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The NYC RBE–RN @ Fordham University Professional Newsletter – Fall 2017 Issue

The NYC RBE–RN acknowledges the importance of preparing students for college and careers starting at the elementary level. As educators, we can influence all children, from pre-school to high school by fostering awareness of future career possibilities. Research suggests “that college and career readiness is defined by the content knowledge, skills, and habits that students need to be successful after high school whether in postsecondary education or training that leads to a career pathway.” In this issue, readers will find articles that will inspire school administrators and teachers to create an environment that entices students to explore multiple career paths through their K-12 educational experiences. Research also recognizes that readiness for college and career at all levels of schooling extends beyond academic skills and achievements to social-emotional skills such as persistence, resiliency, goal setting, and academic behaviors like study skills. (EngageNY)

During President Barack Obama’s address to a Joint Session of Congress on February 24, 2009, he stated:

“... I ask every American to commit to at least one year or more of higher education or career training. This can be community college, a four-year school, vocational training, or an apprenticeship. But whatever the training may be, every American will need to get more than a high school diploma.”



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Exposure and Awareness: An Important Part of College and Career Preparation

Dear Colleagues,

The NYS/NYC RBERN Fall newsletter focuses on college and career readiness. As an Associate Dean for Fordham's Graduate School of Education, I often visit schools and speak to students from diverse cultures represented in our city. Fordham University supports college tours for students in our Bronx and Manhattan communities. I am aware of the many challenges students who may lack the finances and information on resources that are available to pursue a career may face.

Recently, I met a young man who was in the moving business. While admiring some paintings I had on the wall, he said: **"When I was in high school, I wanted to be an artist but I did not know how to go about it or what kind of work I could do. Now it's too late and I have children to support, I'm busy working and I am older."** During our conversation on related careers and opportunities, I encouraged him to take one or two courses and see what happens from there. It's never too late. He smiled, looked sad and said **"maybe"**.

What came to my mind was that if he had perhaps been better informed and exposed during his schooling, he would have sought different opportunities. The fact that sometimes parents may not be equipped with the necessary information to support their children's future career goals means that, as educators, we have the responsibility to guide both parents and children in accessing those resources. We must find ways of making adults and students aware by providing opportunities through college and career fairs and information sessions, career awareness events, help with completion of college applications and FAFSA forms, and guidance on the use of the Internet. It just takes that one person and just one conversation to potentially change the life of someone by encouraging and providing hope to fulfill his or her dreams. **Building a foundation, starting from elementary and leading to high school, cannot be overemphasized** nor taken for granted. The foundations we build have a direct correlation to career-related outcomes.

The exposure to, and awareness of, pathways to higher education and diverse careers cannot be overemphasized. For this reason, Fordham University's NYC RBERN is collaborating with organizations that will provide opportunities to support ELL students to prepare for college and careers. **Equity and access is what we strive to achieve for our ELL students.**

Warm Regards,

Anita Vazquez Batisti



Dr. Anita Vazquez Batisti

SERVING ENGLISH LANGUAGE LEARNERS OVER A DECADE

We are, first and foremost, a group of scholars and practitioners who are committed to applying cutting-edge research. We are dedicated to applying that research in the service of K-12 students, teachers, administrators, and parents, as well as to education and government agencies to enable all children to achieve and succeed academically.

Under the direction of Anita Vazquez-Batisti, PhD, Associate Dean for Partnerships, we have grown rapidly, forging partnerships with the New York City Department of Education and the New York State Education Department. The center has a myriad of grant projects that serve of all New York city and the greater metropolitan area.



What Does College & Career Awareness Mean to Elementary and Middle English Language Learners?

By Roser Salavert, Ed.D.



Young children are naturally curious, they engage and explore the world around them. It is through these early experiences that they acquire values and develop their attitude towards people, community and what the future may hold for them. Therefore, it is important to immerse children in rich early-literacy experiences that nurture their language, culture and confidence during their first years in school. In middle school, these youngsters are not only concerned about learning content, they must also learn to learn. They must become self-aware, involved and adaptive and much better prepared to make decisions about high school and beyond.

