



**2024 IES Research and  
Development Centers  
Conference on  
Improving Instruction,  
Assessment, and Policies for  
Secondary English Learners  
Across the Content Areas**

September 16–17, 2024

George Washington University

Washington, DC



CENTER FOR THE SUCCESS  
of ENGLISH LEARNERS



National Research & Development Center to Improve  
EDUCATION FOR SECONDARY ENGLISH LEARNERS

WestEd

# Table of Contents

|   |           |
|---|-----------|
| <b>CONFERENCE ORGANIZERS</b> .....      | <b>1</b>  |
| <b>WELCOME MESSAGE</b> .....            | <b>2</b>  |
| <b>PROGRAM</b> .....                    | <b>3</b>  |
| DAY 1: SEPTEMBER 16, 2024 .....         | 3         |
| DAY 2: SEPTEMBER 17, 2024 .....         | 7         |
| <b>MAPS AND DIRECTIONS</b> .....        | <b>10</b> |
| EVENT LOCATION.....                     | 10        |
| TRANSPORTATION .....                    | 10        |
| PARKING.....                            | 10        |
| CAMPUS MAP AND WALKING DIRECTIONS ..... | 11        |
| DISCLAIMER .....                        | 11        |
| VENUE MAPS .....                        | 12        |
| <b>DINING GUIDE</b> .....               | <b>13</b> |
| FOGGY BOTTOM DINING GUIDE .....         | 13        |

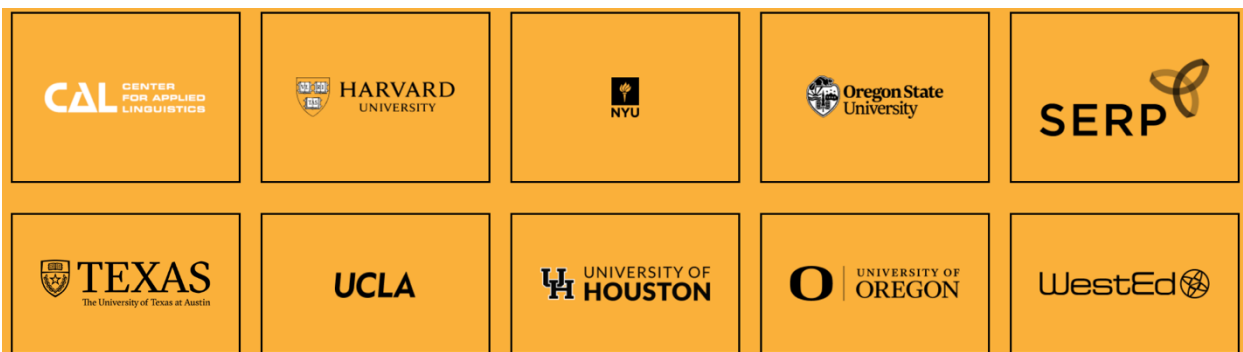
## Conference Organizers

**Dr. David Francis**<sup>1</sup> | University of Houston  
**Dr. Aída Walqui**<sup>2</sup> | WestEd  
**Dr. Diane August**<sup>1</sup> | Center for Applied Linguistics  
**Dr. Phil Capin**<sup>1</sup> | Harvard University  
**Dr. Haiwen Chu**<sup>2</sup> | WestEd  
**Lee Hartmann**<sup>2</sup> | WestEd  
**Dr. Mary Schmida**<sup>2</sup> | WestEd  
**Dr. Joel Gómez**<sup>1</sup> | Center for Applied Linguistics  
**Dr. Diep Nguyen**<sup>1</sup> | Center for Applied Linguistics  
**Dr. Keira Ballantyne**<sup>1</sup> | Center for Applied Linguistics  
**Nick Scherf**<sup>1</sup> | Center for Applied Linguistics  
**Althea Rowe**<sup>1</sup> | Center for Applied Linguistics  
**Lupe Hernandez-Silva**<sup>1</sup> | Center for Applied Linguistics  
**Erica Lepping**<sup>2</sup> | WestEd  
**Dr. Helyn Kim** | National Center for Education Research, IES

<sup>1</sup>Center for the Success of English Learners

<sup>2</sup>National Research & Development Center to Improve Education for Secondary English Learners

**We would like to thank the following organizations for their support:**



# Welcome Message

We are pleased to welcome you to George Washington University in Washington, DC, for the 2024 IES Research and Development Centers Conference on Improving Instruction, Assessment, and Policies for Secondary English Learners across the Content Areas.



