>PRESENTER:</p> <p>Elizabeth Amina-Hoehn</p> <hr/> <p>WEAK THEORIZING NOVICE TEACHER SUPERVISION THROUGH ETHNOGRAPHIC REREADING: A SELF- STUDY</p> <p>PRESENTER:</p> <p>Stephen Sadlier</p> <hr/> <p>TEACHING ACADEMIC WRITING: APPLICATIONS OF GENRE-BASED PEDAGOGY IN CAMBODIA</p> <p>PRESENTER:</p> <p>Thida Sok</p>	<p><u>CHAIR: Nat Turner and REC</u></p> <p>SCHOOL VOICES: A DOCUMENTARY PROJECT ON PUBLIC EDUCATION</p> <p>PRESENTER:</p> <p>Kate Way</p> <hr/> <p>CREATING OUR STORIES: A CELEBRATIONS OF QUEER WOMEN AND GENDER EXPRESSION</p> <p>PRESENTERS:</p> <p>Angela Ibrahim and Lauren Selfridge</p> <hr/> <p>THE SCHOOLIGANS</p> <p>PRESENTER:</p> <p>Andreas Tzineris</p>

SESSION 1 – PANEL PRESENTATIONS

Re-Conceptualizing Approaches for Assessing Students' Individual Progress in Writing

Jasmine Robinson, Rachel Davis, Lisa Heath & Christine Langlois

Our presentation addresses what we discovered during our inquiry into the use of rubrics as an assessment tool for writing development. One part of this study analyzes two district-wide writing prompts and the use of rubrics for assessment. With the results of this analysis we examine the consequences for CLD and SPED students. While rubrics are an essential part of contemporary writing assessment protocol in elementary classrooms, teachers have fundamental issues with the inter-rater reliability even when benchmarks are established. This study addresses the need for implementation of other forms of informal assessments to represent a more authentic profile of individual students' writing progress in English Language Arts. The second part presents authentic alternative assessments that provide more useful and valid measures of progress over time through portfolios that captures two individual students' progress over time. The portfolio measures students' personal progress as well as allows comparisons to expected grade level standards. This study recognizes the need for identifying students' strengths as writers and individualizing goals to assure the success of all students, particularly ones who are culturally and linguistically diverse.

Tools for Learning: Educational Dynamics in Assessing a Cross-cultural Livelihood- Enhancement Project – *What is Possible, What is Desirable, and How Best to Proceed?*

Michael J. Greene

This inquiry-based project focuses on Multicultural Education in an international context. The specific concern is how introducing a new design and arrangement of school furniture (individual desks and chairs as opposed to traditional benches seating two to three students) relates to educational philosophy and approach, and can provide both new opportunities and new challenges. Field notes from the author's assessment of an NGO project in northern Afghanistan and interviews of several Afghan educators studying in the U.S. provide the data upon which reflections will be based. Points of consensus from the interviews seem to indicate that a shift from the banking model of education to a more learner-centered approach is desirable, and that moveable furniture that provides more flexibility in classroom arrangement would be beneficial to this end, but that implementing any such shift in approach will first require training teachers (with the support of educational administrators) to think differently about teaching. Recommendations for NGOs/individuals working in education-related cross-cultural contexts are given. This inquiry also aims to serve school teachers, teacher educators and policy-makers.

English Language & Literacy Authentic Assessments for Specific Populations: ESL for Professionals

Yulia Smirnova & Hsing-Yu Yang

The project examines assessment for English language development of an international TOEFL iBT test taker. Specifically, it focuses on providing suggestions for accommodations for an international TOEFL iBT test taker. First, we identify the strengths, difficulties, and needs an international test taker experiences while taking this test. We do an item analysis of the test and document how a particular learner thinks through each item. Our goal is to help TOEFL iBT test takers better prepare for this exam by identifying particular language patterns/genres, cultural expectations, and thinking strategies to help them perform at their best. Second, we identify what is being assessed as literacy in TOEFL iBT, what actual skills are needed to successfully pass the test, and if test items match the objectives formulated by test makers. Based on these, we reveal the limitations of TOEFL iBT that may hinder test takers' academic English performance. We draw on information gathered from observations, interviews with international TOEFL iBT test takers, and course readings.