Based on a deep knowledge about what it means and its importance, The National Office for School Counselor Advocacy has identified eight components of college and career readiness which are detailed below, with the purpose of encouraging you to disseminate them among your community and implement them in your school.

The Eight Components of College & Career Awareness (K- 12)

1. College Aspirations:

◆ Nurture a child's confidence from a very early age.

◆ Foster the development of proficiency of student's home language and culture while teaching them to respect and embrace the language and culture of others.

◆ Cherish children's dreams and aspirations to college and careers as well as the resilience to overcome challenges along the way. That is, make them realize that they are talented and capable to reach their dreams, i.e. "When you grow up, you can be whatever you want to be".



2. Academic Planning:

◆ Encourage students to participate in academic programs that are rigorous, e.g. Dual Language programs, while providing them with the necessary scaffolds to succeed.

◆ Set high expectations and help students make connections between what they study and learn in class and their aspirational goals (relevance).

3. Enrichment at Extracurricular Engagement:

◆ Ensure that students are exposed to a wide range of extracurricular and enrichment opportunities.

This component is particularly important because many ELL students (with the best of the intentions) are often signed-up only for intervention and remediation programs. ELL students should be given equal opportunities and participate in extended learning and enrichment opportunities, e.g. school orchestra, or participate in organized/school league sports. The school should also recognize the richness of students' language and culture

and build enrichment and extended learning opportunities based on them, e.g. Spanish Poetry Slams, multicultural dancing and the like.

4. College and Career Exploration and Selection Process:

◆ Promote a school wide career & college culture that builds students' leadership and encourages them to aim high, e.g. school wide Read-Aloud of the Month (e.g. on ca-

reers) whereby all teachers read a selected book to their classes and implement relevant activities around them; promote a students' newsletter or participation in the school's website where ELL students can demonstrate their literacy skills in their home language and English. In my former district, we published a bilingual newsletter run by an editorial team that included student representatives from all the middle schools and published works submitted by teachers, administrators, students and parents.

5. College and Career Assessment:

◆ Build students capacity for self-reflection and positive response to critical/constructive feedback.

◆ Set classroom structures and routines that lead to good study habits, discipline and self-assessment.

◆ Take a personal interest in students' socio-emotional development and help them become more self-aware of their talents, their capacities, and their achievements.

6. College Affordability and Planning:

◆ Make Math relevant through age appropriate connections.
◆ Begin financial literacy by integrating lessons about basic finance, wealth, money management into the math curriculum.

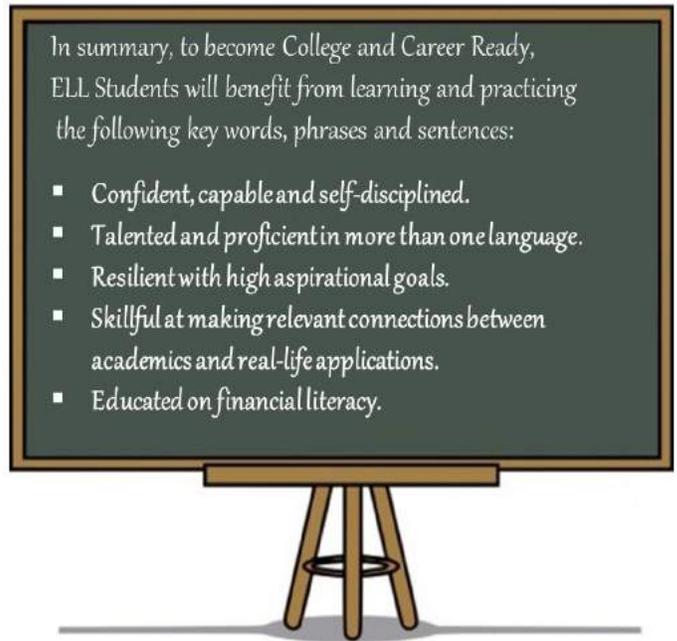


7. College and Career Admissions Process:

- ◆ Help parents set aspirational goals for their children starting as early as Kindergarten.
- ◆ Incorporate these components in regular meetings so that parents become an integral part of these conversations.
- ◆ In Middle and High school, ensure that students and parents are well-informed about the post-secondary opportunities, such as graduating with the NYS Seal of Biliteracy.

