**English Language Learners Summit:**
Opportunities for ELLS to Excel!
Mar. 13, 2020; 9 am - 3 pm at FEA

This session is offered in collaboration with NJTESOL/NJBE and is sponsored by FEA, LEGAL ONE, and Vista Higher Learning.

**Agenda**

9 - 9:15 am  
Introductions

9:15 - 10:30 am  
**Keynote: Dr. Jennifer Trujillo, Director of ELL Initiatives; Project Management at Learning in Motion**

**Gifts, Gaps, and Ganas! Empowering our English Language Learners**

English Language Learners bring diverse and varied backgrounds--linguistically, culturally, socioeconomically, academically and emotionally to the classroom. As educators, we can draw from and capitalize upon the rich canvas of knowledge they possess. These gifts are assets. Likewise, we must seek innovative ways to close the achievement gap and meet state accountability standards. Just as importantly, we must attend to their social-emotional health. Students who are still developing English or who are newcomers to the United States must navigate a complex academic journey. Supporting and empowering them is vital! Educators are tasked with developing students’ English language and literacy skills while...
simultaneously developing their knowledge of core content, concepts, academic language, and skills. In Spanish, the word ganas means “drive”—that internal fire that spurs initiative, growth and action. For that to be tapped and gifts revealed and fostered, we must work with families, our colleagues, our communities and more. The session will delve into specific strategies, and will engage participants’ own funds of knowledge.

10:30 - 10:45 am Break
10:45 - 11:45 am Workshops

JoAnne Negrin, Ed.D. Supervisor of ESL, Bilingual Education, World Languages, and Performing Arts, Vineland School District and Catherine Michener, Ph.D., Assistant Professor, Rowan University

Research as Advocacy: A University-District Partnership that Promotes Bilingualism and Protects Students’ Rights

ELLs are too often defined by what they are perceived to lack rather than by the assets they bring to the school, district, and community. This presentation highlights how a partnership between a university and an urban school district yielded insights into the effectiveness of Bilingual and ESL programs in the district, providing the data needed to change the way in which language-minoritized students and the programs that serve them are viewed.

Alyssa May, ELL Instructional Coach, PK-8, Red Bank Borough Public Schools and Lucia Lakata, ELL Instructional Coach, PK-8, Red Bank Borough Public Schools

Using Read-Alouds for Explicit Vocabulary Instruction

This session focuses on how to purposefully plan read-alouds to support the vocabulary development of English Language Learners. The objective of this session is to support educators in becoming more mindful of the importance of making classroom instruction comprehensible for ALL learners. This workshop will cover topics including: tiered vocabulary, word introductions, word interactions, and read-alouds. By attending this session, participants will gain knowledge about tiered vocabulary and strategies for vocabulary instruction. Additionally, participants will leave with resources to help them purposefully plan read-alouds to support the vocabulary development of English Language Learners.

Candice O. Bland, District Supervisor of Bilingual, ESL & World Languages K-1, East Windsor Regional School District

Teaching for Biliteracy Initiative

As a district, we are dedicated to individualizing instruction to meet all the academic needs of all of our students. Our bilingual students have two linguistic repertoires, as bilingual educators, we are tasked with teaching to the child’s linguistic intelligence in both languages, English and Spanish. To accomplish this, EWRSD will be meticulously phasing in instructional methodologies and precise pedagogy based on state of the art research in the field of Bilingual Education by way of offline professional development and book study. Teaching for Biliteracy and implementation of the metalinguistic bridge into the bilingual instructional delivery is a year-long goal for the K-5 Bilingual academic experience and curriculum.
Kevin LaMastra, Supervisor - Bilingual, ESL & World Languages; Faten Sumrein (ESL); Eliana & Sobieda Peñaranda (Heritage Spanish); Daphne Alexandre (Teacher - French/Haitian Creole); Tania Miguelez (IB Program), Linden Public Schools

Creating Multiple Pathways towards Biliteracy: Fostering Collective Efficacy and Collaboration between ESL & World Languages

Kevin LaMastra, Supervisor of Bilingual, ESL & World Languages Department for Linden Public Schools and collaborating teachers will describe how Linden Public Schools has found some innovative ways to create synergy between the World Languages and ESL department in order to create systematic change resulting in greater equity and achievement for English Language Learners. This collaboration has resulted in the establishment of Spanish classes for faculty members where sheltered instruction strategies are used in order to help participants develop both an explicit and implicit understanding of the needs of L2 learners. The project also includes the development of new Heritage classes taught by Sheltered Instruction trained teachers, and newly established pathways designed to move ELLs from exit directly into to IB and Honors Level classes.

11:45 am - 12:45 pm Lunch

12:45 - 1:45 pm Workshops


How to be Your ELLs’ Champion

It has been said that Ginger Rogers did everything Fred Astaire did, but she did it backwards and in high heels. Your ELLs and the staff who serve them are the Ginger Rogerses of your building and district! In this session, participants will learn about bilingualism as a strength to be leveraged. We will also talk about strategies for raising the profile of your ELLs and ELL programs while keeping your students safe in a sometimes frightening socio-political environment.

Teresa Herrero Taylor, PhD BCBA-D, Director of Special Services, Jackson School District

English Language Learners and Special Education: The Classification Conundrum

This workshop will facilitate better understanding of the challenges of identifying English Language Learners with disabilities and develop a deeper understanding of linguistically and legally appropriate approaches. Steps to properly assess sources of academic difficulties for English language learners will be presented. Considerations based on the New Jersey Special Education Administrative Code 6A:14 and Section 504 of the Americans with Disabilities Act will also be reviewed.

Yasmin E. Hernandez, M.Ed., Interim Executive County Superintendent, Office of Mercer County

New Jersey Department of Education - Equity for ELLs

The participants will gain an understanding of: The federal requirements for Equity and Accountability for all English Language Learners (ELLs); Identifying the specialized needs of ELLs and effective services needed to meet their challenges; A Composite Researched-Based Model for ELLs with strategies to address their needs appropriately; How to transform schools for English Language Learners.
Dr. Jennifer Trujillo
Director of ELL Initiatives; Project Management at Learning in Motion

Dr. Trujillo has worked as a bilingual multicultural educator for 25 years serving in English Language Learner education--ranging from classroom teacher to ELL/Bilingual Director to college professor to author. Her publications include several articles and an ELL literacy program consisting of four student textbooks and their accompanying teacher’s guides. The series was the most widely adopted ESL textbook in the nation for students in grades 4-12 (2010) and was used to teach English in 26 states, Mexico, China, Canada and Costa Rica. She has conducted multiple academic presentations promoting effective education of English Language Learners at a variety of conferences at the local, state, regional, national, and international levels. She served as an advisory board member of Teaching Tolerance where she focused on culturally responsive instruction and social justice in education. Jennifer also worked with teachers and students in the Southwest and the Navajo Nation for over a decade through the Native American Teacher Education Outreach Program at Fort Lewis College, as well as teaching in the on-campus program in the Teacher Education Department. In addition, she taught in a Service Learning Program in Bahía de Kino, Sonora, Mexico. She was the National Director of English Language Acquisition for Pearson Education where she worked with educators in 40 states and 11 countries. She later served as the Director of English Language Learner Initiatives at Learning in Motion in Santa Cruz, CA. In that role, she worked on a variety of initiatives including the development of a tablet-based literacy program, collaboration on a large-scale research project in math with the American Institutes for Research, and a STEM curriculum with Stanford University. Most recently, she co-authored a text for adolescent ELL newcomers.

Register at www.njpsa.org/feacalendar