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Regional Bilingual & Education Resource Network

The primary objective of the NYC RBE-RN at Fordham University Graduate School of Education and the Center for Educational Partnerships is to assist schools across all five boroughs in creating professional learning communities centered on the education of English Language Learners (ELLs).

This Winter 2015 issue highlights the importance of the principles set forth in the *Blueprint for ELL Success*. To that purpose, each article is linked to a specific principle and illustrates how the NYC RBE-RN team is applying this guidance to deepen the impact of their work at school and classroom levels. The principles that guide the *Blueprint for ELLs* can be summarized as follows:

1. All teachers are teachers of ELLs.
2. The education of ELLs is the responsibility of all district and school leaders.
3. ELL students should engage in grade-appropriate instruction that is aligned to the CCLS.
4. District and schools should recognize bilingualism an bi-literacy as assets.
5. Districts and schools should value parents of ELLs as partners in the education of their children.
6. The expertise of Bilingual, ESL and LOTE teachers should be leveraged to increase teachers’ professional capacity.
7. Districts and schools should regard and leverage home language and cultures as assets.
8. Formative assessment practices should be used to measure ELLs content knowledge as well as new and home language development.

We invite you to read how teachers and school teams put these principles into practice to advance the education of ELL students.

We hope you enjoy this professional newsletter!

Please visit our website for more information and resources

www.fordham.edu.nyc-rbe-rn-newyork

MESSAGE FROM DR. ANITA VAZQUEZ-BATISTI



Dear Colleagues:

*Since its release almost a year ago, the NYSED **Blueprint for ELL Success** has made news throughout New York State and across the United States for its vision and principles for all English Language Learners. The document offers eight research-based principles that inform the vision of the State and provides guidance to districts and schools towards improved classroom practices and the development of systems that recognizes the values of bilingualism and bi-literacy.*

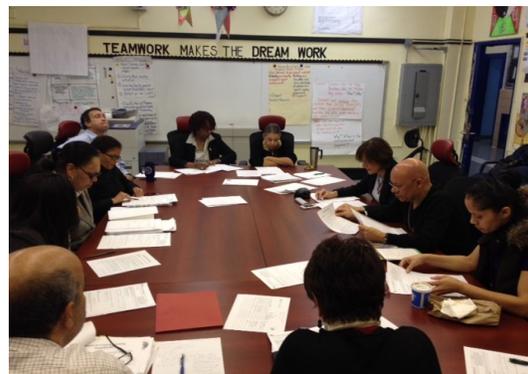
The RBE-RN team has embraced these principles and used them to deepen and expand their work with students, teachers and administrators. As illustrated in the articles that follow, the Blueprint for ELL Success enables the RBE-RN team to deepen the schools' understanding of language acquisition and its alignment to effective classroom practices. It also promotes dual language programs, bi-literacy and school-based leadership as demonstrated by the participation of one of our schools in the online course offered by Stanford University in partnership with the Office of Bilingual and Foreign Language Education of the New York State Education Department.

Now more than ever is the time to refine our focus and deliver.

Warm regards,

Anita Vazquez Batisti

Dr. Anita Vazquez -Batisti
Associate Dean
Fordham University
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Collaborative Analysis of Student Work at IS 117



Regional Teacher Institute

ONE-ON-ONE COACHING AND ITS POSITIVE IMPACT ON TEACHER AND STUDENTS



Written by Eva Garcia , NYC RBE-RN @Fordham University
 Maria Bethea, Grade 5 Teacher, PS 114

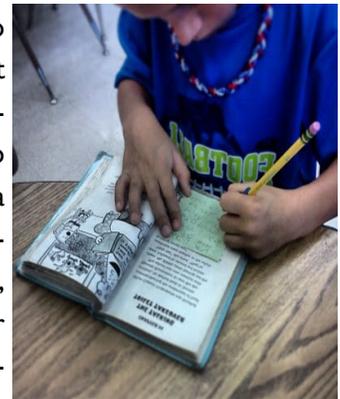
According to research (1), a number of districts with low-performing schools have adopted coaching as means to improve instruction and to build capacity of school staff members. Indeed, developing effective coach/teacher relationships can lead to improved student performance and achievement. Through in - class coaching and collaboration, Eva Garcia and Maria Bethea have been working together on a weekly basis with a class of fifth grade bilingual students at PS 114, in the Bronx. This collaboration gleans evidence that demonstrate increased student engagement and improved student performance as they learn to tackle level text during the close reading process. In this article they share the insights they have gained while developing a teacher/coach relationship.

