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).

In this issue, the NYC RBE-RN team illustrates how the Danielson instructional framework dovetails with best ESL practices to provide language rich opportunities for English language learners within the regular classroom. Danielson’s instructional tenets – student engagement, effective questioning and discussions, are also fundamental to ESL instruction because these strategies prompt students to use their receptive and expressive skills. Expert teachers may also model the English language and use an ample variety of language stems to scaffold appropriate language and expressions.

The importance of engaging ELL students in oral academic language in the classroom was recently discussed by Dr. Ivannia Soto at a two-day training hosted by the NYC RBE-RN (see pages 12-13). During her stay in New York, Dr. Soto, a nationally recognized author in second language acquisition also led a school visit aimed at gathering information regarding the actual use of oral academic language by ELL students. As her research demonstrates and the group was able to determine, most ELL students sit silently in their classes. Through her ELL “Shadowing” protocol session participants were able to respond and hopefully bring needed changes to their own schools.

The NYC RBE-RN working collaboratively with the UFT Teachers Center is seeking bilingual and ESL teachers interested in pursuing National Board Certification. To that purpose, we have already offered two Pre-Candidacy sessions and look forward to forming and supporting a group of candidates throughout the year. Please refer to page 11 for additional information on dates for Pre-Candidacy course.
Dear Colleagues:

I am pleased to greet you and share our enthusiasm and concerns as we begin 2013.

Data indicates that English Language Learners continue to grow faster than any other group. This is happening at a time when school reform places challenges for educators and students to accomplish higher goals and targets. The needs of our students, teachers, administrators and parents are great. Our work is providing much needed professional development and technical assistance to schools throughout New York City at a time when resources are limited.

With over 200,000 English Language Learners throughout New York City, so much work remains to be done. I call on everyone to work together and make the most of our time and resources; provide support to those who truly need it most; and lead by example.

Now more than ever is the time to deliver.

Warm regards,

Dr. Anita Vazquez Batisti
Associate Dean
Fordham University
“Increases in student learning occur only as a consequence of improvements in the level of content, teachers’ knowledge and skill, and student engagement.” (Richard F. Elmore, Elizabeth A. City & Lee Teitel, Instructional Rounds in Education: A Network Approach to Improving Teaching and Learning, 2009)

If we think of that first principle alone in looking at how we need to view what happens in schools, without a doubt we need to consider those three important and critical ideas that would support students and assure their success. For the sake of this newsletter at this time, we are going to look at how we can engage ELL students using questioning and discussion techniques using Charlotte Danielson’s Domain #3b.

“Danielson’s Framework 3b- Using Questioning and Discussion Techniques” is a perfect domain to provide those opportunities for our ELLs to work collaboratively in pairs or teams as they learn from their peers and practice language use in a smaller audience setting. While this is less threatening for a student in the beginning stages of language development, we must not forget to provide the scaffolds for his/her participation during the pair or team work. This peer or team support should provide the necessary conditions in taking risks in order to practice and use language.

Students in our classrooms whether recent arrivals or at the intermediate or advanced stages of language acquisition will benefit much more when opportunities are provided in ESL or Bilingual classrooms to allow students to actively participate and engage in conversations without feeling uncomfortable if they make a mistake. When considering questioning strategies for ELLs you may want to begin with echoing the question as this will get the student started and will give him/her more time to think about responding in the second language.

Thus, the collaborative pairs, collaborative teams, and questioning strategies are excellent strategies to use in supporting ELLs in classroom discussions and conversations. When ELLs are active participants in practicing syntax, grammar etc. in a natural way, language learning does not become a threat but rather an enjoyable challenge in interacting with a new language.

For additional information please contact Eva Garcia at evgarcia@fordham.edu
Both the Sheltered Instruction Observation Protocol ("SIOP"), and the Danielson Instructional framework place great emphasis on the use of questions and discussion in the classroom. The use of these techniques can intensify the understanding of the concepts and the skills in a lesson. Furthermore, conversation stimulates the production of oral academic language which is a critical aspect of developing English proficiency.

