

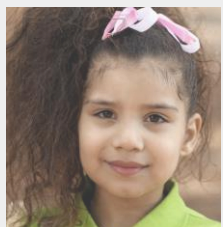


2nd Annual
Kutztown University-District Partnership

English Language Learner Conference

In Their Shoes:
Honoring the Lived Experiences of English Learners

Saturday, April 30, 2022
9:00 AM – 4:00 PM
Kutztown University



Program & Schedule of Speakers

Receive Up to Six Act 48
Hours for Attending - Please
request Act 48 forms to be
sent via email on your
registration form

Opening Keynote

Culturally Responsive Teaching: From Concept to Classroom Practice



Dr. Andrea G. Kolb is the Statewide Multilingual & Multicultural Education Manager at the Center for Schools and Communities in Harrisburg, PA. In this role, she serves as the English Language Development professional learning consultant to the Pennsylvania Department of Education. Additionally, she supports in-school and out-of-school educators across the Commonwealth by providing technical assistance, program support, and instructional coaching.

Closing Keynote

REAL Talk: Race, Education, and Language in 2022



Dr. Kathryn Accurso is an Assistant Professor of Teaching at the University of British Columbia, where she works with children, families, teachers, and aspiring teachers to reimagine K-12 literacies instruction for multilingual contexts. As an applied linguist and former English teacher in the U.S. and abroad, she is all about working within educational communities to recognize, affirm, and expand students' rich language and literacy practices, and supporting teachers to critically reflect on their language ideologies and the teaching practices they lead to.

09:00 AM – 10:00 AM	Andrea Kolb	Welcome Remarks and Opening Keynote John Ward – Dean, College of Education Carissa Pokorny-Golden – Associate Dean, College of Education	BH 145
10:00 AM – 11:00 AM	Patricia Pytleski	Literacy Center Reflections: Benefits to the Teacher Preparedness of (English) Student Teachers	BH 105
	Chris Weiler & Brenda Muzeta	Panel Discussion with Teachers of ELs	BH 107
	Lees Chevere	Sharing knowledge of the different barriers of Migrant/EL students with the future teachers	BH 260
	Julia L. Hovanec	Visual Art Encounters & English Language Learners	BH 261
11:00 AM – 12:00 PM	Kathleen Gill & Lisa Grietzer	Meeting the Needs of Newcomer English Learners	BH 105
	Jane Ammon & Amanda Holbrook	“What does this mean?” Questioning the Language of Whiteness	BH 107
	Jen Clinton	Experiencing School as an ESL Student (and How Teachers Can Help)	BH 260
	Carissa Pokorny-Golden & Jessica Reynolds	ESL Certification: Why You Should Get Certified	BH 261

12:00 PM – 12:45 PM		Lunch	AF
12:45 PM – 1:30 PM	Chris Weiler	POSTER PRESENTATIONS	AF
1:30 PM – 2:30 PM	Kim Justeson	Exploring the Influence of an Education Abroad Experience on Teacher's Experiences with English Language Learners	BH 105
	Chris Weiler	Subversion Not Submersion: Supporting Teachers of ELs to Develop Dispositions to Challenge Status Quo ESL Pedagogies	BH 107
	Brenda Muzeta Victoria-Lynne Chiu Bethany Sherman	Analysis, Examination, and Interpretation of Policies Impacting English Learners (ELs)	BH 260
	Ed Luckey	Belonging and Banding Together: Perspectives and Insights of Newly Recruited ELL Musicians	BH 261
	Tracy Driehaus	Blinded by Whiteness: Middle-Class White Teachers' Explorations of Identity and Deficit Discourse at the Intersection of Race, Class, and Perceived Ability	BH 262
2:30 PM – 3:30 PM	Dr. Kathryn Accurso	Closing Keynote and Closing Remarks Brenda Muzeta – Assistant Professor, College of Education Carissa Pokorny-Golden – Associate Dean, College of Education	BH 145

Presentation Summary

10:00 AM – 11:00 PM

Location: BH 105

Literacy Center Reflections: Benefits to the Teacher Preparedness of (English) Student Teachers

Patricia Pytleski

Presentation Summary

All English education students must visit a local Literacy Center (in person or via Zoom) two times during the student teaching semester and analyze/ reflect on how the experiences inform their teaching of emergent bilinguals in their placements and future classrooms. This conference panel (live or recorded) will discuss such findings and implications/ benefits to these non-native English speaker students within their classes and to their own instruction and pedagogy. Dr. Pytleski will chair the panel and also share training the student teachers have had in their KU coursework and related scholarship.