As a bilingual educator, I often wonder about my practice. My wonderings are about the teaching practices that will best facilitate the learning of my bilingual students. I wonder and worry about implementing programs, strategies, and methodologies effectively with students who are learning a new language. I wonder how I can reach students at all academic and language levels! I know that I'm not alone, because presently, with the rigorous instructional shifts and the implementation of the CCLS, every educator is constantly researching and learning about the latest teaching tools that can aid and facilitate grade-level and rigorous instruction to all students.

I have been teaching for 25 years as a bilingual educator and as an ESL specialist. My class has presently 26 students. The English proficiency of my students ranges from beginning level (4 students) to advanced level. The group also includes 5 long-term ELLs and 5 students with special education needs. The task of teaching, and the professional responsibilities associated with planning lessons that are differentiated for language and content, but share a single learning objective, can be extremely challenging at times. Thus, I fully embraced the opportunity to have an educational expert working side-by-side with me in my classroom.

How does this coaching and collaboration work?

The coaching process is one by which a colleague, or an outside educational expert provides instructional support in the classroom. This partnership is similar to that of mentoring, except that coaching is goal oriented and this goal is clear to both parties. Ms. Garcia and I set a clear professional development goal for me, and we also defined one for my students. To that purpose, we prepare a visits calendar and discuss ways we will use to measure the progress of my students towards that goal.



My professional goal is to become confident with the Close Reading approach, and the goal for my English Language Learners is to ensure that they can work independently for a full close read and demonstrate that they can tackle grade level text on their own using strategies taught during direct instruction.

How do we work with grade level texts in a bilingual classroom? Teachers of English learners in bilingual and ESL program models need to be supported with the process of conducting Close Reads with grade level texts as well as with methodologies that include language supports during the readings. Since the close read requires several readings of the same text, teachers of ELLs need to consider a more integrated approach and include additional scaffolds. It should not be assumed that ELL students will be able to interact and engage with text in English when they have not mastered the oral language.

What are the skills of the students in their native language? This is a 5th grade transitional bilingual class and after assessing the skills of the students in the native language- in this case Spanish, we documented that their oral language in Spanish was at a *commanding level* while their proficiency in English was at an *entering or emerging level*. Thus, we decided to use their literacy skills in their native language to work with the grade level text in English.

A Model Lesson Ms. Garcia shared the article, “Letting the Text Take Center Stage” (2) and used it to frame her lesson. Together, we decided on the GIST (3) strategy to introduce the content vocabulary. We also agreed to use Spanish to introduce the purpose of the close read to make sure that all the students understood it. Therefore, the English proficiency level of these students did not prevent them from working with grade level text. We knew that once these 5th graders had learned the process of a close read they would be better prepared to tackle grade level text independently.

The first reading was a Read Aloud and students heard the text in English and followed it while paying attention to cognates, and circling them. We began annotations with these cognates until they had a full understanding of the meaning of these words.

This understanding prepared them for the implementation of the GIST strategy. They reread the text as a group, and then with a partner to give each student the opportunity to practice the pronunciation of English words and practice reading for fluency. Finally, we chunked the text by paragraphs, and the class did a closer re-read of the first paragraph. Students wrote one or more clue words for the other paragraphs (the task was differentiated based on English proficiency).

Working in groups, students wrote the clue words and discussed the gist of the text using the following sentence frame: “*This text is mostly about _____*”. Then they use a more complex language frame (see below) to summarize the article and cite evidence from the text.

In the article entitled _____, the author _____ (verb: *discusses*) the topic of _____. The author points out that _____ (detail).

In addition, the author (verb: reports, states) that _____ (important detail). Finally, (author) _____ concludes by emphasizing that _____ (Author’s final point).

In Summary, these 5th graders demonstrate the capacity to tackle grade-level text in English. They are successful because we plan the lessons from the perspective of their strengths. That is, we use their proficiency in Spanish (oral or written) as the “point of entry” for a complex text. Through repeated practice, students develop independence and learn to apply these strategies with other informational texts. This close reading process has generated in students the desire and stamina to return to a text until they understand it, thereby enabling them to enjoy a story or a text, as good readers do.

