



# FORDHAM UNIVERSITY

THE JESUIT UNIVERSITY OF NEW YORK

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## Spring 2013 Inside this issue:

<b>Message: Dr. Anita Vazquez-Batisti</b>	<b>2</b>
<b>PRHYLI, College and Careers</b>	<b>3</b>
<b>Using NYSESLAT Data</b>	<b>6</b>
<b>Collaborative Inquiry</b>	<b>8</b>
<b>NYC RBE-RN Professional Development</b>	<b>13</b>
<b>Upcoming Events</b>	<b>16</b>

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## The NYC RBE-RN @ Fordham University The New York City 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, networks, and school districts across all five boroughs in creating professional learning communities centered on the education of English Language Learners (ELLs). To that purpose, the NYC RBE-RN team has been supporting and collaborating with many schools towards this common endeavor.

We are proud to share some of our accomplishments in this current issue:

- ◆ The Puerto Rican Hispanic Youth Leadership Institute (PRHYLI) is one of the programs that best illustrate the mandate of the CCLS to develop and nourish students' leadership to promote learning independence. As reported in this issue (pp. 3-5), the high school students who participate in this program study and discuss current state policies, learn how to prepare a high impact resume, and receive training on public speaking techniques and leadership strategies in preparation for their intervention before they NYS Assembly Chamber in Albany.
- ◆ Collaborative teacher teams can be very successful in raising student achievement. Teacher teams target specific performance objectives for a small group of students and seek to identify and implement instructional strategies to help these students meet the desirable objectives. In this issue, the NYC RBE-RN team shares the outcomes of their work with several of these teams and offers specific suggestions that might prove useful to you in planning for the coming school year (pp. 6-12). This issue also include staff reviews of the professional development sessions conducted by national experts as part of the 2012-13 series that will conclude on June 27-8 with a summer institute on Mathematics instruction for English language learners and a session with the NYC Historical Society in using resources and working with informational text. (pp.13-16).
- ◆ The NYC RBE-RN in collaboration with the UFT Teachers Center continues to encourage bilingual/ESL teachers to perfect their craft and reach for the gold standard by pursuing National Certification. Currently, there are six teachers who have taken steps towards certification, but we are certain that the group will be larger in the fall, when some of these interested teachers use their summertime to study the portfolio expectations and ready themselves for this professional challenge (see p.16).

As we wrap up this school year, we hope you enjoy this issue and look forward to continue working with you in the 2013-14 school year.



## MESSAGE FROM DR. ANITA VAZQUEZ-BATISTI ASSOCIATE DEAN & DIRECTOR CENTER FOR EDUCATIONAL PARTNERSHIPS

Dear Colleagues:

At a meeting with reporters in May, U.S. Secretary of Education Arne Duncan said that English learners come to school with a major asset—their home languages; and that educators should capitalize on this. Reporter Lesli A. Maxwell, “Education Week,” quotes Duncan as stating, “It is clearly an asset that these kids are coming to school with,” and one that should be “maintained” so that English – learners can become truly bilingual.”

The research backs this position and it is encouraging to hear, especially as our numbers of English language learners continue to grow in New York City.

The recent **2013 Demographic Report** from the NYCDOE office of English Language Learners reports that over **41%** of the students enrolled in New York City public schools speak a language other than English at home. It further states that ELLs make up **14.4%** of the entire DOE student population, which result in **159,162** ELLs enrolled in the NYC school system.

Top 12 ELL Languages	
Spanish 63.4%	Urdu (1.9%)
Chinese 913.6%)	French (1.5%)
other (5.2%)	Punjabi (0.6%)
Bengali (3.9%)	Albanian (0.6%)
Arabic (3.6%)	Korean (0.5%)
Haitian Creole (2.5%)	Uzbek (0.5%)
Russian (2.1%)	

Source: NYCDOE 2013

As we finish this school year and prepare for the 2013-14 school year, once again so much work remains to be done, particularly if we want to enable schools to capitalize on ELLs greatest asset, their first language. **The NYC RBE-RN at Fordham University** will continue to work with you in providing much needed professional development and technical assistance to schools throughout New York City.

I would like to take this opportunity to thank the NYC-RBE-RN staff headed by Eva Garcia, Director Fordham University for the outstanding work they have done this school year. Their vast expertise, knowledge, and dedication serve us well.

Enjoy the summer months.

Warm Regards,

Dr. Anita Vazquez Batisti  
Associate Dean, Fordham University

## PREPARING STUDENTS FOR COLLEGE AND CAREERS

### PRHYLI: A NEW YORK EXPERIENCE THE PUERTO RICAN/HISPANIC YOUTH LEADERSHIP INSTITUTE by Sydney Candelario\* and Roser Salavert, Ed.D.

