



FORDHAM UNIVERSITY

THE JESUIT UNIVERSITY OF NEW YORK

Graduate School of Education, Virginia Roach, Ed.D., Dean



The NYC RBE-RN @ Fordham University Professional Newsletter - Spring '17 Issue

The primary objective of the NYC Regional Bilingual Education Resource Network (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 issue marks the end of the 2016-17 school year, another year dedicated to supporting teachers, school leaders and students through on-site visits and professional development. For this issue, the NYC RBE-RN team has chosen to bring to our readers examples of on-going collaborations that, while celebrating the outcomes of the work, provide examples and reflections that can be easily adopted and adapted by other teachers and schools. To that purpose, we encourage you to read about the experiences of the Kindergarten teachers of the new Dual Language program at PS 70, as well as the report on the Bilingual Special Education Series that we think will both inspire and help teachers better serve ELL students who have an IEP.

The NYC RBE-RN is also part of the Office of Bilingual and World Languages, of the NYS Education Department. Hence, we support the implementation of state mandates and initiatives, such as the incorporation of co-teaching in classrooms serving ELL students. The schools in the Bronx have embraced this challenge and, as reported in this issue, they celebrated their progress and successes in a Co-Teaching Symposium (see page 7). The 2016-17 school year has also been the first year of the NYS Seal of Biliteracy which recognizes the accomplishments of high school students who demonstrate high levels of proficiency in one or more languages in addition to English. In this issue, we celebrate graduates of Lehman High School who received a diploma affixed with the NYS Seal of Biliteracy.

Summer is the best time for professional growth while we look ahead to the fall, and to that end, the NYC RBE-RN is preparing a rich program with sessions for school leaders and teachers. We hope to see you at these events. Please see the calendar page. We look forward to keeping in touch throughout the summer.

Please visit our website for more information on our Regional Professional Development sessions and resources:

www.fordham.edu/rbern

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Message from the Associate Dean

Anita Vazquez Batisti, Ph.D.



Dr. Anita Vazquez Batisti

Dear Colleagues,

As the school year comes to an end and everyone looks forward to the summer, it is also a time of reflection.

During the past school year, the NYS/NYC RBE-RN worked to implement the amended changes to Chancellor's Regulations Part 154. To achieve this end, workshops, institutes and symposia were conducted to address such topics as co-teaching, dual language programs, academic language development, and strategies for sub-groups.

The New York City Department of Education has offered grants for the development of new Dual Language programs offering students the opportunity to become bilingual, biliterate, and bicultural. The RBE-RN has provided support to schools that were developing new Dual Language programs.

Highlights of RBE-RN Professional Development include: *Pairing Fiction and Nonfiction to Promote Language Literacy while Teaching Science to ELLs. grades 1- 8; Instructional Strategies for LOTE teachers; Co-teaching; Implementation; Going Deeper with Academic Discourse; Dual Language Programs: Research, Scaffolds and Best Practices; Strategies for Sub-groups; such as SIFE and Long-term ELLs and Students with Disabilities.*

The work of the RBE-RN is supported by the Center for Educational Partnerships and represents scholars and practitioners committed to applying cutting-edge research. Our goal is to enable all children to achieve and succeed academically.

We look forward to working with you over the summer and throughout the 2017-18 school year. Enjoy, rest, reflect, and smile – you are making a difference in the lives of our city's English Language Learners.

Warm regards,

A handwritten signature in dark ink that reads "Anita Vazquez Batisti".

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

THE CENTER FOR EDUCATIONAL PARTNERSHIPS

We are, first and foremost, a group of scholars and practitioners who are committed to applying cutting-edge research. We are dedicated to applying that research in the service of K-12 students, teachers, administrators, and parents, as well as to education and government agencies to enable all children to achieve and succeed academically.

Under the direction of Anita Vazquez Batisti, PhD, Associate Dean for Partnerships, we have grown rapidly, forging partnerships with the New York City Department of Education and the New York State Education Department. The center has myriad grant projects that serve all of New York City and the greater metropolitan area.

Accomplishments for the 2016–2017 School Year by Eva Garcia, Director NYC RBE-RN



In reflecting on the major highlights of our work this year, the New York State New York City RBE-RN at Fordham University has supported New York City schools/districts with the Integrated ENL model as was required under CR Part 154 amended changes.