References:

1. Poglino, S. & Bach A. (2004) Phi Delta Kappan
2. Shanahan, Timothy (2013). Letting the Text Take Center Stage. *American Educator* Fall Issue (pp. 4-43)
3. “Get the Gist” -GIST strategy: www.nbss.ie

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CRAFTING A STRONG DISTRICT & SCHOOL VISION FOR ENGLISH LANGUAGE LEARNERS



Written by Roser Salavert, Ed.D.
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A very important first step to the success of English Language Learners is to ensure that they are held to the same high expectations as the other students. A commitment that, as stated in the *Blueprint for ELL Success* must be reflected in the vision of the school and that of its district. In this article, we highlight the process of analysis, discussion and reflection about one school's vision and its implications for ELLs, as part of an online course sponsored by the Office of Bilingual and World Languages of the New York State Education Department and Stanford University.

The *Blueprint for the Success for English Language Learners* affirms that ELL students must be held to the same expectations than English speaking students, but takes it a step further. The *Blueprint* acknowledges that addressing the needs of English Language Learners is not only the job of the classroom teachers, but also the responsibility of the school boards, district and school leaders, and that this responsibility starts with a clear vision for the success of all students. The *Blueprint* embraces an ambitious plan of action for districts and schools across the state.

Leadership Online Collaborative Course This course sponsored by the NYSE Office of Bilingual Education and Stanford University aims at supporting schools and districts in the implementation of the *Blueprint*. More specifically, the overall goals are to:

1. Understand the instructional shifts in Part 154 and the *NY State Blueprint for ELL Success*.
2. Examine case studies that exemplify different aspects of the *Blueprint's* vision.
3. Engage in online collaboration to document, analyze, reflect and share practices.

4. Build a professional development community of district and school leaders who will remain connected through the implementation of the *Blueprint* to share problems of practice proactive, solutions and tools.

PS 70 and The Leadership Online Team PS 70 in District 9, is a large elementary school with over one thousand students. This student population includes a significant percentage of mobile population and over 400 English Language Learners. PS 70 is also a school with an academically rich, collaborative and stimulating environment, with evidence of gradual and consistent progress in all grades and programs. Thus, it was not surprising that the school embraced the opportunity to become part of this online course to grow professionally and to continue improving the education of its ELL students.

Individual Tasks: ELL Shadowing and Interview

Once familiarized with the logistics and technical aspects of an online course, we dove into the first individual task: the *Shadowing of an ELL student*. The protocol required observing *one ELL student* over a period of time and gathering data both qualitative, and quantitative.



As we shadow the student, we noted evidence of the use of social and academic language, the types of interaction with classmates and the teacher alike. The focus was the student, but the protocol also encouraged taking notes about teacher moves, particularly regarding the type of questions asked and the scaffolds used during the observation period.

Observing in the classroom was not a novelty, but *focusing on one* student and observing *how* the student interacted and used language during the lessons was a valuable learning experience. This individual experience was expanded and intensified when participants from other teams shared their observations online and when the instructors posted a video with a summary of their insights from the collective experience.

ELL Interview and Survey While shadowing an ELL student it was important that the student not be aware of the observer, this task reversed the situation. For a 3rd or 4th grader to sit side by side a person from the school, or with someone who had visited the class once could have been imposing, but the collaboration of the classroom teachers put students at ease. The survey provided data about the student’s social and academic language, and his /her experiences in the school. The task has now been posted online and we will soon receive the feedback from our partners and instructors.

Team Task: Creating a Vision for ELLs The individual tasks fostered a rich conversation about the characteristics of the typical ELL student attending PS 70 and ELL students in general (thanks to the online

community). This knowledge, the data about students’ progress, and the current school vision provided the context for the Team Task. Although the school vision is inclusive and respectful of the values and cultures of all students and reflects a commitment to high expectations, our analysis and discussion of the Blueprint, led us to ponder that to realize this vision: 1) Bilingual and ESL teachers need the continued support of the school and the district; 2) Classroom

PS 70 - SCHOOL VISION

The vision of PS 70 is to provide a program to enhance each child’s capacity to grow, learn and succeed and to increase self-esteem and elevate aspirations, creating independent learners that are an integral part of the community and world.

We assume equal and strategic educational access for all English Language Learners and their families providing programs that embrace and value the unique characteristics that students and families bring to the learning community.

teachers would benefit from more professional development regarding language acquisition and ESL strategies; 3) Students’ knowledge, experiences, culture and language should be better utilized as teaching resources; 4) The increasing diversity of the students population at PS 70 requires additional training and resources for all.