**PRHYLI** and more specifically, the Puerto Rican/Hispanic Youth Leadership Institute has been in action since 1987, but it was not until I had the opportunity to collaborate with the teachers and this year's selected students that I realized the caliber of the institute and the impact that it can have on participating leaders.

The students' degree of engagement and participation and the outstanding quality of the overall program stems from the dedication and interest of their organizing teachers most of whom have been volunteering their time for several years. Sydney Candelario, PRHYLI Statewide Trainer and the NYC Delegation Coordinator, proudly states that she began as a PRHYLI high school student. Her success highlights the benefits of this unique program.



Stephanie Dominici, NYC delegate, served as the Speaker of the House for PRHYLI 2013.

Established in 1987, The New York State Puerto Rican Assembly collaborating with the Hispanic Task Force annual Legislative Conference, which is also known as the Somos El Futuro Conference, is the largest gathering of Puerto Rican/Hispanic civic and political leaders in the state. With more than 3 million Hispanics in New York, the conference has become the most significant public policy vehicle that allows for important policy and legislative issues to be discussed and addressed at the state level.

This PRHYLI initiative involves selecting 150 participants from all of the regions of New York State. All regions are regarded as delegations and train at a local level. In New York City, the delegation is made up of students from all the five boroughs and at the heart of the trainings is an intense preparation in communication skills, research skills and debating skills. All delegations follow the institute's training manual and cover the key concepts required in making this a productive and rewarding experience.

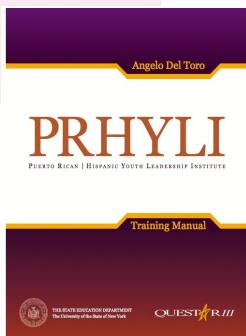
During the annual SOMOS el Futuro Conference, participating high school students selected from across the state, have the opportunity to immerse



Team finishes first in the tower of leadership team-building activity during local training

\* Sydney Candelario is an English teacher at North Rockland High School, and an Adjunct Instructor at the Graduate School of Education at Fordham University. You may contact her at: [svalerio@fordham.edu](mailto:svalerio@fordham.edu)

themselves in the legislative process during an intensive training and a three-day trip to Albany. In Albany, these students take part in a variety of activities including the opportunity to ‘make’ policy in the actual NYS Assembly Chamber during a Mock Assembly session.



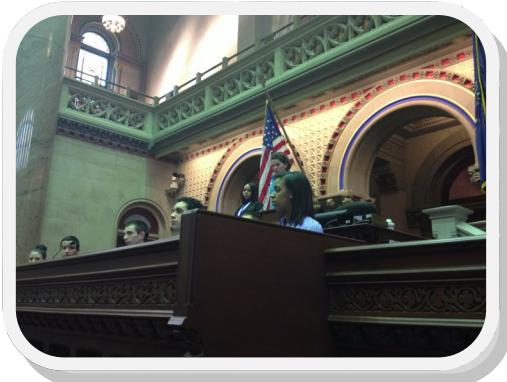
PUERTO RICAN   HISPANIC YOUTH LEADERSHIP INSTITUTE Table of Contents	
<b>OVERVIEW</b>	1
<b>PRHYLI Training Sessions:</b>	
SESSION ONE	1
• New members admitted	
• Session One Overview	
• Module 01: Introducing PRHYLI	
• Module 02: The History of PRHYLI	
• Module 03: Communications and Public Speaking	
SESSION TWO	10
• New members admitted	
• Module 04: NYS Bill Process Law	
• Module 05: Mock Assembly Procedure	
• Module 06: Mock Assembly Body of Bills	
SESSION THREE	16
• New members admitted	
• Session Three Overview	
• Module 07: Identifying Community Issues and Knowing Your Representative	
• Module 08: Mock Assembly	
SESSION FOUR	24
• Session Overview	
• Session Six: Advocacy and Testimony - Petty Affidavit Votes	
• Session Seven: Advocacy and Testimony - County Board of Education Services	
SESSION FIVE	30
• New members admitted	
• Session Seven Overview	
• Session Eight: PRHYLI Mock Assembly	
SESSION SIX	36
• New members admitted	
• Session Nine Overview	
<b>APPENDICES</b>	39
• Appendix A: PRHYLI Application Form	
• Appendix B: Capacity Resources for Modules	
• Appendix C: PRHYLI Mock Assembly Testimony Form Template	
• Appendix D: PRHYLI Mock Assembly Testimony Form Template	
• Appendix E: Information About Assembly Presidents	
• Appendix F: Information About County Board of Education Presidents	
• Appendix G: PRHYLI Mock Assembly Testimony Form Template	

The NYC delegation was able to prepare its students through a series of three activity-packed Saturdays. These sessions were full of opportunities for teambuilding and learning. For example, trainings involved activities that ranged from studying how a bill becomes a law to activities that developed students’ public speaking skills. Delegates had to prepare arguments for the bills that all delegations have to debate at the culminating PRHYLI mock assembly in the New York State Assembly chambers. Delegates, therefore, researched the background and current status of the issues in our society.