CO-TEACHING IN THE ENL CLASSROOM: The co-teaching models were supported throughout the year with on-site school support, teacher institutes and continuous conversations on the basic principles of a successful co-teaching partnership. *More dialogues and conversations are necessary in supporting teachers and administrators as we look ahead.*



Co-Teaching Symposium co-sponsored by the Bronx Borough Field Support Center and the NYC RBE-RN included the participation of Dr. Kristy Delacruz, Deputy Director of the Borough Field Support Center, District 8 (picture at top right). The NYC RBE-RN also facilitated a Co-teaching Symposium that was conducted by Elsie Berardinelli, Aileen Colon, and Luis Quan, ELL Service Coordinator for the Bronx Borough Field Support Center.

THE NEW YORK SEAL OF BILITERACY: A second initiative this year was to increase the support of LOTE educators via workshops along with information provided to high schools and middle schools on the Seal of Biliteracy. Our collaboration with the New York City Department of English Language Learners-Office of World Languages provided workshops during LOTE conferences and PD during monthly designated meetings for NYC LOTE teachers. **While we have supported some schools with the Seal of Biliteracy process, we recognize the need to increase the number of students/districts offering this opportunity to high school students. Thus, we will offer informational sessions for middle or high school LOTE teachers, counselors in the fall of 2017.**



READING COMPLEX TEXTS: As a result of the Common Core Learning Standards (CCLS), teachers of ELLs have been faced with the questions: How do we support ELLs/Multilingual Learners with tackling grade level texts at the various proficiency levels? What linguistic demands should we address from rigorous texts? How do we prepare the ELL/Multilingual Learners to engage with rigorous texts while they are still developing language skills (listening, speaking, reading, writing)? Throughout the school year, the NYC RBERN supported two schools, P.S. 73 in District 9 and C.S. 211 in District 12, with on-site PD on **Close Reading** for ELLs during Monday professional development followed by coaching sessions and classroom visitations. **These opportunities allowed teachers to engage in conversations to provide scaffolds necessary as they discussed the process of a Close Read for students in their class. We must engage teachers of ELLs on what best practices would support students with grade level texts.**

DUAL LANGUAGE PROGRAMS This year, schools that wanted to expand and establish new Dual Language programs expressed a full commitment to using students' **Home Language** to promote the importance of both languages while valuing the language **multilingual learners** bring to the classroom. The creation of a language rich environment for both languages should be supported by classroom libraries **that celebrate the diversity in the classroom and the uniqueness of each child while meeting the demands of educational standards.**

DROP-OUT TASK FORCE : A collaboration between the Fordham University and New York University RBERNs, May 25 and June 25. The mission of this task force is to take an in-depth look at the increased drop-out rates of high school ELL students in NYC and to collectively make recommendations that will address this issue. This task force is comprised of practitioners and experts from the field , including members and representatives of the Fordham University Graduate School of Education, Dr. Diane Rodriguez and Dr. Jacqueline Gonzalez, the NYC DOE, UFT and CSA as well as other agencies and organizations supporting high school students. The task force first convened in May ,and thanks to the leadership and enthusiasm of its members, is already collaborating with College Goal New York and the New York Public Library to host a Career & College Readiness event for high school ELL students in the Bronx Library Center on July 20th from 10 am to 2 pm. This is a first small, but important, collaboration toward realizing our mission.



Conversations about complex text



The ENIL assessment for Spanish dual language

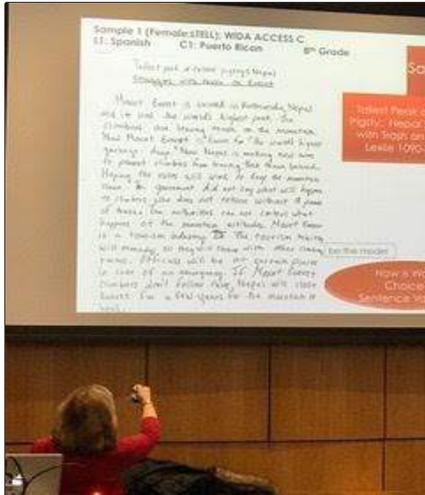


Analyzing ELL drop-out data

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Highlights of the NYC RBE-RN Regional Professional Development by Alejandro Caycedo



Dr. Nancy Cloud facilitated a professional development session on Long Term ELLs on March 10, 2017 at Fordham University.



Associate Commissioner Lissette Collins-Colón addressing the participants attending the New York State Teacher Institute “Going Deeper with Academic Discourse”, presented by Dr. Ivannia Soto on March 23, 2017 at Fordham University.



