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Winter 2013 Inside this issue:

Welcome	2
Danielson and ELLs	3
Effective Practices	4
Teacher National	11
ELL Shadowing, Dr. Ivannia Soto	12
Upcoming Events	14

The NYC RBE-RN @ Fordham University The New York City Regional Bilingual & Education Resource Network

The primary objective of the NYC RBE-RN at Fordham University Graduate School of Education and the Center for Educational Partnerships is to assist schools, networks, and school districts across all five boroughs in creating professional learning communities centered on the education of English language learners (ELLs).

In this issue, the NYC RBE-RN team illustrates how the Danielson instructional framework dovetails with best ESL practices to provide language rich opportunities for English language learners within the regular classroom. Danielson’s instructional tenets –student engagement, effective questioning and discussions, are also fundamental to ESL instruction because these strategies prompt students to use their receptive and expressive skills. Expert teachers may also model the English language and use an ample variety of language stems to scaffold appropriate language and expressions.

The importance of engaging ELL students in oral academic language in the classroom was recently discussed by Dr. Ivannia Soto at a two-day training hosted by the NYC RBE-RN (see pages 12-13) During her stay in New York, Dr. Soto, a nationally recognized author in second language acquisition also led a school visit aimed at gathering information regarding the actual use of oral academic language by ELL students. As her research demonstrates and the group was able to determine, most ELL students sit silently in their classes. Through her ELL “Shadowing” protocol session participants were able to respond and hopefully bring needed changes to their own schools.

The NYC RBE-RN working collaboratively with the UFT Teachers Center is seeking bilingual and ESL teachers interested in pursuing National Board Certification. To that purpose, we have already offered two Pre-Candidacy sessions and look forward to forming and supportin a group of candidates throughout the year. Please refer to page 11 for additional information on dates for Pre-Candidacy course.

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**MESSAGE FROM DR. ANITA VAZQUEZ-BATISTI
ASSOCIATE DEAN & DIRECTOR
CENTER FOR EDUCATIONAL PARTNERSHIPS**

Dear Colleagues:

I am pleased to greet you and share our enthusiasm and concerns as we begin 2013.

Data indicates that English Language Learners continue to grow faster than any other group. This is happening at a time when school reform places challenges for educators and students to accomplish higher goals and targets. The needs of our students, teachers, administrators and parents are great. Our work is providing much needed professional development and technical assistance to schools throughout New York City at a time when resources are limited.

With over 200,000 English Language Learners throughout New York City, so much work remains to be done. I call on everyone to work together and make the most of our time and resources; provide support to those who truly need it most; and lead by example.

*Now more than ever is the **time to deliver.***

Warm regards,

Dr. Anita Vazquez Batisti
Associate Dean
Fordham University

RBE-RN TEAM: MEET Migdalia Carrillo



Migdalia Carrillo, served as former Principal at ISLA, a Bilingual 6-12 school in the Walton Campus and at ISI64, a middle school in Washington Heights. She also held administrative positions as coordinator of several programs (i.e. business council partnerships, student internships and Parent Advisory Committee.) She began her career with the DOE as a bilingual business education teacher and bilingual guidance counselor. She holds a BS from Baruch College, MS from Fordham University, and acquired her administration and supervision credentials from North Adams College.

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STUDENT ENGAGEMENT: AN ENJOYABLE CHALLENGE IN INTERACTING WITH A NEW LANGUAGE

By Eva Garcia, NYC RBE-RN Director



*“Increases in student learning occur only as a consequence of improvements in the **level of content, teachers’ knowledge and skill, and student engagement.** (Richard F. Elmore, Elizabeth A City & Lee Teitel, *Instructional Rounds in Education: A Network Approach to Improving Teaching and Learning*, 2009)*

If we think of that first principle alone in looking at how we need to view what happens in schools, without a doubt we need to consider those three important and critical ideas that would support students and assure their success. For the sake of this newsletter at this time, we are going to look at how we can engage ELL students using questioning and discussion techniques using Charlotte Danielson’s Domain #3b.

