

CAROL ROTHENBERG

EXPERIENCE

- 2004 – present **San Diego State University Research Foundation: Urban Education Projects**
ELL Coordinator
San Diego Unified School District, San Diego, California
- 2007 – present Project Resource Teacher, Office of English Language Acquisition
- 2004 – 2007 City Heights Educational Collaborative: Coordinator, English Learner Support
- 2004 – 2007 BTSA Support Provider
- 2003 – 2004 Adams Elementary School: Literacy Support Resource Teacher
- 1991 – 2003 Biliteracy Department: Project Resource Teacher
- 1988 – 1991 Keiller Middle School: Magnet Resource Teacher
- 1986 – 1988 Lincoln Preparatory High School: Spanish teacher, World Language Dept. Chair
- 1895 – 1986 Balboa Elementary School: Bilingual Resource Specialist
- 2004 – 2005 **University of San Diego**
Instructor, Advanced Seminar in Differentiating Instruction for ELL Students
- 2004 **University of California, San Diego, Extension**
Instructor, Theory of Language Acquisition and Application to Teaching
- 1980 – 1985 **North Clackamas School District**, Milwaukie, Oregon
Chemical Abuse Prevention: Teacher on Special Assignment
Clackamas High School: Learning Specialist
- 1984 **Portland State University** Extension Department, Portland, Oregon
(Coordinated class in conjunction with N. Clackamas School District)
- 1977 – 1980 **Hillsboro Union High School District**, Hillsboro, Oregon
Hillsboro High School: Chapter I Resource Specialist (federally funded program
for low income, under-achieving students)
- 1975 – 1976 **Idaho Migrant Council Skill Training Center**, Caldwell, Idaho
Adult Education Instructor

CREDENTIALS

- 1995 Bilingual, Crosscultural, Language and Academic Development Certificate
- 1985 Administrative Credential
- 1985 Resource Specialist Certificate, K-12
- 1982 Learning Handicapped Credential, K-12
- 1977 Teaching Credential, Spanish, K-12

EDUCATION

- 1980 Master of Science, Handicapped Learner, Portland State Univ. Portland, Oregon
- 1975 Bachelor of Arts, Spanish, University of Oregon, Eugene, Oregon
- 1975 Spanish Major, Universidad de las Americas, Puebla, México

Specialized training:

Specially Designed Academic Instruction in English, second language acquisition and literacy, special education for English learners, peer coaching, TESA (Teacher Expectation, Student Achievement), multiple intelligences, Coordinated Compliance Review, Program Quality Review

PROFESSIONAL DEVELOPMENT

- Train 100 Instructional Facilitators and site and district administrators to provide professional development in instruction for English language learners, 2007 to present.
- Developed online course to train new teachers in effective instruction for English learners, 2007.
- Conducted year-long study groups for math, science and English high school teachers on effective instruction for English learners – includes inservice and coaching, 2002 to present.
- Provide individual, small group and whole staff professional development in the area of literacy and English learners, 1992 to present.
- Designed, teach, train new instructors, district-wide course for second year teachers to meet state standards on teaching English learners, 2002 to present.
- Wrote accepted proposal to CA Commission on Teacher Credentialing to provide sheltered instruction training for district teachers, 2001.
- Developed, taught state-approved courses for sheltered instruction certification, 1985 – 2003.
- Trained school site counselors on identification and placement of English learners, 1999 – 2003.
- Planned and presented Comprehensive Biliteracy Master Plan Professional Development series for teams from 175 district schools, K-12.
- Developed and presented training modules for Student Study Teams.
- Trained administrators, teachers and aides in compliance items and program development and implementation for English language learners, 1991 – 2003.
- Peer Coach for teachers with instructional strategies and classroom management, 1986 – 1988.
- Wrote site plan to implement State Model Curriculum Standards in Foreign Language
- Chaired site Race/Human Relations committee to promote awareness and increase skills in working with culturally diverse students.

CURRICULUM AND INSTRUCTION

- Designed and coordinate Center for New Arrivals: newly arrived, new to English, immigrant high school students, 2008 to present.
- Coach K-12 teachers in scaffolding instruction and developing language and literacy for English learners, 2003 to present.
- ELL consultant for 2010 Glencoe middle school literature adoption 2006-2008.
- Served on McMillan-McGraw-Hill Spanish Reading Advisory Board, 2006-2007.
- Coordinated district-wide senior high school ESL textbook adoption, 2002.
- Developed, implemented district process for articulation of English Language Learners: developed process, trained 500 staff members, monitored, evaluated, 1995 – 2000.
- Coordinated site Thematic Instruction Committee, 1990 – 1993.
- Developed site-specific assessment and placement procedures for students with limited English proficiency, 1987.
- Chaired site reform committee including all school management and staff, 1988 – 1989.
- Planned and implemented adult education courses for migrant workers in English, math, GED preparation and employment skills, 1976.

PUBLICATIONS

Rothenberg, C. & Fisher, D. (2007). *Teaching English language learners: A differentiated approach*. Upper Saddle River, NJ: Pearson Education, 2007.

Rothenberg, C. (in press). English Learners in the Secondary Classroom. In: *Adolescent literacy: research based best practices*. (Eds: Parris, S., Fisher, D. & Headley, K.). Newark, DE: International Reading Association.

Fisher, D., Rothenberg, C. & Frey, N. (2007). *Language learners in the English classroom*. Urbana, IL: National Council of Teachers of English.

Fisher, D., Frey, N & Rothenberg, C. (in press). *Content-area conversations: How to plan discussion-based lessons for diverse language learners*. Alexandria, VA: Association for Supervision and Curriculum Development.