Supporting Multiple Literacies: A Close Look at ELLs in Middle School Science Educational Leadership Project

Ashleigh Sayer

This inquiry project focuses on how teachers can better support English language learners in developing their academic literacy in middle school science. By giving students explicit tasks and assignments that scaffold the development of both content knowledge and advanced technical language, teachers help create the link between a student's current and target understanding of the material. Through the analysis of student work samples using Systemic Functional Linguistics (SFL) and a critical, genre-based perspective, methods for helping teachers support these students will be discussed. In addition, a framework for designing curriculum and instruction for ELLs and other culturally and linguistically diverse learners in the context of high-stakes testing and English-only policies will be reviewed with recommendations and implications for secondary school content area and ELL teachers. Finally, an argument will be presented for greater attention to the specialized language of science in teaching.

The Power of Two: Increasing Equity and Learning in the Classroom through Teacher Collaboration

Cady Kashner

The development of greater collaboration or partnerships between ELL and general education teachers has long been advocated in the English language teaching profession, because these partnerships are believed to foster teacher development and support the academic achievement of culturally and linguistically diverse students (Davidson, 2006). However “collaboration” can mean many different things, depending on whom you talk to or what belief system a particular school or district holds about collaboration. In this inquiry project I looked specifically at two school districts and how they have defined and promoted teacher collaboration to support inclusive education in their schools.

Teacher collaboration has the power to increase learning and equity in the classroom, but it requires more than just a high level of teacher commitment to the process. In order to reap the full benefits of teacher collaboration, I argue that it must also involve the practice of co-teaching and be institutionally supported through professional development in training and coaching. The primary focus of this presentation is multicultural education, but I also incorporate socio-cultural theory as the framework for learning in collaborative partnerships. The target audience is administrators and elementary educators.

Answerability in Instructional Supervision: A Review of the Literature

Stephen Sadlier

The pre- 1924 morality, ethics, and aesthetics of “answerability” (Bakhtin, 1990, 1993) have been largely absent from contemporary application of Bakhtin in instructional supervision. This review of the literature locates answerability as a supervisory worldview rather than methodology. In articulating four components of answerability, “surplus of seeing,” “wholeness,” “non-alibi” and “non-indifference,” I interrogate three significant pieces on teacher/supervisor relationships: Rogers et al. (2006), Sergiovanni and Starratt (2007) and Waite (1995). Elsewhere in the literature, I review answerability’s purchase in research agendas. I conclude that answerability has been conflated with discursive traits like addressivity and appropriated as epistemological and praxiological at the expense of seeing the relational ontological project as Bakhtin intended. I highlight Sidorkin (1999) as exemplar for relating ontological dialogism to schools and classroom learning. I conclude by suggesting that dialogism, rooted in discourse and communication, ought to be reevaluated under answerable terms, and find rooting in the everyday life rather than reduced to theoretical and practical concerns.

Literacy as “being” and “doing”: Fostering Literate Identities in Preschoolers through Talk, Tools, and Teacher-held Beliefs

Kara Mullaney-Deans

Student backgrounds, experiences, and abilities are much more diverse in today’s classrooms than in the past—a reality which is becoming increasingly evident in educational settings which service our youngest students (NAEYC, 2008). Given that early educational experiences found in preschools in which children engage with reading, writing, and speaking in school valued ways help shape and define the assumptions and expectations they hold about what it means to become a literate member of society, an ethnographic case study in a preschool classroom was conducted in the Spring of 2009.

Particular attention was given to the types school valued tools, talk, and roles that the children in this classroom were invited to “be” and “do” as they worked toward developing a literate identity. By drawing from sociocultural (SCT) and functional linguistic theories (FL), the author gains insight into how these theoretical frameworks hold pedagogical implications educators of young children, their instructional practices, and the assumptions about literacy which underpin them.

