



The RI-TELLER

The Newsletter for Rhode Island Teachers of English Language Learners and ELL Professionals

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Chris Bourret / Joe Lopes
Editors

C³ =Common Core Collaborations

Dr. Andrea Honigsfeld and Dr. Maria G. Dove, Molloy College

Over the past year, we have had the pleasure and privilege of visiting a variety of cities and towns across the United States and have met teachers who have engaged in collaborative practices for the sake of English Language Learners (ELLs). We are often amazed by their stories in as much as how teacher collaboration not only resulted in outstanding achievement gains for ELLs, but also by the

level of commitment that collaborative teachers held to the practice.



Dr. Andrea Honigsfeld



Dr. Maria G. Dove

One teacher team we interviewed epitomized a collaborative teaching partnership that began as a grassroots effort to improve instruction for students and continued to gain strength through the support of the school principal and board

members. Yet, this ESL and classroom teaching pair were not sure what the results of their collaborations would be beforehand, and even had serious doubts about whether or not they would be meeting their English learners' needs through such practices. The results of their partnership not only documented the overall academic and linguistic growth of their students, but also created a framework for the professional growth of its teachers. *continued page 4*

iPads in the ELL Classroom

by Lauren Bentley and Dina Silvaggio

An iPad can provide endless learning opportunities for an English Language Learner (ELL) in any classroom setting. ELLs have access to the Internet, apps, pictures, videos and more at their fingertips--portable and exciting to use.

The iPad may be utilized in numerous and helpful ways to

support English language development and confidence in content areas at any English proficiency level. An example for beginners is to use an iPad to take photos and videos of the school environment and personnel. This will help to familiarize a newcomer ELL with the roles and

responsibilities of personnel and to navigate the school setting.

APPS

For an educator, "there is no telling where the next tap will take you with over 225,000 apps to choose from" (www.apple.com). Built in apps include: Safari, iBooks, photos, FaceTime, maps, Newstand, messages, calendar, *continued page 5*



RITELL Advocacy Corner

– RITELL Board Committee Members



RITELL presented testimony recently to the Rhode Island House Health, Education, and Welfare Committee, Supporting Proposed Legislation H-5527 -AN ACT RELATING TO EDUCATION-THE PAUL W. CROWLEY RHODE ISLAND STUDENT INVESTMENT INITIATIVE. The bill would bar high stakes testing from putting high school students' graduation in jeopardy. RITELL, part of a coalition of organizations that have urged the passing of the bill, expressed support for the following reasons:

1. It is well known that giving tests in English to students who are in the process of learning English is neither valid nor reliable (National Research Council and Institute of Medicine, 1997)*: "Every assessment is an assessment of language," the Committee wrote in Improving Schooling for Language-Minority Children. "This is even more the case given the advent of performance assessments requiring extensive comprehension and production of language. To base graduation on such linguistically-demanding assessments administered in English to students the state has itself verified have limited English proficiency is indefensible based on all we know about the effect of limited proficiency on test results. Furthermore, recently arrived students have not been exposed to the curriculum that is tested on the assessments. Therefore, content bias may exist and this also may lower the scores of students.

2. Students sit for tests that are administered in English after they have been in the country as little as a month, as is done in the case of the Mathematics NECAP assessment, is punishing to ELLs and their teachers. The students cannot read or understand the tests and teachers must administer them anyway, causing emotional distress to both parties. When students are at the Entering, Emerging and Developing proficiency levels as measured by the

WIDA ACCESS test, they cannot read and interpret the questions sufficiently to demonstrate their mathematical abilities. It is equivalent to asking English-speaking children to take the test in Japanese; they might know the content, but would not be able to understand the test questions in order to respond appropriately. Therefore, when giving tests in English, it's important to remember that they are reading tests as much as they are content tests (as can easily be seen in the case of word problems on mathematics assessments).



3. To use the results of such assessments to place children in interventions they may not require or to determine if they should earn a Rhode Island diploma is an egregious practice. There is no diagnostic capability of tests given in English for students whose proficiency does not allow them to process the questions. Instead, teacher knowledge of student abilities should weigh more heavily on the assignment of students to interventions, given that tests administered in English have all the aforementioned flaws.