Session Moderator: Patricia Walsh
Coates/Carissa Pokorny-Golden

Location: BH 107

Panel Discussion with Teachers of ELs

Chris Weiler & Brenda Muzeta

Presentation Summary

This session will be a panel discussion with regular education teachers of ELs and ESL specialists to discuss their current positions, trends in local district EL instruction, best practices, and challenges. It is targeted to KU teacher candidates, but all are welcome! Panelist teachers include Michael Rex, Jen Clinton, Chris Thomas, Dan Sauder, Jessica Manara, Brielle Frasca, Xiomara Toledo, Patricia Smith, Maria Spinosa

Session Moderator: Brenda Muzeta/Chris Weiler

Location: BH 260

Sharing knowledge of the different barriers of Migrant/EL students with the future teachers.

Lees M. Chevere

Presentation Summary

This workshop will provide future teachers and administrators knowledge of the barriers Migrant/ELL student encounter. Participants will leave with an understanding of the barriers Migrant/ELL students encounters daily, and will learn about the support services that are provided via the PA-MEP to ensure a better understanding of the challenges that migrant/ELL students face and identify effective strategies that will improve the coordination and delivery of services.

Session Moderator: Deborah Johnson/Samantha Sands

Location: BH 261

Visual Art Encounters & English Language Learners

Julia L. Hovanec

Presentation Summary

Creatively and seamlessly integrating the visual arts into teaching is unique way to support the emotional well-being of as well as the academic success of English Language Learners. Encounters in the visual arts have the potential to reduce students' affective filters, giving them voice while at the same time, boosting their confidence. Because art has been and continues to be a universal language, activities that initially require less language production, give students opportunities to show what they know. The visual arts also celebrate diversity and express culture. Through art encounters students are able to share their family's culture and in doing so feel a sense of pride.

Session Moderator: Amanda Holbrook/Bethany Sherman

Presentation Summary

11:00 AM – 12:00 PM

Location: BH 105

Meeting the Needs of Newcomer English Learners

Kathleen Gill & Lisa Greitzer

Presentation Summary

The Allentown School District Secondary Newcomer Academy was founded in 2011. As a result of the evacuee crisis from Hurricane Maria, in the fall of 2017, the district opened an elementary Newcomer Academy in February of 2018. We serve a culturally and linguistically diverse population of more than 375 students from around the world. The Newcomer Academies are designed to support students who are new arrivals to the United States with minimal English language skills, as well as refugees who may have limited formal schooling in their native country.

Session Moderator: Deborah Johnson/Ashley Donegan

Location: BH 107

“What does this mean?” Questioning the language of Whiteness

Jane Ammon and Amanda Holbrook

Presentation Summary

In K-12 schools, a culture gap exists between multilingual students who are labeled as English language learners and the predominately White teaching workforce. This culture gap, created by modeling Whiteness and standard English as the expected and accepted norm, is often painfully evident to students of color (Matias, 2013) and multilingual students (García et al., 2021). Many self-reflective educators believe a cyclical evaluation and grappling with one’s biases through reflective listening practice is at the heart of effective teaching and learning (Hayes et al., 2014).

Session Moderator: Chris Weiler/Micheal Rex

Location: BH 260

Experiencing School as an ESL Student (and How Teachers Can Help)

Jen Clinton

Presentation Summary

This session is designed to put participants in the shoes of our ESL students. Come experience something new and challenging! The experiment will be followed by discussion, then move into a collaborative segment on how we can modify our methods to better serve our ESL students. This is an interactive session, so be prepared to be engaged and have your perspective altered!