ELL Dropout Focus Group Planning for 2017-2018 School Year

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Co-Teaching: Voices from the Field

A Collaboration with the Bronx Borough Field Support Center

by Elsie Berardinelli and Aileen Colón

W

ith great excitement, the Bronx Borough Field Support Center, in collaboration with the New York State/New York City Regional Bilingual Resource Network (NYC RBE-RN), hosted a symposium as a yearlong culminating activity to share the successes and challenges with the implementation of the Integrated English as a New Language (ENL) instructional approach in our Bronx schools. Administrators, teachers, and support staff were invited to attend a one-day symposium on May 31st or June 1st, 2017 at Fordham University.

CR PART 154 & THE CO-TEACHING MODEL

The 2016 – 17 school year was the first year of the implementation of the revised Chancellor’s Regulations Part 154b pertaining to the implementation of instructional programs for English Language Learners. One of the new mandates includes the use of a co-teaching model, i.e. the English and/or Content teacher and the ESL /ENL teacher. This mandate required important reorganizations as well as re-allocation of services in many schools. The schools in the Bronx have embraced the model and made significant progress in its implementation. The Co-Teaching Symposium was an opportunity to acknowledge these efforts and the successes achieved in many schools.

THE ADMINISTRATORS’ EXPERIENCE

During the question and answer segment of the symposium, co-teachers and administrators took turns answering a variety of questions posed by Luis Quan, ELL Services Coordinator, who was the moderator. The answers provided by the panelists gleaned patterns and trends to the successful implementation of co-teaching in schools.

Administrators spoke to creating a new mindset, one where all teachers are teachers of ELLs, thus creating a culture that is committed to integrating language and content.

These administrators advised choosing co-teaching partners carefully, creating programs and schedules to meet the needs of ELLs, and advance planning of the curriculum for the year (as early as August). They highlighted the importance of scheduling opportunities for the co-teachers to meet. Additionally, they advised establishing a year-long professional development calendar to support effective implementation of co-teaching for all teachers in the building.

face meetings a minimum of once a week; two days would be ideal to refine their lessons for the week, as well as checking-in with each other via technology platforms of their choice. They strongly advised using a time structure protocol for face to face planning time to maintain focus, as every minute counts. Highlighted by all was the realization that the integrated ENL co-teaching model provided teachers with “built in” professional development. Teachers were pleased with the multiple opportunities to learn from one another and to grow in their pedagogy.

Throughout the day, the ideas shared by the panelists and the participants created positive energy that set the tone for the symposium. The message was clear, co-teaching is best for ELLs because ENL teachers plan language-based lessons to engage ELLs with the linguistic demands of complex texts, while content teachers plan and deliver instruction around key concepts and understandings. The essential component echoed by all was the mutual respect for the expertise that each teacher brings to the classroom. Just as important, all agreed, is the fluid and purposeful use of the seven co-teaching models. The event ended on a high note with many expressing the belief that all challenges indeed have solutions if there is a deeper commitment to the successful implementation of integrated ENL co-teaching to improve teaching and

DELIVER for Integrated ENL:
7 Dimensions

- Differentiated curriculum and instruction
- Engagement of students in speaking, writing, reading, and listening (SWRL)
- Language and content objectives
- Instructional strategies for ELLs
- Varied co-teaching models
- Equity established for teachers and students
- Rigor in content, process, and/or product

Honigsfeld & Dove (2010)

learning for all.

We wish to thank all who participated, from the Bronx Borough Field Support Center and the New York State/New York City Regional Bilingual Resource Network, in the behind-the-scenes planning that was necessary to create the structure for these conversations to take place. Key to the success of the symposia held on both days, was planning, implementation and time to reflect. Collaboration at its best truly works!

TEACHER-TO-TEACHER RECOMMENDATIONS

Co-teachers eagerly shared many routines and strategies that lead to successful partnerships. They advised scheduling face-to-

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The Dual Language Program at PS 70: A New Experience for Students and Their Teachers

by Silkia Melendez, Cynthia Torres and Roser Salavert, Ed.D.



Ms. Melendez, Ms. Torres

The New York State Education Department defines Dual Language (DL) programs as an opportunity for students to become bilingual, biliterate, and bicultural while improving their academic ability. In DL programs students learn to speak, read, and write in two languages, and also learn about other cultures while developing strong self-esteem and diverse language skills. In this article, Silkia Melendez and Cynthia Torres who are leading the implementation of a DL program at PS 70, share the challenges and rewards of their first year as partners in this new Spanish-English Dual Language program while offering practical and inspiring tips for teachers and administrators.

P.S. 70 MAX SCHOENFELD DISTRICT 9, BRONX, NYC

Kerry Castellano, Principal
Kimberly Fisher, Assistant
Principal, DL Program Supervisor

Mission Statement

Our mission is to provide a rich diversity of academic and social experiences that beckon students, parents and staff and inspires them to become meaningful contributors to society.