4. To take and retake the same test, administered in English, does not improve the situation for ELLs, particularly in short time frames such as is suggested by RIDE policies, For example, a Commissioner's February 2013 letter regarding graduation states that those not meeting standards in October can take it the following spring. The requisite proficiency cannot grow that quickly for students who have just begun to learn English.

Continued next page

It could also lead to instructional practices focused on “doing better on the test” or “teaching to the test”, rather than the provision of high quality instruction. While the secondary regulations also have a “waiver” provision that might apply in the case of ELLs, districts may only apply for this after following the test-retest procedure and only in “rare cases”. The state also permits ELL students to continue working towards successful completion of Rhode Island graduation requirements beyond the equivalent of the 12th grade year. But this treats ELLs unfairly, as they must stay in school longer than other students only because they are still developing English proficiency sufficient to demonstrate content mastery on tests administered in English, if no alternate assessments are identified (as is currently the case in Mathematics).

5. While RITELL applauds the fact that the state has provided alternate testing provisions for the English Language Arts NECAP assessment, to date, no provisions are in place that would offer a reasonable alternative to ELLs for the Mathematics assessment. RITELL further acknowledges that these testing policies are driven by federal regulations that all students be included in accountability assessment systems, but the state needs to consider a “Plain English” version of the Mathematics NECAP or any future tests it may use to assess student performance if administered in English. Plain English is a form of test wording in which all phrasing is made as simple and understandable as possible to aid learners in interpreting the questions; it does not influence their results; it just makes sure they can comprehend the questions being asked. This would provide some relief to students taking the test in English. Even “Plain English” testing should be coupled with teacher knowledge of student abilities. This bill would ensure the appropriate use of assessments for diagnostic purposes and

prevent questionable results of tests given in English to determine high school graduation. If possible, RITELL further recommends that districts test skills in native language upon entry to identify students in need of support as early as possible as is the intent of the secondary regulations.

6. We urge the passage of this bill as it focuses on supports given to students and denies linkage of accountability measures for “high-stakes” purposes, such as is proposed for high school graduation. We further urge a focus on support given to students because:

- Teachers are not well prepared to work with ELLs. The state should spend money here instead of on testing in order to improve schooling outcomes for ELLs.
- ELL students are often in under-resourced schools. Many RI districts are in desperate financial shape; large numbers of teachers receive layoff notices each year. Yet at the same time large amounts of funding are being allocated to testing. If permitted by Race to the Top funding guidelines, allocating resources to hire more teachers to lower class size, advance teacher skill in serving ELLs and to purchase ELL-responsive teaching resources would be a far better use of these and other available monies.

It is for all these reasons that RITELL urges passage of H-5527. These arguments have all been shared previously with the Rhode Island Department of Education at various public hearings and meetings they have held regarding the graduation requirements.

*This position is further elaborated in “High Stakes: Testing for Tracking, Promotion, and Graduation,” National Academies Press, 1999, Chapter 9, by Jay P. Heubert and Robert M. Hauser, Editors; Committee on Appropriate Test Use, National Research Council.

Furthermore, the collaborative framework already in place was able to support the next new initiative – the implementation of the Common Core State Standards (CCSS).

The English Language Arts CCSS identify the essential language and literacy skills for all students to be college and career ready. At best, they are a goalpost for teachers and students and can be a tool for assessing where English Learners are and where they need to be. As noted in the introductory section of the CCSS documents (all on page 6):

- “The Standards define what all students are expected to know and be able to do, not how teachers should teach.”
- They “do not define the intervention methods or materials necessary to support students who are well below . . . grade-level expectations.”
- “It is also beyond the scope of the Standards to define the full range of supports appropriate for English language learners.”

These disclaimers leave teachers of English learners empowered in some ways yet puzzled and challenged. Where are the guidelines on how to work with ELLs in light of the Common Core initiatives? One possible answer emerging from our line of research is based on the foundational belief that teacher collaboration enhances teacher practice and as a result helps student achieve the linguistic and academic goals set for them. For successful collaboration to be developed, specific objectives and procedures should be identified, implemented, and maintained.