We encourage you to seek out research-based findings, tools, processes, and practices working to deliver quality opportunities for English Learners to succeed and realize their potential. We also hope you find the time to connect and network with colleagues throughout the field. It is only by bridging research-to-policy-to-practice and working together across jurisdictions and roles that we can optimize progress.

Thank you for your dedication to this important work.

With gratitude,  
**Dr. Aída Walqui and Dr. David Francis**



*Scan the QR codes below to access more information on the Centers' studies and resources.*

| Center for the Success of English Learners  | National R&D Center to Improve Education for Secondary English Learners              |
|---|--|
|  |  |

# Program

## Day 1: September 16, 2024

8:30–9:00 a.m.

REGISTRATION AND MATERIALS PICKUP  
BREAKFAST

9:00–10:20 a.m.

OPENING SESSION

- **Welcome:** David Francis, Principal Investigator, Center for the Success of English Learners, University of Houston
- **Remarks:** Michael Feuer, Dean, The Graduate School of Education and Human Development, George Washington University
- **IES Introduction:** Matthew Soldner, Acting Director of IES
- **OELA Introduction:** Monserrat Garibay, Assistant Deputy Secretary & Director for the Office of English Language Acquisition at the U.S. Department of Education
- **Plenary Keynote Address**  
*Reconceptualizing Ecologically the Transformation of Educational Opportunities for Multilingual Learners*
  - Aída Walqui, Ph.D., Principal Investigator, National Research and Development Center to Improve Education for Secondary English Learners, WestEd
    - *Description: Unless we look ecologically – in contextualized, situated, dialogic ways – at the opportunities we offer multilingual learners to develop with quality and equity, our efforts may unintentionally undermine each other. This presentation will outline work in research and implementation that the two national R&D Centers have engaged in to build interconnections and dialogic interaction among systems that typically stand on their own.*

10:20–10:30 a.m.

COFFEE BREAK & TRANSITION TO BREAKOUT ROOMS

10:30 a.m. – 12:00 p.m.

BREAKOUT SESSIONS: RESEARCH FINDINGS AND INTERACTIVE SESSIONS ON INSTRUCTION AND POLICY

*For Day 1, participants have been assigned to a specific breakout session. Please check your badge for your assignment. On Day 2, the sessions will be repeated, and participants will be able to choose which breakout session to attend at that time.*

- **English Language Arts**  
*The Role of Educative Materials in Ecologies of Learning: Iterative Design, Implementation, and Evaluation of English Language Arts Curriculum*
  - Lee Hartman, Mary Schmida, & Aída Walqui (WestEd)
    - *Description: How do teachers interpret and enact high challenge and high support dialogic ELA 8th grade replacement curriculum? What aspects of the ecology support and gravitate against quality*

*implementation? What is the impact on student learning? We share data from usability and feasibility studies based on observational data, interviews with teachers and students, focus groups, and analysis of student work across time in three different implementations.*

○ **Math**

***Design Principles for Educative Curriculum Materials and Professional Learning: Lessons from a Summer Math Bridge Program***

▪ Haiwen Chu (WestEd)

- *Description: In this session, we present findings about how educators used educative curriculum materials intended to support their implementation of a three-week summer bridge program focused on challenging and supporting English Learners to explore cross-cutting concepts in mathematics. Drawing upon data from usability, feasibility, and implementation surveys as well as observations of classroom practice, we articulate novel principles of the design of educative curriculum materials and the professional learning that empowers teachers to enact a more ambitious vision with English Learners.*

○ **Science**

***Supporting Secondary-Level Multilingual Learners (MLLs) and Their English-Proficient Classmates in Acquiring Grade-Level Science Knowledge and Associated Academic Language***

▪ Diane August (Center for Applied Linguistics), Jessica Debski (Center for Applied Linguistics), Megan Rogozenski (Worcester Public Schools), & Coleen Carlson (University of Houston)