The *Languaging* Learner: Examining the Learning and Development of the Spanish Past Tense of Judith in a Specific 2nd Language Research/Teaching Classroom Context

Marie-Christine Polizzi

This critical ethnographic study examines the construction of meanings of one particular learner, Judith, who is in her second year of Spanish studies at the undergraduate level. In this particular instructional classroom setting, a pedagogical proposal was implemented for the 2008-2009 academic year. Its goal was to teach the past tense in Spanish following the socio-cultural (Vygotsky, 1978, 1984) and the concept-based pedagogy framework (Negueruela, 2003, 2006). This context, along with Judith’s language background and uses, her languaging (self-explanations or verbalizations, Swain, 2000, 2009), show how new meanings and knowledge were constructed and how they were impacting (or not) her development in the uses of the past.

This research study adopts a critical stance (Pennycook, 2005) as it proposes to investigate a dialectical relationship between structure and agency (Giroux, 1983, Evans-Wnters, 2005).

Methods of data collection included a socio-biographic inquiry, classroom artifacts, taped-recorded interviews and group-work, and Judith’s languaging activities. As to data analysis, the ethnographic methods of content analysis and triangulation were used.

Teaching Foreign Language Idioms with a Lexical Approach: Chinese Idioms

Chih-Chen Kuo

Multi-words expressions like idioms and slang are considered essential components of high level language proficiency. However, this type of language is a challenge for foreign language learners. First, non-native speakers have limited language competence and language context toward multi-word expressions compared to native-speakers. Second, a way to learn formulaic sequence is rote-learning. The purpose of this paper is to investigate the contemporary language teaching practices and the vernacular language in an academic context in the college foreign language classrooms in Massachusetts. The project analyzes the research results from surveys and interviews data from foreign language teachers.

YEAH! Network (Youth Empowerment and Adolescent Health)

Amy Cronin DiCaprio

Two digital stories created by teens in the Adolescent Advisory Board, the youth leadership training component of the YEAH! Network, a community coalition working to address teen pregnancy in Hampden County. These digital stories each feature a "relational" theme, examining chosen family, friendships, and mentors and their protective and strengthening effect on the girls' lives. Later this summer, the digital stories will be featured on the teen section of the YEAH! Network website, along with excerpts of a graphic novel on sexual communication and relationships that the teens developed.

Interpellation and Popular Culture Imagery

Bridgette Moriarity

This project aims to examine the viewer's reactions – identifications and rejections – of selected popular culture images drawn from fashion, music, and dance, through the lens of questioning these impulses. The project centers on Louis Althusser's notion that people feel "called" by certain things, spoken to by ideas or ideals. Attached to the media presentation is a performative element, allowing the viewer to respond, in survey and open-response format, to questions targeting these identifications.

Looking for Treasure: Urban Youth Explore the Outdoors

Danette Day

Adolescents between the ages of twelve and seventeen, living in the cities of Fitchburg and Leominster Massachusetts sometimes referred to as The Twin Cities of Central Massachusetts, participated in an after school program called the *Outdoor Exploration Program (OEP)*. The OEP melded together elements of traditional leadership instruction with the treasure hunting activity called geo-caching. The goals of the program were to inspire leadership and environmental stewardship, to create partnerships between Trustees of the Reservations (a non-profit conservation agency) and Twin City youth agencies, to introduce participants to local trail systems, and to provide opportunities for participants to learn map-reading using a compass and Global Positioning System (GPS) technology. This multi-modal presentation highlights the program and its benefits, and depicts the ways in which urban youth read, make meaning of and interact with the natural world.

The Right to Education in the Aftermath of Hurricane Katrina: Community Voices

Dylan Larke

In this video documentary, Hurricane Katrina survivors from the Lower 9th Ward narrate their experiences with racism and classism surrounding the ways in which the Louisiana state and the US governments responded to Hurricane Katrina. Working with a team of researchers, videotaped interviews were conducted with community members and students from the Lower 9th Ward which were analyzed and woven together to create this mini documentary. Drawing on three themes reiterated throughout the interviews, the video documents community members and students' struggles in reclaiming their land and schools and creating an African centered curriculum. The video concludes by interviewees providing ways in which outsiders can work in collaboration with Hurricane Katrina survivors to help them rebuild their schools and return to their communities. The video's narration and compilation was done by Dylan Larke, a White antiracist ally and a graduate student at the University of Massachusetts in Amherst. By making this film, it is hoped that survivors will be provided a forum to voice their experiences and concerns, thus providing the rest of the world with a small glimpse of the atrocities that took place post Hurricane Katrina and encouragement for outsiders to begin working in collaboration with survivors to restore their homes, schools and communities back to working order.