8. Transition from High School Graduation to College Enrollment (High School)

- ◆ Connect students to school and community resources to help them overcome barriers and challenges and ensure a successful transition from high school to college.



Resources & Activities

1. The Eight Components of College & Career Readiness by The College Board National Office of School Counselor Advocacy at: https://secure-media.collegeboard.org/digitalServices/pdf/nosca/11b_4416_8_Components_WEB_111107.pdf
2. NYC DOE Career and Exploration Month– Site Coordinator Toolkit, January 2017 at: <http://schools.nyc.gov/NR/rdonlyres/86FE2384-815D-4B92-BFC6-66610977E3D7/01/CareerExplorationMonthToolkit122816.pdf>

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How Are We Preparing Our ELLs in the Class of 2030 for College and Career Readiness?

By Abby Baruch and Sara Martinez



“What do you want to be when you grow up?” is a universal question with which we can all identify. Asking children this time-honored question will elicit answers that generally will not come close to their future endeavors so it is incumbent on us as educators to help them begin early, earnestly, and mindfully to focus on their interests. The future choices of our young English Language Learners is determined by environment, self-esteem and is influenced by their parents, culture, communities, etc. Additionally, it has been proven that a student’s non-cognitive ability (being curious, optimistic, persistent and use of self-control) has a direct correlation upon academic or career related outcomes.



Students entering Kindergarten this semester will be members of the high school class of 2030 and the college class of 2034 (depending upon their choice of two or four-year school). There are certain particulars that need to be included in the elementary school foundations. As noted in a New York Times article (February 4, 2015) *Is Your First Grader College Ready?* (which we highly recommend) a student in a North Carolina elementary school responded to the question *what is college?*: “It’s some place where you go to get your career.” Unfortunately, data shows that there is a wide disparity between low and higher income families who have children on track for college and/or careers. Parents in upper-income brackets have more resources than low-income families, and it is our mission as ELL advocates to break down this inequity and mobilize with urgency by providing information at the school level for parents of ELLs.





Building a Schoolwide Culture that Prepares English Language Learners for College and Careers

By Elsie Cardona-Berardinelli

Is the next generation of young adults who graduate from high school ready to successfully function in an increasingly complex world? Do they have the life skills to effectively manage college life or the mandates of a career? A review of the data demonstrates that our students are not ready. Consider the following data:

- Ten states reported graduation rates for Hispanic/Latino students below 70 percent and another 22 states had Hispanic/Latino graduation rates between 70 and 80 percent.
- In 11 states, the graduation rate for low-income students was below 70 percent, and in 28 other states, between 70 and 80 percent of low-income students graduated on time.
- In 33 states, English Language Learners (ELLs) graduated at rates less than 70 percent, and in five of those states, less than 50 percent of ELLs graduated on time.

In contrast, 33 states reported graduation rates for White students at 85 percent or more and 43 states graduated 85 percent or more of non-low-income students. In addition, 60 percent of high school graduates who attend college will be required to take remedial courses because despite their eligibility to attend college, they are not yet ready for postsecondary studies. (*Beyond the Rhetoric: Improving College Readiness Through Coherent State Policy*; www.highereducation.org, 2017).

