

Title III Teacher/Parent Literacy Scholarship Attendance Form for Service Requirement

Please fill out this form and submit it to Dr. Bartolomé or her Grant Assistant, Rhode Milford LeBlanc, within **one week** of the lecture or event. Dr. Bartolomé will sign off on the form and it will be filed in your scholarship student folder.

1. Name of event or speaker and title of lecture

The Why, What and How of Family-School Partnerships
Speaker: Karen Mapp, EdD Howard Good School, Ed

2. Date of lecture or event

April 5th, 2012 6pm - 7:30p

3. What did you learn from this speaker or event? How does it relate to teaching English language learners? What specific strategies or ideas would you like to investigate further? How do these ideas relate to your own philosophy of education?

I learned that the component of school reform that makes a major impact on that reform is community/parent involvement in teaching. Dr. Mapp asked the audience to reflect on "how do I build engagement (of parents/caregivers) as part of my pedagogy?" Her core beliefs included that all families want the best for their children; caregivers are able to support their child's learning; caregivers and parents are equal partners; and that the responsibility for building these relationships rests with the school staff.

Dr. Mapp was careful to point out that it is not about getting a parent to fix a kid from the teacher's point of view, but about approaching teaching as a partnership with parents who are equals and doing what is most effective for that student!

Courtney Thomas
Student Signature

5 April 2012
Date

COURTNEY THOMAS
Print Signature

5 April 2012
Date

Title III Administrator Signature

Date

Title III Teacher/Parent Literacy Scholarship Attendance Form for Service Requirement

carla:silva
Student Signature

04/05/12
Date

Print Signature

Date

Title III Administrator Signature

Date

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1. Name of event or speaker and title of lecture

Annual / National Conference: American Association of Applied Linguistics

2. Date of lecture or event

Saturday 24 March, 2012 (from 6³⁰ am - 6³⁰ pm)

3. What did you learn from this speaker or event? How does it relate to teaching English language learners? What specific strategies or ideas would you like to investigate further? How do these ideas relate to your own philosophy of education?

I learned a number of things, such as who else is teaching, researching and for writing about language learning and teaching. For example, some researchers were demonstrating "cognitive architecture". It was interesting as an analogy for the learning process, and where + how language learning fits into the concept.

Next I went to a colloquium organized by Mary Schleppegrell, where several linguists described their writing writts in the classroom. She talked about SFL, which means Systemic Functional Linguistics. It's an approach that leans heavily on group work and helping students to make the transition to independent learners - self-directed and very much interested in the many layers of a subject or the writing process. It was very exciting information.

I went to another presentation that day, which discussed paralinguistic dynamics and cues during a video-recorded conversation.

Dianne Zimbabwe

Student Signature

11 April, 2012

Date

Dianne Zimbabwe

Print Signature

11 April, 2012

Date

Title III Administrator Signature

Date

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1. Name of event or speaker and title of lecture

Judith Alexander (lecturer) and Jean Horthy Bourdeau (professor)

2. Date of lecture or event

Mon 26 March 2012

3. What did you learn from this speaker or event? How does it relate to teaching English language learners? What specific strategies or ideas would you like to investigate further? How do these ideas relate to your own philosophy of education?

- There were two points which resonated with me as I sat in on these lectures.

- I saw a clear example of a teacher using the blackboard as a support for what was said. Everytime the teacher made a statement, or reviewed a statement from a student, he wrote out on the board exactly what was said in support.

- I find this a very effective learning strategy.

- The lecturer, when the one directional flow of information became tedious, introduced bi-directional strategies, such as questions to the class. She also introduced humor as needed.

Courtney Thomas
Student Signature

26 Mar 2012
Date

COURTNEY THOMAS
Print Signature

26 Mar 2012
Date

Title III Administrator Signature

Date

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1. Name of event or speaker and title of lecture

Best Practice Case Studies in BPS: 2 contrasting approaches for ELL's

2. Date of lecture or event

Tuesday 7 February, 2012 / Rosann Tung & Laurie Gagnon

3. What did you learn from this speaker or event? How does it relate to teaching English language learners? What specific strategies or ideas would you like to investigate further? How do these ideas relate to your own philosophy of education?