Planning for Talk and Discussions
As we consider our English Language Learners (ELLs), educators must strive to provide frequent and purposeful opportunities to practice speaking English in the classroom. The following are several strategies aligned to Danielson’s framework that you may want to include in your instructional plans:

- **Interactive Read Alouds**  Read aloud a short mentor text, or the first few lines of the reading assigned to the students. As you read, exaggerate voice inflections for emphasis and pronounce every word clearly without slowing the pace. Pause to reflect on the meaning, pose reflective questions, re-read and retell as if speaking to yourself. Then, invite students to emulate your reading and encourage them to practice reading in pairs or independently using their quiet voices.

- **Summarize Orally and in Writing**  All four language modalities are organically integrated: “We read when we write, we listen when we are having a conversation”. Therefore, students will be more productive if you encourage them to practice with an oral summary as a pre-writing strategy or use ‘key’ words in building verbal and/or written summaries.

**Wait Time**  The amount of time to process a question and formulate a response is longer when you are using a second language. Thus, allow ELL students enough time to express their thoughts fully and practice their answer with a partner before calling to speak out before the whole class. Also, invite more advanced students to write down their responses before sharing them aloud before the group or class.

**Incorporating Language Stems**  Language stems are useful words, expressions and chunks of language that English Language Learners can use in their own discourse, and often provide more elaborate responses. Additionally, they are also great to enhance students’ self confidence. The following are critical components of "any of the above strategies: For example: “This is interesting…..”; “What does the author really mean…?” ” In summary, I think that the move…” “What do you mean by …?””, “How do you know? …,” “In other words…” , etc.

In conclusion, through consistent modeling and practice, as English Language Learners become familiar with these techniques they will apply them with independence and confidence. As responsive, compassionate educators we must remember that ELLs need the practice in speaking and we must often encourage an abundant fluidity of exchange to facilitate their conversational development as noted in the Danielson Framework and SIOP Model.

References: Echevarria, Vogt, & Short (2002??) *Making Content Comprehensible for English Learners*

For additional information, please contact Abby Baruch at aabaruch@fordham.edu
The reading log that we present in this page is not the typical reading log that students are asked to use to document how much and/or how often they read. It goes beyond this objective.

*My Independent Reading Log* aims at fostering the independence of English language learners while improving their literacy skills and content knowledge. To that purpose, ELL students are encouraged to use the log on their own and compete it based on readings done in any classroom and/or content area.

In order to support this objective, the structure and organization of this log invites students to:

- Return to a reading or think about something they read and record their thoughts two or three times a week; they choose the content, the time and the place.
- Jot down a strategy they have used when reading—a story, a math problem, a piece of music, that is any written material,
- Record new and interesting words and/or expressions and put them to use.
- Build a practical and well-documented set of literacy notes that they can use when preparing for a test.

In Danielson’s terms, *My Independent Reading Log* is a Learning-Focused strategy that connects and extends students’ thinking, engages them with the text as reading detectives, and therefore, promotes a deeper understanding of language and content.

The teachers whose students are currently using “*My Independent Reading Log*” kindly scaffold their practice by encouraging them to use it as they reflect on what they have learned at the end of a lesson, add some incentives if they use it at home, and incorporate one-to-one conversations.

As designed, *My Independent Reading Log* promotes the collaboration among ESL, bilingual and content area teachers. In addition, inquiry teams use this log as a change strategy because it promotes across content

References:
- Soto, I (2011) *ELL Shadowing as a Catalyst for Change*
As a former high school and middle school principal, I always welcomed student debates! Debates are participatory, challenging and stimulating activities, and are equally suited for English language learners. For beginner ELL students debates can be in their first language. From a teacher’s perspective, the goal of a debate is to promote students’ deep cognitive engagement with a topic, facilitate collaborative learning, and develop communication skills. A debate structure also offers multiple ways of scaffolding academic language and provide differentiated instruction, Thus, it offers a good forum for developing English proficiency.

**Taking A Stand (Debate)**

**Content Objective:** Students will demonstrate their knowledge and understanding of a debate and the process of “Taking a Stand.”

**Language Objective:** Students will verbally communicate with one another to convince the opposing side of their position.

