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Spring 2015	
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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 across all five boroughs in creating professional learning communities centered on the education of English Language Learners (ELLs).

In a recent letter to the field, Angelica Infante-Green, Associate Commissioner of the New York State Office of Bilingual Education and World Languages, states that “ In the last year, as the nation celebrated the 40th anniversary of Lau v. Nichols, the landmark Supreme Court case that expanded ELL rights, the New York State Board of Regents adopted new amendments to Part 154 of the Regulations of the Commissioner of Education.” In response to these changes, this newsletter focuses on the implementation of CR Part 154 with suggestions for planning and professional development.

As this school year comes to a close the NYC Regional Bilingual Education Resource Network (RBE-RN) of Fordham University is taking this opportunity to extend our thanks to you for your participation in our various professional development sessions and regional institutes. It is dedicated professionals like you, who contribute to our success and validate the significance of our statewide bilingual educational initiatives, that highlight the commitment for our children, their schools and families.

We are excited to announce that the NYSED has awarded the Fordham NYC RBE-RN a 5-year grant to continue this important work with the educational community of New York City. We look forward to delivering in-school coaching and training, as well as regional professional development to support your work in the coming years.

We wish you a restful and relaxing summer. Please visit our website for more information and resources: www.fordham.edu/nycrbern

MESSAGE FROM DR. ANITA VAZQUEZ-BATISTI



Dear Colleagues:

As I was reading this issue of the RBE– RN professional newsletter, it became evident that the New York State Board of Regents has taken a forceful step forward by recognizing the value of knowing more than one language, and the importance of the home language in the education of our students. The message from the New York State Department of Education is clear: we support a proactive and enrichment approach to teaching English Language Learners. Here are a few new and illuminating key words:

- ◆ **English as a New Language** By using *new* rather than second language, we give the same parity to the home language.
- ◆ **Home Language & Multilingual Students** The home language is often the child’s first language, but we know that this is not always the case. Many children enter preschool at a point in their development when they are learning two or even three languages simultaneously. The acquisition of a second language sequentially is a characteristic of children with full command of the home language.
- ◆ **Professional Development** in ELL–related strategies and concepts are mandated for all teachers, because all teachers are teachers of English Language learners.
- ◆ **Seal of Bi-literacy** A certification for high school students recognizing their ability to use a foreign language.

I want to take this opportunity to thank the entire staff at the NYC RBE-RN at Fordham for their dedication and hard work.. It also gives me great pleasure to announce that the NYSED has awarded the Fordham NYC RBE-RN a 5-year grant to continue this important work.

Warm regards,

A handwritten signature in cursive script that reads "Anita Vazquez-Batisti".

Dr. Anita Vazquez -Batisti
Associate Dean
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HOME LANGUAGE ARTS IN A BILINGUAL PROGRAM



Written by Eva Garcia , NYC RBE-RN @Fordham University

The New York State Office of Bilingual Education and World Languages has created K-12 Units of Study Tables for **Transitional Bilingual Education programs** to facilitate the implementation Home Language (HL) and ENL (formerly ESL) requirements in a Transitional Bilingual (TBE) classroom. Prior to the 2014-15 revisions of CR Part 154, the number of units for Home Language instruction (LI) were not always clearly defined. Now the number of mandated periods required for Home Language instruction includes Content area and Language Arts classes. Home Language will be used throughout the week. In addition, the New Language Arts (formerly ESL) requirement will be embedded daily in TBE programs.

The goal of a Transitional Bilingual program (TBE) is for students to “transition” to classrooms where only English is spoken when they exit ELL status. A TBE program has three required elements: **Stand-alone ENL; Home Language Arts (HLA) and at least two subjects in Bilingual Content Areas.** Bilingual classes must be taught by a certified bilingual teacher who delivers home language and ENL instruction according to the students’ levels of proficiency in English. Class schedules should reflect both HL and ENL instruction based on such levels.

Stand-alone ENL: Students receive between 90 and 360 minutes of English as a New Language instruction a week based on proficiency. For example, a student at the Expanding level requires 90 minutes per week.