How can we enhance current educational programs to effectively prepare students for college or a chosen career? To prepare students, I propose that all schools (K-12) consider implementing a life skills program, with a three tiered approach. The first tier would be embedded into the current school curriculum and taught by classroom or content area teachers. They would focus on teaching students' metacognitive strategies, the art of teaching them how to think about their own thinking processes. One of the most invaluable metacognitive skills we can teach our students is **critical thinking**. Thomas Armstrong (6 Metacognitive Strategies for Middle and High School Classrooms, February 7, 2017) recommends developing critical thinking skills by engaging students as follows: (see table below)

Strategies to Develop Critical Thinking

Asking **open ended questions** that may not have any single answer.

Engage students in **brainstorming**. Then they evaluate their ideas against a set of criteria, e.g. After brainstorming possible solutions to a social problem, they evaluate them against a set of criteria, such as "will it work?" "is it reasonable?" "will it contribute to the public good?"

Students learn to **evaluate sources in the media**. Students ask themselves questions to discriminate truth from lies on the Internet. They learn how to investigate who says what, what their credentials are to say it, what might be their hidden agenda, what ways there are of verifying the information, and what criteria to use to evaluate the credibility of the sources involved.

Teaching how to **use meta-cognitive tools**.

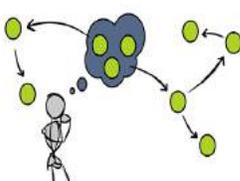


Mind-Maps: These are cognitive organizers where a central idea and associated thoughts are placed around a hub, using words, pictures or both. They help or ganize students thinking for a specific purpose, but are not used as an end in and of themselves. For example, mind maps can be used to organize thinking for a research paper.

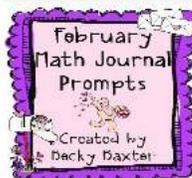


Think-Alouds: These are tools that enable the thinker to articulate his/her thoughts out loud to clarify the mental processes that are going on inside his/her mind. For example, moving step-by-step through a math or science problem, or for organizing a writing assignment.

Heuristics: It refer to any problem-solving strategy that employs a rough-and-ready approach to getting an answer that



may not be perfect but is good enough for one's purposes. For example, thinking of an approach that has worked in the past and trying that on the new problem, or creating a simpler version of the problem.



Thinking Journals: These are usually notebooks where students record ideas as they come up related to the activity at hand. For example, keeping words in the form of a thesaurus, or academic word dictionary, in an English class, numbers in a math or science class or images in an art class.



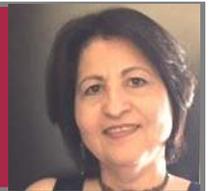
In addition to metacognitive strategies, bi-lingual school counselors and social workers should facilitate a life skills program that focuses on the social-emotional development of these students. In middle school and high school, these professionals meet with advisory groups and engage students in discussion about a range of topics, including peer pressure, cultural diversity, bullying, how to complete a school application, goal setting, resume writing, dressing for success etc. In grades K-5, counselors can engage groups of students in discussion about how to make friends, how to study, and how to resolve conflicts and participate in different types of jobs in their school and community. Counselors and social workers can also do outreach to identify community-based organizations expert in related services such as training on how to deal with bullying.

Finally, in order to create a school wide culture that prepares ELL students for College and Careers, the school leadership needs to establish systems and events that provide both cohesiveness to the programs and ensure their effectiveness. These school wide systems can range from a student centered portfolio system to track progress towards goals and study skills to annual events such as Career Day. Additionally, these events can serve as culminating activities that show case the life skills and metacognitive strategies that students have learned throughout the year. Teaching students the essential life skills required for them to be successful can lead to improved student performance, a decrease in the drop-out rate and, most importantly, success in college and or a chosen career path.

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How Can Teachers of ELLs Develop their Students' Communication Skills Necessary for College Coursework and the Workplace?