“Danielson’s Framework 3b- Using Questioning and Discussion Techniques” is a perfect domain to provide those opportunities for our ELLs to work collaboratively in pairs or teams as they learn from their peers and practice language use in a smaller audience setting. While this is less threatening for a student in the beginning stages of language development, we must not forget to provide the scaffolds for his/her participation during the pair or team work. This peer or team support should provide the necessary conditions in taking risks in order to practice and use language.

Students in our classrooms whether recent arrivals or at the intermediate or advanced stages of language acquisition will benefit much more when opportunities are provided in ESL or Bilingual classrooms to allow students to **actively participate and engage in conversations** without feeling uncomfortable if they make a mistake. When considering questioning strategies for ELLs you may want to begin with echoing the question as this will get the student started and will give him/her more time to think about responding in the second language.



Thus, the *collaborative pairs, collaborative teams, and questioning strategies* are excellent strategies to use in supporting ELLs in classroom discussions and conversations. When ELLs are active participants in practicing syntax, grammar etc. in a natural way, language learning does not become a threat but rather an enjoyable challenge in interacting with a new language.

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SIOP MEETS DANIELSON IN THE CLASSROOM

Abby Baruch

NYC RBE-RN Resource Specialist

Both the Sheltered Instruction Observation Protocol (“SIOP”), and the Danielson Instructional framework place great emphasis on the use of questions and discussion in the classroom. The use of these techniques can intensify the understanding of the concepts and the skills in a lesson. Furthermore, conversation stimulates the production of oral academic language which is a critical aspect of developing English proficiency.

Planning for Talk and Discussions

As we consider our English Language Learners (ELLs), educators must strive to provide frequent and purposeful opportunities to practice speaking English in the classroom. The following are several strategies aligned to Danielson’s framework that you may want to include in your instructional plans:

- ◆ *Interactive Read Alouds* Read aloud a short mentor text, or the first few lines of the reading assigned to the students. As you read, exaggerate voice inflections for emphasis and pronounce every word clearly without slowing the pace. Pause to reflect on the meaning, pose reflective questions, re-read and retell as if speaking to yourself. Then, invite students to emulate your reading and encourage them to practice reading in pairs or independently using their quiet voices.
- ◆ *Summarize Orally and in Writing* All four language modalities are organically integrated: “We read when we write, we listen when we are having a conversation” . Therefore, students will be more

productive if you encourage them to practice with an oral summary as a pre-writing strategy or use ‘key’ words in building verbal and/or written summaries.

Wait Time The amount of time to process a question and formulate a response is longer when you are using a second language. Thus, allow ELL students enough time to express their thoughts fully and practice their answer with a partner before calling to speak out before the whole class, Also, invite more advanced students to write down their responses before sharing them aloud before the group or class.

Incorporating Language Stems

Language stems are useful words, expressions and chunks of language that English Language Learners can use in their own discourse, and often provide more elaborate responses. Additionally, they are also great to enhance students’ self confidence. The following are critical components of “any of the above strategies:

For example: “This is interesting.....”; “What does the author really mean...?” ” In summary, I think that the move...” “What do you mean by ...?”, “How do you know? ...”, “In other words...” ,etc.

In conclusion, through consistent modeling and practice, as English Language Learners become familiar with these techniques they will apply them with independence and confidence. As responsive, compassionate educators we must remember that ELLs need the practice in speaking and we must often encourage an abundant fluidity of exchange to facilitate their conversational development as noted in the Danielson Framework and SIOP Model.

References: Echevarria, Vogt, & Short (2002?) *Making Content Comprehensible for English Learners*

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WHAT DID I LEARN FROM MY READINGS TODAY?

WHAT DID YOU FIND MOST INTERESTING?

Roser Salavert, Ed.D.

NYC RBE-RN Resource Specialist



As educators, we strive to develop student's learning independence. When students demonstrate independence, they demonstrate the ability to apply on their own those reading comprehension strategies, vocabulary skills, writing techniques and other instructional practices that we have been scaffolding and teaching in our classrooms.