Demographics

Student Population: 1,282, K-5 students (73.51% Hispanic, 24.6% Black, 0.74% White, 0.8% Asian or Native Hawaiian/Pacific Islander & 0.1% Multi-Racial; 24.8% ELLs and 16% SWD). One of the biggest challenges of the school is the high degree of mobility. Based on a school study, 60% of 5th grade students are new to the school throughout their elementary school years.

Highlights

PS 70 strategically aligns support to maintain a safe and inclusive culture which permeates throughout the school, encouraging adult and student learning and to increase student academic and personal growth.

PS 70 has a structure of teams that meet on a regular basis for collaborative decision making in support of their team goal. The Arts form an important component to the overall academic programs. Students are able to explore dance, music and visual arts throughout their learning experience across the grades.

Roser Salavert (RS). *Was this first year of the Dual Language program a rewarding experience for you? Why? Why not?*

Cynthia Torres (CT). It was a rewarding experience for me and Silkia. This was my first year teaching in a Dual Language setting and I was able to see up close how ELLs struggle to learn English. It was very difficult at times. However, to see the smile and excitement on a child's face when they moved up a level in reading or hear them speak in English, using complete sentences, has made it all worth it.

Silkia Melendez (SM). This first year of the Dual Language program has been one of the most rewarding things I've ever done. I am very impressed with the progress students made. Hearing English dominant students speak, write and read in Spanish has made this year a success.

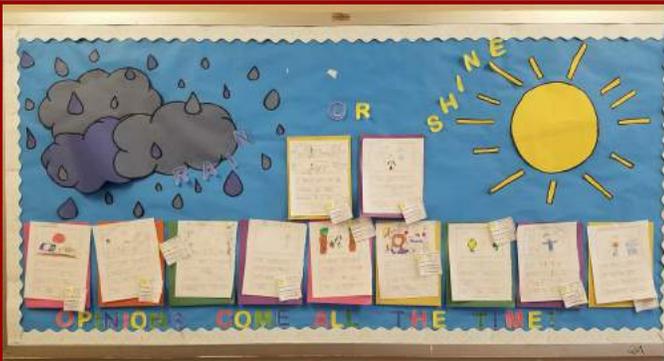
RS. *How has the DL Program helped your students? Can you provide some examples to illustrate your points?*

CT. The Dual Language program has given our students the chance to be themselves. We encouraged them from day one to speak their minds and not let the target language scare them away. We allowed them the time they needed to explain themselves in either language, so that when the time came, during assessments, they were able to make connections and try their best to perform in the target language.

SM. The Dual Language program has allowed my students to become more confident in their native language and the new language. They have been able to speak the new language without feeling afraid. It has also allowed them to transfer and make connections between languages. The program has allowed students to collaboratively help each other by translating when one of their peers does not understand.

RS. *What do you think makes this program a powerful learning tool for ELL students?*

CT. The Dual Language program helps ELL's in a variety of ways. The program is a way for them to become bilingual or multilingual. In addition, the program serves to assist ELLs in staying true to their culture, making certain that families understand the value of developing and maintaining their native language, all the while learning a second language. For the students, the Dual Language program provides them with many opportunities to engage with monolingual English students, giving them the interactions necessary to be part of a class family.



These bulletin boards display the work of the Dual Language Kindergarten students. The “All About” books are a result of the Informative Writing unit.. Students show how they can construct and deconstruct the number 10 in Spanish.

SM. Dual Language is a powerful learning tool for ELLs because it allows the students to become fully bilingual. By “fully bilingual” I mean that they conserve their native language while acquiring another. For instance, they were able to associate words because they are cognates like *computadora* and computer. It also gives them the opportunity of learning a skill or concept in their native language and applying it to the other language. For example, once Ms. Torres taught a skill in her class, like addition, the next day I would make a connection and students would say to each other, “*oh yo me acuerdo, eso fue lo que aprendimos con Ms. Torres se dice sumar en español!*”. It also helps them to maintain their culture and be sensitive to other cultures.

RS. Did you encounter any challenges as teachers working in a side-by-side model? If so, how were you able to address them?

CT. I do not recall any major challenges working with a partner. It was helpful to speak with my partner regarding the students’ progress utilizing both languages. At the beginning, since it was a pilot program at our school, we did have a multitude of questions regarding everything from routines to assessments to report cards. However, we kept going and didn’t let insecurities get in the way of making it a successful year.