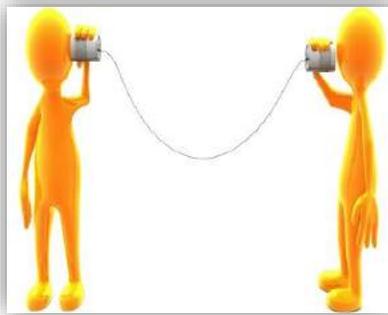
By Aileen Colon



A primary goal of U.S. College and Career Readiness Initiative is to ensure that students in K-12 and beyond develop the verbal skills necessary to communicate effectively in diverse academic and professional settings. The implementation of the Common Core Standards has put all educators on track, calling for shifts in instruction and learning. Among these shifts is a greater emphasis on engaging students in close reading and writing of cognitively complex texts, as well as increased opportunities for academic discourse and peer collaboration to engage all students in critical thinking. However, simply orchestrating classroom interactions will not yield impressive linguistic results. Students at every age and English proficiency level require informed guidance and repeated practice in interactions that are highly structured and supported in the correct use of academic language when they are expressing their opinions or defending their arguments based on their analysis of text.

This article will outline some of the guidance offered by Dr. Kate Kinsella, a popular lecturer, consultant, and renowned researcher focusing on effective strategies for teaching academic language. Throughout her 25 year teaching career, Kate Kinsella has been preparing learners from diverse backgrounds by providing strategies to develop communication skills in listening, speaking, reading and writing with the goal of career and college readiness. In a recent article, "Fostering Academic Interactions", Language Magazine (March, 2015), Kinsella offers teachers of English language learners (ELLs) a step by step guide to understanding the language demands posed by college readiness standards and assessments for US language-minority youth.

Drawing on extensive experience gained while serving English learners in K-12 classrooms and college, Kinsella details the language demands posed by classroom collaboration and discussion and offers a practical action plan for teachers of ELLs. The goal is to help all students become more confident participants and effective communicators as they engage in constructive classroom discussions. She places



emphasis on planning lessons to achieve a range of communicative goals, from articulating and justifying claims to restating and comparing and contrasting ideas. Kinsella (2015) emphasizes, "It is imperative that all content area teachers embed opportunities in their daily lessons for partner talk because students have few opportunities to hear and use this academic language outside the classroom. Moreover, this oral interaction is the prerequisite or rehearsal for writing."

Kinsella cautions that pairing or grouping underprepared English speakers and world-language students for productive lesson interactions involves far more than a modified seating arrangement and informal invitations to talk. The teacher must design and assign from clear, consistent protocols for lesson exchanges. To this end, teachers must deliberately structure and monitor (highly support) productive student interactions using academic language to scaffold competent communication necessary for secondary school, college and career readiness.

Kinsella also encourages teachers to deliberately make connections to career and college readiness. The increasingly rigorous standards and assessments, coupled with a competitive global workplace, are placing greater demands on students who are expected to be competent communicators, ideally in more than one language. Those interested in careers as diverse as architecture, nursing, and programming need to understand that the job description in these professions requires the ability to work with people from diverse backgrounds. Knowing how to interact with a classmate, coworker, teacher, manager, club director, or community member is essential to academic, professional, and

Discussion Topic: Characteristics of Productive Partners

THINK: Briefly record your personal responses to this question: What are the characteristics of a productive lesson partner?
 1. _____ 3. _____
 2. _____ 4. _____

WRITE: Rewrite two ideas using the frame. Include a precise adjective. Prepare to elaborate verbally if you are asked to report.

Frame: In my opinion, a productive lesson partner is _____
 (adjective: focused).

Adjective Bank:	Everyday funny nice good	Precise humorous, entertaining helpful, respectful organized, creative
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Discussion Topic: Ways Teachers Can Encourage Contributions

THINK: Briefly record your personal responses to this question: How can teachers encourage students to contribute during discussions?
 1. _____ 3. _____
 2. _____ 4. _____

WRITE: Rewrite two ideas using the frame. Include a precise verb. Prepare to elaborate verbally if you are asked to report.

Frame: From my perspective, teachers can encourage students to contribute by _____
 (verb + ing: providing relevant examples; discouraging blurting)

Verb Bank:	Everyday telling giving showing letting	Precise explaining, encouraging providing, offering demonstrating, modeling allowing, permitting
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social success. Increased opportunities to collaborate and exchange ideas will help refine and improve students' communication skills **that are** imperative for success in college coursework and in the workplace.