- *Description: During this session, participants will learn about the Center for the Success of English Learners (CSEL) science component. Presenters will first describe the CSEL science design principles, resources, and survey results. Participants will then be assigned to teams of two to three to review one or more CSEL science activities and to describe to other groups what they learned about CSEL methods used to differentiate instruction to accommodate students with different levels of English proficiency and background knowledge. Finally, presenters will model scaffolds that have been added to make grade-level science content more comprehensible for MLLs and participants will have opportunities to apply these scaffolds to similar science passages. Throughout, there will be opportunities for questions and discussion.*

○ **Social Studies**

***Enhancing Social Studies Instruction for Secondary Emergent Bilinguals and Their Peers***

▪ Phil Capin (Harvard University), Letty Martinez (University of Texas at Austin), & Tina Petty (Revere Public Schools)

- *Description: This session will begin by presenting the process for enhancing social studies instruction to maximize learning for emergent bilinguals (EBs) and sharing results from randomized control trials evaluating their impact on vocabulary and social studies learning for middle school students. In the second half of the presentation, the focus will shift to helping teachers and school leaders consider how these effective instructional principles can be implemented in their settings.*



*Participants will have opportunities to engage with the free instructional materials and resources for enhancing existing instructional materials.*

- **Policy**

Both the Day 1 and Day 2 policy sessions feature speakers from the Policy Teams from the Center for the Success of English Learners (CSEL) and National Research & Development Center to Improve Education for Secondary English Learners (WestEd Center).

***Describing the systemic barriers that face adolescent English learners***

- **CSEL:** Michael Kieffer, Kristin Black, Ben Le, & Lindsay Romano (NYU)
- **WestEd Center:** Karen Thompson (Oregon State), Ilana Umansky, & Janette Avelar (University of Oregon)
  - *Description: This session will draw on data across four states analyzed by the two R&D Centers to describe the systems that work as barriers or facilitators to English learners' access to content learning. Topics include how English learners are concentrated with other English learners in schools and classrooms, intersections of English learner status with race-ethnicity and socioeconomic status, educators' perspectives on these barriers, tracking that excludes students from content courses, and the experiences of students dually identified as needing special education and English learner services.*

12:00–1:00 p.m.

NETWORKING LUNCH

1:00–2:15 p.m.

BREAKOUT GROUPS: VIGNETTES ON THE EDUCATIONAL EXPERIENCES OF EDUCATORS AND ENGLISH LEARNERS IN CONTENT CLASSROOMS

- Participants will read and discuss two policy- or instruction-focused vignettes depicting the educational experiences of students from diverse first-language backgrounds and with different levels of English proficiency and background knowledge in order to surface issues that are typically present in the education of multilingual learners. The vignettes will follow from the preceding breakout sessions focusing on the Center research presentations. ***Participants will return to the room where they attended the breakout session before lunch.***
- During the vignette session, participants will work in groups of four, organized into pairs of two. Each dyad gets one of two vignettes. After each individual reads and annotates their assigned vignette, the two members of a dyad identify issues, potential solutions, and how to enable the situation in the vignette to be improved from an ecological perspective. They agree who will present the content of the vignette and the essence of the discussion to the other dyad in their tetrad – who will have engaged in the same process with the alternate vignette. Finally – sharing the floor – each dyad presents their consensus to the other dyad. After the presentation, each dyad reads the vignette that was not assigned to them, and if they have additions to the discussion, they share their ideas.

2:15–2:30 p.m.

COFFEE BREAK

2:30–3:30 p.m.

PANEL DISCUSSION ON ECOLOGIES OF LEARNING

- Moderator
  - Diane August (Center for Applied Linguistics)
- Panelists
  - George Bunch (Professor, Education Department, University of California, Santa Cruz)
  - Alexandra Estrella (Superintendent, Norwalk Public Schools, CT)
  - Tamara Hewlett (Director of the Department of English Learners and Multilingual Learners at Montgomery County Public Schools)
  - Mary Martínez-Wenzl (Director of Multilingual and Migrant Education, Oregon Department of Education)

3:30–4:15 p.m.

CLOSING REMARKS AND AUDIENCE Q&A

- Ester de Jong (Professor, Culturally & Linguistically Diverse Education Co-Editor, Bilingual Research Journal, University of Colorado)

4:15–5:00 p.m.

OPTIONAL DISCUSSIONS WITH PRESENTERS (BREAKOUT)

5:00–6:30 p.m.