Session Moderator: Brielle Frasca/Brenda Muzeta

Location: BH 261

ESL Certification for Content Teachers: Why You Should Get Certified

Carissa Pokorny-Golden & Jessica Reynolds

Presentation Summary

As more students from non-English speaking homes enter U.S. schools, the demand for ESL teachers continues to grow. ESL teachers are in high demand in the state of Pennsylvania. This presentation will focus on the reasons to be ESL certified in PA, as well as what it takes to get certified in ESL. If you have any questions about ESL certification, be sure to bring them to this session.

Session Moderator: Patricia Pytleski/Bethany Sherman

Presentation Summary

1:30 PM – 2:30 PM

Location: BH 105

*Exploring the Influence of an Education Abroad
Experience on Teacher's Relationship with English
Learners*

Kim Justeson

Presentation Summary

English Language Learners (ELL) are a growing population in classrooms across the United States, but the typical teacher is not racially or ethnically reflective of this population. While most teachers have not had the same experience as their ELL students in navigating a new language and culture, this study seeks to determine whether a teacher's education abroad experience can benefit ELL students in similar ways. This study analyzes the effects of an education abroad experience on teachers' relationships with ELLs and compares their relationships with teachers who did not study abroad.

Session Moderator: Patricia Pytleski/Ashley Donegan

Location: BH 107

*Subversion Not Submersion: Supporting Teachers of ELs
to Develop Dispositions to Challenge Status Quo ESL
Pedagogies*

Chris Weiler

Presentation Summary

Currently there are approximately 30 states with English only laws that range from general policy to those that take a much more aggressive stance, such as Arizona and Tennessee's laws prohibiting the use of bilingual instruction in public school instruction. Given that the projection is for approximately 1/3 of all students in US schools to require English Language instruction by 2025, there is a moral imperative for all teachers not just to be prepared to teach these learners, but to have the dispositions and skills to challenge and subvert policies that are damaging for ELs. This roundtable will propose the necessary subversive skills and discuss ways for teachers to acquire them.

Session Moderator: Carissa Pokorny-Golden/Jessica Reynolds

Location: BH 260

*Analysis, Examination, and Interpretation of Policies
Impacting ELs*

Brenda Muzeta, Victoria-Lynne Chiu, Bethany Sherman

Presentation Summary

English Language Learners (ELLs) are the fastest growing student population in U.S. schools today. This rise in the population of ELs calls for an understanding of their very specific needs as well as the policies designed to meet these needs. Since the 1960's ELs have been at the center of national, state, and local policy decisions (Garcia, 2018). In this presentation, we focus on the educational policies for ELs. We begin by defining policy and why policy matters. We then explore the historical context of ELs policies. We further investigate legislative cases around the needs of ELs, and why all teachers should advocate for their EL students via the comprehension of these policies.

Session Moderator: Tabetha Bernstein-Danis/Michael Rex

Presentation Summary

1:30 PM – 2:30 PM

Location: BH 261

Belonging and Banding Together: Perspectives and Insights of Newly Recruited ELL Musicians

Ed Luckey

Presentation Summary

A case study involving two ELL students, their parents, their ELL teacher, and the researcher was conducted in the Fall of 2021 with the purpose of the research being to bring the lived experiences of our ELL students bear. The goal of this research is to share these realities with other educators, particularly instrumental music educators as well as administrators, who may not be aware of how these particular students might be missing out on the district's programs. I point to academic studies that have been conducted to highlight the perceived positive changes that occur for second language learners. There is not a significant body of work that has been done in this particular branch of music education, so I would sought to contribute to this realm as well as hopefully bring relevance to other potentially similar educational contexts within the county and the state, again with the primary reason being to highlight the importance of making these programs as inclusive as they can be, particularly for ELLs.