Students demonstrate independence when our *teaching strategies* have become *'their learning strategies'*.

The reading log that we present in this page is not the typical reading log that students are asked to use to document how much and/or how often they read. It goes beyond this objective.

My Independent Reading Log aims at fostering the independence of English language learners while improving their literacy skills and content knowledge. To that purpose, ELL students are encouraged to use the log on their own and compete it based on readings done in any classroom and/or content area.

In order to support this objective, the structure and organization of this log invites students to:

- ◆ Return to a reading or think about something they read and record their thoughts two or three times a week; they choose the content, the time and the place.
- ◆ Jot down a strategy they have used when reading –a story, a math problem, a piece of music, that is any written material,
- ◆ Record new and interesting words and/or expressions and put them to use .
- ◆ Build a practical and well-documented set of *literacy* notes that they can use when preparing for a test.

In Danielson's terms, *My Independent Reading Log* is a Learning-Focused strategy that connects and extends students' thinking, engages them with the text as reading detectives, and therefore, promotes a deeper understanding of language and content.

References:

Gibbons, P (2002) *Scaffolding Language, Scaffolding Learning*
 Soto, I (2011) *ELL Shadowing as a Catalyst for Change*

MY INDEPENDENT READING LOG
 (In Language Arts, Science, Math, Social Studies, Music, Arts and Gym)

Name: Maria L. Grade: 5 School: _____

Date	Title - Author & Genre	My Reading Strategy	Interesting New Words or Expressions	Number pages I read	Number minutes I read	Teacher or Parent Initials
Mon. Oct.15	word problem	underlined facts	Inverse Op.		20	✓
Th. Oct.17	The Hawks and Their friends by Ellen Babbitt	Zoom in for details	.foot. feet foot of			

The teachers whose students are currently using “My Independent Reading Log” kindly scaffold their practice by encouraging them to use it as they reflect on what they have learned at the end of a lesson, add some incentives if they use it at home, and incorporate one-to-one conversations.

As designed, *My Independent Reading Log* promotes the collaboration among ESL, bilingual and content area teachers. In addition, inquiry teams use this log as a change strategy because it promotes across content

For additional information please contact Roser Salavert at rsalavert@fordham.edu



THE ELL STUDENT, THE COMMON CORE & DANIELSON

Migdalia Carrillo
NYC RBE-RN Resource Specialist

As a former high school and middle school principal, I always welcomed student debates! Debates are participatory, challenging and stimulating activities, and are equally suited for English language learners. For beginner ELL students debates can be in their first language. From a teacher's perspective, the goal of a debate is to

promote students' deep cognitive engagement with a topic, facilitate collaborative learning, and develop communication skills. A debate structure also offers multiple ways of scaffolding academic language and provide differentiated instruction, Thus, it offers a good forum for developing English proficiency.

Taking A Stand (Debate)

Content Objective: Students will demonstrate their knowledge and understanding of a debate and the process of "Taking a Stand."

Language Objective: Students will verbally communicate with one another to convince the opposing side of their position.

Participants: Interactive activity for the entire class.

This activity can be modified for all grade levels by selecting age-appropriate literature/issues for students to debate. Class size may require selecting more than one topic.

Emphasize Key Vocabulary: i.e. controversial, pros and cons, concurrence, opposition, advocate.

Purpose: Expand ELL Students' learning with CCLS, Language Objectives and ESL Strategies Relevant to the Performance Task while applying Danielson Domain 3c.

STEP 1 - Select a controversial topic relevant to the students' interest.

- Students research, read and gather information on the selected topic(s) to support their argument.
- What are your observations in this process to consider for modification or affirmation?*

STEP 2: Take a Stand—Choose a Side

- Students break up into small groups representing the side they choose (pro or con)
- *The small group discusses and records the specific points they agree to argue..*

Step 3: State your Position and Decide

- *Each member of the small group will have at least one point to articulate in the debate. Record your observations and your wonderings.*
Are all students actively engaged? What could be the challenge for ELL students in this process? What does the work reveal about the teaching that guided the student's work? Record your observations and wonderings.