Home Language Arts (HLA) All students receive 180 minutes per week of Home Language Arts instruction.

Bilingual Content Areas Students receive between 180 and 360 minutes a week of bilingual content area subjects. For example, a student at the Entering level receives two units in bilingual content area subjects a week (see chart for details).

In the article, *Effective Implementation of Bilingual Programs: Reflections from the Field* (Villareal, A. & Solis, A, 1998), the authors state, “*Good bilingual programs upgrade the quality of instructional programming for limited-English-proficient (LEP) students, while at the same time providing a quality instructional program that embraces bilingualism as an advantage*”. This statement illustrates the body of research that supports the use of the home language in the classroom. The amended CR Part 154 is aligned to current research.

What are effective language practices in the student’s home language? How does the home language support the student in using academic language? Effective practices in a bilingual classroom recognize that the home language is an asset that provides opportunities for the bilingual learners to access grade level content and bolster academic language. Therefore, it is important to be cognizant of how to appropriately allocate native language instruction throughout the day, monitor the quality of instruction, and ensure that student goals are clearly defined.

Schools must continually assess the progress of students and adjust the delivery of Home Language instruction for Entering, Emerging and Transitioning students. This is critical to providing English Language Learners with the tools that they need to tackle complex ideas and understand texts in the HL across subject areas.

If bilingual learners are asked questions in a language they are beginning to use (English) they may not be able to respond well in English because they are still acquiring the academic language necessary for a well-developed response. Using the HL in a bilingual setting allows bilingual learners to actively participate as they attain proficiency in the New Language. This constitutes an effective practice that enhances language and content.

What can we do about programming to assure the quality of instruction in the Home Language? The HL curriculum must be identified and articulated by all teachers in TBE program models and aligned to the CCLS. There should be a clear understanding of authentic literature in Home Language Arts, as well as primary source and technical information in Social Studies and Science.

TBE teachers should be allocated planning time to design and articulate lessons for HL instruction. Some highlights

of the teacher planning time for TBE programs might be:

- The Teaching of Home Language Arts Instruction-Literacy
- Mechanics of Home Language Arts
- Home Language Arts Instruction with Fictional Text
- Home Language Arts Instruction with Non-fiction Text
- Writing Instruction in response to Fiction/Non-fiction Text
- Writing from Sources
- Strategies for Close Read in HL-Teaching “through and with” informational texts
- Using student Writing Samples to Assess HLA

Teachers in TBE programs have 5 additional HLA periods in addition to the NL periods. This requires specifically aligning HL Arts instruction with school curriculum maps and aligning all bilingual instruction to the CCLS.

For more information on Sample Schedules for TBE elementary grades please check our website at <http://www.fordham.edu/info/21065/>

For additional information, please contact
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CR Part 154-2 (K-8) Transitional Bilingual Education Program

ENGLISH PROFICIENCY LEVEL		ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
LANGUAGE ARTS	STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
		1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
	FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved Former ELL services for two additional years*
	TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
HOME LANGUAGE ARTS		1 HLA Class	1 HLA Class	1 HLA Class	1 HLA Class	
BILINGUAL INSTRUCTION	BILINGUAL CONTENT AREA SUBJECTS	Minimum of 2	Minimum of 2	Minimum of 1	Minimum of 1	
STAFFING/ PERSONNEL		K-8 BILINGUAL EDUCATION PROGRAM <ul style="list-style-type: none"> • (K-6 Bilingual) Common Branch teacher with a bilingual extension • (7-8 Bilingual) Content Area teacher with a bilingual extension. [HLA must be taught by a certified Language Other Than English teacher.] 		K-8 ENGLISH AS A NEW LANGUAGE PROGRAM <ul style="list-style-type: none"> • (K-8 STAND-ALONE) ESOL certified teacher • (K-6 ENL) Common Branch K-6 teachers with a bilingual extension can teach the ENL component of a K-6 Bilingual Education program. • (7-8 ENL) Integrated ENL can be taught by an ESOL teacher with Content Area certification or two individually certified teachers. 		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.						