The bills for this year’s institute specifically revolved around the Latino community’s central issues such as



Amanda Boss, NYC delegate is a Senior at



Students observe assemblywoman open and close the floor to keep the clock running on an actual bill.

education, access to health care and immigration. The New York State Dreamers Bill was quite popular amongst students and its antithetical bill sponsored by an assembly member from another delegation truly created an intense debate over equity and access for all in this great state of New York.

**The 2013 PRHYLI was a testament to the living legacy of its founder,  
the late Assemblyman Angelo del Toro.  
His words, ‘we should all be each other’s keepers’,  
resonated throughout the weekend in Albany.**

**All delegates from every region in New York State truly represented what he envisioned more than 20 years ago, an opportunity for Latino youth to receive a quality educational experience in which they learn how government works within their state and how they can truly make a difference in their communities.**

# **REFINING YOUR RESUME**

## **TO PREPARE FOR A SUCCESSFUL JOB INTERVIEW**

**Roser Salavert, Ed.D.**  
**NYC RBE-RN Specialist**



The resume is your passport  
to enter the world of work.

resulting piece of paper can open doors to new opportunities. For the student leaders I met on Saturday March 9 at the Museum school in Manhattan, this session represented another step towards a successful encounter with the professional world and the market place. The session focused on two core questions: 1) *What is the value of a good resume?*, and 2) *What are its critical features?*

We discussed the importance of describing in short, clear and well articulated sentences who they are –their character, work ethic, skills and personality, what they have done in school, and how they use their time beyond school hours, including volunteer work, as well as academic and athletic pursuits. The annotated resume sample (see right column) was useful to describe each critical feature and to give specific pointers. Students were surprised to learn that prospective employers also inquire about candidates' media footprint, and therefore they need to be honest and show good judgment when using venues such as Facebook, Tweeter and other media related sites. Then, and working in pairs, students exchanged papers and peer edited each other's resumes.

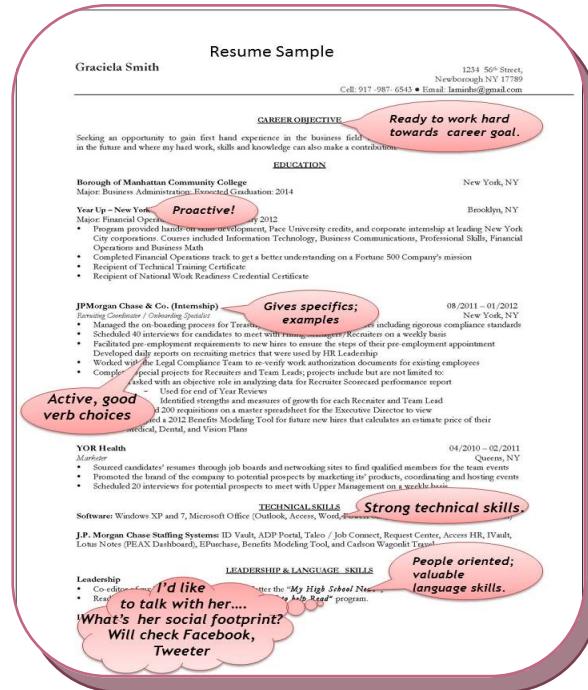
We culminated the workshop with a phone interview between a student volunteer and a ‘prospective’ employer who called from a cell phone. This interactive and dynamic activity helped put together the value of a good resume, and the importance of memorizing some of its lines to be prepared for a good job interview at any time.



**D**eveloping a resume during high school is more than a writing performance task.

When high school students approach the development of a resume as the PRHYLI candidates did, writing a resume becomes a very valuable task because the students know that the

resulting piece of paper can open doors to new opportunities. For the student leaders I met on Saturday March 9 at the Museum school in Manhattan, this session represented another step towards a successful encounter with the professional world and the market place. The session focused on two core questions: 1) *What is the value of a good resume?*, and 2) *What are its critical features?*



## Tips to use your resume to prepare for an interview:

- Memorize your most impressive selling points
  - Practice reading your accomplishments and paraphrase them talking from the perspective of the company
  - Record your lines into your mobile phone, listen often, practice often

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## HOW TO USE THE NYSESLAT RESULTS IN ASSESSING ELLs ENGLISH PROFICIENCY PROGRESS

Eva Garcia,  
NYC RBE-RN Director

The NYSESLAT, used as the NYSED assessment to determine a student's English language proficiency level, has changed and will continue to change until 2015, when the New York State Office of Assessments publishes the final version of this test.