**Participants:** Interactive activity for the entire class. This activity can be modified for all grade levels by selecting age-appropriate literature/issues for students to debate. Class size may require selecting more than one topic.

**Emphasize Key Vocabulary:** i.e. controversial, pros and cons, concurrence, opposition, advocate.

**Purpose:** Expand ELL Students’ learning with CCLS, Language Objectives and ESL Strategies Relevant to the Performance Task while applying Danielson Domain 3c.

**STEP 1 - Select a controversial topic relevant to the students’ interest.**

- Students research, read and gather information on the selected topic(s) to support their argument. What are your observations in this process to consider for modification or affirmation?

**STEP 2: Take a Stand—Choose a Side**

- Students break up into small groups representing the side they choose (pro or con)
- The small group discusses and records the specific points they agree to argue.

**Step 3: State your Position and Decide**

- Each member of the small group will have at least one point to articulate in the debate. Record your observations and your wonderings.

Are all students actively engaged? What could be the challenge for ELL students in this process? What does the work reveal about the teaching that guided the student’s work? Record your observations and wonderings.

I believe that parents’ concerns or objections about teenagers’ privacy...
Continues from previous page:

Debates respond beautifully to the demands of the Danielson Framework. The elements of competency 3c are (defined in Danielson 2011 Rubric) involve activities and assignments that engage students particularly because they follow structures, there is a particular pacing, and encourage them to working with others.

Here are some of the reasons. Student debates:

- **Engage Students in Learning (Domain 3c)** This is perhaps one of the most difficult tasks teachers face when designing lessons. This challenge becomes even more complex when teaching English language learners. Involving students in the learning process means that teachers have to capture their imagination, cultivate their creativity, celebrate their diversity, differentiate for mixed-ability levels, build upon their prior knowledge and make that lesson come alive to motivate and encourage all students, while developing students’ language acquisition. No small task!

- **Foster deep thinking (Domain 3)** Debates actively engage students in tasks that involve reading, writing, and discussions that challenge their thinking. Students learn from what they enjoy doing. The debate activity offered here encourages students to think about controversial issues and concerns that provoke an exchange of perspectives and deliberate discussions. From the topic selected, students convey their point of view and attempt to persuade others to see their position.

Debates such as the activity outlined in this article, also reinforce the skills of the Common Core Learning Standards. More specifically, students:

- **Actively Listen and Express Opinions (CCLS 8.SL.1)** In a debate, students not only demonstrate their comprehension of the issue at hand, but engage in one-on-one and group discussions to express their point of view and listen to others’ point of view. They also demonstrate their knowledge of language and its conventions in their speaking, listening and writing. This activity mirrors what is expected for college readiness as many college classes emphasize the need for effective communication.

- **Research and Write Arguments on Issue (CCLS, 8.W.9)** In preparation for their debate, students need to research and write arguments to support their claims with clear rationale and research-based evidence. They also need to prepare how to present these arguments to provide and establish adequate credibility.

**EXTENSION:** This activity can be extended by incorporating jigsaw readings, share-outs, and homework assignments to enrich the final performance. This lesson can take more than one day because you want to adequately prepare students for the culminating debate. What better validation can you reap once you experience your students actively engaged and having fun while learning?

For more information Please contact Migdalia Carrillo at mcarrilo1@fordham.edu
This year I have the privilege of working with teachers of P.S.6, P.S. 102, and P.S. 211 in District 12, in the Bronx. Many of our conversations with teachers have focused on how to deliver quality instruction to English language learners with varied proficiency levels.

On November 6th, Professional Development Day, I facilitated a workshop entitled “Writing Language Objectives to meet the needs of all ELL’s”.

This workshop -“Writing Language Objectives to meet the needs of all ELL’s” is designed to plan instruction that is aligned to a specific Common Core Standard by setting content and language objectives.

The intent of this session was to make a connection to two major domains of the Danielson Framework; a) Planning/ Preparation, and b) Instruction

I started the presentation by establishing a rationale for the importance of setting clear content and language objectives that are aligned with content and literacy standards.

To that end, we reviewed our understanding of language objectives. More specifically, language objectives are designed to promote students’ language development through listening, speaking, reading and writing”.

