

Developing Academic Language and Disciplinary Literacy in Diverse Classrooms

Professional Learning Opportunity for Teachers, Administrators, and Coaches Who Work with English Language Learner Students

About the Presenter:

Susan O'Hara, Ph.D., is the executive director of the CRESS Center at the School of Education at the University of California, Davis. She has a wealth of experience and background in public education, working closely with teachers, researchers and community leaders. An educator for 20 years, Susan began teaching mathematics and science to middle and high school students in Ireland. She has a master's degree in applied mathematics from the University of Southern California and a PhD in science and technology education from the UC Davis School of Education. In 2000, Susan was appointed assistant professor in teacher education at Sacramento State University. Most recently, she was associate professor and founding executive director of the Center to Support Excellence in Teaching (CSET) at Stanford University.



Session Information

Date: August 28, 2014

Time: 8:00 a.m. – 3:30 p.m.

Audience: Teachers, coaches, and administrators who work with ELL students

Location: First Baptist Church,
Door 4, 2932 King Street,
Alexandria, VA 22302

Register: (ERO 18171)

For more information on this professional learning opportunity, please contact Jaime Knight, Katherine Philipp or Micki Suchenski

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Objectives: Participants will:

- Analyze the academic language and literacy demands of content area instruction, and the implications for English language learner students.
- Be introduced to a set of research-based practices for developing academic language and literacy for ELL students.
- Understand how best practices look and sound at different levels of instruction, as described in an observation protocol, and identify the instructional actions that can effectively move a teacher from one level of enactment to the next.
- Demonstrate knowledge of how to apply a suite of tools, including video illustrations and strategies, that can be utilized to support implementation of these practices and improve instruction.