RECEPTION



## Day 2: September 17, 2024

8:30–9:00 a.m.

DOORS OPEN

8:30–9:00 a.m.

BREAKFAST

9:00–10:30 a.m.

PLENARY SESSION

- **Introduction:** Dr. Helyn Kim (National Center for Education Research, IES)
- *Promoting Adolescent Multilingual Learners' Success in Content Areas Classrooms: Matching the Learning Environment to Developmental Stage*
  - Nonie K. Lesaux, Ph.D., Interim Dean & Larsen Professor of Human Development and Education, Harvard Graduate School of Education
  - *What kinds of learning opportunities and environments do today's growing and diverse population of adolescent multilingual learners need? How can we design classrooms and curriculum to drive their academic success while supporting them to thrive as individuals? In this session, I will explore how a content-based, comprehensive approach to instruction promotes students' literacy, social-emotional and critical thinking skills, thereby serving as a lever for cultivating healthy adolescent development.*

CONTENT AREA TEACHER PANEL DISCUSSION

- Moderator
  - Lee Hartman (WestEd)
- Panelists
  - Lianna DelGreco (Social Studies Teacher, Revere Public Schools)
  - Maria Ramirez (English Language Arts Teacher, LAUSD)
  - Megan Rogozenski (Science Teacher, Worcester Public Schools)
  - Renae Skarin (Senior Advisor, Content, English Learner Success Forum)

10:30–10:45 a.m.

COFFEE BREAK & TRANSITION TO BREAKOUT ROOMS

10:45 a.m.–12:15 p.m.

BREAKOUT SESSIONS: RESEARCH FINDINGS AND INTERACTIVE SESSIONS ON INSTRUCTION AND POLICY

*These sessions offer a reprise of some of the Day 1 presentations, providing an opportunity to attend one of the other sessions from the first day. The instruction presentations will be the same as Day 1. The policy presentation will be distinct for Day 2. Participants are free to choose any of the five sessions.*

- **English Language Arts**  
*The Role of Educative Materials in Ecologies of Learning: Iterative Design, Implementation, and Evaluation of English Language Arts Curriculum*
  - Lee Hartman, Mary Schmida, & Aída Walqui (WestEd)
    - *Description: How do teachers interpret and enact high challenge and high support dialogic ELA 8th grade replacement curriculum? What aspects of the ecology support and gravitate against quality*

*implementation? What is the impact on student learning? We share data from usability and feasibility studies based on observational data, interviews with teachers and students, focus groups, and analysis of student work across time in three different implementations.*

○ **Math**

***Design Principles for Educative Curriculum Materials and Professional Learning: Lessons from a Summer Math Bridge Program***

▪ Haiwen Chu (WestEd)

- *Description: In this session, we present findings about how educators used educative curriculum materials intended to support their implementation of a three-week summer bridge program focused on challenging and supporting English Learners to explore cross-cutting concepts in mathematics. Drawing upon data from usability, feasibility, and implementation surveys as well as observations of classroom practice, we articulate novel principles of the design of educative curriculum materials and the professional learning that empowers teachers to enact a more ambitious vision with English Learners.*

○ **Science**

***Supporting Secondary-Level Multilingual Learners (MLLs) and Their English-Proficient Classmates in Acquiring Grade-Level Science Knowledge and Associated Academic Language***

▪ Diane August (Center for Applied Linguistics), Jessica Debski (Center for Applied Linguistics), Megan Rogozenski (Worcester Public Schools), & Coleen Carlson (University of Houston)

- *Description: During this 90-minute session, participants will learn about the Center for the Success of English Learners (CSEL) science component. Presenters will first describe the CSEL science design principles, resources, and survey results. Participants will then be assigned to teams of two to three to review one or more CSEL science activities and to describe to other groups what they learned about CSEL methods used to differentiate instruction to accommodate students with different levels of English proficiency and background knowledge. Finally, presenters will model scaffolds that have been added to make grade-level science content more comprehensible for MLLs and participants will have opportunities to apply these scaffolds to similar science passages. Throughout, there will be opportunities for questions and discussion.*

○ **Social Studies**

***Enhancing Social Studies Instruction for Secondary Emergent Bilinguals and Their Peers***

▪ Phil Capin (Harvard University), Letty Martinez (University of Texas at Austin), & Tina Petty (Revere Public Schools)

