

Adolescent Literacy and Students with Limited or Interrupted Formal Education Day 1

Adolescent Literacy

Presenter: Susan Lefond



This highly interactive workshop will provide educators with targeted strategies to use with middle and high school ELLs who struggle with reading comprehension. The before reading, during reading, and after reading strategies will assist teachers with their integrated efforts to improve reading comprehension - ultimately leading to increased student success.

Susan Lafond, a Nationally Board Certified teacher, has 20 years of experience teaching ESL and foreign language. She currently works as a professional development assistant for educators with New York State United Teachers (NYSUT). She was appointed to the National Board for Professional Teaching Standards (NBPTS) English as a New Language Standards Committee in February 2009 to review and revise the existing English as a New Language Standards. In addition, she has been a reviewer and member of numerous committees for test development of the New York State English as a Second Language Assessment Test (NYSESLAT) for the New York State Education Dept, as well as an evaluator for TESOL teacher certification exams for National Evaluation Systems. Susan acts as a consultant for Colorín Colorado and Adlit.org and was featured in a four-part webcast on Adolescent ELLs. She was selected as a member in the New York State Academy for Teaching and Learning through Statewide Peer Review and she won the Union College Excellence in Teaching award and the Employee Recognition Award in her former school district.

Day 2

Students with Limited and Interrupted Education

Presenter: Andrea DeCapua, Ph. D.

Workshop Description

ELLs with limited or interrupted formal education face great challenges: language, literacy, content-area knowledge, and an unfamiliar school culture. This workshop will explore the needs of these students and consider how to best address these needs through a hands-on workshop with modeled techniques and practices to create successful learning experiences for this population.

Andrea DeCapua is Associate Professor of Multilingual Multicultural Education in the Graduate School of Education, The College of New Rochelle, New York. Her research focuses on TESOL/Bilingual teacher preparation and mentoring, intercultural awareness, and second language acquisition. Her articles have appeared in Bilingual Research Journal, Urban Review, System, and Semiotica, among others. She is committed to developing and supporting educational opportunities for all ELLs, but especially those with limited or interrupted formal education. Dr. DeCapua is the author of several books, including Meeting the Needs of Students with Limited or Interrupted Schooling. A Guide for Educators. Dr. DeCapua's latest book, Breaking New Ground: Teaching Students with Limited or Interrupted Formal Education in Secondary Schools.