*Other services that are approved by the NYS Commissioner, that monitor and support the student's language development and academic progress. Content Area shall mean ELA, Math, Science, and Social Studies.

Sample: Units of Study table, K-8

CREATIVE WRITING THROUGH AUTHENTIC POETRY AND LITERATURE



Written by Diane Howitt
NYC RBE-RN @Fordham University

On May 22, 2015, the NYS NYC RBE-RN and the NYS Language RBE-RN hosted an Early Childhood Literacy Institute entitled “Creative Reading and Writing Methodology through Literature for Bilingual Learners” and was conducted by the renowned educators and authors, Alma Flor Ada and F. Isabel Campoy. The work of these authors as outlined below provides a real example of how we, as educators, can apply strategies in our classrooms that will foster the tenets of the Blueprint for English Language Learners Success and at the same time meet the requirements of CR part 154 regulations.

Alma Flor Ada and F. Isabel Campoy are collaborators in a body of work that is founded on the development of “Authors in the Classroom”. Both of these distinguished scholars are prodigious authors of books of poetry, narrative, theatre, short stories, art and folklore in both Spanish and English, as well as professional books for educators in the field of “Transformative Education”, second language learning and acquisition, and authentic writing.

Transformative Pedagogy By definition, “it seeks the emancipation of the individual as an instrument for social liberation and the attainment of equity, inclusion, justice and peace...[and] promotes the development of all aspects of intelligence through practices that are interactive, creative and joyful...Transformative pedagogy ... recognizes diversity as essential to life.” By extension, Doctors Ada and Campoy, use Creative Reading Methodologies, to help both teachers and students gain ownership of the process of writing authentic *poetry and literature in both English and Spanish* which, in turn, stimulates one’s love of language and reading and the development of rich vocabulary.

The emphasis on students’ home languages in building literacy skills is firmly rooted in the notion that language,

one’s home language, is the source of each individual’s “self-definition” and, as a uniquely human capacity, is perhaps the most significant defining feature of any culture and is the most effective means by which linguistically diverse students develop literacy and become life learners.

One of the strategies to build bridges between the home and school is the notion of *self-published books*. According to the presenters, self-published books invite self reflection and lead to a deeper understanding of oneself and of everyday life. They also bring out the artist in all of us, build self-esteem, promote the validation of our history and life experiences, bridge cultural differences while promoting mutual understanding and honoring differences. Furthermore, self-published books make us all protagonists in our books and strengthen parent-child interaction. In the words of Ada and Campoy, self-published books motivate us to “remember, reflect, dream and be authors, artists, creators.”

Ownership is a key to true authorship. Drs. Ada and Campoy pointed out that in order to be effective teachers of writing we all must become comfortable with the process ourselves. They pose the question: How can we teach our students to write if we do not see ourselves

as writers? To foster our own work as writers, Doctors Campoy and Ada lead the group in a series of activities that modeled strategies that encourage original

writing. This, in fact, empowered all of us to use our creativity, and perhaps our own untapped writing skills, to author our own poems.

Creating your own self-published books: The “I Am Book”

When I am by myself
I close my eyes
I’m a twin,
I’m a dimple in a chin
I’m a room full of toys...

by Eloise Green

I am a woman, creator of life.
I am Latina, passionate, familiar
I am an emigrant
Conscious of my two horizons
I am bilingual...

By Isabel Campoy

These two poems provided teacher participants with ideas for each individual poem, for example, presenting oneself in terms of colors, feelings, food, as a mother, father, child, as a part of nature, music, etc. Members of the group then read their poems and Dr. Campoy responded to each with exclamations of support and the addition and inclusion of rich interpretive vocabulary.

A second activity engaged the group in the writing of a “Where I come from” book or poem. Dr. Campoy first shared a poem of her own:

I come from a street that leads to a desert
And from a houses with balconies facing the sea.
I come from clothes drying under the sun.
And the smell of soap, of Mondays, of work
I come from Maria and Diego...