An effective language objective: a) Stems from the linguistic demands of a standards-based lesson or task, b) Focuses on high –leverage language that will serve students in other contexts, c) Uses active verbs to name functions and /or purposes for using language in a specific student task, d) Specifies target language necessary to complete a task, and e) Emphasizes development of expressive language skills, speaking and writing, without neglecting listening and reading.

Next, I provided participants with the basic information they would need to know in order to successfully write a language objective, including examples of verbs, verb phrases and noun phrases. (Kinsella, K., Singer, 2011)

Teachers were then ready. I modelled the entire process of writing a content and language objective. First, I selected the following fourth grade Common Core State Learning Standards:

- Read and comprehend literary and informational texts independently and proficiently (RS #10)
- Write informative/explanatory texts to examine a topic and convey ideas and information clearly (WS#2), and
- Using Biodiversity as our theme, students will learn about plant and animal adaptation (Science standard).

Next, I selected a science trade book entitled Beetles, and wrote the following content objective: “Students will be able to understand that there are many types of beetles with different physical and behavioral characteristics.” Based on the objective, I posed this question, “What language will ELL’s need to know in order to identify and describe?”
To answer this question, I provided participants with the Science trade book I selected, and distributed a template entitled, “Textbook Language Analysis” (see below) from The CALLA Handbook by Anna Uhl Chamot. Teachers shared that this template enabled them to understand that it is essential to carefully select and review resources selected for use with ELL’s, as well as, to the importance of setting language objectives. This form reproduced below was originally created to analyze the academic language required to read a textbook, but it is also effective to analyze any text that you are considering as reading material for English language learners. You might want to give it a try!

For additional information, please contact Elsie Cardona-Berardinelli, ecardona3@fordham.edu

For the full text, please refer to the original document.
In our deep commitment to teach the core subjects we often underestimate the importance of teaching the academic language to our English language learners. “That’s where the achievement gap exists” explains Principal Rudy Gonzalez at Morris Elementary School in the article, “Ell Shadowing’ brings Instructional Gaps to Light” by Liana Heltin.

During the NYC R-RBN Summer Institute last July we facilitated a full-day workshop that focused on teaching Science to English language learners. Marcia Gonzalez and I paid particular attention on how to use language objectives and linguistic frames to support the acquisition of content. These practices, illustrated below, are reinforced by the Danielson’s instructional framework.

Think-Pair-Share & Linguistic Frames
Participants had the opportunity to experience first hand the think-pair-share strategy while working with their group analyzing a science article to plan a lesson for ELLs. They also were able to identify specific linguistic frames to facilitate participation in small group work (Slide 1).

Collaborative Dialogue
We also guided the group in planning an interview that students would conduct to learn more about how water was being used in their countries of origin. To integrate content knowledge and the development of English proficiency, workshop participants wrote linguistic frames for collaborative dialogues in the classroom both to prepare for the interviews and to summarize their experiences once the interviews had been conducted (Slides 2&3).

For additional information, please contact Sara Martinez smartinez37@fordham.edu.
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• Design supportive learning environments that promote academic success and inspire students to become lifelong learners (Standard VI: Instructional Practice)
• Use assessment to shape instruction, monitor learning and assist students in reflecting on their own progress (Standard VII: Assessment)
• Are passionate about teaching and are committed to lifelong learning (Standard VIII: Teacher as Learner)
• Contribute to the advancement of knowledge and advocate for their students (Standard IX: Professional Leadership and Advocacy)

(Excerpted from Standards Statements for English as a New Language, www.nbpts.org)

For additional information, please contact Lorraine Scorsone at lscorsone@ufttc.org, or Catherine Martin at hlgoodegg@aol.com

Check calendar on page 14 for Orientation and Pre-Candidacy sessions.
In lieu of academic language production, English Language Learners are often relegated to shallow forms of language production, where the teacher does most of the talking and initiates lower-level questioning techniques (Gibbons, 2002). Instead, the National Literacy Panel (2006) suggests that the foundation of literacy for ELLs is academic oral language development, and ELLs benefit from ample opportunities to practice and extend their academic language skills.

