

SIGs and Regions Spotlight: Buffalo, Rochester/Syracuse, and Capital Regions

ELL Symposium



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The ELL Symposium on July 20-23 was well worth the scenic drive to Philadelphia, N.Y. Educators and administrators from across central, southern and western New York gathered at Indian River High School to explore the theme of planning collaboratively as it relates to the ELL experience in our schools. This symposium addressed issues that were particularly relevant to our Buffalo, Rochester/Syracuse, and Capital Regions, as these are the regions where teachers are likely to be placed in more rural settings, with smaller support structures. The theme of collaboration is especially important to our Elementary and Secondary Education SIGS, given this year's new requirements that ESOL teachers be in the same classroom as content teachers.

Day 1 of the symposium was a workshop designed to support teachers and administrators as they face this year's new mandate that ESOL teachers and content teachers collaborate in the same classroom. Theoretical and operational considerations were addressed, and participants were given concrete strategies and criteria to implement and measure successful cross-disciplinary partnerships.

Breakout sessions on Day 2 provided targeted instruction to help teachers and administrators identify, understand, and communicate with ELLs and their families. Attendees learned strategies to delve further into the NYSED ELL identification process, collaborate with teachers across disciplines, communicate more effectively across cultures, and design and implement differentiated and scaffolded instructional strategies that would be more effective for today's ELLs.

The Day 2 keynote address was delivered by Angelica Infante-Green, associate commissioner for the Office of Bilingual Education and World Languages at the New York State Education Department. Ms. Infante-Green provided her audience with the most recent statistical snapshot of ELLs across the state, shared several new initiatives designed to facilitate reliable identification and placement of ELLs in the school system, and responded to participants' questions.

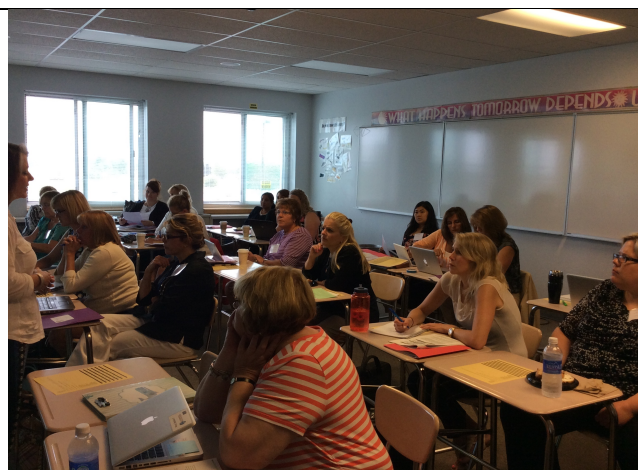
Day 3 began with a panel discussion, in which panelists shared their insights on serving ELL students and their families in upstate/rural New York. Jacqueline LeRoy, of the Syracuse City School District, gave a keynote speech that closed the symposium. Her talk addressed considerations for school administrators as they work toward the individual creation of

comprehensive educational plans for ELLs. Participants left Day 3 with strategies and materials to help them frame their district's educational plans to provide more effective instructional time, space, and supports for both ELL students and their families.

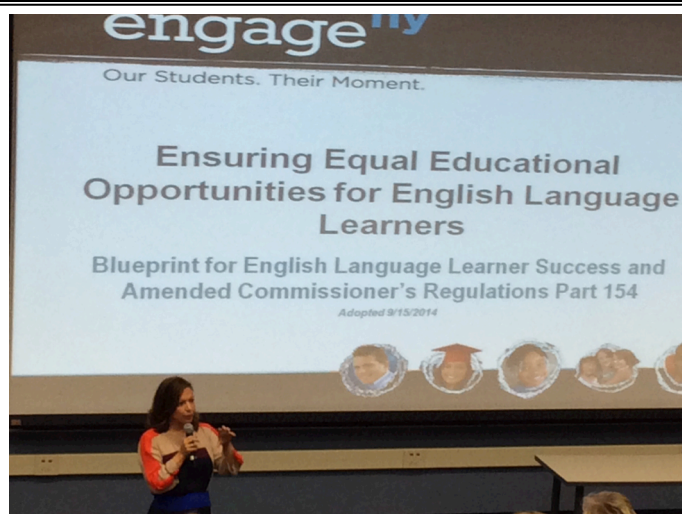
The symposium would not have been such a success without the financial support of the Indian River Central School District, ASCD, ELlevation, and Rosetta Stone Education in collaboration with the Jefferson Lewis Hamilton Herkimer BOCES, the Oneida BOCES, the Onondaga-Cortland-Madison BOCES, the Mid State RBE-RN, the Capital Region RBE-RN, and The Diversity Project at SUNY Brockport. We also greatly appreciate the contributions of our SUNY Potsdam student volunteers.



Lisa Pye (Teaching English Internationally SIG Chair) delivering a seminar on coteaching



Participants hard at work during a concurrent session



Angelica-Infante Green updating participants on ELLs in New York State