Then she guided teacher participants using sentence starters such as “I come from...” or “Where I’m from...” as well as prompts to engage in creative writing. For example, imagine yourself at a certain age, in a certain place; imagine the place you live or lived in; imagine your surroundings, your neighborhood; who do you see in your life; what did you eat; how did these memories shape you? You may write in your first language or in English. A third creative activity involved writing a poem about an important person in one’s life using the following prompts: “I hear, I see, I smell, I pretend, I feel, I experience, I suffer, I wish, I decide, I hope, I believe, I am.

All of the activities walked participants through a meaningful context and situations of personal significance that teachers could easily reproduce in their classroom and thus strengthen students’ self-esteem and self-identity, and most importantly, honor each individual’s linguistic and cultural background and experience.

As we implement the revised CR Part 154 regulations and move to promote bilingual educational practices and the importance of our students’ home languages in all learning settings, the work of Dr. Alma Flor Ada and Dr. F. Isabel Campoy is a shining example of how we can help our students unleash their potential as writers. For students, the results will lead to heightened interest in books, increased literacy skills, growth of self-esteem, and a life-long interest in reading and writing.

For teachers, the process strengthens our own writing skills, helps us develop our own voice and helps us develop a deeper sense of language; it enables us to become true models for our students and thus, establish a deeper relationship with students and families; it provides us with the required skills necessary to foster writing, reading and vocabulary building. In the classroom, evidence of students’ creative work will enhance and contribute to a print-rich environment. Finally, the process will give parents and caregivers the opportunity to share experiences with their children, to become educators at home and to develop the ability to reflect upon their own lives.

RECOGNIZING STUDENTS CAPACITY and PROGRESS: FROM *SIFE* TO TRANSITIONING *ELL*



Written by Roser Salavert, Ed.D.
NYC RBE-RN @Fordham University

A change in CR Part 154 that can prove significant to many young students is that the classification as Student with Interrupted Formal Education or SIFE is no longer permanent. That is, once a SIFE student **scores at the transitioning (intermediate) level** on the NYSESLAT, he/she is no longer SIFE but an intermediate ELL student. *What classroom practices work best for students with an interrupted education?* The organization of the classroom environment into Learning Centers or Stations is a growing practice in secondary schools. This elementary school concept is an approach that facilitates the adjustment of SIFE students to the classroom environment and offers a support system to help students learn English and acquire foundation in literacy skills. It is an approach that could make SIFE a true temporary classification.

The life experiences of many of the students who are classified as Students with Interrupted Formal Education of SIFE are often full of events that have fostered in these youngsters the ability to ‘think on their feet’ to resolve situations often beyond their young years, and carry out responsibilities as if they were adults. In the *highly contextualized* family and community environments, these young people are perceived as competent, resourceful and knowledgeable individuals. By contrast, and upon entering the classroom, a *highly de-contextualized* environment, these same young individuals are perceived by teachers and school personnel

as low performing, lagging knowledge and skills. The changes in CR Part 154, acknowledge this dichotomy. That is, despite the fact that SIFE students start with an academic level at least two levels below grade level and display social and emotional needs, they have the capacity to learn and develop English proficiency in ways similar to those of an English Language Learner with un-interrupted formal education..

SIFE students as defined in CR Part 154-2.3(a) are students “with Inconsistent/Interrupted Formal Education [These students] shall continue to be identified as such until they are performing at the transitioning/intermediate level on the annual English language proficiency assessment. Once a student is performing at or above the transitioning/intermediate level on the annual English language proficiency assessment, the student’s status as a Student with Inconsistent/Interrupted Formal Education shall be removed by the school district, even though the student may continue to be identified as an English Language Learner. Upon exiting a student from SIFE status, the school district must maintain records that the student was once identified as a SIFE. “

SIFE Home Cultures (HIGH Context Setting)	School Classrooms (LOW Context Setting)
<ul style="list-style-type: none"> • Oral transmission of knowledge and skills • Experience & practice • Participate and contribute to family and community • Immediate relevance 	<ul style="list-style-type: none"> • Text-based learning • Abstract thinking (Analysis) • Independent learning & Individual accountability • Future relevance (Prepare for College and Career)

Continues on page 8

Learning Centers / Performance Stations in the Secondary (SIFE/ELL) Classroom

Learning centers are distinct areas of interest in a classroom and are set up with a variety of materials to actively engage students in the learning process. Students inquire, investigate, explore, and work in collaboration with peers while developing independence and responsibility. This classroom set-up also allows teachers the ability to support, conference, and work one-on-one and in small groups to target specific skills, and better meet the specific needs of individual students.