This online course is in progress. It is exciting and encouraging to be part of a Statewide Professional Learning Community that is committed to deepening the understanding of how to ensure success for ELLs.

PS 70 TEAM: Kerry Castellano, Principal; Michelle Silva, ESL Coordinator; Zulma Bermudez, Parent & Bilingual Coordinator, and Leticia Rodriguez-Rosario, District 9 Schools Superintendent. The team also includes Diane Howitt and Roser Salavert from the RBE-RN @ Fordham University.

Course Instructors — Stanford University: Professors Kenji Hakuta, Maria Santos and Jeff Zwiers

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SETTING HIGH EXPECTATIONS FOR ENGLISH LANGUAGE LEARNERS AND THE DEVELOPMENT OF METACOGNITION



Written by Elsie Cardona—Berardinelli
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Why are English language learners that have been excited and eager to learn in grades kindergarten through fourth grade showing disinterest and lack of motivation by the fifth grade? Why are they not more invested in learning? We have observed that some English language learners persevere, continuing to learn content and language, while others do not. Why?

There is a growing consensus amongst educators that one of the most important tasks of education is to teach students how to be the seekers of knowledge; how to learn on their own throughout their lifetime. The Common Core Learning Standards sets the stage for educators to develop the critical and problem solving skills to prepare students for college and career. Teaching learning strategies that develop the metacognitive capacities of English Language Learners; capacities that will equip them for life.

What makes a student a “Good Language Learner”?

The outcomes of the comprehensive work by Chamot et al. (1999) state that whereas many ELL students lack the academic language skills that they could use as a tool to learn English, they can greatly benefit from the instruction in these type of metacognitive or learning strategies. The empirical evidence of teachers about what makes a student a “good language learner” is strongly supported by the cognitive theory on language acquisition and research on learning strategies. Thus, the “good language learners” as teachers may identify them are students who have acquired (intentionally or unintentionally) specific language learning strategies and use them successfully in their classroom.

The good language learner is one who is mentally active,

monitors language comprehension and production, practices communicating in the language, makes use of prior linguistic and general knowledge, uses various memorization techniques, and asks questions for clarification. That is, good language learners are students who have a toolbox of strategies and are skilled at matching strategies to the task they are working on. For example, if in the ESL class they use a specific Question/Answer strategy to analyze an article, those students are able to independently apply this strategy to analyze a scientific text for the Science class.

By contrast, less successful language learners apparently have not been taught metacognitive strategies and thus do not possess a toolbox from which to draw specific strategies for specific tasks. The direct teaching through think alouds is a great way to model these critical thinking strategies and encourage students to use them independently.

Study Group at PS 211 This year, the teachers at PS 211 have formed a study group to build on their empirical knowledge through the review and study of current research on the development of metacognition. Through their observations they have noticed an increase in the number of students who are applying these strategies across content areas and outside the classroom.



STUDY GROUP AT PS 211

Metacognitive strategies entail the use of executive processes, such as planning, organizing, self-monitoring and evaluating to identify problems and managing one’s learning. These strategies, such as Task-based strategies and Social-Affective strategies have broad based applications.



Social-Affective Strategies Social-affective strategies draw upon the interaction and communication between and among students and teacher. For example, when working with a classmate to complete a

task or to provide peer feedback, students will apply active listening and/or accountable talk.

Task-based Strategies Task-based strategies are linked to the demands of each individual task. For example, a student may choose to use making a connection or predictions to increase the level of comprehension of a reading .



In deciding what learning strategies to teach, teachers of ELLs must consider the nature of the instructional task students will be engaged in, and begin with those that are observable and more concrete. Consider selecting strategies that can be applied across content areas. For example, to determine the learning strategy to be taught, think about the language and content objective, as well as the tasks students must complete. Then, choose a maximum of one or two strategies, and make certain that the learning task with which a strategy is used is challenging but not too difficult.

Another student may choose visualization to guide him or her in completing a written task, or to enhance her level of performance. Both of these strategies are considered to be task based strategies.