**ELL Shadowing**

ELL Shadowing is a powerful vehicle for bringing to light the necessity of ELLs to engage in academic oral language development, in order to make progress in language and content development. The process of shadowing encourages educators to experience “a day in the life of an ELL”, in order to monitor their academic oral language development and active listening, and thus creates urgency around the academic language needs of ELLs.

Shadowing is the first step, however. Once educators have experienced a day in the life of an ELL, it is difficult to turn away and teach in the same way. Systems must then follow-up with shadowing by beginning to change instructional practice.

**Eliciting Oral Language**

Strategies to elicit more academic oral language development must then be used to both engage ELLs and allow for oral language practice. A good rule to follow is to spend no more than 10-15 minutes in teacher talk before requiring students to respond or do something with the content presented.

**Language Development Strategies**

Some of the strategies to create more language in the classroom setting include:

- Partner Talk, a brief conversation with an elbow partner
- Think-Pair-Share, a longer conversation with a partner that begins with an open-ended question and directly works on listening and speaking with academic language stems (see diagram, next page), and
- Reciprocal Teaching, students work in groups of four to discuss key texts using the good reader roles of summarizing, questioning, predicting, and connecting. The use of these strategies should be used consistently.
Experiencing a Day in the Life of an ELL

On December 11 and 12, Dr. Soto-Hinman invited by the NYC Bilingual Education Resource Network at Fordham University facilitated a professional development session that included a one day training session and an onsite visit to PS 6 for the purpose of using the ELL Shadowing protocol.

Principal Juliet Young hosted a group of more than 30 teachers and administrators who had the unique opportunity to learn directly from Dr. Soto how to implement the ELL Shadowing protocol. In brief, each participant shadowed one student across the grades and documented his or her observations according to the protocol. The group then convened in the school library to share out the findings and discuss possible next steps for the school.

It was a very productive learning day for everyone involved, and participants expressed their desire to share their new knowledge at their school sites.

ELL Shadowing is a powerful vehicle for bringing to light the necessity of ELLs to engage in academic oral language development, in order to make progress in language and content development.

For more information on ELL Shadowing, you can email Dr. Ivanna Soto-Hinman at ish777701@cs.com
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| Feb. 6, 13, March 6, 20, April 10, 17, May 8, 22, 2013 | Pre-Candidacy Class for National Board Certification
In collaboration with The UFT Teacher Center | Catherine Martin at Fordham Rose Hill Campus |
| February 9, 2013  | Academic Language Behaviors in the English Language Learner
In collaboration with The 2013 NYCESPA Conference | Dr. Roser Salavert at NYC RBE-RN, Fordham University |
| March 16, 2013    | Looking at the Common Core Learning Standards for Middle School ELLs
In collaboration with The 2013 MSPA Conference | Eva Garcia at The Brooklyn Marriott |
| March 14 & 15 2013| Enhancing Common Core Listening and Speaking in your Daily Instruction to Ensure Success for ELLs
In collaboration with The UFT Early Childhood Conference | Sara Martinez & Aileen Colon at UFT Headquarters, 52 Broadway, NYC |
| March 28, 2013    | College and Career Readiness: The Role of the Parent in Supporting Language Learning
In collaboration with The NYABE Conference-Parent Institute | Sara Martinez & Aileen Colon at The Huntington Hilton |
| April 5, 2013     | NYS/NYC Teacher Institute- Common Core Learning Standards for ELLs
In collaboration with The NYS Language RBE-RN at New York University | Virginia Rojas at Fordham Rose Hill Campus |
| April 26, 2013    | Designing Literacy Programs for ELLs: SIFE, LTE’s
In collaboration with The Supervisory Support Program - CSA | Dr. Nancy Cloud at Fordham Rose Hill Campus |
| April 12, 2013    | Bilingual Special Education Focus Group –
In collaboration with Various IHE’s, NYSABE and CBO’s | Dr. Diane Rodriguez, Dr. Nancy Villarreal, Dr. Bernice Moro, Dr. Patricia Velasco, Dr. Tatyana Kleyn |

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

Sarai Salazar, Administrative Assistant