Without teacher feedback or redirection, after a hasty partner idea exchange with no feedback loop, a student is no better prepared to contribute confidently within a whole class "share-out" format. However, when teachers set up structures for specific feedback, there are fewer reticent contributors. Kinsella concludes, "Devoting greater time and attention to structuring supported and accountable interactions will increase the odds that the majority of our students, not simply an elite minority, leave our classrooms with the language tools to realize their aspirations."

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A Strategy for Enhancing Communication with At-Risk Students

By Diane Howitt



An article in the September 3, 2017 Sunday New York Times by David L. Kirp came as a timely and opportune reminder of the work that is needed to help support students who are at risk of dropping out of school. The author, a professor at the University of California, Berkeley, begins the article as follows: "To his teachers at Ridgeway High School in Memphis, Jason Okonofua was a handful. During class, his mind drifted and he would lose the thread of the lesson. He slouched at his desk and dozed off... His teachers seemed to take it personally, as a sign of disrespect... They regarded Jason as a troublemaker." His school suspended him on multiple occasions for perceived behaviors. Disciplinary action, with no effort to delve into the reasons for student behaviors, is the order of the day in current school environments.

The above brief profile of a student who ostensibly does not seem to care reflects the tip of the iceberg for many students who struggle with school, not necessarily because they do not care, but rather, because of their life circumstances and personal issues. High school drop-out rates in this country are high. In recent years, a significant amount of research has pointed to the disproportionate drop-out rate among black and Hispanic males and ELL students. In New York City, data has been published to support the conclusions drawn by similar research. Schools, departments

of education, educators, psychologists, sociologists, and counselors have been struggling to find ways to keep our young people in school and to find new solutions to the drop-out epidemic, especially as it affects so-called disaffected youth. We have all been asked to do something about it.

The article cited above actually focuses on a specific strategy that can be used to address recalcitrant students as a means to avoid suspensions and decrease drop-out rates.

The recommendations made by the author are powerful and provide strategies for supporting students with the goal of keeping them in school. The author suggests “*tackling the students’ problems from the teachers’ instead of the students’ perspective.*” In other words, from the teachers’ perspective, bad behavior is bad behavior and must be duly punished. However, adolescents, under the best of circumstances, are testing the waters as they attempt to make sense of who they are and of the world around them. Not looking at the root causes of the bad or unacceptable behavior and painting every child with the same brush achieves nothing. Jason was an immigrant from Nigeria. In fact, Jason worked a late night job, thus the lack of attentiveness and dozing. His friend had been arrested. He was probably exhausted, concerned and frightened. *Who knew?*

Questions need to be asked. *Is the student a caretaker of siblings, working an after-school job until late at night, concerned about the violence in his community? Is there illness in the family, alcohol or drug abuse at home, domestic violence? Are there two parents? Is the family homeless? Is the student an unaccompanied minor who has recently arrived here and, thus, struggling with difficult adjustment issues? Is there gang violence in the community? Are certain behaviors driven by cultural differences?*

Asking these kinds of questions and listening closely to the answers humanizes both the child and the adult and brings the relationship between student and teacher to a new level of communication.

How do teachers, who may work in a system that places demands on them to adhere to specific curricular matter, deliver passing grades on standardized tests, and who work in often difficult environments that include large classes that may make it difficult to maintain control, even consider the notion of finding the time to ask these questions? If we do not know what questions to ask or if we are not willing to ask those questions, then we have, perhaps, missed significant opportunities to turn students like Jason around. What educators require, according to the author, is empathy.

Today, Dr. Jason Okonofua is a professor of psychology at Berkeley. His research focuses on empathy and its application in education. Jason’s work entails the development of “*interventions*” that “*stress the power of empathic discipline*”. In other words, if teachers are provided with the appropriate tools that help them communicate with their students differently, positive change can occur. “*A teacher who makes his or her students feel heard, valued*

and respected shows them that school is fair and that they can grow and succeed there”.