I believe that parents' concerns or objections about teenagers' privacy...



EFFECTIVE SCHOOL PRACTICES

Continues from previous page:

Debates respond beautifully to the demands of the Danielson Framework. The elements of competency 3c are (defined in Danielson 2011 Rubric) involve activities and assignments that engage students particularly because they follow structures, there is a particular pacing, and encourage them to working with others,

Here are some of the reasons. Student debates:

- **Engage Students in Learning (Domain 3c)** This is perhaps one of the most difficult tasks teachers face when designing lessons. This challenge becomes even more complex when teaching English language learners. Involving students in the learning process means that teachers have to capture their imagination, cultivate their creativity, celebrate their diversity, differentiate for mixed-ability levels, build upon their prior knowledge and make that lesson come alive to motivate and encourage all students, while developing students' language acquisition. No small task!
- **Foster deep thinking (Domain 3)** Debates actively engage students in tasks that involve reading, writing, and discussions that challenge their thinking. Students learn from what they enjoy doing. The debate activity offered here encourages students to think about controversial issues and concerns that provoke an exchange of perspectives and deliberate discussions. From the topic selected, students convey their point of view and attempt to persuade others to see their position.

Debates such as the activity outlined in this article, also reinforce the skills of the Common Core Learning Standards. More specifically, students:

- **Actively Listen and Express Opinions (CCLS 8.SL.1)** In a debate, students not only demonstrate their comprehension of the issue at hand, but engage in one-on-one and group discussions to express their point of view and listen to others' point of view. They also demonstrate their knowledge of language and its conventions in their speaking, listening and writing. This activity mirrors what is expected for college readiness as many college classes emphasize the need for effective communication.
- **Research and Write Arguments on Issue (CCLS, 8.W.9)** In preparation for their debate, students need to research and write arguments to support their claims with clear rationale and research-based evidence. They also need to prepare how to present these arguments to provide and establish adequate credibility.

EXTENSION: This activity can be extended by incorporating jigsaw readings, share-outs, and homework assignments to enrich the final performance. This lesson can take more than one day because you want to adequately prepare students for the culminating debate. *What better validation can you reap once you experience your students actively engaged and having fun while learning?*

For more information Please contact
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PREPARATION & PLANNING: THE KEY TO DELIVERY QUALITY INSTRUCTION

Elsie Cardona-Bernardinelli
NYC RBE-RN Resource Specialist



This year I have the privilege of working with teachers of P.S.6, P.S. 102, and P.S. 211 in District 12, in the Bronx. Many of our conversations with teachers have focused on how to deliver quality instruction to English language learners with varied proficiency levels.

On November 6th, Professional Development Day, I facilitated a workshop entitled “Writing Language Objectives to meet the needs of all ELL’s”.



This workshop -“Writing Language Objectives to meet the needs of all ELL’s” is designed to plan instruction that is aligned to a specific Common Core Standard by setting content and language objectives.

The intent of this session was to make a connection to two major domains of the Danielson Framework; a) Planning/ Preparation, and b) Instruction

I started the presentation by establishing a rationale for the importance of setting clear content and language objectives that are aligned with content and literacy standards.

To that end, we reviewed our understanding of language objectives. More specifically, language objectives are designed to promote students’ language development through listening, speaking, reading and writing”,

An effective language objective: a) Stems from the linguistic demands of a standards-based lesson or task, b) Focuses on high –leverage language that will serve students in other contexts, c) Uses active verbs to name functions and /or purposes for using language in a specific student task, d) Specifies target language necessary to complete a task, and e) Emphasizes development of expressive language skills, speaking and writing, without neglecting listening and reading.

Next, I provided participants with the basic information they would need to know in order to successfully write a language objective, including examples of verbs, verb phrases and noun phrases. (Kinsella, K., Singer, 2011)

Teachers were then ready. I modelled the entire process of writing a content and language objective. First, I selected the following fourth grade Common Core State Learning Standards:

- Read and comprehend literary and informational texts independently and proficiently (RS #10)
- Write informative/explanatory texts to examine a topic and convey ideas and information clearly (WVS#2), and
- Using Biodiversity as our theme, students will learn about plant and animal adaptation (Science standard).