One of the schools that uses a Learning Center approach to support the literacy and language development of SIFE students is Bridges High School in New York city. Their approach featured in Engage NY, shows how the organization of the classroom in Learning Centers -often called Performance or Learning Stations can promote students literacy and language development through engagement and collaboration. Furthermore, it allows students to be in charge of their own learning because they tap into these youngsters' experiences and capacity to respond to contextualized settings, problem-solve and seek immediate applicability.

Setting up Performance Stations

Size of Groups: Organizing the class in groups of four students is ideal. If students are absent, a group of two or three could easily become a group of one. If the group is larger, side conversations are more likely to occur. It also increases the space they need in the room.

Type and Number of Groups: When creating the groups, consider behavior, ability and effort to form well-balanced groups, but modify them frequently. Also, ensure that each group has a designated leader (by turns). The number of groups varies depending on the objectives, the content area and the type of project.

Center Materials: Place sufficient folders, binders, and other materials that students will need to complete the work at each of the centers. The center must include detailed directions: the lesson objectives/expectations in student-friendly language, directions for the leader on the process and extension activities. Rotate centers weekly or daily depending on the frequency students use them. Rotate centers after 10-15 minutes if students are to visit each center during a one period class.

Example- Learning Stations in a SIFE Classroom

Purpose: Teach foundational literacy to enable students to use text as a resource to learn, build conceptual knowledge across content areas, and explicitly develop academic language, literacy and habits of mind.

This classroom organization includes five centers:

1. **Reading Comprehension Station:** In pairs, students read one or two short paragraphs of a challenging text following a familiar protocol. The protocol may ask 1) Read independently; 2) Student A, retells; 3) Student B, asks Questions and Student A, responds. 4) Repeat one more time reversing roles. 5) Proceed to Writing Station.
2. **Writing Station:** Students write using a Text Structure Framework template that aligns with the type of reading. There are also extension tasks to encourage further work. See examples at: <http://www.nsbds.org/Page/3561>
3. **Word and Sentence Work:** At the computer, students complete a Frayer template to define at least two key vocabulary words or expressions. (<http://www.theteachertoolkit.com/index.php/tool/frayer-model>)
4. **Oral Reading and Recording.** Students explain and record what they read and what they wrote verbally.
5. **Guided Reading Station** This is where the teacher is stationed, working with two or three pairs of students reviewing and extending their reading. Before the class ends, students complete an exit ticket –in writing or orally (teacher may transcribe it).

Source: <https://www.engageny.org/search-site/SIFE?solsort=score%20desc>

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COLLABORATIVE AND CO-TEACHING PRACTICES and INTERVIEW with LAUREN CREGIER, ENL/ESL TEACHER, MS 22



Written by Sara Martinez & Aileen Colon
NYC RBE-RN @Fordham University

*H*ow can collaborative and co-teaching practices among ESL and mainstream teachers yield effective instruction to meet the diverse needs of English Language learners? In this article, the authors review current research on this topic, and offer suggestions to school leaders including those from Lauren Cregier, an ENL/ESL teacher from Middle School 22. In the interview, she offers a candid, first-hand experience of what she calls “the rewards and the difficult aspects” of the teacher partnership she experienced this school year. We hope that you will gain some insights to help you plan for teacher collaboration in September.

Co-teaching and collaboration can provide a powerful support system for mainstream classroom and ESL teachers who otherwise might feel isolated or frustrated about the challenges they face with diverse learners. The goal is to create a true partnership in which the mainstream teacher and the ESL teacher work with the English language learners, each teacher using their expertise to enhance learning experiences with strategies that instill confidence in their students’ abilities to complete tasks successfully.