- *Description: This session will begin by presenting the process for enhancing social studies instruction to maximize learning for emergent bilinguals (EBs) and sharing results from randomized control trials evaluating their impact on vocabulary and social studies learning for middle school students. In the second half of the presentation, the focus will shift to helping teachers and school leaders consider how these*

*effective instructional principles can be implemented in their settings. Participants will have opportunities to engage with the free instructional materials and resources for enhancing existing instructional materials.*

○ **Policy**

Both the Day 1 and Day 2 policy sessions feature speakers from the Policy Teams from the Center for the Success of English Learners (CSEL) and the National Research & Development Center to Improve Education for Secondary English Learners (WestEd Center).

***Evaluating policy levers to improve access for English learners***

- **CSEL:** Michael Kieffer, Kristin Black, Ben Le, & Lindsay Romano (NYU)
- **WestEd Center:** Karen Thompson (Oregon State), Ilana Umansky, & Janette Avelar (University of Oregon)
  - *Description: This session will build on the previous policy session and data across four states analyzed by the two R&D Centers to identify specific policies that affect English learners' access to content learning. Topics include effects of New York State's policy promoting language and content, policies that allow students and families to waive English learner services, and providing extra instructional time for ELs.*

12:15–1:15 p.m.

LUNCH

1:15–2:00 p.m.

BREAKOUT/MIXED-GROUP INTEGRATIVE DISCUSSION

***This session is designed to generate conversations about the sessions and presentations from Days 1 and 2. Participants will be assigned to a specific room and discussion table. Please check your badge for your assignment.***

2:15–3:00 p.m.

CONVERSATION WITH MONTSERRAT GARIBAY (ASSISTANT DEPUTY SECRETARY & DIRECTOR FOR THE OFFICE OF ENGLISH LANGUAGE ACQUISITION AT THE U.S. DEPARTMENT OF EDUCATION)

***This session will feature questions from the Centers, as well as the conference participants.***

3:00–3:30 p.m.

CLOSING REMARKS

- Ester de Jong (Professor, Culturally & Linguistically Diverse Education Co-Editor, Bilingual Research Journal, University of Colorado)

# Maps and Directions

## Event Location

George Washington University  
University Student Center, 3F  
800 21st St. NW  
Washington, DC

## Transportation

- **Rideshare and Taxi Services:** Lyft at [lyft.com](https://lyft.com), Uber at [uber.com](https://uber.com), or local taxi services available through the DC Taxi Commission at [dctaxi.dc.gov](https://dctaxi.dc.gov) are convenient options for transportation within Washington, DC.
- **Metro Transit:** The Washington Metropolitan Area Transit Authority (WMATA) is also a convenient transportation option. Attendees can reach the venue by taking the Blue, Orange, or Silver line to the Foggy Bottom-GWU Metro Station. For further information on metro schedules and routes, please visit [wmata.com](https://wmata.com).
  - *Walking Directions from the Metro Station to the University Student Center:*
    - Disembark at the Foggy Bottom-GWU station and exit using the escalators.
    - Proceed to the arches immediately on your right and cross 23rd Street.
    - Continue walking along I Street.
    - Cross over 22nd Street.
    - The University Student Center will be located on your right.



- **Bikeshare:** Capital Bikeshare provides conveniently located bikeshare stations throughout the campus area. For availability and pricing details, please visit [capitalbikeshare.com](https://capitalbikeshare.com).

## Parking

- Colonial Parking manages parking for George Washington University (GW). For comprehensive visitor parking information, including pricing, please visit [transportation.gwu.edu/parking](https://transportation.gwu.edu/parking).

### Parking at a Glance

- **University Student Center Garage:** The University Student Center Garage may have parking available. You can access it via H Street between 21st and 22nd Streets. The garage is open from 6 a.m. to midnight and has a daily maximum rate of \$23. You can