SESSION 2 – POSTER PRESENTATIONS and PANEL PRESENTATIONS

Advocacy for Culturally and Linguistically Diverse Learners

Poster by Young-Ju Byun

This research paper explores various advocacy practices for supporting culturally and linguistically diverse English language learners by looking closely at a sixth grade classroom and the corresponding school-systems which are connected to the classroom. This study first examines the micro-teaching practices in the classroom in order to elaborate how teachers serve as advocates and collaborate to encourage the academic achievement of students. Also, this research paper describes language policies which determine the organization and management of schooling (Diaz-Rico and Weed, 2004). Additionally, this study addresses the partnerships between the university and the school as a type of advocacy. By employing classroom observation field notes, student's writing samples, assessment, curriculums, and interview data with classroom teachers and background information of a focal student, I draw several possible implications in supporting culturally diverse students. The outcome of this case study provides teachers, educators and policy makers with sufficient motivations to create better scaffolding for culturally and linguistically diverse students.

“I Know That Family—Don’t Expect Anything from His Parents”: Supporting Parents of English Language Learners

Poster by Elizabeth Amina-Hoehn

The purpose of this inquiry study is to examine the school-parent collaborative efforts currently practiced at the high school level within a particular community in Western Massachusetts. The focus of this project is to examine the collaborative efforts initiated by the institution that aims to develop and support specifically the parent involvement of English language learners (ELL) at the high school level. Situated in a four-month case study, I collected data that included observations of institutional practices, classroom observations in two ELL classrooms, in addition to interviews of the ELL teacher who is also serves as the English language education department head teacher. This exploration of the school-parent collaborative efforts practiced aims to gain a deeper understanding of the how the institution itself may better support this collaboration. Through data analysis of the current collaborative practices, I propose an action plan that aims to specifically encourage the parent involvement of English language learners at the high school level through improved and implemented out-reach programs that work to bring the institution to the parent rather than the parent to the institution. This plan challenges the current practices with the intention of improving the involvement of the parents of English language learners through more inclusive and supportive practices to therefore more effectively support the academic achievement of the English language learners themselves.

Practices and Procedures of Assessment for Culturally Diverse Students

Poster by Geoffrey Merrill

This study explores the assessment that occurs in both the classroom and the institution in a middle school in suburban Western, Massachusetts. English Language Proficiency assessments are implemented to determine language levels and program services for culturally diverse students. While commendable at many levels, this study focuses on how assessments may be improved to better support the academic achievements of those students in greatest need of English enhancement.

Data for this study includes information regarding curriculum, instructional and assessment practices, the role of the teachers, administration educational policies, and the use of current IPT II Oral and Secondary Language English Proficiency (SLEP) documents.

A plan of action will be one that includes increased participation, possibility of new texts, less reliance on pictures portions in SLEP, peer group assistance, further English exams, frequent testing to track progress, limiting race equity by diversifying classrooms, and being more receptive to teachers' suggestions as to courses of proposed action.

Teacher Collaboration in a High School Context

Poster by Jacqueline Chromey

This inquiry project examines the institutional and classroom collaborative practices of a high school language program designed for English language learners. It takes a critical look at the practices and implementation of existing teacher-teacher collaboration in a high school context, and considers how these practices could be improved to better serve the academic needs of culturally and linguistically diverse students. Analysis of the anecdotal and interview data, brings to surface trends of unbalanced initiation efforts between ESL teachers and subject matter teachers. This project explores the role of subject matter teachers in initiating collaborative efforts with ESL teachers. Based on theoretical perspectives related to collaboration (Hargreaves, 1994; Davison, 2006) an action plan is proposed to improve *teachers'* reciprocal collaborative efforts and subsequently the academic achievement of culturally diverse learners in this specific context. Rationale for the plan, and the implications, limitations and obstacles for implementing the proposed plan are also included.