Next, I selected a science trade book entitled Beetles, and wrote the following content objective: “Students will be able to understand that there are many types of beetles with different physical and behavioral characteristics.” Based on the objective, I posed this question, “What language will ELL’s need to know in order to identify and describe?”

To answer this question, I provided participants with the Science trade book I selected, and distributed a template entitled, "Textbook Language Analysis" (see below) from *The CALLA Handbook* by Anna Uhl Chamot. Teachers shared that this template enabled them to understand that it is essential to carefully select and review resources selected for use with ELL's, as well as, to the importance of setting language objectives. This form reproduced below was originally created to analyze the academic language required to read a textbook, but it is also effective to analyze any text that you are considering as reading material for English language learners. *You might want to give it a try!*

For additional information, please contact
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TEXTBOOK LANGUAGE ANALYSIS FORM

Content Area _____ Textbook Title _____

Grade Level _____ Publication Page _____ Chapter/Unit Pages _____

Vocabulary

Essential New Vocabulary _____

Know Vocabulary used in a new way _____

Grammar

New Word Forms and verb tenses _____

New Sentence Structures _____

Other Grammar challenges _____

Textbook Organization

Chapter/Unit Organization _____

Section Organization _____

Paragraph Organization _____

Prior Knowledge

Concepts requiring pre-teaching _____

Unfamiliar cultural assumptions _____

Required Learning Strategies

Reading strategies _____

Note taking skills _____

Reference skills _____

Map/chart/graph skills _____

Other strategies _____

Reference: *The CALLA Handbook* by Anna Uhl Chamot



USING LINGUISTIC FRAMES FOR COLLABORATIVE DIALOGUE

Sara Martinez,
NYC RBE-RN Resource Specialist

“In our deep commitment to teach the core subjects we often underestimate the importance of teaching the academic language to our English language learners. “That’s where the achievement gap exists” explains Principal Rudy Gonzalez at Morris Elementary School in the article, “Ell Shadowing’ brings Instructional Gaps to Light” by Liana Heltin

During the NYC R-RBN Summer Institute last July we facilitated a full-day workshop that focused on teaching Science to English language learners. Marcia Gonzalez and I paid particular attention on how to use language objectives and linguistic frames to support the acquisition of content. These practices, illustrated below, are reinforced by the Danielson’s instructional framework.

Think-Pair- Share & Linguistic Frames

Participants had the opportunity to experience first hand the *think-pair-share* strategy while working with their group analyzing a science article to plan a lesson for ELLs. They also ere able to identify specific *linguistic frames* to facilitate participation in small group work (Slide 1).

Collaborative Dialogue

We also guided the group in planning an interview that students would conduct to learn more about how water was being used in their countries of origin. To integrate content knowledge and the development of English proficiency, workshop participants wrote linguistic frames for collaborative dialogues in the classroom both to prepare for the interviews and to summarize their experiences once the interviews had been conducted (Slides 2&3).

LINGUISTIC FRAMES FOR COLLABORATIVE DIALOGUE

- My name is _____ and I come from _____.
- The water supply in my country came from _____.
- The water came to my house by way of/through _____.
- We made sure that our water was safe by _____.
- In order to conserve water we _____.
- Weather affected the water supply because _____.
- I think the government _____ help because _____.

NYC/RBE- RN at Fordham University

MY INTERVIEW WITH AN ADULT

Purpose: How water was used in their country when they were growing up

What is your name?	
Where are you from?	
Where did your water supply come from?	
How did the water come to your house?	
How did your family make sure your drinking water was safe (potable)?	
How did your family conserve water?	
How did weather affect the water supply?	
How was waste water dealt with?	
How did the government help with the water supply?	