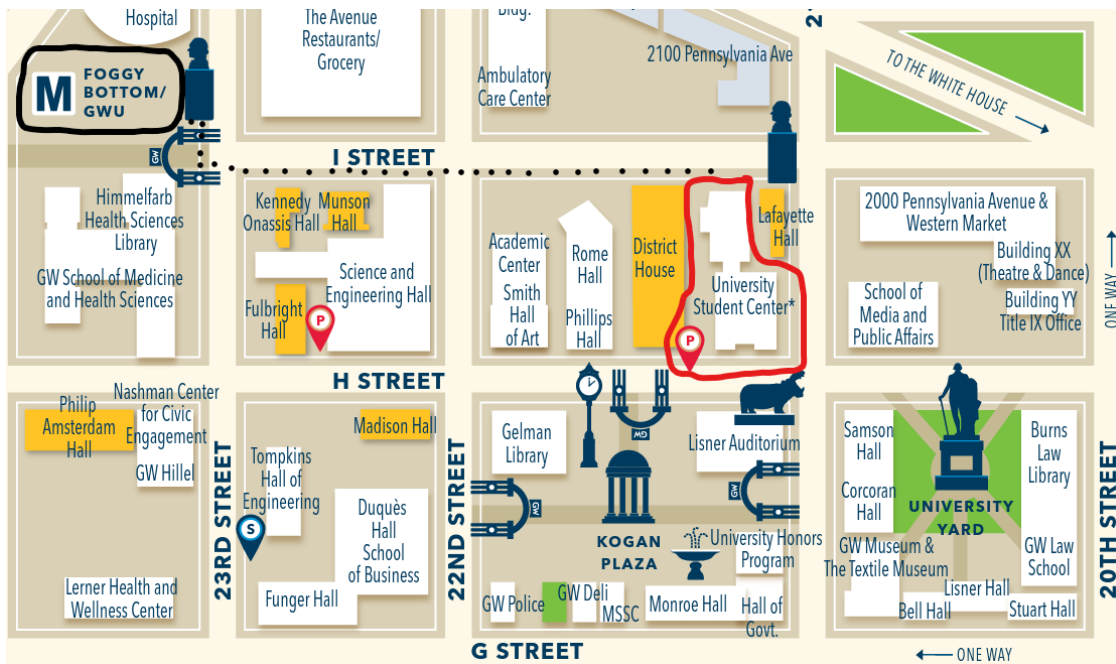
pay with all major credit cards, Apple Pay, and Google Wallet. Please note that cash payments are not accepted.

- **Overflow Parking:** In the event the University Student Center Garage is full, vehicles may be redirected to the G Street Garage or the Elliott School Garage.
- **G Street Garage:** Located at 2028 G St. NW. This garage operates 24/7.
- **Elliott School Garage:** Situated on 19th Street between E and F Streets, NW. The garage is open from 7 a.m. to 11 p.m. on weekdays, with weekend access available. Rates reset daily at 2 a.m.

### Additional Parking Options

- **Colonial Parking Locator:** Use the Colonial Parking Locator at [ecolonial.com/find-parking](http://ecolonial.com/find-parking) to locate additional parking options managed by Colonial Parking near the campus.
- **Other Parking Locators:** Nearby parking can be reserved using services like Parkopedia at [parkopedia.com](http://parkopedia.com) or SpotHero at [spothero.com](http://spothero.com). These services are not affiliated with GW or the event organizers but may offer convenient options close to the venue.