References:

1. Chamot Anna Uhl; (2009). The CALLA Handbook Implementing the Cognitive Academic Language Learning Approach (pp. 186- 187); Pearson Education

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WHAT WE NEED TO DO TO PROMOTE LINGUISTIC DEVELOPMENT AND BI-LITERACY



Written by Diane Howitt
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On November 14, 2014, the RBE-RN hosted a conference led by Dr. Buttaro that focused on the promotion of home-and second- language literacy instruction, particularly through dual language programs.

A group of dual language teachers from schools across the city were treated to a full day conference. Dr. Buttaro skillfully led the group through a deep discussion of bilingual education in New York, specifically as it relates to the development of a bi-literate, bi-cultural society, best focusing on dual language edu-

instructional strategy. She reminded the group of the importance of one's "mother tongue" in providing a foundation for all learning. However, Dr. Buttaro cautioned teachers not to code-switch when instructing children in a given target language.



cation, which is fast becoming the model bilingual program that supports these aforementioned educational goals.

The workshop was entirely conducted in Spanish. Dr. Buttaro paid close attention to the language of her audience, and she deftly modeled the Spanish language. Teachers were exposed to such terminology as **code switching** and **code mixing** which are strategies used by both speakers and learners of second languages. She reminded our professionals that although code-switching is an acceptable and common practice among bilingual speakers and an integral to language acquisition, it is not necessarily an effective

In an effort to bring her point home, she took notes on the white board of the language used by the participants and identified vocabulary that actually represented either an anglicized version of Spanish, or an appropriate selection of high level vocabulary, and discussed how important it is for educators to recognize their own linguistic behaviors.

Additionally, she modeled a grammar lesson on the subject of "palabras esdrújulas" to highlight the importance of a good foundation in grammar and the notion that as teachers of language, we are all responsible for modeling appropriate language for children and for teaching the correct rules.

Dr. Buttaro, a professor at Adelphi University and an internationally renowned expert, is a fluent speaker of English, Spanish, Italian and French. She is passionate about bringing language education to all children because of its power to positively impact their educational outcomes and enrich their culture. The audience was often reminded that their work in dual language pro-

grams here in the city is at the forefront of bringing our nation up to par with other countries that have long histories of promoting bilingualism.

Finally, Dr. Buttaro's presentation was punctuated with a powerful message that the promotion of linguistic rights must be at the core of all educational practice.

DUAL LANGUAGE EDUCATION PROGRAMS

What are Dual Language educational programs? Dual language programs, sometimes called Two-Way bilingual programs, are bilingual programs whose classrooms are designed to develop student's language and literacy in **two** languages. The program is defined as an **enrichment bilingual, multi-cultural language model** that fosters **linguistic and academic literacy**. The dual language classroom is one in which "language equity is structurally defined as equal time exposure in two languages (Etxebarria, 1993).

Who are the students in Dual Language educational programs? Dual language classrooms are generally comprised of equal numbers of students who know one of two languages (English and a "home" language). The programmatic goal is for each student to add a second language to the one they already know and for each student to develop fluency in both languages. Thus, in a dual language classroom English speakers and speakers of a language other than English (home language) support each other as "language partners".

How are the two languages incorporated into the program? The structure of dual language programs varies, but they generally provide at least 50% each of instruction in the partner languages at all grade levels, ideally beginning in Kindergarten or first grade and running consistently for at least five years or more. (CAL, Center for Applied Linguistics). Dual language classrooms are often co-taught, with an English teacher and a partner language teacher co-planning and working together to ensure equitable access to each language with content area instruction in both languages. Successful programs require rigorous planning.

What is the success rate of Dual Language educational programs? Research on the efficacy of these programs has shown that children emerging from Dual Language classes surpass their peers in academic skills across the content areas. Additionally, these students exhibit a deep understanding of cultural diversity and how language and culture are interconnected.

Dual language programs are additive and enriching. Unlike transitional bilingual programs, Dual Language programs seek to build on the richness of both languages as a point of departure for achieving high levels of bilingualism and bi-literacy. Dual Language programs aim at educating **first class bilingual students** who will be better prepared to enter the global market of the twenty-first century.

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INVOLVING ALL PARENTS IN THEIR CHILDREN'S EDUCATION

Written by Abby Baruch
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Since its publication last spring, the *Blueprint for ELLs* and the principles set forth have become a reference for educators and legislators. The following summary provides guidance, a.k.a. G.P.S. system, on how districts and school leaders can reach out and partner with families of English Language Learners.