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COLLABORATIVE DIALOGUE – LINGUISTIC FRAMES

Purpose: ELL students use these suggested language frames to facilitate sharing what they learned from their interviews

- The person I interviewed was from _____.
- In his/her country the water supply came from _____.
- The water came to his/her house by way of/through _____.
- They made sure that the water was safe by _____.
- In order to conserve water he/she _____.
- He/ She said that the government helped because _____.
- The two most interesting facts I learned were that _____, and also that _____.

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THE NATIONAL BOARD CERTIFICATION PROCESS



JOIN the NBPTS SUPPORT PROGRAM
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the NYC RBE-RN@Fordham University

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- ◆ Qualify to teach in State Universities in New York
- ◆ Complete 175 hours of professional development upon receiving NB Certification
- ◆ Join the 1% of teachers in the nation who've attained National Certification

A resume enhancer!

Check calendar on page 14 for Orientation and Pre-Candidacy sessions

Certificate in

ENGLISH AS A NEW LANGUAGE

Accomplished teachers of English Language Learners:

- Facilitate their students' linguistic, academic and social growth (*Standard I: Knowledge of Students*)
- Model and build respect and appreciation for cultural diversity while maintaining their cultural identities (*Standard II: Knowledge of Culture and Diversity*)
- Establish and maintain partnership with their students' families and communities (*Standard III: Home, School, and Community Connections*)
- Have an in-depth knowledge of the English Language and understand their students' language needs (*Standard IV: Knowledge of the English Language*)
- Critically evaluate the ways students acquire languages and promote their success learning English (*Standard V: Knowledge of English Language Acquisition*)
- Design supportive learning environments that promote academic success and inspire students to become lifelong learners (*Standard VI: Instructional Practice*)
- Use assessment to shape instruction, monitor learning and assist students in reflecting on their own progress (*Standard VII: Assessment*)
- Are passionate about teaching and are committed to lifelong learning (*Standard VIII: Teacher as Learner*)
- Contribute to the advancement of knowledge and advocate for their students (*Standard IX: Professional Leadership and Advocacy*)

(Excerpted from Standards Statements for English as a New Language, www.nbpts.org)

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Catherine Martin at hlgoodegg@aol.com



ELL SHADOWING AS A CATALYST FOR CHANGE

Dr. IVANNIA SOTO-HINMAN, WHITTIER COLLEGE

“English Language Learners across the country spend an average of only two percent of their school day engaged in academic talk

In lieu of academic language production, English Language Learners are often relegated to shallow forms of language production, where the teacher does most of the talking and initiates lower-level questioning techniques (Gibbons, 2002).

Instead, the National Literacy Panel (2006) suggests that the foundation of literacy for ELLs is academic oral language development, and ELLs benefit from ample opportunities to practice and extend their academic language skills.

ELL Shadowing

ELL Shadowing is a powerful vehicle for bringing to light the necessity of ELLs to engage in academic oral language development, in order to make progress in language and content development. The process of shadowing encourages educators to experience “a day in the life of an ELL”, in order to monitor their academic oral language development and active listening, and thus creates urgency around the academic language needs of ELLs.

Shadowing is the first step, however. Once educators have experienced a day in the life of an ELL, it is difficult to turn away and teach in the same way. Systems must then follow-up with shadowing by beginning to change instructional practice.

Eliciting Oral Language

Strategies to elicit more academic oral language development must then be used to both engage ELLs and allow for oral language practice. A good rule to follow is to spend no more than 10-15 minutes in teacher talk before requiring students to respond or do something with the content presented.



Language Development Strategies

Some of the strategies to create more language in the classroom setting include:

- Partner Talk, a brief conversation with an elbow partner
- Think-Pair-Share, a longer conversation with a partner that begins with an open-ended question and directly works on listening and speaking with academic language stems (see diagram, next page), and
- Reciprocal Teaching, students work in groups of four to discuss key texts using the good reader roles of summarizing, questioning, predicting, and connecting. The use of these strategies should be used consistently.