### Campus Map and Walking Directions

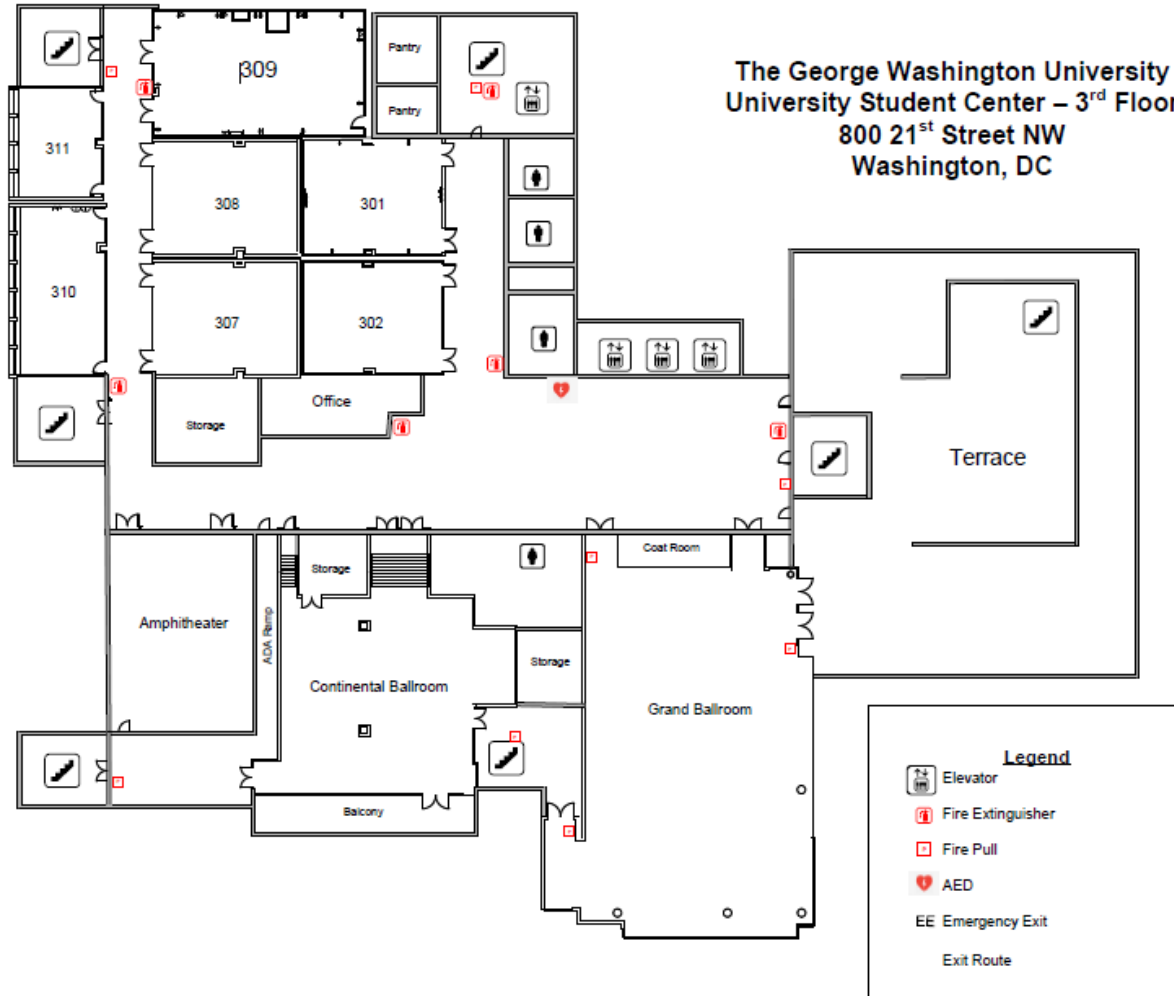


### Disclaimer

- The information provided in this guide is subject to change. Event organizers are not responsible for arranging or managing parking or transportation options for attendees. Parking is managed by the facilities listed and accessed via the provided links. Please note that facilities may accept major credit cards, Apple Pay, and Google Wallet; however, cash payments may not be available. Parking fees include DC's parking tax. All facilities listed adhere to ADA regulations. For information on ADA-compliant parking locations or special parking arrangements, please call GW's Parking Services at 202-994-7199 or email at [parking@gw.edu](mailto:parking@gw.edu).

## Venue Maps

### Third Floor Map



## Dining Guide

### *Foggy Bottom Dining Guide*

Please scan the QR code using your smartphone camera to access a comprehensive list of top-rated restaurants in the vicinity.



- **Panera** is located on the first floor of the Student Center.
- **Western Market Food Hall** is located across from the University Student Center at 2000 Pennsylvania Avenue NW #3500.

Thank you for attending the 2024 IES  
Research and Development  
Centers Conference on Improving  
Instruction, Assessment, and Policies  
for Secondary English Learners  
Across the Content Areas!





CENTER FOR THE SUCCESS  
of ENGLISH LEARNERS



National Research & Development Center to Improve  
EDUCATION FOR SECONDARY ENGLISH LEARNERS

WestEd

[ies.ed.gov](http://ies.ed.gov) | [cselcenter.org](http://cselcenter.org) | [elrdcenter.wested.org](http://elrdcenter.wested.org)

*The Centers' research is supported by the Institute of Education Science, U.S. Department of Education, through Grant R305C200016 to the University of Houston and Grant R305C200008 to WestEd. The opinions expressed are those of the authors and do not represent the views of the Institute or the U.S. Department of Education.*