For the most part, established collaborative practices have a more or less direct instructional or noninstructional focus (Honigsfeld & Dove, 2010). Instructional conversations and activities that concentrate on the CCSS may include:

1. joint planning: ESL and mainstream teachers contribute to lesson planning collaboratively guided by the CCSS;
2. curriculum mapping and alignment: ESL and

general education curricula are mapped and aligned to follow shared CCSS goals;

3. parallel teaching: during a pull out ESL program, the ESL teacher focuses on the same or similar instructional outcomes as the mainstream teacher;
4. co-developing instructional materials: ESL and mainstream teachers create multilevel, differentiated instructional resources that help all students make steps toward meeting the CCSS;
5. collaborative assessment of student work: ESL and mainstream teachers analyze the same student product and offer their unique perspectives to each other on areas of student needs;
6. co-teaching: ESL and mainstream teachers share the classroom to deliver instruction together that is driven by the expectations of the CCSS.

Additionally, teachers may also engage in noninstructional activities such as (1) joint professional development that encompasses Common Core expectations, (2) teacher research to determine the effectiveness of certain programs, curricula, and teaching strategies to assist ELLs in reaching linguistic and academic benchmarks, (3) preparing for joint parent-teacher conferences and writing report cards that address students’ progress toward meeting the common core goals, and (4) planning, facilitating, or participating in other related activities.

The CCSS can be viewed as an opportunity for the teachers of ELLs to collaboratively examine their instructional delivery and curricula as well as determine if they are appropriately challenging their ELLs to make academic gains (Dove & Honigsfeld, in press). Overall, collaborative partnerships can assist teachers in unpacking the meaning of the standards for ELLs and support one another’s efforts to help all students become college and career ready.

(For article references see Page 8)

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The authors were the main presenters at the RITELL 2012 Spring Conference

contacts, App Store, iTunes, music, videos, notes, Game Center, Photo Booth, clock, and camera. These apps are interactive and provide students with up to date and engaging instructional opportunities when learning new content material.

In the App Store, there is a section designated for Education. Many apps are free or at low cost. There are reference apps such as National Geographic World Atlas, GoogleEarth, WolframAlph, Educreations, Encyclopedia Britannica, dictionaries, translators, and calculators. Augmentative communication apps for ELLs with learning disabilities include Proloquo2Go and UTalk.

For English Language Arts, there are apps to “help students master English at all levels— from learning how to read to practicing writing and grammar skills to studying classic literature” (www.apple.com). This could include Interactive Alphabet, Grammar Lite, Mels Listening skills, Word Dynamo, Idioms, EnglishGrammarinUse, SpellBoard, EnglishLaunchPad, Chicktionary, The Opposites, Wordventure, and ThinkBook (Write, Plan, Outline and Take Notes).

To build academic language and background knowledge in Social Studies, Science, and Math content, the following apps may be helpful: NASA, Science360, Smithsonian, PeriodicTable, StarWalk, CalcProHD, MathBoard, QuickImages, Rocket Math, Oh No! Fractions, EnchantedDictionary, VirtualHistory SnagFilms, and USAToday.



For the ELL Teacher

To support the ELL teacher with translations and voice recordings, apps such as iTranslate, DragonDictation, and QuickVoice are helpful to access, analyze, and plan for future instruction for students’ listening and speaking skills. Also, teachers can utilize LiveBinders, BrainPop, TechChef4U, Photo Collage Creator, and apps for Common Core State Standards.

iPad usage for the Entire Class

For about \$30, a VGA-adaptor or a document camera can be purchased to attach an iPad directly to a LCD projector. With this connection, the iPad can be utilized by an entire class to view short videos, demonstrations, photos, and apps—this multi-purpose has infinite options!

Conclusion

The possibilities when using an iPad with students are endless. Imagine using FaceTime with students from around the world, enabling ELLs to use their language skills with other English language learners nationally and internationally. This would bridge cultures and cultivate global perspectives.

Lauren Bentley is an ELL Specialist in Lincoln Public Schools, the Northern RI ELL Consortium Coordinator and an active RITELL Board Member.