Get Involved

Poster by Phillipa Brown

This presentation discusses the involvement of families in the life of school, and which programs can be designed to assist families in becoming collaborative in terms of their children's education. According to Verplaetse & Migliacci (2008), one of the biggest problems facing the education system is getting parents (especially of culturally diverse families) involved in their children's education. Delgado-Gaitan (N.D) reveals in his article, that parents who possess fewer educational skills than are required to participate in their children's schools in traditional ways, are held at disadvantage. Therefore, there is discussion about getting parents and guardians involved in learning how the school works, as opposed to creating assumptions that parental absence is interpreted as 'not caring'. Educators need to focus on ways to draw parents into the educational system and network so they can become part of their children's educational experience. This poster presentation, aimed at culturally diverse students and their families, explores various programs that provide avenues for parents to become socially and educationally involved in their student's learning experiences, regardless of ethnic background.

Secondary Classroom Management in a Taiwan: Adopting Classroom Routines and Structures to Promote Students' Learning in the English as a Foreign Language Classroom

Poster by Hsing-Yu Yang

The primary focus of this study is on foreign language teaching practices in Taiwan. This project presents an action plan for implementing successful classroom routines and structures that supports learning in secondary level language classrooms in Taiwan. Based on the observation data and analysis conducted in a successfully managed third-grade math classroom at a regional elementary school This project presents a series of classroom routines, structures of the third grader's math teacher's teaching practices which successfully concentrate the students' attention, enhance classroom learning climate, and further increase students' academic achievement. Second, I identify the major problems that restrict and hinder teaching and learning of English as a foreign language in a Taiwanese middle school. Third, this project presents an action plan to adapt the classroom practices in the secondary language learning classroom in Taiwan that aims to support and enhance teaching and learning achievement. Lastly, due to cultural differences, the project identifies difficulties and restrictions of adopting some classroom practices in Taiwan. This project is based the information gathered from observations, my former secondary English teaching experiences in Taiwan, and interviews of current secondary school teachers in Taiwan.

Portrait of a 2nd Grade ELL Learner: Language and Literacy Challenges and Triumphs

Poster by Jacqui LaFrance

Using excerpts from my descriptive review of a learner and critical analysis of a lesson, I share observations of the learning style and general approach to learning of one of my 2nd grade ELL students as it pertains to his language and literacy development. Data comes from observing the student in different learning environments which include his mainstream classroom, pull-out lessons with his special education teachers and group work with his ELL peers. Artifacts include *interview* transcripts and contextualized student texts. Implications for teaching language and literacy instruction to culturally and linguistically diverse learners are discussed. This poster exhibit would interest classroom, ELL and special education teachers and student teachers.

A Study of Minority Males as Portrayed in Multicultural Children's Literature

Poster by Jasmine A. Robinson

Damaging effects of persistent social constructs such as racial prejudice, cultural bias, discrimination, and stereotyping, influence perceptions of the status of minority children in the wider social context. These constructs have negative implications for children whose heritages do not categorize them as 'minority' by the country's mainstream standards. They also affect children who are categorized as a minority but who do not perceive themselves as such, they may consider other minority peers less valued and unequal. This is particularly relevant to the minority male as his presence in some local communities continues to diminish (Rothenberg, 2007).

As the United States continues to increase in cultural and linguistic diversity, the opportunity for these negative social constructs to be reinforced is presented even further – multiculturalism and multilingualism do not necessarily provide an opportunity for empathy and acceptance. Thus, educators are faced with the challenge of preparing all students for living in this diverse social context.

In that vein, the curriculum project presented here aims at facilitating multicultural learning experiences for all students. It promotes the idea that through the use of children's literature, classroom teachers can provide opportunities for dialogue and reflection about the minority male position.

Parent-Teacher Collaboration: Exploring and Improving the Participation of Parents of Color

Poster by Thida Sok

Parents inevitably play a significant role in children's academic success. Their physical, emotional, and intellectual support for the children's growth are certainly valued by school teachers. Therefore, they are highly encouraged to actively get involved in classrooms and schools. Despite the fact that school has increasingly become culturally diverse, the majority of the most involved parents are White, native English speakers. This inquiry project seeks to explore reasons of the absent involvement of Parents of Color specifically in a kindergarten classroom. First, I describe the setting of the study and the methodology in which the data was collected. Next, I identify the current situation of parents' involvement in a classroom. Then, I propose an action plan to improve the involvement of parents of color. Lastly, I explain the importance of my action plan and possible problems when implementing it.