Principle number 5 in the Blueprint for English Language Learners explains how ***Districts and schools value all parents and families of ELLs as partners in education and effectively involve them in the education of their children.***

This blueprint underscores the importance of including parents /guardians in both the educational and the decision-making processes. This notion is addressed by ensuring that any pertinent communication with parents whether written, or in face to face conversations, is conducted using the native language of that parent. Furthermore, parents must be provided with appropriate resources that will help them make informed educational choices for their children. For example, the parents need to know about their rights and the various program choices available for their child at the school: Transitional Bilingual, Dual Language, English as a New Language. It is also recommended that schools collaborate with the school support personnel and community-based organizations in order to best serve the multiple needs of families of ELLs.

Another integral part of the Parental Input section involves the offering of training perhaps in the form of workshops on effective strategies (eg. nutrition, CCLS, math, technology, etc.) Sharing special events and engaging parents as cultural liaisons in the school community will encourage parents to establish and deepen their relationships with the school.

WHAT CAN SCHOOLS DO? G.P.S.

(See some examples below)

Greet Parents at Schools:

- Welcome ELL parents with a description of all available school resources in their home language to transition them and their children to the building.
- Give school tours to “meet and greet” new parents and have welcome packs with information about the school and the community.

Good Parent Strategies:

- Involve Former ELLs as school tour guides. They are the best guides for parents of new students, and the ones who can provide the most relevant details about the program or programs that the school offers for ELL students.
- Call upon other parents to reach-out as partners to the parents of our English language learners.

Generate Parent Strength:

- Involve parents in all school activities.
- Give parents opportunities to share their culture and language to enrich the overall school culture.

Our robust commitment to the parents of ELLs includes sharing the *high expectations* of our school system for their children and positioning them in such a way as to take full advantage of the pursuit and achievement of those expectations.

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A PICTURE IS MORE THAN A THOUSAND WORDS AT THE NEW YORK HISTORICAL SOCIETY



Written by Sara Martinez & Aileen Colon
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In April of 2014, the NYSED introduced the Blueprint for English Language Learners Success. This document outlines eight principles that were carefully developed as a statewide framework aimed to clarify expectations for administrators, policymakers, and practitioners who teach ELLs. These principles are intended to provide guidance and to support all stakeholders to prepare ELLs for success, beginning in Pre-kindergarten, as all educators lay the foundation for college and career readiness.

This blueprint has led us to rethink our role as educators. Principle six states “District and school communities leverage the expertise of bilingual, ESL, and Languages Other than English teachers and support personnel while increasing their professional capacity.” This principle charges Bilingual, ESL, and other content area teachers to collaborate purposefully and consistently to plan lessons that promote academic achievement in all content areas. In other words, meaningful professional development is to provide integrated language and content instruction to support language development through language focused scaffolds.

This presents a daunting challenge for classroom and content area teachers who have not been trained to plan their units of study to meet the needs of the ELL population in their classrooms. However, there are some ways that the mission of this principle can be achieved. This article highlights the comprehensive approach used by the New York Historical Society when working with a diverse group of teachers to address this specific demand of the Blueprint.

The New York Historical Society presents a series of professional learning sessions that model historical in-

quiry as an instructional strategy for the effective teaching of social studies and literacy. The methods used during these all day workshops focus on developing visual literacy skills that promote thinking like a historian using primary sources. The presenters engage the participants



in activities that scaffold the inquiry processes of asking questions, critically reading images, understanding context and background, synthesizing ideas and drawing conclusions, and comparing conclusions. These workshops build teachers’ ability to meet the demands for rigor in the Common Core Standards and provide stimulating ways to enhance language learning and discovery in the classroom.

This article captures the learnings of two workshops on Immigration, with the specific topic of Child Labor and its ramifications on society.

Workshop for Elementary Teachers The first for elementary teachers used a primary source document entitled, “Newsboys and Newsgirls” from the Library of Congress, 1910, Lewis Hine, for the purpose of understanding **what** happened, **why** it happened and **how** it happened. An oral discussion served to source the document and to set the purpose for the interactive read aloud by Dan Brown, entitled Kid Blink Beats the World. This read aloud personalized the event and provided the background to the reasons why the young children in the picture were gathered together holding newspapers.