Dina Silvaggio is an ELL Coordinator/ELL Specialist for North Providence Public Schools and an active RITELL Board Member.

Also See Recommended iPad Apps, page 7!



The authors, raffling off an iPad at the RITELL Fall 2012 Conference.

Why Join RITELL? Six Essential Reasons

RITELL is the only association in Rhode Island that maintains an affiliation with TESOL. Joining RITELL can help members present themselves as serious professionals by being a member of his or her professional association.

Highlight your membership on your resume:

There are few better ways to show serious commitment to the field and be distinguished within the profession.

Pay special member fees and use RITELL resources:

At RITELL Conferences in the fall and spring, pay discounted fees. Designed with our members' needs in mind, visit

the RITELL website regularly to stay up to date in your field. www.ritell.org.

Receive the association's newsletter--The RI-Teller:

Receive the *RI-Teller* twice a year and stay up to date on issues and developments in the field. Learn of changes in state policies, gain valuable information that can help teach students more effectively, and learn of professional conferences of interest to be held in our region.

Job Postings:

Receive job postings through *RIWorks*, our e-bulletin that will notify RITELL members of ESL and bilingual/dual language positions as

they are announced.

Networking:

Network with colleagues who can offer ideas, strategies, resources and encouragement.

Advocacy:

Benefit from the advocacy efforts of RITELL on behalf of Rhode Island ESL and Bilingual professionals, as well as ELL students and their families.

Get involved!

RITELL members are the backbone of our professional association. Looking for a way to Contribute? RITELL is a wonderful option. Join others and make a difference!



Don't miss out on the opportunities and benefits RITELL can bring!

Contribute to RI-TELLER!

We welcome book reviews, articles, lesson ideas, notices or relevant meetings and any other news of interest to ESL educators in RI.

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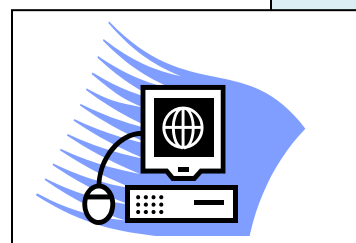


Check Us Out Online!

On www.ritell.org, check out the growing collection of resources, including our Book List Project, our Language and Country Projects, and Internet Resources.

Also, please "Like" us on Facebook at

<http://www.facebook.com/#!/pages/Ritell-an-Affiliate-of-Tesol-International/181353538598462>



Recommended iPad APPS

The following list was compiled from the RITELL Fall 2012 Conference breakout session by Rene Rosivach, Elementary School Teacher, Chariho Regional School District.

1. **Language Builder** – A rich environment for improving language development
2. **ScreenChomp** – Sharing tools used to create a sharable, replayable video
3. **ShowMe** – Record voice-over whiteboard tutorials and share them online
4. **Videolicious** – Create a video combining videos, photos, music and stories
5. **Audioboo** – Create audio and post to your own account on the web
6. **Slideshark** – View and share PowerPoint presentations on the iPad
7. **Flashcards Creator** – Download from the Internet to produce flashcards and display them on the iPad. Text can be added to the flashcards as well. Display options can be edited to include words, pictures and sounds in any order or combination. Flashcard sets can then be saved into different folders for future lessons.
8. **Idioms** – Includes 700 English idioms with explanations. Practice idioms by category including ‘negotiations’, ‘legal’ and ‘business’, perfect for higher level students. Simply set the number of questions and category, and a random multiple choice example of an idiom in use and explanation is given. For students of business English, try using a random idiom as an interesting starter question. A randomly generated idiom can inspire an entire lesson plan!
9. **Teacher’s Assistant Pro-Perfect** - Track students’ behaviors, infractions, and achievements quickly and easily. Incidents on student behavior and achievement can be documented in real time and reports can be sent to parents and administrators instantly via email. Organizing important document is also simple and clutter free. It’s customized to fit any classroom needs.
10. **Free Books** – Any educators with a need for quick reference to 23,469 books (and counting!) can download this amazing resource completely free. It provides access to classic novels, autobiographies, letters, speeches, and other writings by significant historical figures and recognized individuals like American presidents and philosophers. All content area teachers benefit greatly from what Free Books offers.
11. **Pages** – Create gorgeous and effective handouts, tests, quizzes, assignments, notes and presentations using Apple’s own word processing application. With 16 templates for everything from cards to fliers, users start working on what really matters right from the start. Teachers who take advantage of everything it has to offer can incorporate graphs, charts, videos, and photos into projects to add interest and better illustrate information. Capable of file sharing, Pages also allows for saving files in convenient Word and.pdf formats.
12. **Dropbox** – Save files by synching different machines with this application, which provides online storage of files. Save photos and videos directly to this application when using an iPad .