Session Moderator: Amanda Holbrook/Bethany Sherman

Location: BH 262

Blinded by Whiteness: Middle-Class White Teachers' Explorations of Identity and Deficit Discourse at the Intersection of Race, Class, and Perceived Ability

Tracy Driehaus

Presentation Summary

A legacy of placing children of color and poverty at the center of the "problem" of race and class in education has left us in a holding pattern marked by a prevailing deficit discourse and problematizing of students. In this study, a small population of White, middle class teachers—including the researcher—organized within a Professional Learning Community (PLC) explored identity and deficit discourse at the intersection of race, class, and perceived ability. Grounded in Feminist Standpoint Theory, Social Identity Theory, Critical Whiteness Theory, and Transformative Learning Theory and employing a critical-ideological stance, the investigation sought to understand how participation in a professional learning group impacted teachers' perceptions of themselves and their students.

Session Moderator: Deborah Johnson/Jen Clinton

2:30 PM – 3:30 PM

Closing Keynote and Final Remarks



Contact Information if Problems Occur

Carissa Pokorny-Golden, Associate Dean College of Education pokorny@kutztown.edu 570-817-1787

Brenda Muzeta, Assistant Professor College of Education muzeta@Kutztown.edu 413 -325-6044

Thank you for your participation!

Keep well and we will see you
next year 😊

Special thanks to the 2022 conference organizing team

- Carissa Pokorny-Golden & Brenda Muzeta, Lead CO-ORGANIZERS
- Deborah Johnson, COMMITTEE MEMBER
- Nicole Johnson, COMMITTEE MEMBER
- Tabettha Bernstein-Danis, COMMITTEE MEMBER
- Christopher Weiler, COMMITTEE MEMBER
- Howie Lessel, COMMITTEE MEMBER
- Jen Clinton, COMMITTEE MEMBER
- Patricia Pytleski, COMMITTEE MEMBER
- Jess Reynolds, COMMITTEE MEMBER
- Kristen Bazley, COMMITTEE MEMBER

Program Design: Brenda Muzeta



Carissa Pokorny-Golden



Chris Weiler



Nicole Johnson



Deborah Johnson



Patricia Pytleski



Tabetha Bernstein-Danis



Brenda Muzeta



Kristen Bazley



Jessica Reynolds



Howie Lessel

Session Presenters' Biography

Lees Chevere

Lees M. Chevere has a BA in Education and a MS in Curriculum and Teaching. Lees started her journey teaching in Puerto Rico (PR) and became a Special Education Facilitator. After completing her job responsibilities in PR, Lees moved to Reading PA to work as a Student Support Specialist and Parent Coordinator for the PA Migrant Education Program (MEP). Two years later, Lees was promoted to Team Leader for the PA MEP in Berks County. Lees believes that knowledge is power and that she is determined to provide her staff with all the tools and resources they need to help the 1300 students they serve in the PA MEP .

Victoria-Lynne Chiu

Victoria-Lynne Chiu is a second semester freshman pursuing a degree in Early Childhood Education with a minor in ESL Education. Victoria has always been passionate about creating lifelong learners through interactive and inclusive teaching methods. She is also very eager to make a positive impact on the world around her by educating and spreading kindness.

Jen Clinton

Jen Clinton is currently an ESL teacher at Hamburg Area School District. She has 14 years' experience teaching English Learners in two different states at 7 different schools encompassing grades K-12. Jen is anxiously awaiting her May graduation and Principal's certificate so she can reach more than just a classroom. Her passion is curriculum and instruction and inspiring teachers to think outside the box. Jen serves on the KU ESL Advisory Board and presented in last year's KU ELL Conference as well as Berks County Core Connections. She is very excited to be back in person this year!.

Tracy Driehaus

Tracy Driehaus holds an Ed.D. in Transformational Teaching and Learning from Kutztown University. She currently serves as the Graduate Assistant for the Education Doctorate program. Tracy is the K-12 Instructional Technology Coach for a small, suburban public school district in southeastern Pennsylvania. Before she accepted her current position, she was a high school mathematics and computer science teacher for 15 years. Her research interests include teacher identity and how it is enacted professionally and personally in the classroom, teacher use of deficit discourse, and the impacts of online and blended environments on student learning.