Finding Your Global Community Within Your Elementary School

Poster by Urana T. Kinlen

This inquiry project examines multicultural educational practices for elementary schools as a starting point to propel all children within the United States to be more fundamentally aware and responsive to the global community. It primarily focuses on multicultural students within a public K-6 elementary school in Western Massachusetts as resources to empower and educate others and themselves within the school community. As a result of the data analysis, the findings illustrate that there is a disparity in the school's inclusion of multicultural practices. In order to attend to this inequality, this project promotes various practical strategies of action, such as classroom transformations, integrated curriculum activities, and monthly multicultural events. Finally, this study considers possible limitations in implementing the proposed strategies.

SESSION 2 – PANEL PRESENTATIONS

Using Lesbian, Gay, Bisexual, Transgender (LGBT) – themed Texts in the Classroom: A Resource Guide for Middle and High School Teachers Who Dare to Disrupt Heterosexism and Homophobia

Kirsten Helmer

Schools not only have a responsibility but a duty to create safe and supportive learning environments for all students. Many school districts have mission statements that promote multiculturalism and the celebration of diversity; generally however, excluding variant sexual and gender identities as relevant aspects of diversity. Lesbian, gay, bisexual and transgender (LGBT) issues remain silenced and invisible in most schools.

This leadership project explores how teachers can frame the use of LGBT-inclusive texts within the context of multicultural education and critical pedagogy. Based on the review of relevant literature about the inclusion of LGBT issues into secondary education, a resource guide is presented that details research findings, a theoretical framework and a comprehensive overview of ideas and strategies for teaching LGBT issues in secondary classrooms. This resource guide includes an annotated bibliography of LGBT-themed literature, films and websites, which are meant to be a useful, but not an exhaustive, guide to resources on this subject. There is little doubt that additional resources will constantly be appearing.

I hope that this resource guide will be a starting point for teachers to develop lessons or curriculum units that disrupt heterosexism and homophobia in schools and classrooms.

Book Buddies: Creating Active Reading Partnerships for L2 Learners through Guided Reading and Scaffolded Book Talks

Educational Leadership Project

Kate Tulloch & Kathleen Schindler

Our project is an 8-week curriculum designed for a group of 3rd grade English language learners who have volunteered to participate in an after school reading group. In line with the functional linguistics perspective of Mary Schleppegrell, the goal of our leadership project is to provide students access to the “language of schooling” through explicit instruction in academic discourse patterns that surround reading and talking about books.

The lessons follow elements from Kathy Collins’ Partnership Workshop, a “reading partnership and book talk” approach geared towards the explicit teaching of reading comprehension skills alongside explicit instruction in the language of and rules associated with talking about what we read. Our goals are to teach specific strategies that will help students to: become more active readers and thinkers read and discuss books at a deeper level; co-construct and apply critical patterns of discourse within a group; and create support networks and routines in order to better analyze and share ideas about what they read.

Implications of Systemic Functional Linguistics for Teaching a Genre of Personal Narratives to English Language Learners in a General Education Classroom

Holly Graham & Yulia Smirnova

This research study focuses on a series of personal narratives written throughout the school year (2004/05). Specifically, two English language learners’ (ELLs) personal narratives are analyzed with the use of tools of systemic functional linguistics (SFL) to seek patterns of improvement in student writing skills as well as growth in student understanding of narrative genre. Initial writing samples imply writing instruction was based on preset genre format rather than understanding of language and moves specific to the genre. Based on the analysis of student texts, we provide suggestions for teachers in similar situations as to the creation of further instructional goals to assist ELLs, within the context of the general education classroom/English only mandate, in effective writing of personal narratives.

SESSION 3- PANEL PRESENTATIONS

Math Literacies and Assessment

Mariana Montaldo, Young-Ju Byun, Cady Kashner, Urana T. Kinlen, & Jacqueline Chromey

Our case study examines the intersection between content and language knowledge in the context of a 4th grade Mathematics Sheltered English Instruction (SEI) class, with a primary focus on assessment of content literacy development.