References for *Common Core Collaborations*

Continued from Page 4

Dove, M. G., & Honigsfeld, A. (In press). *Common core for the not so common learner: K-5 EA Strategies*. Thousand Oaks, CA: Corwin Press.

Honigsfeld, A., & Dove, M. G. (2010). *Collaboration and co-teaching: Strategies for English learners*. Thousand Oaks, CA: Corwin Press.

RITELL: 150 members and growing!



Show your colleagues page 6 and encourage them to join RITELL!
The more members we have, the stronger we become in serving
you!



RITELL advocates for all
teachers who serve ELLs.
Let us know the issues
important to you!

READER'S OPINION

Technology or the Deep Blue Sea *By j.a. lopes*

A running joke always resurfaces in my classroom: my reference to technology as masquerading itself as "The Devil". Therefore, it was with curious trepidation that I approached RITELL Fall's 2012 Conference focusing on technology. After participating in the *Come On, Get Appy!* portion of the conference, I came away with a new-found appreciation for educational apps. Presenter Rene Rosivach introduced a menu of apps, and succinctly explained their practical application in the ELL classroom. I was particularly drawn to the app called, *Educreations*, which I now find myself using on a weekly basis.

My experience at the conference, led me to realize and question whether humanity (teachers and students included) can function without technology. I continue to question our overdependence on, dear I say it, "The Devil" of technology. As Terry Freedman, Educational ICT Consultant, states on the ICT in Education website, "Tablets have made it easier or more immediate, but not actually changed much."



I ask readers to answer this singular question. Are educators relying too much on a computer program, an app or a blog in our efforts to sustain learning in the classroom, especially when it is estimated that technology spending in education reached \$56 billion in 2012?

While conducting research for this column, I decided to Google and YouTube the lyrics to the song, *The Devil and the Deep Blue Sea*, made famous by George Harrison on his appropriately titled album *Brainwashed*. Ironically, the song includes the following lyrics:

I don't want you

But I hate to lose you

You got me in between

The devil and the deep blue sea

Considering my central question posed in this column, I couldn't have written a more appropriate ending to this column. Let the RITELLER know of your opinion. **Is technology the devil or is it the deep blue sea? E-mail the author at westerlyjoe@hotmail.com**

Joe Lopes is an ELL Teacher in the Chariho Regional School District.

The English Language Learner University (ELL-U) Web site (www.ell-u.org) is an accessible and free learning portal for educators who work with adult ELLs. It was developed by Kratos Learning for the U.S. Department of Education/Office of Vocational and Adult Education. ELL-U aims to broaden, deepen, and strengthen the knowledge and skills of educators through a hybrid approach of face-to-face professional learning activities and virtual learning and networking opportunities. ELL-U notes that the resources available to registered users include:

- Learning activities such as online courses, study circles, and training events.
- Access to subject matter experts through faculty facilitated office hours, learning activities, and online led forum discussions.
- An online course catalog, registration, and user profiles designed to help users manage and track their professional development goals and activities.
- Campus life activities such as interest-based clubs, message boards and faculty led forums designed to create a virtual learning community for practitioners in the field.

The online courses are self-paced and interactive with clear and explicit learning objectives.

“Each course is designed to be approximately one to three hours in length; however, since they are self-paced, the length of time it takes to complete a course is dependent upon each user. Faculty members are assigned to host office hours for students to ask follow-up questions during the online course experience.”