Kathleen Gill

Kathleen Gill was the Director of ESOL & World Languages and Principal of the Newcomer Academies in the Allentown School District. She retired from ASD June 30th , 2021. Mrs. Gill's work at the Newcomer Academies supported immigrants, evacuees and refugees including students with Limited Interrupted Formal Schooling (LIFE). Currently, ASD includes students from 68 countries who speak 47 different languages. Over 3,500 students qualify for ESL Services. Mrs. Gill has focused on ESL, Linguistics and English Learners throughout her 35+ year career. She is an Adjunct Professor of Applied Linguistics in the Graduate School of Education at DeSales University in Pennsylvania. Mrs. Gill was the recipient of the 2019 ASD Secondary Principal Award of Excellence and the IU 21 Outstanding ESL Educator Award in January of 2021. The ASD Newcomer Academies received the National School Board Association 2019 Magna Award for removing barriers to achievement for underserved and vulnerable students. Mrs. Gill has given presentations about Newcomer Students at the 2019 Middle Atlantic Equity Consortium National Conference, the 2020 PA State Migrant Education English Language Development Conference, Chester County IU Consortium Symposium and the Pa-TTAN "ELD Connexion Event." Currently, Mrs. Gill works for the consulting firm, School Operations Solutions, as an ESOL Consultant in the Allentown School District

Lisa Greitzer

Lisa Greitzer is the Director of the Allentown School District's Newcomer Academies and one of the founding members of the programs. She earned a Bachelor's Degree in Education from Kutztown University. Her Master's Degrees are in TESOL from DeSales University and in Education Leadership from Wilkes University respectively. Lisa began teaching in 1996 and has been working diligently to address the unique need of English Learners ever since. In addition to her efforts in the Allentown School District, Lisa is an instructor at DeSales University where she teaches graduate courses to future teachers of English Learner students. She enjoys reading and keeping abreast of current events that affect immigrant children and families. She has a husband, Tony, who is also a teacher in the Allentown school District and a son, Nicholas, preparing to graduate from high school.

Julia Hovanec

Julia L. Hovanec has taught art for more than 34 years, beginning as an elementary and middle school art teacher in The School District of the City of York. In 2011, she earned her doctorate at Capella University with research focused on preservice art educators, professional identity construction and reflective practice. At KU, Dr. Hovanec inspires undergraduate and graduate art education students and general education students alike. One of her major roles is supervising student teachers and she served as department chair from 2017 to 2020. Dr. Hovanec has presented on a range of topics at local, regional, state, and national conferences and facilitated many professional development workshops and seminars. In those presentations, she shares her research on interdisciplinary teaching and learning, literacy, visual literacy, picture books and reflective practice. Recently, she was honored as the 2019 Outstanding Higher Education Art Educator Award recipient from The Pennsylvania Art Education Association.

Kim Justeson

Kim Justeson is the Director of Experiential Learning and Study Abroad at Albright College. In this role, Kim works with students to find experiential learning programs that are a good academic fit. She also works closely with faculty to develop faculty-led study abroad programs. After graduating with a B.S. in Applied Learning and Development from The University of Texas at Austin, she taught, lived, and traveled abroad for several years. She eventually made the move to higher education working at UT-Austin and Kutztown University prior to coming to Albright. Kim holds the professional certification in Education Abroad through the Forum on Education Abroad and has completed the Experiential Education Academy through the National Society for Experiential Education. She will receive her Master's Degree in General Education from Albright College in May, 2022. Kim has a special interest in preparing educators to meet the needs of their diverse students, and has conducted research on the impact of an education abroad experience on teachers' relationships with English Language Learners in their classroom. Kim's passion is travel, and she has traveled extensively throughout Asia, Australia, Micronesia, Latin America, and Europe. She loves working with students to find experiential learning opportunities to enhance their coursework.