Using anecdotal notes and interview data, this study considers the ways in which the academic achievement of a focal student is assessed in the genre of “open-response/explain your thinking math” questions, commonly used on high-stakes standardized tests such as the MCAS in relation to the assessment of their demonstration of content knowledge during in-class activities. We examine methods of assessment, testing constructs and validity, and propose alternative assessments that could be used to more accurately reflect academic achievement and needs of the focal student presented in the case study. Drawing on current literature (Artiles, et. al, 2002, Herrerra et. al, 2006), and our own observational data, we also explore questions related to special education placement and referral, and investigate whether or not challenges experienced by one focal student in answering open-response questions are more closely linked to second language development or special education needs. Results of our inquiry will provide teachers alternative assessment ideas to better evaluate math literacy skills, scaffold students learning, and raise awareness about the complexity of math literacy and assessment to test writers and evaluators.

Literature Circles as Forums of Authentic Assessment of Culturally and Linguistically Diverse Learners - A Case Study

Erin Goldstein, Kirsten Helmer, Aaron Neugeboren, Ashleigh Sayer,

Pierre Thomé & Carmen Toledano

This inquiry project explores the use of authentic assessment practices in a 7th grade English language arts class during a unit that introduced students to literature circles. Assessment of participation in small group literature circles allows teachers and ELL students to use their life experiences as linguistic and cultural tools and provides them with opportunities to develop and practice using receptive and productive language/literacy for English Language Arts (DeNicolo & Franquiz, 2006). Assessment that occurs within literature circles can offer valid and reliable data for measuring student language and content development.

Within our project we address the following questions: What aspects of language/literacy are being assessed? How do we know our focal students are learning content and developing language to express this content knowledge? What should be in a rubric that assesses student learning/growth in a literature circle?

Utilizing classroom observation field notes, assessment and testing, history of each focal student, interviews with classroom teachers, as well as student-produced work samples, and self-assessment, two focal students who are English language learners were systematically assessed. We discuss implications for subsequent instruction and assessment of academic literacy.

Assessing Special Needs: An International Collaboration

Na Huang, Chih-Chen Kuo & Yuxuan Wu

The primary focus of this project is examining assessment for promoting literacy development in English native speakers with special needs. Particularly, it presents collaboration with students from University of Regina, Canada. Target student is Ricky, a 13 year old male student currently attending Cornwall Alternative School, enrolled in grade 7, and Laura is his tutor who is a student at University of Regina. First, we critically analyze what is being assessed as literacy in Ekwall/Shanker Reading Inventory, what actual skills are needed to successfully pass the test, and if test items match the objectives formulated by test makers. Second, we identify the teacher's observational notes, her testing and assessment results, and focal student work to identify strengths and difficulties in reading. Moreover, we also investigate how teacher and students utilize the information provided by the assessment. Based on these analyses, this project suggests more authentic assessments in order to document the student's literacy development across modalities of four skills in Canadian middle grades language arts classroom.

Why English Language Learners Aren't Getting It: Teaching Mathematics through Language

Elizabeth Amina-Hoehn

This inquiry project explores how language is taught and assessed in the context of learning mathematics at the middle school level. The project addresses the academic struggles of English language learners in the United States brought to light by suffering achievement scores on the nation-wide standardized achievement Math tests. The primary focus of the project is developing and supporting mathematic literacy skills through explicit English language development for ELLs at the secondary level. It focuses on the MCAS Math achievement scores of ELLs to encourage academic achievement within a subgroup that suffers immensely in the current system of education in the US. This project speaks to all educators at the secondary level, as language skills are increasingly more permeable across all content areas. However, while the project does in fact shed light on specific literacy practices that can support all areas of content, the focus is mathematic literacy skills and development for ELLs at the secondary level and MCAS Math achievement scores.

Weak Theorizing Novice Teacher Supervision through Ethnographic Rereading: A Self-Study

Stephen Sadlier

In this self-study of novice teacher supervision, I identify visible student teacher performances using an ethnographic lens. Instructional supervision, a new few form of supervision, has departing from positivist lenses (Waite, 1995; Sergiovanni & Starratt, 2007) yet still encourages teachers and supervisors to draw from a transcendent view of selfhood. This new type of supervision, however, is further complicated by neoliberal practices of surveillance, marketization and critiques which conflate this older form of supervision to the act of domination. As a university supervisor, I felt the established theories of my practice overemphasized function or dominance in non performative ways. Such "strong theory" in supervision obfuscated the relationality of moments of intervening, emailing, reviewing lesson plans, observing and conferencing. To gain a stronger awareness of a "weak theory" of supervision, in this ethnographic study I reread my semester-long supervision with a secondary school teacher candidate.