The study circles are designed to explore topics of interest while focusing on specific aspects of teaching. “Facilitated study circles allow participants to explore content through reading, writing, and sharing with one another. Study circles generally span three to four scheduled sessions. Study circles require participants to review research, reflect on that research, modify their instructional practices, and reflect with other participants on the content being studied. Study circles are offered both face-to-face and through an online format.”

“The training events provide a venue to learn about techniques for teaching adult ELLs and how to implement these techniques in classrooms. Events range in length from one to eight hours and are held across the country at local, state, and regional professional meetings via plenary and concurrent sessions, and pre-conference workshops.

The latest Learning Activities can be found at:

http://www.ell-u.org/assets/dl/archive/Courses_Fall_2012.pdf

Karisa Tashjian is the Program Coordinator for Rhode Island Family Literacy Initiative, (RIFLI).



African Voices

Celebrating Eid-al-Adha by Anta Hane Lo

Each year, many Muslims in the United States observe Eid-al-Adha, also known as the Feast of Sacrifice. It is celebrated by Muslims from around the world notably the Middle East, some parts of Africa like Senegal, Gambia, Mali, Nigeria, Morocco, and Europe. Last year, Eid fell on the weekend of October 26 to the 29th. It is a three day celebration that commemorates Ibrahim's (Abraham) willingness to sacrifice his son to God to prove his faith.

The story goes that God wanted to test the prophet's faith by asking him to sacrifice his first son Ishmael in His name. When Ibrahim decided to obey, God sent an angel to replace Ishmael with a ram. As a token of his gratitude to God, the prophet organized a feast to share food and thanksgivings with his community.

Today, Muslims around annually celebrate this holiday by scarifying a sheep, a goat, a cow, or a camel depending on local animals and cultures to share with their families and friends, but especially with the less fortunate. In the United States, people go to farms that accommodate their religious recommendations and practices to purchase their animals of choice.

Well-to-do Muslims often purchase more than one animal to share because donating food or simply sharing a meal with neighbors is recommended on Eid.

On the first day of Eid, people wake early in the morning to prepare for the morning prayers. Muslim communities gather at local mosques to pray together and ask for peace and forgiveness from God and from one another. After the prayers, worshippers head back home for an all day long eating feast. Depending on the cultures, the main dish usually includes grilled lamb with various sides like salad, vegetables, and couscous.

Many English Language Learners from the Middle East, Africa, and other parts of the world take this day off from school in order to celebrate with families. To support Muslim students and bring more cultural awareness to those students who don't know about holidays from outside the United States, teachers may offer readings and activities in their classrooms.



Anta Hane Lo is an ELL Instructor for Dorcas Place.

Gladstone Street Elementary School Awarded Book Collection

Gladstone Street Elementary School in Cranston was awarded the first annual Epsilon Rho Book Collection Award at the fall RITELL Conference. Jackie Cambio (ESL resource teacher), Susanne DaSilva (ESL classroom teacher), and Kristin Ward (ESL District Administrator) accepted the collection on behalf of the Gladstone Street School community. Chosen for its excellent work with a large population of English Language Learners, the Gladstone Street Elementary School acquired twelve culturally relevant books and audio recordings.

Epsilon Rho is the Rhode Island College chapter of Kappa Delta Pi, the international honor society for teachers and teacher candidates. Each year, Epsilon Rho sponsors a service project. This past year the chapter decided to participate in *Literacy Alive*, a Kappa Delta Pi initiative that supports the advancement of literacy skills. Epsilon Rho chose to focus their energies on English Language Learners. They decided to purchase a book collection to donate to a school community with a large population of English Language Learners. They wanted to do more than just collect books, however. They wanted to learn how to review books through the lens of cultural relevance, and they wanted to be voices in the literacy journeys of English Language Learners in Rhode Island. Thus began the Epsilon Rho Book Collection and a vibrant partnership with RITELL.

Epsilon Rho sought guidance from Dr. Nancy Cloud, director of RIC's TESOL program. Gerri August (co-advisor), Whitney Blankenship (co-advisor), Aimee Marsland (President), and Brittany Richer (Vice President), were directed by Nancy Cloud throughout the RITELL Booklist Project, and met with chapter members to instruct them on effective read-aloud strategies for English Language Learners. After training and practice, Epsilon Rho members gathered to produce the audio recordings.