As we continue to work with English language learners, it is of utmost importance that we understand what this proficiency test measures and the weight of each of its four components –listening, speaking, reading and writing. It is also important to realize that in the process of learning and applying the rules of English language usage students will be expected to make mistakes. We need to understand and accept these developmental errors and plan for instruction accordingly. The proficiency criteria rubrics that test scorers use to assess and evaluate a student's progress are written from this developmental perspective, and therefore, they can be very useful in planning classroom instruction. Language learning never stops.

Students learning a second language need to master the necessary vocabulary and acquire knowledge of the conventions of grammar before they are able to communicate effectively in the classroom both orally and in writing. In addition, these students must gain a deeper level of understanding of the language and its usage to write complex texts in English. To that purpose, we must also acknowledge that speaking is an essential and therefore, a critical element in developing language proficiency. Therefore, it should be clear that English language learners need to have frequent opportunities to speak and practice the second language in the classroom. When we limit the opportunities for ELL students to speak in the classroom, we are not providing them with the practice they need to

develop proficiency in the second language. As a result, these students may not show sufficient progress in the speaking section, and this will impact their overall NYSESLAT score.

Educators working with ELLs need to align with the speaking and listening sections of the CCLS, in order to support and accelerate the progress of ELL students. They also need to identify and plan speaking opportunities either in the native language, or the second language. For students in Transitional Bilingual (TBE) or Dual Language (DL) programs the advantage of using the native language increases their opportunity to learn new content. Communicating new information using the native language will prepare students for a new unit.

It will enable ELLs to transfer their knowledge to learning the second language. **That is, making connections from what they know in their native language assists them with learning in their second language.**

For ELLs to make this connection successfully, it is critical to model and expose them to print from the very beginning. That is, as we speak, we write what we say. This modeling prompts students to practice making connections between speaking and writing in the second language .

## The Picture Word Inductive Model

**How does the Picture Word Inductive Model encourage and motivate Beginner Level students to write?**



The Picture Word Inductive Model provides a visual context that provokes a reaction and initiates a conversation. The picture motivates students to talk, even when they might use single words, incomplete sentences and their first language. By writing around the picture and sharing the piece of paper with other students, students learn from each other while stimulating and introducing a certain level of competitiveness among students.

This model leads to performance tasks that build language and self-esteem, because they encourage students to:

- ◆ Describe or talk about the picture
- ◆ Write straight into the picture (labeling, phrases, verbs)
- ◆ Share vocabulary words and learn to write simple sentences,
- ◆ Learn to innovate based on a single and simple structure, and
- ◆ Write as writers by writing at least one full page using varied sentences resulting from a simple initial structure

Sources: Teaching Beginning Reading and Writing with the Picture Word Inductive Model, Emily F. Calhoun and <http://www.ascd.org/publications/books/199025/chapters/Describing-the-Picture-Word-Inductive-Model.aspx>

In addition, in order to support and encourage students to write more and communicate more efficiently, we can use the proficiency performance indicators along with the writing rubrics to plan for writing instruction. Above, you will see an example where students label the picture in planning to prepare for writing. Considering the stage of language acquisition and performance indicators, informs making instructional decisions at the classroom level.

In summary, English language learners should be exposed to rich language opportunities while learning their second language. For example, a student who is at the Beginning level of proficiency may benefit from images or pictures of the content, since they have limited comprehension and no production skills in English.

In contrast, a student who is performing at the proficient level will be capable of using the four modalities when using grade level materials. Most classrooms have students at both ends of the continuum. In this case, the teacher must differentiate instruction and provide the required time to practice English orally and in writing. Thus, the teacher will be supporting each student's level of English proficiency.

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# COLLABORATIVE ACCOUNTABILITY



## IMPLEMENTING ELL INQUIRY GROUPS TO IMPROVE A SCHOOL'S PERFORMANCE

Aileen Colón  
NYC RBE-RN Specialist

As an RBERN resource specialist, my work this year in the schools has been to support the City-wide instructional expectations for 2012-13. Working with school building administrators and teacher teams, the work has focused on understanding the needs of English language learners in order to support them in developing the skills required to succeed in college and careers.

To this end, the focus of professional development has been on supporting all students to meet the Common Core Standards, using Danielson's *Framework for Teaching* to develop a common language and to understand what quality teaching looks like. Throughout the year, my work with teacher teams has focused on designing coherent instruction (1e), and using questioning and discussion techniques (3b) and using assessment in instruction (3d). In order to implement pedagogical practices that focus on the instructional shifts required by the CCLS, and to maximize opportunities for teacher development, teachers and administrators, under my aegis, formed a collaborative inquiry team.