SM. Changes are always challenging. Working in a side-by side model has been a very gratifying experience. In the beginning, I personally thought that it would be difficult but I did notice that the more we planned together the easier it became. I also learned that constant communication is the key to overcome any challenge you might encounter.

RS. In a side-by-side model, you teach always in the same language – in your case either English or Spanish, and the students alternate classes. How did you manage these two separate groups? What did you learn from this experience?

CT. Routines, routines, routines is all I have to say! I heard sometime in the beginning of our journey, that both teachers had to mirror each other in almost every day to day activity. This was not the case for our classes. Children adjusted to having two different teachers, with two different personalities. In my

opinion, I believe that having differences between the classes gets the ELLs ready for the real world. When this time comes, how will they know to react? The students are resilient and learn to adjust to their environment and surroundings. It is important to keep students on their toes by incorporating structure and routines.

SM. In the beginning, it was very overwhelming. It took a lot of organization and consistency to manage the two groups. As a team, we came up with a color coding system for both classes and the students familiarized themselves with it. We established similar, but not exactly the same routines, and the students were able to adjust to both teachers. From this experience, I learned that you need to be consistent with routines and be very organized.

RS. Finally, what advice would you give to a colleague who is about to embark in a similar experience?

CT. It can be challenging at first. It seemed as if all of my years of schooling and teaching were put to the test and I was failing miserably. Thinking about it now, I realize that I was way too hard on myself. I doubted every thought. I questioned every detail. Don’t doubt yourself. It’s OK to ask questions, no question is too “dumb.” Challenge yourself. Seek guidance from other colleagues. Don’t be discouraged. If this is something you really want to do, let go of the fear. A few let downs or failures lead to great success.

SM. Don’t be afraid. Sometimes you will feel overwhelmed and discouraged but believe me it is not impossible and you will feel very accomplished by the end. Plan, plan, plan! I can’t stress how important it is to plan with your partner. Sit and have long conversations about how your day went and how can you improve. Talk about the students and their progress or struggles. Establishing routines from day one will make your life easier. Above all, stay positive and enjoy every moment!!

RS. Keep up with the good work and thank you for sharing your thoughts and experiences with our readers.

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The Potential and Promise of Every Student

by Deirdre Danaher

In collaboration with Bilingual Special Education Specialist Administrator, Alison Provencher, from the Regional Sp. Ed. Technical Assistance Support Center, (RTASC) Division of Specialized Instruction and Student Support, we hosted a series of five professional development workshops for ENL and bilingual special education teachers. These PD's were a multi-faceted approach to examining language acquisition for ELL students coupled with some type of learning disability or speech/language impairment. Additionally, one workshop was aimed specifically for school paraprofessionals working in special education classrooms.

Topic 1: Discovering Root Causes of Academic Challenges of ELLs with Special Needs

- How to use a problem solving protocol
- The role of Executive Function in Learning and how can we use this knowledge to support LDs
- Classroom-based accommodations, modifications and interventions to support student learning

Topic 2: Tools for Paraprofessionals Supporting ELLs with Disabilities

- What do paraprofessionals need to know about English Language Learners to help them access instruction?
- Strategies to support ELLs in learning the curriculum

Topic 3: Differentiating Instruction for ELLs with Special Needs

- Differentiated instruction in relation to academic language development for ELLs with special needs
- Characteristics of ELLs with learning disabilities and speech and language impairment
- How to we select instructional strategies that address factors related to LD and Speech/Language impairment
- How to differentiate instruction to meet the linguistic needs of

ELLs with special needs in the classroom

- How to utilize the Bilingual Progressions as a tool for scaffolding and supporting language demands

Topic 4: Individual Education Plans (IEP) for ELL students

- Deepening our knowledge and understanding of the purpose of the IEP document
 - Instructional implications about an ELL's needs from the Present Levels of Performance
 - How to contribute relevant information about a student's linguistic needs to the IEP



Topic 5: Literacy Strategies to Support ELLs with Special Needs

- Strategies to make curriculum accessible and build literacy for Culturally and Linguistically Diverse (CLD) English Language Learners with Students with Disabilities (SWDs)

Topic 6: Trouble-shooting and Problem-solving in the Co-Teaching ENL Classroom

- Strategies to help ENL and Special Education teachers to successfully communicate and collaborate in a co-teaching program
- Setting goals for co-teaching and collaboration
- How to productively trouble shoot and problem solve barriers

REFLECTION: What was the impact of this Series? What feedback did we receive from participants?

