

**Effective Literacy and English Language Instruction for English Learners  
in the Elementary Grades  
Rutgers University, Douglass Campus Center  
June 16, 2010**

**Agenda**

**8:00 AM – 8:30 AM: Registration/Check-in**

**8:30 AM – 9:00 AM: Team Work Activity**

*Facilitated by **Hilda Rosario**, NJ State Coordinator, REL Mid-Atlantic & REL Mid-Atlantic LESS*

During this session, participants, in small groups, will review the Checklist for Recommendations: IES Practice Guide—Effective Literacy and English Language Instruction for English Learners in the Elementary Grades. With team members, they will discuss the recommendations, determine if present in their school/district, level of success, and next steps they may need to consider to successfully implement.

**9:00 AM – 9:15 AM: Welcome**

***Dean Richard De Lisi**, Rutgers Graduate School of Education  
**Willa Spicer**, Deputy Commissioner, NJ DOE*

Willa Spicer will directly address the representatives from New Jersey's schools in need of improvement, emphasizing the importance of research based practices.

**9:15 AM – 9:30 AM: Overview Rationale of Practice Guides**

***Herb Turner**, Partner, REL Mid-Atlantic*

**9:30 AM – 10:00 AM: General Session Presentation**

**Effective Literacy and English Language Instruction for English Learners in the Elementary Grades:** Overview of the five key recommendations in the practice guide. Stress will be on levels of evidence and recent research that supports the recommendations.

***Dr. Russell Gersten**, Instructional Research Group*

**10:00 AM – 10:15 AM: Break**

## 10:15 AM – 11:30 PM: CONCURRENT SESSIONS

**The purpose of the concurrent sessions is for participants to learn the strategies found in the practice guide and how these can be implemented in the district/school/classroom. Presenters will review the recommendations, model the effective implementation of the strategies introduced, and provide effective ways to address roadblocks.**

**Session A: Academic Language, Dr. Robin Scarcella**, University of California at Irvine

In this interactive session on academic language, participants engage in practical activities involving the close analysis of texts and academic language. Through the activities, the participants learn how to engage learners in reading lessons that foster the development of academic language. The activities provide a context for discussions in which the audience and presenter share best practices and practical experiences relevant to Recommendation 4 of the Practice Guide.

**Session B: Effective Vocabulary Instruction for English Learners, Dr. Joseph Dimino**, Instructional Research Group

The purpose of this interactive session is to teach participants the strategies they need to effectively and efficiently teach vocabulary to English Learners. Participants will learn and practice how to select words to teach, and design effective vocabulary lessons that include student friendly definitions, examples, contrasting examples, and concrete representations. They will also learn how to develop engaging, meaningful instructional activities to ensure that the targeted words become part of their students' listening, speaking, reading and writing vocabulary.

**Session C: RtI for English Learners: Assessment, Small Group Instruction and Peer Assisted Learning, Dr. Sylvia Linan-Thompson**, University of Texas at Austin

This session integrates the findings from Recommendations 1, 2, and 5. These recommendations provide the basis for implementing an RtI model that is responsive to the learning and language needs of ELLs. Each recommendation will be implemented individually and appropriate practices will be identified. The practices will then be integrated to develop a plan for implementing RtI. Participants will have an opportunity to identify current practices and to modify as needed.

**Session D: For Administrators: Strategies for Improving Literacy Instruction for English learners, NJ focused, Dr. Russell Gersten**, *Instructional Research Group*

Presentation will review the five Recommendations and roadblocks from the Practice Guide and highlight issues for planning. We will discuss specific professional development strategies such as teacher study groups in vocabulary and comprehension, training in effective use of peer assisted learning and use of screening and progress

monitoring data to better understand strengths and weaknesses of current programs. Interactive activities involving academic language and planning for professional development will be included.

**11:30 PM – 12:30 PM: Small Group Discussion**

**Doing What Works: Review of site, videos, and documents available for educators, followed by discussion in school/district teams on how they may use the Doing What Works site and the documents available.**

*Facilitated by **Hilda Rosario**, NJ State Coordinator, REL Mid-Atlantic*

**12:30 PM - 12:45 PM: Break**

**12:45 PM - 2:00 PM CONCURRENT SESSIONS**

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**2:00 PM – 2:45 PM: Small Group Discussion**

*Facilitated by **Hilda Rosario**, NJ State Coordinator, REL Mid-Atlantic; REL Mid-Atlantic LESs; and representatives from NJDOE*

Conversation will be guided to focus on developing an **Action Plan** based on attendees' participation in the concurrent sessions. Participants will be asked to record five things their group is interested in learning more about, three things they will try to implement, one thing they will do without fail and questions they still have about the research.

**2:45 PM – 3:30 PM – Large Group Discussion, Questions and Answers**

*Facilitated by **Hilda Rosario**, NJ State Coordinator, REL Mid-Atlantic*

In a full group session, the small groups will share salient points in their plans and **Hilda Rosario** and **Drs. Gersten, Dimino, Scarcella, and Linan-Thompson** provide feedback, redirect misinterpretations of the recommendations, and answer questions they may still have about the recommendations.