Since 2007, as part of the Children First reforms, the New York City Department of Education has supported the creation of Inquiry Teams in every school. These Inquiry teams are expected to become expert in using data to identify

a change in instructional practice that will accelerate learning for a target group of underperforming students. Based on what is learned from this experience, teams work with school staff to implement and monitor the systemic change to benefit all students.



The ultimate goal of this powerful, yet difficult work of inquiry is school improvement. The Inquiry team structure supports and builds on each team member's professionalism by reviewing research-based practices and language-learning strategies. In addition, empowered educators, working together, inspire individual members to take responsibility for accelerating student learning. Within these professional learning communities, teachers continuously evaluate and revise their teacher practice through the lens of student learning.



Continues from page 8

As the facilitator of these teams, my role was to advocate for the ELL student. I posed questions such as, “Do you know who your ELLs are?” “What are the strengths of your ELL students?”

“What is the evidence?” “What are the challenges that your ELLs face?” Eager to have answers to these questions, we set out to gather all sorts of data. We began by looking at the current standardized testing data (NYSESLAT) and each teacher categorized their students according to their performance on this proficiency exam. We looked at student writing samples. All of this led to more questions about how teachers could differentiate instruction for each category of students. I asked teachers to reference the NYS ESL performance indicators. This became a guide to discussing the teaching points that would bridge the students along the continuum towards proficiency. The process helped teachers to identify the individual student’s ability level.

The next step was to identify the areas of concern and develop student goals. This was challenging, so I introduced the team to the WIDA, World-Class Instructional Design and Assessment. This instrument outlines the performance indicators (observable behaviors) in the four modalities: listening, speaking, reading and writing, along a continuum on 6 levels: entering, beginning, developing, expanding, bridging, and reaching. I asked them to place their students’ names in the appropriate box. This would help to group their students for instruction that would address their needs.

The following week, the Kindergarten and first grade teachers led by their instructional coach, at The

Grand Concourse Academy, in the Southwest Bronx, came up with their own individualized, language development checklist to document each ELL’s ability and to support the teaching points for differentiated instruction.

Although this is a work in progress, it demonstrates the power of inquiry teams to produce teacher leaders. The inquiry teams later share with the school community the structures, systems and strategies they have developed to improve their practice and in so doing, improve student outcomes. This process enables all teachers to observe and note levels of student performance, and how to set language goals with their ELLs. It assists teachers who teach the same students to articulate the specific needs of their ELLs to be able to co-develop lessons and select appropriate resources to move students along the continuum towards proficiency. It also helps provide evidence-based improvement of student learning in listening, speaking, reading and writing to families and the community at large. Above all, it helps teachers of ELLs to advocate on behalf of English language learners to show what they “can do”, using concrete examples. Gradually, these efforts will serve as the impetus toward shifting school culture to support continual, inquiry for the purpose of gathering and showcasing the evidence of what works best for all students.

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# COLLABORATIVE ACCOUNTABILITY

## Report on JHS 145 Inquiry Team Professional Development : EFFECTIVE CHANGE STRATEGIES FOR ELLs

by

Roser Salavert, Ed.D.  
NYC RBE-RN Resource Specialist

At JHS 145, the Inquiry Teams have worked hard, smart and consistently throughout the school year. Their collaboratively inquiry has focused on improving the academic language and the ability of English language learners to identify and use textual evidence in reading and writing across content areas.

The inquiry process began with an analysis of the students' performance on the 2012 NYSELAT. There was substantial evidence of a learning gap in analytical writing. Thus, the school opted to target this particular type of writing focusing on ELLs with an Intermediate and an Advanced level of English proficiency.

The school administration -Mr. Hannibal, Principal, Ms. Gonzalez and Mr. McIntosh, Assistant Principals supported the work by ensuring a regular meeting time during the day (1 period/every two weeks). The three grade level teams formed by ESL, Bilingual, English, Science, Social Studies, Mathematics and Special education teachers have proactively implemented, documented, shared and discussed the progress of their students at each of these meetings. In the process, they have identified four strategies that effectively support English language learners develop, build and/or extend their ability

to use textual evidence orally and in their written work. These strategies are:

1. A Tic/Tac/Toe organizer that guides students in the identification and use of relevant evidence when writing an argument.
2. A version of Think-Pair-Share that includes a

Written Conversation strategy.

3. The RAFT protocol, which brings the role of writer (R) to the forefront as it prompts students to consider the audience (A), the format (F) as well as the topic (T), and 4. A variation of the Cornell Note-Taking protocol that encourages students to include key words and notations in their first lan-

guage, drawings and rebuses in the “cues” column to help them clarify, understand and retain the notes they took in class (right column), which are often written in imperfect English.

On June 6, the Inquiry Team members guided their colleagues in the implementation of these strategies in an engaging three-hour professional development session. The faculty at JHS 145 applauded their colleagues for their work and for sharing strategies that will benefit not only the ELL students in their classrooms, but students schoolwide.