I can imagine all of the readers of this article thinking that there is no time for this. To respond to this issue, Dr. Okonofua conducted an in-school experiment that included “*brief interventions*”, 45 minute on-line tutorials and 25 minute modules, offering opportunities for teacher participants to “*read stories about what looks like disobedience*” or problematic behavior and then look at adolescent behavior through a different and empathic lens.

What is driving the behavior? Adolescence? Personal issues? Should the child be routinely disciplined, suspended, or receive other disciplinary action? Or, can we find a way to develop a rapport with these children while instituting appropriate and more measured disciplinary practices? He calls this “*empathic discipline*”. The results of this experiment were very positive. Student/teacher relations changed, relationships between minority students and teachers improved and suspension rates dropped by 50 percent.

Another study focusing on empathy used a different approach with similar results. In this study, teachers and students in a large high school shared information about common interests, values, personality traits. More similarities than differences emerged from this interaction. One of most meaningful results rested with the teachers who came to realize that they shared many commonalities with their students, regardless of race, socio-economic status, and life experience. As with the first experiment, these results reflected a change in the teachers’ perceptions about students, and enabled them to develop closer student-teacher relationships, which actually resulted in improved performance among students, “so much that the racial achievement gap at those schools was cut by more than 60%”.

Teachers in middle and high schools usually have from 150 to 200 students as part of their teaching load. Getting to know students under these circumstances is difficult. I remember having a student load of close to 200 students and understand the problems we face as classroom teachers. But it is doable.

For additional information, please contact Diane Howitt howitt@fordham.edu





Supporting ELL Students in Thinking About College & Careers

FAFSA Completion Event

by Deirdre Danaher & Eva Garcia



On Saturday, October 7, 2017, a college financial aid completion day was held at Fordham University's Rose Hill campus in Hughes Hall. It was hosted by College Goal NY (<https://collegegoalny.org>), in collaboration with the NYS/NYC RBE-RN. Over 80 ELL students and their parents were provided with one on one guidance and assistance in completing their FAFSA and TAP college financial aid applications.

Goal, NY, and Eva Garcia, RBE-RN director, arranged the event for local high school students in the Bronx, who were ELL or former ELL students. College Goal NY events are held throughout New York State and began as of October 7, 2017. Families in the waiting area at Hughes Hall prepared forms in advance of completing the on-line entries. Students and parents began the initial process by establishing a FAFSA account by setting up a user name and password. Other students tackled the



Parents asked many questions but came prepared with necessary documents to complete the process. FAFSA coaches which included Fordham Office Undergraduate Admissions staff, college students who volunteered, and NYS/NYC RBE-RN staff, provided information in preparation for the FAFSA application completion.

FAFSA application alongside their parents with tax returns and other documents in hand. Volunteer coaches patiently guided them step-by-step and answered technical questions for both FAFSA as well as TAP. There was a sense of relief and accomplishment in completing this task as parents and students thanked the coaches and voiced their appreciation. Parents were able to ask questions in Spanish while tackling technical jargon of this process.

Conversations with students arose on probable careers they were exploring and additional needed research on institutes of higher education. James Rodriguez, Coordinator of College

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College Goal will be hosting another FAFSA session on Saturday, December 2, 2017 at the Rose Hill campus. For information, please contact nycrbern@fordham.edu 718-817-0606 or visit the College Goal NY website <https://collegegoalny.org/event-locations/fordham-university/college-goal-ny-students/308-fordham-university-student-registration>

NYC RBE-RN Regional Professional Development Highlights

Alejandro Caycedo



Teachers working on the New Language Arts Progressions



Teachers sharing during Co-teaching Sequel Conference



Teachers attend UFT 2nd Annual ELL Conference, on October 14, 2017



ESSA Presentation at the Annual Conference of the Association of Assistant Principals on October 14, 2017



Parents attending the NYS/NYC ELL Parent Academy, Oct. 24, 2017



District 9 cohort working with IRLA for Spanish Literacy Instruction



CALENDAR OF EVENTS

NOTE: NYS/NYC RBERN at Fordham University is recognized by NYS Education Department's Office of Teaching Initiatives as an approved sponsor of CTLE for Professional Classroom Teacher, School Leaders and Level III Teaching Assistants.