Ed Luckey

Ed Luckey has been teaching instrumental music for 20 years, 19 of them at Wilson Southern Middle School in the Wilson School District. At Wilson Southern, Ed has directed multiple ensembles including their 6th Grade Band, 7th/8th Grade Band, Jazz Ensemble, Percussion Ensemble, and additional small instrumental ensembles. In 2016 Ed was nominated to ASCD's Emerging Leader program and was a semifinalist in 2017 for the Grammys Music Educator of the Year. Ed has presented multiple professional development sessions and educational conferences relating to the adolescent brain, Social and Emotional Learning, and Trauma Informed Instruction. He also is a freelance trumpet player and as of February, Ed began serving as Dean of Students at Shiloh Hills Elementary Center and currently is completing his Educational Doctorate with Kutztown University's Transformational Education Doctoral Program this Spring. Ed resides in Leesport with his wife, 11 year old son, and two wily dogs

Brenda Muzeta

Brenda Muzeta is an assistant professor in secondary education at Kutztown University. She holds a Ph.D. in teacher education and curriculum studies from the University of Massachusetts, Amherst. She takes a broad interest in issues pertaining to language, culture, identity, social justice, and equity in education. With teaching experiences in both U.S. and international contexts, Dr. Muzeta's goal is to highlight the relationship between language, identity and culture by illuminating student voices and experiences. Her research explores connections and implications of linguistic and cultural diversity in classroom practices. In order to create a more socially just and equitable classroom environment, Dr. Muzeta advocates culturally relevant pedagogies for practicing teachers and pre-service teachers.

Carissa Pokorny-Golden

Carissa Pokorny-Golden, PhD, is the Associate Dean of the College of Education at Kutztown University. Before taking on this role four years ago, Carissa was an Associate Professor and Supervisor of Secondary Education English in the English Department at KU for 13 years and an English/Journalism teacher for 8 years at Pleasant Valley High School in Brodheadsville. Carissa received her ESL certification from the Colonial IU in 2004 and completed her dissertation on English, ESL, and Literacy Studies at Temple University in 2010. She is co-chair of the Kutztown University COE ESL Advisory Board. She has presented on ESL studies at the College English Association (CEA), American Association of Colleges for Teacher Educators (AACTE), and the Council of Writing Program Administrators (CWPA).

Patricia Pytleski

Patricia D. Pytleski is an Assistant Professor of English/ Composition and Rhetoric and Director of the Kutztown University Writing Center; she teaches courses in writing and secondary English education and supervises English student teachers in the secondary education classroom. She is the author of "Writing Center Reflections: The Impact of Tutor to Tutor Teaching," "Contact Zones and Contingent Faculty: An Argument for Conversion," and "Crossing the Ideological Borders of Writing: The Fundamental Nature of Personal Writing (and Academic Discourse) In the First Year Writing Classroom."

Jessica Reynolds

Ms. Jessica Reynolds graduated Magna Cum Laude from Kutztown University in 2012 with a bachelor's degree in Secondary Education/ English. She came back to Kutztown in 2017 to pursue an ESL Certificate and completed her ESL Certification and Masters Degree in Curriculum and Instruction in December of 2021. She has been involved with Kutztown's ESL Advisory board since it's inception in 2019. Ms. Reynolds began her teaching career in 2014 with the Diocese of Allentown. She taught middle level ELA for one year before beginning at her current school, Nativity BVM High School in Pottsville, PA, where she teaches 9th, 11th, and 12th regular and advanced level classes and has a large number of international students with a wide variety of English proficiencies. Additionally, Ms. Reynolds also moderates the yearbook, the school's Google Classroom platform, and is the Junior Class Advisor.

Bethany Sherman

Bethany Sherman is a junior at Kutztown University majoring in art education. She first learned of the ESL minor during the Spring of 2021 in an intro course to the world of English Language Learners, taught by Dr. Muzeta. Bethany hopes to apply the knowledge and resources she has gained from her experience in completing the minor to one day better reach and teach all learners. Outside of academia, Bethany enjoys drawing, painting, hiking, music, and spending time with friends.

Chris Weiler

Christopher S. Weiler, Ed. D., is an associate professor of elementary and middle grades education at Kutztown University of Pennsylvania. Dr. Weiler's current research interests include middle level education, equitable and culturally sustaining pedagogies, including those for English learners. He is a PA certified ESL Specialist. He is a former public-school teacher with 16 years of experience teaching young adolescents' identity and how it is enacted professionally and personally in the classroom, teacher use of deficit discourse, and the impacts of online and blended environments on student learning.