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# COLLABORATIVE ACCOUNTABILITY

## Teacher Collaborative Inquiry Share-out and Reflection Session

### Purpose:

Teachers will have an opportunity to share-out and reflect on what they have learned about collaborative inquiry to their colleagues building capacity school wide.

### When:

June \_\_\_, 2013

### Time:

Provide a time frame. For example, each group will have 10-15 minutes.

### Preparation:

Meet with your inquiry group and designate roles to each member. You will need someone to lead the group, organize and copy handouts, presenters etc.

As a group you may prepare a power point for your presentation or an outline of your main points for distribution to your colleagues.

Make copies of the description of the strategy or method you are sharing.

### Process and Guiding Questions:

- *What was your groups' goal and learning targets for ELL's?*  
Select one short term goal and describe a research based strategy, practice or method you studied and implemented that you found to be effective with ELL's.
- *What was the impact on learning with your targeted ELL's?*  
(Please refer to data, such as pre and post test results; student work, your observations.)
- *Would you recommend this strategy, practice, or method to colleagues?*  
Is it a strategy that is grade specific or one that would be effective with ELL's in any grade?
- *What have you learned this year as a result of your work in a collaborative inquiry group?*
- *What challenges or questions do you have?*

As a group, *what will be your next steps for the coming school year?*

Prepared by Elsie Cardona-Berardinelli, NYC RBE-RN@Fordham University, see page 11)



# BUILDING CAPACITY THROUGH COLLABORATIVE INQUIRY

Elsie Cardona-Berardinelli  
NYC RBE-RN Specialist



The school year is rapidly coming to an end, and as Principal of a school you may be asking yourself how to bring closure to the work teachers have been engaged in through collaborative inquiry. In addition, you may be wondering how to build capacity and plan for the coming school year. In considering how to proceed you may want to think about the "big picture" what do you envision regarding how educators in your school grow their practice over time. For example, as former school principal, my vision was to develop a thriving professional learning community. I realized that the inquiry process develops the foundation for teachers to gradually develop and hone their teaching practice in collaboration with each other, resulting in a true professional learning community. To promote collaboration school leaders should consider establishing annual rituals that encourage teachers' sharing and reflection about their work in inquiry groups.

One such ritual is that you designate a few hours during June professional development day for inquiry groups to present a strategy or method that effectively addressed a short term goal in their inquiry plan. In order for this time to be truly meaningful, you will have to communicate your expectations to your staff one month in advance. Via a memo inform them that during June professional development day they will have the opportunity to share with one another what they have learned, and be able to reflect on their work in their collaborative inquiry teams. Allot time for teachers to plan together and, provide an outline with guiding questions to facilitate their planning for that day. (Example provided below)

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On Professional Development Day, assign an Assistant Principal or Coach to be the time keeper to ensure that each group keeps to established time frames. Your role during this time is to sit back, listen and assess the work of inquiry teams.

Reflect on the following questions:

- *What do teachers understand now about the collaborative inquiry process that they did not know in September?*
- *What strategies have they implemented that has impacted learning for ELL's? What evidence did teachers cite?*
- *Specifically, what behaviors do you observe amongst teachers that speak to a growing professional learning community?*
- *What are they unclear about and need more support with?*

Take notes and refrain from taking the lead at this time. After all groups have presented, provide each group with specific positive feedback and generously compliment your staff. Before the school year ends record your notes, and meet with your cabinet to develop an action plan for your inquiry groups for the coming school year. Make certain to include how you will address misconceptions and expand teachers' knowledge base to strengthen the collaborative inquiry process school wide. You will find that the practice of sharing, reflecting, assessing and sculpting a new plan for the work of collaborative inquiry teams will enable you to build capacity over time.

The result is that there will be an increase in ELL's academic achievement and the professional learning community will take on a life of its own because you have empowered teachers to develop leadership skills.

# PROFESSIONAL DEVELOPMENT

## COMMON CORE LEARNING STANDARDS: INSTRUCTIONAL STRATEGIES AND EQUITY FOR ENGLISH LANGUAGE LEARNERS

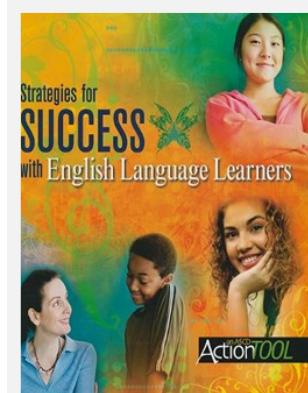
Abby Baruch,  
NYC RBE-RN Resource Specialist

On Friday, April 5, 2013 the New York City RBE-RN at Fordham University in collaboration with New York State Language RBE-RN at New York University held the NYS/NYC Teacher Institute at the Fordham University Rose Hill Campus in the Bronx. Dr. Anita Vazquez-Batisti, Associate Dean greeted participants. The distinguished **Dr. Virginia Rojas** delivered her presentation to the capacity-filled ballroom with an interactive session for teachers, administrators and service providers of English language learners. The audience participated in various activities that were highly engaging and practical for use in the classroom. Participants left with a package of materials and strategies that would strengthen English language proficiency while considering the demands of the Common Core Learning Standards.