We learned that these children had organized and won a strike to protest the increased cost imposed on them by the newspaper owner, Randolph Hearst. As a result of this successful action led by children with colorful names, such as, Kid Blink, Racetrack Higgins, Tiny Tim, and Crutch Morris, the movement for the Children Aids Society began. Additionally, the Organized Labor Movement that led to the institution of Child Labor Laws in the United States was born as a result of the newsboy protests. Enriching the curriculum with historical events like this involving children has a deeper effect on the students who immediately identify with the injustice imposed on individuals who are just like them.

Workshop for Secondary Teachers The second workshop was geared for Middle School and High School teachers, and its objective was to deep dive into the immigration experience through a three step process.

The essential question posed by the presenter was, “How did evolving social, political and economic factors impact the lives of immigrants in the U.S. in the 19th and 20th centuries?”

The presenter guided us to work in groups of four to formulate the answers to this question through visual inquiry of primary source documents, many of them

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political cartoons. The analysis of these and the words, phrases, and big ideas generated through discussion helped us to understand the plight of the immigrants in American Society.

Again, this presenter used the visual inquiry process to scaffold the learning. We were instructed to (1) observe, (2) identify and (3) interpret. *What elements and details do you see? What might they mean? What does the image tell us about the past?*

What conclusions can we objectively draw?

As a result we, the learners arrived at a deeper understanding of the meaning represented by each of the symbols and images in the document, examining it quadrant by quadrant. Finally, we were able to interpret the symbolism of the entire political cartoon and arrive at the true meaning of the caption used by the artist. In the final activity participants deconstructed the cartoon to create a poster depicting the author’s point of view.

These experiences with visual inquiry clarified for us the true value of the picture word inductive model. Indeed visual inquiry can lead to deeper comprehension of a topic by engaging the learner in critical analysis. The process enabled us to gain the necessary language to express our understanding of complex social and economic issues.

Educational Resources: <http://www.nyhistory.org/education/professional-learning/curriculum-library>

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DATA DRIVEN INSTRUCTION FOR ENGLISH LANGUAGE LEARNERS



Written by Bernice Moro, Ph.D.
NYC RBE-RN @Fordham University

Research supports the construct of data-driven instruction as being instrumental in improving student achievement. Using data to drive instruction is especially important to address the unique and specific needs of English Language Learners.

Preparing English Language Learners (ELLs) to achieve academic success and become college and career ready can be compared to looking at an iceberg. What you see on the surface is not necessarily everything you need to know about a student who has been determined not to be proficient in English. To learn more about “what’s at the bottom of the iceberg,” school administrators and teachers, need to formulate questions and use data to elicit information about what the student knows, their particular needs, and why. The information obtained can be used to make targeted and informed instructional decisions, such as, which programs, strategies, materials, and resources can best address the specific needs of an individual student or a group of students.

What do we know and don’t know about ELLs?

ELLs are not a homogeneous group. They come from a variety of cultural, linguistic, and socio-economic backgrounds. Their differences can vary from being born in the U.S., to the length of time when they first arrived to the U.S., to variations in the levels of both English and native language proficiency. Due to their diversity, educators often find themselves in a quandary as to how to best provide them with instruction that promotes academic success.

Four Phase Data-Driven Process

Research has shown that student performance can be improved when using a four phase data-driven instruction. This process consists of collecting, analyzing, action planning, and evaluating. This is a cyclical process, continuously in motion, and one that utilizes a multitude of sources to gather information. When this process is effectively implemented, instructional practitioners are able to obtain ongoing, specific information about what an individual student or group of students know, what their needs are, how best to address those needs and determine the progress they are making towards achieving academic goals.



Blueprint for ELL Success and Data-Driven Instruction

The New York State Education Department’s *Blueprint for ELL Success* provides a statewide framework to clarify expectations and create guidance, resources and support for administrators, policymakers, districts, schools and practitioners to prepare ELLs for college and career success.

Principle #8 of the Blueprint for ELL Success

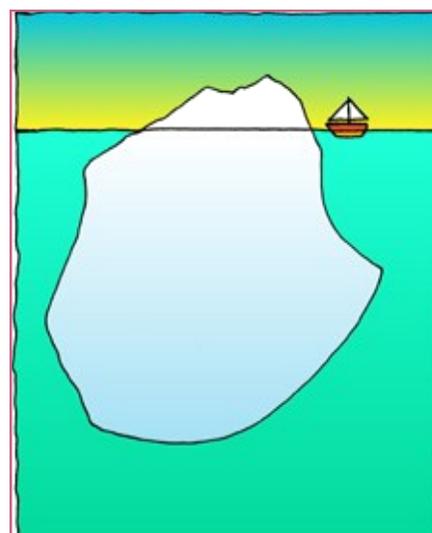
This principle emphasizes the importance of employing data to drive instruction that best addresses the needs of all ELLs in New York State.