The weak theorizing of supervision has allowed me to navigate between competing discourses of functionalism and critical theory to help alter university supervision from within. I conclude by arguing the importance for supervisors to move beyond a "strong" approach to supervision into an approach that is more supportive of the student teachers-supervisor relationship. Additionally, I also promote the use of an ethnographic lens to strengthen the relationship between novice teachers and their supervisors.

Teaching Academic Writing: Applications of Genre-based Pedagogy in Cambodia

Thida Sok

Despite the fact that academic and everyday spoken languages are different, many EFL teachers do not raise students' awareness of written language features in writing. Structures and mechanics are always the main emphases in writing lessons, while the importance of common language features in each academic genre are ignored. Hence, this pedagogy project is designed to present a new approach option for teaching writing based on Systemic Functional Linguistics and Curriculum cycle. As this project is situated in a particular university in Cambodia, I first describe the context in general to give overall understanding of the educational setting. Next, I present a basic overview of Systemic Functional Linguistics, upon which this project is built. Then, I design lesson plans of four different genres to illustrate the applications of SFL and Curriculum Cycle. Last, I end the project with challenges of implementing the lesson plans.

School Voices: A Documentary Project on Public Education

Kate Way

This project begins by looking at a sampling of voices from rural, urban, and suburban public schools in the state of Massachusetts, with hopes of moving into other states in the future as funding permits. Information was gathered primarily through interviews with students, but also with teachers, administrators, parents and community members. Participants were interviewed about their perceptions and beliefs regarding their own school experiences and about the role of education in the United States today. The objectives of the project are twofold: to give voice to youth and educators about their educational experiences – as well as more generally about what it means to be young today -- and to illicit community feedback and dialogue about education reform. Particularly important in today's climate of political and social change, is the hope that these narratives will help to inform those who make policy about the public education system and will make youth more central to this movement.

Displayed here for the purposes of this MMP are photographs and interviews from Northampton High School, as well as the start of a blog for the project. Images, video clips and text will be combined for exhibition. The exhibition will travel and will be displayed at community and art venues across the region, and there will be built into it an interactive component through which to gather feedback and dialogue from those viewing (this widening the circle of discourse and education).

Creating Our Stories: A Celebration of Queer Women and Gender Expression

Angela Ibrahim & Lauren Selfridge

"Creating Our Stories: A Celebration of Queer Women and Gender Expression" offers an opportunity for viewers to bear witness to the stories of queer women in Western Massachusetts. You are invited to experience their journeys through gender identity and expression: their struggles, successes, unanswered questions, and continuing evolution as women. The film serves not only as a tool for understanding these stories, but also as a means for celebrating the wide range of ways that queer women are able, one step at a time, to reclaim our identities as our own.

The Schooligans

Andreas Tzineris

In a multifaceted environment of homonym words and heteronym meanings, Multimodal Media Production (MMP) can project to mainstream and/or counter-stream background concepts of culture, language, and social justice that are foregrounded in the (hyper-)media domain not merely as content-based concepts but mainly as context-situated experiences within a virtual space that is nonetheless systematized ideologically. MMP practices have the potential to (re)configure the ideological underpinnings not merely in the endogenous structural framing of the MMP but mainly in the exogenous experiences that permeate the notional framing of the MMP discourse, design, production, and distribution. In this sense, this MMP is a multimodal approach that draws upon virtual spaces such as YouTube and MySpace to analyze from a critical stance how MMP discourses utilize virtual spaces to foreground the events of the Greek student protests in December 2008. It examines whether the discourses of the MMPs, in their broader semiotic sense, (de)construct the oppressive-suppressive binary and/or (re)position the participants' ideological roles on the victim-victimizer binary, and observes the (re)contextualization of the students' variable locality within their variable social reality that is nonetheless (r)evolving.

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LLC Annual Student Conference

Thank You!

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Laura A. Valdiviezo