There were many take-aways for teachers attending part or all of this series of hands-on workshops. For each session, teachers went away with a plethora of templates and resources. "I loved the language forms and functions resource and the weekly planning template." And about the resources, "I am becoming a lot more intentional in my groupings and in incorporating the Bilingual Progressions into my planning. I'm looking more in-depth at the language proficiency levels and incorporating those ideas into my lessons and language objectives". After the Co-Teaching workshop, a teacher shared the proactive approach to the session, "Dede, you kept this PD so positive and you really helped us see the effectiveness of two teachers thinking about language from different perspectives and how effective it is for our ELLs and SWDs. Thank you – I am going back to my classroom energized!"

In addition, teachers commented on the importance and usefulness of addressing planning time under the concept of a Professional Learning Community (PLC), a collegial group that meets regularly to discuss issues and share best practices related to servicing ELLs with IEPs.

For additional information, please contact
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The NYS Seal of Biliteracy

Lehman HS Graduates its First Biliteracy/Biliterate Cohort

by Roser Salavert, Ed.D.



The New York State Seal of Biliteracy (NYSSB) was passed by the Legislature and signed into law by Governor Cuomo on July 31, 2012 and adopted by the New York State Board of Regents in April 2016. Therefore, this is first year of its statewide implementation. The Seal of Biliteracy is for students whose home language is English and for students who learn English as a New Language. It is an award, and the official recognition of a high level of proficiency in one or more languages in addition to English. Graduating with the NYS Seal of Biliteracy is an asset that broadens students' opportunities as they pursue college and/or a career. In this article, we celebrate the work of the World Language teachers at Lehman High School, Ms. Herrera (Spanish) and Ms. Citriniti (Italian) who not only embraced this opportunity but worked hard so that their students graduate this June with this outstanding award.

LEHMAN HIGH SCHOOL DISTRICT 8, BRONX, NYC

John Powers, Principal

Dana Szalkiewicz Assistant Principal,
ELA, ENL & LOTE Programs Supervisor

Vision:

We believe that all students can learn if given the appropriate support, differentiation and encouragement.

Demographics

Student Population: 900 students
(53.3% Hispanic, 22.5% Black, 0.74% White,
10.6% Asian or Native Hawaiian/Pacific Islander
& 0.3% Multi-Racial; 10.8% ELLs and 25.6%
SWD).

Highlights

Lehman HS experienced a decline in enrollment over the last years as more schools co-located into the building, but has reached a steady footprint at about 900 students, most of whom reside in the local area.

Lehman provides a range of services to students and families to ensure their success.

These opportunities range from an on-site medical to YABC programs for overage and under-credited students.

Lehman has a partnership with College Now and on-site courses for SUNY credit. In addition, it has established a collaboration with East Side House, the school's CBO which arranges mental health services and referrals for internships.

(Source: 2016-17 CEP)

Roser Salavert (RS). *Your students were already in their senior year when they first learned of the possibility of graduating with the NYS Seal of Biliteracy in June. How did you motivate them to pursue the Seal?*

Elizabeth Herrera (EH). Implementing the Program for my AP Students was fairly simple, much of the work they do in the course corresponds directly to the requirements from the State to obtain the Seal of Biliteracy. I found that providing the students with this option was the best way to motivate them to work harder. They finally saw a reliable and accountable reason for them to continue to pursue their studies in a foreign language. The Program validated what they already knew, that knowing more than one language was an advantage and a tool for success in their future.

RS. *The students did a great job presenting their Culminating Project or Capstone Biliteracy Project in front of a panel. How did you prepare them? What were their biggest fears? What were yours?*

EH. Before students prepared their presentations, we spent two weeks reviewing the criteria to ensure that the materials were relevant to the topic, and also discussed how to create a Power Point presentation that would highlight their key points while extending their oral presentations. Then, working with a partner, the students researched the materials that they had collected and made preliminary decisions on what they wanted to include in their slides. Even though the process of preparing and creating the presentations was collaborative, the final product was an independent presentation.

On the day of the presentation and right before the actual presentation, all the students were nervous, but once they got started, you could see that they felt very comfortable with their topic and fell right into a natural rhythm when it came to pronunciation and fluency. I was worried one of them might freeze up and not know what to do next, but I was pleasantly surprised to see that all of them showed a level of maturity way beyond their young age and were able to complete their presentations very smoothly, and respond to the questions of the panel. I felt very proud of them!