PROFESSIONAL DEVELOPMENT with Dr. Ivannia Soto-Hinman

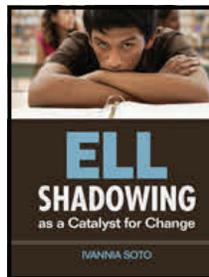


Experiencing a Day in the Life of an ELL

On December 11 and 12, Dr. Soto-Hinman invited by the NYC Bilingual Education Resource Network at Fordham University facilitated a professional development session that included a one day training session and an onsite visit to PS 6 for the purpose of using the ELL Shadowing protocol.

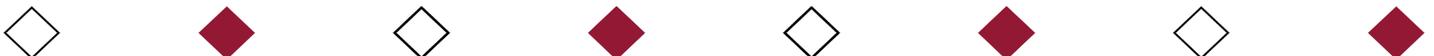
Principal Juliet Young hosted a group of more than 30 teachers and administrators who had the unique opportunity to learn directly from Dr. Soto how to implement the ELL Shadowing protocol. In brief, each participant shadowed one student across the grades and documented his or her observations according to the protocol. The group then convened in the school library to share out the findings and discuss possible next steps for the school.

It was a very productive learning day for everyone involved, and participants expressed their desire to share their new knowledge at their school sites.



ELL Shadowing is a powerful vehicle for bringing to light the necessity of ELLs to engage in academic oral language development, in order to make progress in language and content development.

For more information on ELL Shadowing, you can email Dr. Ivannia Soto-Hinman at ish777701@cs.com





Sarai Salazar, Administrative Assistant

UPCOMING EVENTS

The NYC RBE-RN @ Fordham University

The New York City Regional Bilingual & Education Resource Network

For information and registration,
please contact Sarai Salazar
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DATE/S	TOPIC & PARTNER ORGANIZATION	PRESENTER/S & LOCATION
Feb. 6, 13 March 6, 20 April 10, 17, May 8, 22, 2013	Pre-Candidacy Class for National Board Certification In collaboration with The UFT Teacher Center	Catherine Martin at Fordham Rose Hill Campus
February 9, 2013 <i>Must register for Conference</i>	Academic Language Behaviors in the English Language Learner In collaboration with The 2013 NYCESPA Conference	Dr. Roser Salavert NYC RBE-RN, Fordham University at The Brooklyn Marriott
March 16, 2013 <i>Must register for Conference</i>	Looking at the Common Core Learning Standards for Middle School ELLs In collaboration with The 2013 MSPA Conference	Eva Garcia NYC RBE-RN, Fordham University at The Brooklyn Marriott
March 16, 2013 <i>Must register for conference</i>	Enhancing Common Core Listening and Speaking in your Daily Instruction to Ensure Success for ELLs In collaboration with The UFT Early Childhood Conference	Sara Martinez & Aileen Colon NYC RBE-RN, Fordham University at UFT Headquarters, 52 Broadway, NYC
March 14 & 15 2013 <i>Must register for conference</i>	College and Career Readiness: The Role of the Parent in Supporting Language Learning In collaboration with The NYABE Conference-Parent Institute	Sara Martinez & Aileen Colon NYC RBE-RN, Fordham University at The Huntington Hilton
March 28, 2013 <i>Must register</i>	Data Driven Instruction: Determining Learning Targets for ELLs In collaboration with The Supervisory Support Program - CSA	Dr. Roser Salavert NYC RBE-RN, Fordham University at CSA Headquarters, 40 Rector St. NYC
April 5, 2013	NYS/NYC Teacher Institute- Common Core Learning Standards for ELLs In collaboration with The NYS Language RBE-RN at New York University	Virginia Rojas at Fordham Rose Hill Campus
April 26, 2013	Designing Literacy Programs for ELLs: SIFE, LTE's	Dr. Nancy Cloud at Fordham Rose Hill Campus
April 12 2013	Bilingual Special Education Focus Group – In collaboration with Various IHE's, NYSABE and CBO's	Dr. Diane Rodriguez Dr. Nancy Villarreal Dr. Bernice Moro Dr. Patricia Velasco Dr. Tatyana Kleyn