### Key Principles of English Language Learner Instruction: (ell.stamford.edu)

- 1.– Instruction focuses on providing ELLs with opportunities to engage in discipline-specific practices which are designed to build conceptual understanding and language competence in tandem.
- 2.– Instruction leverages ELLs' home language (s), cultural assets, and prior knowledge.
- 3.- Standards-Aligned Instruction for ELLs is rigorous, grade-level appropriate, and provides deliberate and appropriate scaffolds.
- 4.– Instruction moves ELLs forward by taking into account their English proficiency level (s) and prior schooling experiences.
- 5.– Instruction fosters ELLs autonomy by equipping them with the strategies necessary to comprehend and use language in a variety of academic settings.
- 6.– Diagnostic tools and formative assessment practices are employed to measure students' content knowledge, academic language competence, and participation in disciplinary practices,

Emphasizing the teacher's role as a designer of student learning, Dr. Rojas worked with teachers to craft high-challenge, high support learning experiences that strengthen English language proficiency and academic content knowledge.



'Strategies for Success with English Language Learners' by Virginia Rojas



Dr. Rojas at Fordham University on April 5,

Dr. Virginia Rojas is a Language Education Consultant. She can be reached at: vprojas@aol.com

# PROFESSIONAL DEVELOPMENT

## COMMON CORE EXPECTATIONS: SUPPORTING STUDENTS WITH INTERRUPTED FORMAL EDUCATION AND LONG TERM ELLs

Sara Martinez,  
NYC RBE-RN Resource Specialist

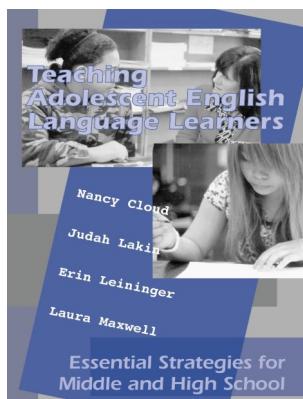


Nancy Cloud currently serves as Professor of Education in the Feinstein School of Education and Human Development at Rhode Island College in Providence, Rhode Island where she coordinates the M.Ed. in TESOL and Bilingual Endorsement Programs and teaches graduate courses on second language and literacy development. She frequently works with teachers in schools to promote effective instructional practices and responsive curriculum for English Language Learners.

On May 30<sup>th</sup> 2013, the NYC RBERN held an institute on "Helping Students with Interrupted Formal Education (SIFE) and Long Term ELLs Meet Common Core Expectations". The institute was attended by teachers and administrators that the NYC RBERN is currently working with.

Dr. Nancy Cloud has examined the research evidence to determine what works for ELLs.

She recommends best practices for teaching English learners to read and write from emergent literacy to primary school and on through middle school. Dr. Cloud presented two outstanding thematic units aligned to the Common Core.



By using thematic units with SIFE and Long Term ELLs, teachers can build background knowledge to support the ELL student to tackle the content while learning vocabulary that is essential to understand the unit. Thematic units should be aligned to the CCLS. Dr. Cloud demonstrated that in planning thematic units the selection of books should be at grade level content appropriate as well as at reading level with challenging vocabulary. Dr. Cloud used a unit on erosion as example, and provided some of the books used for that unit.

Thematic units allow SIFE and Long Term ELLs to think and engage through specific content vocabulary and go deep (DOK) into the topic. The same vocabulary is used and reinforced throughout the unit. Dr. Cloud showed how to use a "stair-step" book to scaffold and augment content knowledge. Similarly, she proposed using a semantic web to plan, prepare and keep a record of the vocabulary and content knowledge learned by the students. Dr. Cloud has been successful in using thematic units with SIFE and Long Term ELLs at the middle and highs school levels.

Dr. Cloud has published several books on this topic. Her latest is: *Dual Language Instruction from A to Z*, with Fred Genesse and Else Hamayan.