The students I observed were at the intermediate to advanced levels of English Proficiency, and one of the foci of the studies was on academic language development. This seems, in retrospect, to have been a logical relationship of factors, given that it takes 5-7 years and more for academic language to develop enough in language learners according to Cummins. A lot of little details about the study echoed the information presented & discussed in the theories & methods courses, such as - don't dumb-down the curriculum, the value in speaking multiple languages, the need for teachers to have professional development for helping ELL's in their classrooms & to give teachers a deeper understanding of language development. Also the importance of intentionality in providing opportunities for the students to work in pairs & small heterogeneous groups - for communication and practice using English in academic contexts, was emphasized. The Private Industry Council's work helping ELL's to connect with programs outside of their cultural/linguistic communities, and the positive effect this effort rendered to the students' META level.

Dianne Zimbabwe

Student Signature

8 February, 2012

Date

Dianne Zimbabwe

Print Signature

8 February, 2012

Date

after the summer, was the biggest/happiest surprise of the entire lecture! :)

Title III Administrator Signature

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1. Name of event or speaker and title of lecture

KAREN MAPP

2. Date of lecture or event April 5, 2012

3. What did you learn from this speaker or event? How does it relate to teaching English language learners? What specific strategies or ideas would you like to investigate further? How do these ideas relate to your own philosophy of education?

"The Why, What and How of family-School Partnership"

The event is very interesting and challenging. The program relates not only to the teaching of English but to the teaching profession as a whole. Dr. Karen Mapp made a presentation on a project that is in progress and is making differences in the teaching profession. It shows how teachers can maximize the impact of their effort in the classroom on their students by involving parents and the community. a project that brings the classroom closed to the parent or parent closer to the classroom.

What I would like to investigate further on this project are: How is the grouping of the parents done, the criteria to determine who should be in what group. Duration of the Class meetings. How long must one be on the program and where to start, when the parents are identify as illiterates. Also I would like to know more about who foot the bill on the "Parent University" and whether the facilitators are paid or they do it as a volunteer and if so how long.

The event actually looks similar to my philosophy of education except that this project is more detailed and broad. If I have the right, I would recommend all teachers acquire such skills and knowledge.

By making this general in the teacher education curriculum, the workload on the field will be reduced and more mentors shall be created in the community.

I have benefited a lot from this event, it may be tough to start but is workable. I hope to put them into practice in my own small way to help parents. As a community youth worker, I see this as a great tool for me to use in delivering my service to them.

I would suggest a handouts at such programs for participants as some people cannot combine writing and listening at the same time. This, I hope will help participants reflecting on facts raised and put them into practice.

I want to conclude by expressing my appreciation to the work of Dr. Karen Mapp and her team of researchers for this a great work and all the staff of the department of Linguistic UMASS Boston for their effort to make this great event available and possible.

JUSTICE OGOMON

Print Signature

4/05/2012

Date

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1. Name of event or speaker and title of lecture

"How the structure of language reflects in our -

2. Date of lecture or event @ Northeastern Univ 3:30-12, 12:30 P
"consciousness" speaker Harvard professor Steven Pinker

3. What did you learn from this speaker or event? How does it relate to teaching English language learners? What specific strategies or ideas would you like to investigate further? How do these ideas relate to your own philosophy of education?

- I learned a bit more about how indirect speech provides a window into social relationships

- Sometimes what is not said is as critical as what is said.

- Professor Pinker talked about Paul Grice's 'cooperative principles' and Herbert Clark's 'joint action' which states that language use is really a form of joint action.

- I think it is important to teach language learners how much is communicated by what is said (the words we use) as well as by gestures, as well as by the background/history of certain words - a much richer understanding of the language experience! (total)

Courtney Thomas

Student Signature

03-30-12

Date

COURTNEY THOMAS

Print Signature

03-30-12

Date

Title III Administrator Signature

Date

I would have to say that eyes, posture, hands, and overall body language should be considered and studied as a 6th linguistic Dimension, in addition to the 5 Dimensions that Biber describes in his recent corpus investigation on speaking + writing in the university.

Specific { Strategies } I have begun to include more group activities for my adult ELL's.

I have also kept in mind that writing is really a step by step process and my students need me to present the steps patiently and explicitly. Another strategy that I use now is to write the Content + the

Linguistic Objectives on the board at the beginning of each class.

It really does help us all to stay a little more focused and on-task. And it allows us opportunities to take time out for explanations of vocabulary, grammar and culture, without becoming lost. More information can be shared this way in an hour and 20 minutes of class work.