RS. *According to the criteria established by NY State, the presentations are to be judged by a panel of reviewers. Who were the members of this panel at Lehman High School? How did students respond to their questions?*

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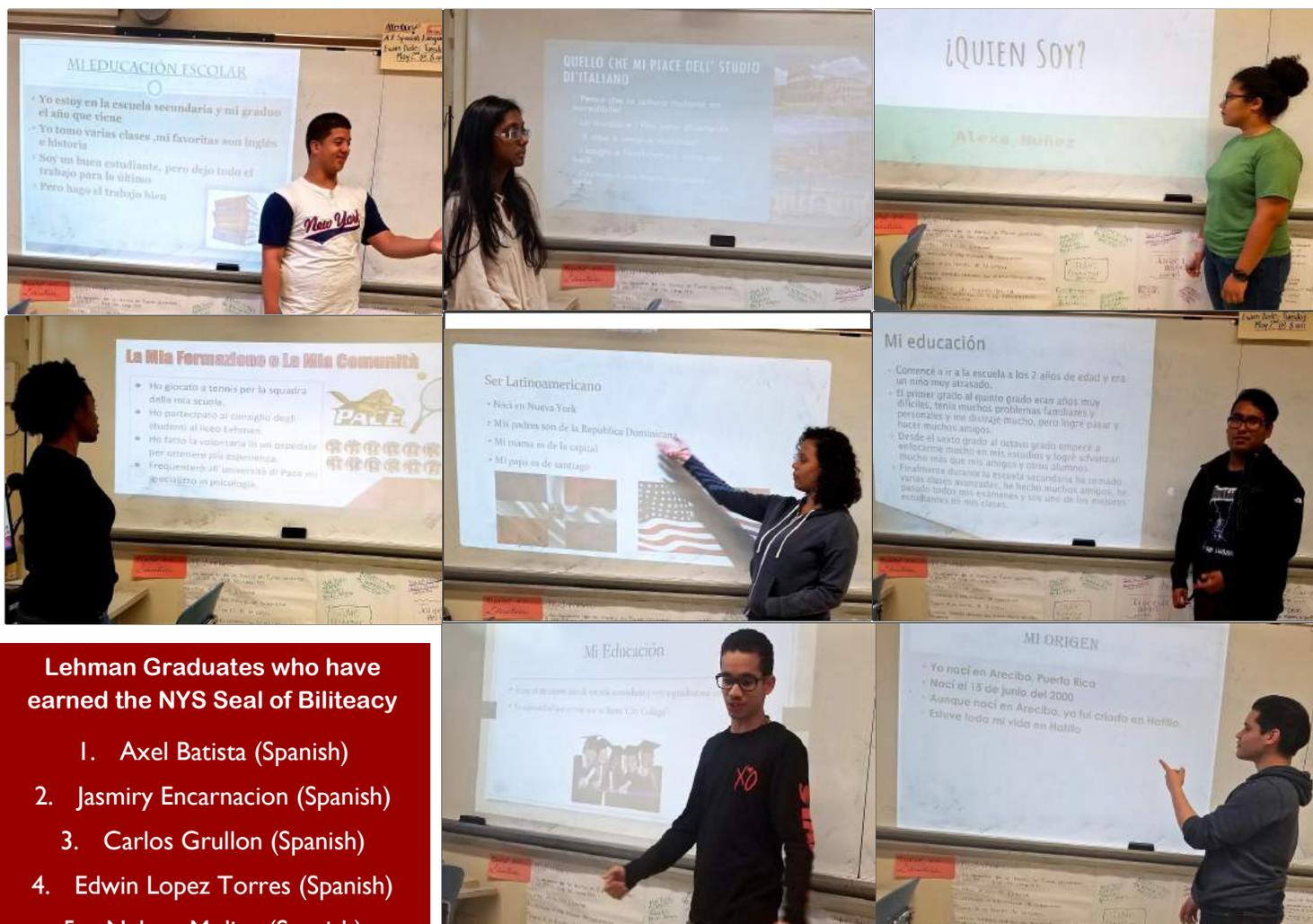
EH. The presentations were evaluated by a panel comprised of a school administrator, three World Language teachers, the Parent - Teacher Coordinator and the Student Council President. All members of the panel were fluent in English and Spanish, very receptive to the idea of what the Seal of Bilinguality represented and excited to participate. They were extremely interested in the students and their presentations. They made each of my students feel very welcomed and comfortable. They took turns asking the students follow up questions after each presentation and praised each student for their participation in the program.

RS. Based on the experience of this first year of the program, how do you plan to prepare your students next year?