Specifically, the principle states: *Districts and schools use diagnostic tools and formative assessment practices in order to measure ELLs' content knowledge as well as new and home language development to inform instruction by:*

- ◆ Using State assessments in conjunction with formative assessments.
- ◆ Using State language proficiency data (from the New York State English as a Second Language Achievement Test [NYSESLAT] and the New York State Identification Test for English Language Learners [NYSITELL]) to understand where ELLs are along the continuum of language development, and how to provide appropriate scaffolds for them according to their proficiency level.
- ◆ Employing authentic assessments that require sophisticated uses of language embedded in authentic and rich content.
- ◆ Utilizing appropriate tools to assess the needs and progress of ELLs with disabilities.
- ◆ Utilizing analytical rubrics that provide feedback on content knowledge and language development.
- ◆ Using home language assessments to inform instruction and demonstrate growth in Bilingual Education programs in which the home language is being used.

References

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4. Kowalski, T.J., Lasley II, T.J. & Mahoney, J.W. (2008). *Data-Driven Decisions and School Leadership: Best Practices for School Improvement*. Boston, MA.: Pearson Education, Inc.
5. Mandinach, E.B. & Honey, M. (Eds.). (2008). *Data-Driven School Improvement: Linking Data and Learning*. New York: Teachers College Press.



My Data Iceberg

Applying DDI in My ELL Classroom

In order to make this research a reality in my classroom, I must first become a reflective educational practitioner and formulate questions that utilize data as a process to “dig into the bottom of the iceberg”:

What questions do you have about the ELLs you serve? What do you need to know to provide them with instruction that is rigorous, targeted, and improves their overall academic outcomes? What data will you need to gather and analyze? How will you inform your instruction after you have gathered and analyzed the data? How will you evaluate if your instruction has been successful?

By doing so, I trust will provide instructional practices that will lead my ELLs to academic success.

For additional information, please contact
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UPCOMING PROFESSIONAL DEVELOPMENT EVENTS

The NYC RBE-RN @ Fordham University

The New York City Regional Bilingual & Education Resource Network

FRIDAY- FEBRUARY 27, 2015

TEACHER INSTITUTE

on

IMPLEMENTING INSTRUCTIONAL PRACTICES FOR ELLs ALIGNED TO THE CCLS

Guest Speaker:

Angelica Infante - Green

NYSED/OBEWL Associate Commissioner



**Elementary Strand
with
Rebecca Freeman Fields**



**Secondary Strand
with
Dr. Diane August**

MARCH 12-14, 2015

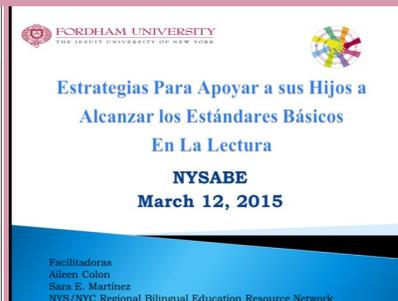
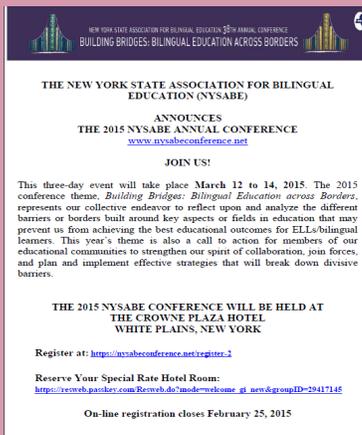
**2015 NYSABE CONFERENCE
"Building Bridges Across Borders"**

at

**The Crowne Plaza Hotel
White Plains, New York**

Keynote Speaker:s:

Dr. Sonia Nieto, Dr. Keisha L. Green



**Parent Strand with
Aileen Colon & Sara Martinez
RBE-RN @ Fordham University**

APRIL 25, 2015

CSA LATINO CAUCUS

Keynote by Dr. Nancy Cloud

Details to come

Our calendar of events will be finalized shortly. Stay tune!

For information and registration,

please contact Sarai Salazar at (718) 817-0606, or email us at nycbern@fordham.edu