For more information please contact:  
[NYC\\_RBE-RN@fordham.edu](mailto:NYC_RBE-RN@fordham.edu)



# BILINGUAL SPECIAL EDUCATION ROUNDTABLE

## CONVERSATION with EXPERTS on: ENRICHING THE SCHOOL EXPERIENCES OF ELLs/BILINGUAL LEARNERS WITH DISABILITIES THROUGH BILINGUAL EDUCATION

Organized by the NYC RBE-RN@Fordham University

In collaboration with Teacher's College, Columbia University; City College of New York; Queens College, The New York State Association of Bilingual Education (NYSABE), Sinergia, Inc., and the NYC Department of Education , Office of English Language Learners

### **Welcoming Remarks by:**

Eva Garcia, Executive Director, NYC RBE-RN@ Fordham University

Anita Vazquez-Batisti, Ph.D., Associate Dean, Graduate School of Education, Fordham University

Pedro J. Ruiz, Ph.D., Former Coordinator, Office of Bilingual Education and Foreign Language Studies, NYSED

### **Panelist 1: ELLs with Disabilities: A Research Overview**

Dr. Diane Rodriguez, Fordham University

### **Panelist 2: An Overview of NYC Bilingual Special Education Programs**

Angelica Infante, NYC DOE, Office of ELLs

### **Panelist 3: Challenges and Solutions: Working with Families and ELLs with Disabilities**

Dr. Bernice Moro, Synergia CBO

### **Panelist 4: Language and Cognitive Strengths of ELLs with Disabilities-**

Gila Rivera, Bilingual School Social Worker, Title III Coordinator, District 75, NYC DOE

### **Panelist 5: Building on Bilingualism: Teaching ELLs with Disabilities-**

Dr. Patricia Martinez Alvarez, Teachers College

On Friday, May 3, 2013 practitioners, researchers and institutes of higher education well versed in the field of Bilingual Special Education gathered at Fordham University, Lincoln Center Campus to converse on various topics regarding Bilingual Special Education.

The conversations related to Bilingual Special Education, a topic which interests many as it poses multiple issues that are not always clearly understood and in essence not familiar to many. The dialogue was rich in nature and covered major aspects of research, cognition, teacher practice and supporting families. Practitioners exchanged their views and ideas in identifying critical areas for further exploration and action.

The organizing committee, which included the panelists and Dr. Angela Carrasquillo , Eva Garcia and Dr. Nancy Villareal had met with representatives of varied educational institutions and community based organizations to begin a conversation that focused on the improvement of educational opportunities for ELLs/bilingual learners with disabilities.

In addition, the committee further explored to establish the foundation for future coordinated action on behalf of ELLs/bilingual Learners with disabilities

It is the expectation of this organizing committee to collect the information and produce a list of recommendations based on what was discussed among practitioners, researchers and collaborators. The recommendations will be disseminated in the late summer months. The committee is also looking to form a Task Force or a Think Tank that will support the efforts of educational institutions engaged in the provision of educational services for ELLs/bilingual learners with disabilities. We anticipate to continue these conversations in the forthcoming school year.

For more information please contact:  
[evgarcia@fordham.edu](mailto:evgarcia@fordham.edu)

# THE NATIONAL BOARD CERTIFICATION PROCESS

DID YOU KNOW?



SIX bilingual/ESL teachers have completed the Pre-Candidacy course and are ready to begin their full process to become National Board Certified Teachers. The Pre-Candidacy course is not a pre-requisite, but it is a desirable option for teachers who look for additional preparation before making the final commitment.

If you are a committed and outstanding bilingual/ESL teacher with at least three-years of experience, go for the gold standard and consider joining the ranks of more than 100, 000 teachers nationwide!!!

The UFT Teachers Center and  
the NYC RBE-RN@Fordham are here for you

For additional information, please contact Sarai Salazar at [nycbern@fordham.edu](mailto:nycbern@fordham.edu),  
Lorraine Scorsone at [lscorsone@ufttc.org](mailto:lscorsone@ufttc.org), or go to the NBCT website at [www.nbpts.org](http://www.nbpts.org)



Sarai Salazar, Administrative Assistant

## UPCOMING EVENTS

### The NYC RBE-RN @ Fordham University

### The New York City Regional Bilingual & Education Resource Network

For information and registration,  
please contact Sarai Salazar  
at (718) 817-0606, or email us at [nycrbern@fordham.edu](mailto:nycrbern@fordham.edu)

DATE/S	TOPIC & PARTNER ORGANIZATION	PRESENTER/S & LOCATION
June 27, 2013 8:30 am to 3:00 pm	<b>SUMMER INSTITUTE GETTING TO THE CORE: MATHEMATICS INSTRUCTION FOR ELLs</b>	<b>ERIK LATONI</b> Former Principal and Teacher “CORE Mathematics” trainer, CA Location: Fordham Un. Rose Hill campus
June 28, 2013 8:30 am to 1:00 pm	<b>SUMMER INSTITUTE USING HISTORICAL RESOURCES AND WORKING WITH INFORMATIONAL TEXT</b>	<b>THE NYC HISTORICAL SOCIETY</b> Location: Fordham Un. Rose Hill campus