EH. This was our pilot year, and even though I considered it quite successful there are a few things I will take into consideration for

the upcoming year. First, I would like to take the opportunity to meet the guidance counselors before the beginning of the 2017-2018 school year to identify future candidates for the NYSSB program. Next, I would love to incorporate more real world situations to help our students develop a more natural and fluent rapport with the Spanish speaking community. This can be in the form of World Language Forums directed at high school students or day trips to museums, restaurants, libraries, etc. Basically, anything that will help place the students in an immersion type of setting where they can practice their spoken Spanish, not just the role playing or imaginary scenarios created in the classroom.

RS. Thank you very much for sharing your experience and that of your students and colleagues with me and our readers. We look forward to collaborating with Lehman again next year.



Lehman Graduates who have earned the NYS Seal of Bilinguality

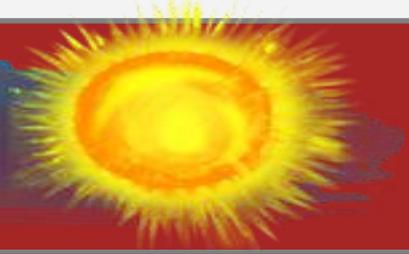
1. Axel Batista (Spanish)
2. Jasmiry Encarnacion (Spanish)
3. Carlos Grullon (Spanish)
4. Edwin Lopez Torres (Spanish)
5. Nelson Molina (Spanish)
6. Alexa Nunez (Spanish)
7. Emily Romero (Spanish)
8. Edwin Santos Peralta (Spanish)
9. Kenisha Campbell (Italian)
10. Ashley Seepaul (Italian)

We extend our congratulations to the French/English graduates from Crotona International High School, the Mandarin-English graduates from Franklin D. Roosevelt High School, and all the other students who are graduating with the NYS Seal of Bilinguality in June 2017.

Congratulations!

For additional information, please contact
Roser Salavert rsalavert@fordham.edu

SUMMER OF LEARNING



CALENDAR OF EVENTS

NOTE: NYS/NYC RBERN at Fordham University is recognized by NYS Education Department's Office of Teaching Initiatives as an approved sponsor of CTE hours for Professional Classroom Teacher, School Leaders and Level III Teaching Assistants.

SESSION	DATE – AUDIENCE – LOCATION
<p><i>Supporting Effective Instruction for English Language Learners</i></p> <p>Diane Howitt & Abby Baruch</p>	<p>July 13, 2017</p> <p>Non-Public Schools Teachers and Principals</p> <p>Fordham University, Lincoln Center Campus (TBD)</p>
<p>Executive Leadership Summer Institute (CSA)</p> <p><i>Supporting and Sustaining Effective Independent Reading Practices for ELLs (K-12)</i></p> <p>Roser Salavert, Ed.D.</p>	<p>July 18, 2017</p> <p>School Leaders, Administrators</p> <p>Fordham University</p> <p>AM Sessions @ Lincoln Center Campus (TBD)</p>
<p><i>Preparing for College or Careers</i></p> <p><i>Summer College Fair for ELLs</i></p> <p>Collaboration with NYC Public Libraries</p>	<p>July 20, 2017</p> <p>ELL High School Students/Parents</p> <p>Bronx Library Center, 310 Kingsbridge Road</p>
<p>Bilingual & ENL Summer Institute</p> <p><i>WIT 101 for English as a New Language</i></p> <p>Joanna Yip, Ph.D.</p> <p>in collaboration with</p> <p>The Bronx Borough Field Support Center</p>	<p>August 21-24, 2017</p> <p>ENL, Bilingual & Mainstream teachers serving ELL Students</p> <p>Fordham University</p> <p>Rose Hill Campus (TBD)</p>
<p><i>Preparing and Supporting ELLs for College and Careers</i></p>	<p>August 30, 2017</p> <p>Counselors of ELLs</p> <p>Fordham University (TBD)</p>
<p>Co-Teaching Institute: New Teachers Only</p> <p><i>Implementing Integrated ENL using Co-Teaching Models</i></p> <p>Consultant: Andrea Honigsfeld</p>	<p>September 27, 2017</p> <p>New ENL and Content Teachers, Administrators</p> <p>Fordham University (TBD)</p>
<p>Co-Teaching Sequel #2</p> <p><i>Co-Teaching Institute</i></p> <p><i>Literacy and Social Studies</i></p>	<p>October 11, 2017</p> <p>Experienced Co-teachers</p> <p>Fordham University</p> <p>Lincoln Center (TBD)</p>

For information & registration, please contact:

Sarai Salazar at 718-817-0606; email: nycrbern@fordham.edu

For resources and copies of Institute presentations, go to: www.fordham.edu/rbern