SESSION	DATE – TIME – AUDIENCE – LOCATION
<p>NYS/NYC PARENT INSTITUTE <i>College and Career Readiness</i> NYC RBE-RN @Fordham with NYU Language RBERN</p>	<p>October 24, 2017 (8:00—2:00 pm) NYC Parents of ELL Students NYU—Kimmel Center</p>
<p>CURRICULUM MAPPING STRATEGIES (Session #2) Heidi Jacobs, Consultant NYC RBE-RN @Fordham with NYC DOE/DELLS</p>	<p>November 1, 2017 (Full-day sessions) ENL, bilingual, coaches, administrators PS 73 D9 (1020 Anderson Ave, Bronx, NY 10452)</p>
<p>BILINGUAL /SPECIAL EDUCATION SERIES NYC RBE-RN @ Fordham with RSC TASC</p>	<p>Dec. 1, 2017 (Full-day session) Bilingual Teachers in Special Education Fordham University, Lincoln Center</p>
<p>SUPPORTING ELL STUDENTS FOR COLLEGE & CAREERS NYC RBE-RN @ Fordham Team with College Goal NY</p>	<p>December 2, 2017 (Full-day Session) ELL Students & Parents/FAFSA Completion Event Fordham Rose Hill Campus – Hughes Hall</p>
<p>DATA & TEXT COMPLEXITY IN THE HOME LANGUAGE NYC RBE-RN & District 9 BBFSC Rebecca Murphy, Consultant</p>	<p>November 7, 2017 (Full-day Session) District 9 Cohort TBE and DL Teachers Fordham University—Rose Hill Campus</p>
<p>SPANISH LITERACY INSTRUCTION IN TBE/DL PROGRAMS NYC RBE-RN Sonia Sotero, Consultant</p>	<p>November 17, 2017 (Full-day Session) Dual Language and TBE Teachers Fordham University—Lincoln Center Campus</p>
<p>CURRICULUM MAPPING STRATEGIES (Session #3) Heidi Jacobs, Consultant NYC RBE-RN @Fordham with NYC DOE/DELLS</p>	<p>December 6, 2017 (Full-day Session) ENL, bilingual, coaches, administrators Fordham University—Lincoln Center Campus</p>
<p>Launching School-Wide Academic Vocabulary Instruction for Multilingual Learners Dr. Kate Kinsella, Consultant</p>	<p>December 15, 2017 (Full-day Session) Bilingual, ENL teachers, administrators, NYC/DOE support personnel Fordham University—Lincoln Center Campus</p>
<p>Academic Language Development and Academic Writing Literacy Institute Dr. Ivannia Soto, Consultant</p>	<p>January 12, 2018 (Full-day Session) Bilingual, ENL teachers, administrators, NYC/DOE support personnel Fordham University—Lincoln Center Campus</p>
<p>BUILDING ORAL LANGUAGE: PROMOTING LISTENING & SPEAKING IN THE CLASSROOM Newcomers Session Dr. Nancy Cloud, Consultant</p>	<p>January 29, 2018 (Full-day Session) Bilingual, ENL, co-teachers, NYC/DOE support personnel Fordham University—Lincoln Center Campus</p>
<p>Working Towards Grade Level Standards: Developing Newcomer's Reading and Writing Newcomers Session Dr. Nancy Cloud, Consultant</p>	<p>February 9, 2018 Bilingual, ENL, co-teachers, NYC/DOE support personnel Fordham University—Lincoln Center Campus</p>


 For information & registration,
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