Through this initiative, Epsilon Rho members are becoming strong advocates for English Language Learners. This is perhaps the greatest contribution of this project.

Co-advisor Gerri August hopes that teacher candidates who participate in this project will evaluate education policies in light of their effects on our most vulnerable students and will speak out against unjust practices.

The 2012 Epsilon Rho Book Collection included the following titles:

- Dragon Dancing** by Carole Lexa Schaefer
- Dear Juno** by Soyung Pak
- The Seven Chinese Sisters** by Kathy Tucker
- Fortune Cookie Fortunes** by Grace Lin
- The Secret Footprints** by Julia Alvarez
- I Hate English** by Ellen Levine
- No Dogs Allowed** by Sonia Manzano
- The Green Frogs** by Yumi Heo
- My Name is Yoon** by Helen Recorvits
- Yoon and the Jade Bracelet** by Helen Recorvits
- New Clothes for New Year's Day** by Hyun-Joo Bae
- Bee-bim Bop** by Ho Baek Lee

Aimee Marsland and Brittany Richer hope to expand the Epsilon Rho Book Collection in 2013. To that end, they are considering fundraising events. They also envision an even stronger partnership with RITELL and the school communities who receive the collections.

Authored by Dr. Gerri August, Assistant Professor of Educational Studies, Rhode Island College, & Whitney Blankenship, Aimee Marsland, and Brittany Richer, Rhode Island College students.



RITELL Coordinating Council

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Vice President: Andrés Ramírez

Recording Secretary: Dina Silvaggio

Membership Secretary: Jane George

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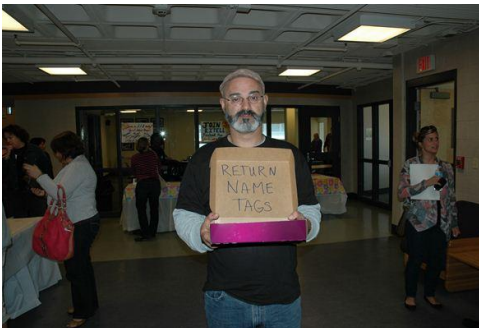
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Among its activities, Coordinating Council members organize and work at RITELL Conferences, manage the www.ritell.org website, advocate & present position statements for Teachers of ELLS, help form and support Special Interest Groups, and actively recruit new RITELL members.



Show your support for RITELL by purchasing a nifty RITELL flash drive or fashionable RITELL T-Shirt at our next conference. We'll also be raffling an iPad!



SAVE THE DATE!
RITELL's Spring 2013 Conference
*ELLs and the Common Core:
Strategies and Resources for
Teachers.*



Saturday, May 4, 2013
Rhode Island College
Student Union Ballroom



Main Session Speakers:

Lydia Breiseth, Website Manager Colorín Colorado
&

Diane Staehr Fenner, consultant and blog author of
"Common Core State Standards and ELLs" on
Colorín Colorado Website

*iPad Raffle &
Annual Business
Meeting to follow
conference*

Visit
www.RITELL.org
for registration
and upcoming
information.



Candid Camera at RITELL

RITELL Spring 2012 Conference Photos





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Upcoming Conferences

Contact information:



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TESOL International Convention & English Language Expo

Harmonizing Language, Heritage and Cultures



Dallas, Texas
March 20-23, 2013

For more information, visit:

<http://www.tesol.org/convention2013>

RI Adult Education Conference

Wednesday, April 17th, 2013

Providence Career and Technical Academy, 41 Fricker St, Providence

For more information, visit the

Rhode Island Adult Education Professional Development Center

<http://www.riaepdc.org>



MATSOL 2013 Conference

Change: The Challenges and Rewards

May 1-3, 2013 • Framingham, MA

Registration Deadlines:

- with purchase order: March 15 (or until sold out).
- by check or credit card: April 15 (or until sold out)

Both days include workshop sessions for educators in K-12,
adult and higher education.

View conference schedule and registration information at

<http://www.matsol.org/2013-conference>