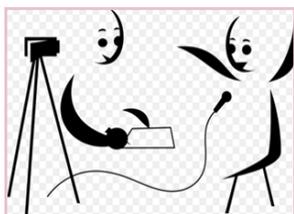
Research suggests that there are many benefits to the integrated teaching model proposed by the New Part 154 regulations. At-risk students who remain in mainstream classrooms with instructional support achieve at higher levels than peers who receive instruction in a pullout model (e.g., Sakash and Rodriguez-Brown 1995). Students’ motivation increases in mainstream classrooms when they are engaged in meaningful learning (Cook and Friend 1995). For English language learners (ELLs), communication with native English speakers allows the authentic use of language, including exposure to and practice with more complex vocabulary and linguistic structures. Students can

become full classroom participants and have more opportunities as members of the school community. ELLs are also exposed to a wider range of instructional alternatives than they would be in a pullout program. Furthermore, students see the connections between English language instruction and mainstream academic content.

The review of current research conducted by Honigsfeld & Dove (2010) support the use of collaborative practices and co-teaching arrangements in the ELL classroom. In the St. Paul, MN schools, co-teaching has successfully replaced all ESL pull-out services. In Wisconsin, the use of a full-inclusion model led to a significant increase of reading achievement scores over a 3-year period. These authors also report that this collaboration engages teachers in formal or informal mentoring and peer coaching arrangements with benefits for teachers and their students. In these and other similar cases, the schools were able to nurture the evolution of this model of instruction and successfully change the culture of their schools. The gains were astounding. They were able to improve the reading scores and sustain them for three years. Teachers differentiated instruction and the teachers benefited from peer mentoring and coaching.

In our role as resource specialists, we support teachers and administrators in their planning under the CR Part 154 and provide professional development in this and related areas. We are aware of the challenges ahead, but as research confirms, co-teaching and collaboration is hard work but will pay off, particularly when the school grows into a true community of learners or professional learning community.

Admittedly, there can be challenges during the implementation stage of the integrated co-teaching model. The greatest challenge is in getting the teachers to “click”.



AN INTERVIEW

WITH LAUREN CREGIER

Ms. Cragier is a teacher of English as a New Language (ENL) which is the nomenclature used by the new Part 154 to refer to English as a Second Language. She works at Jordan Mott - Middle School 22, in District 9. The student population of 570 includes 35% English language learners and 16% special education students.

Aileen Colon: Ms. Cregier, *Can you describe what your teaching experience has been like as an ENL teacher, prior to this year?*

Lauren Cregier: As an ENL/ESL teacher, I always expected to work with a team in an effort to support my students' language acquisition. I have had both amazing and destructive relationships with my co-teachers. I believe that the key ingredient to a successful co-teaching relationship is trust in your partner and accepting that co-teaching, like any relationship, is hard work. However, like any relationship, it is worth it.

A.Colon: *How would you describe the most rewarding aspect of your co-teaching experience?*

L.Cregier: One of the most rewarding aspects from a personal perspective is having a constant partner in

What are the steps that can help administrators create a co-teaching school environment for ELL students?

- ⇒ Establish a means for all students to access the curriculum.
- ⇒ Ensure structures that nurture consistent collaboration among teachers.
- ⇒ Provide professional development in areas of identified needs.
Create a school-wide climate for professional conversation and common planning.
- ⇒ Allocate funds and resources to support co teaching efforts.
- ⇒ Understand union contracts and work alongside teacher leaders to proactively address potential issues, including use of space, time and priorities.

crime...someone who is your equal in the classroom, with whom you can learn and grow from. My thought process for developing my lesson plans has grown profoundly due to co-teaching. Being asked to rationalize my choices on a daily basis truly pushed my pedagogy and forced me to take a hard look at every move I make, which in turn held me accountable at all times.

A.Colon: Besides deepening your planning process, were there other areas of growth for both teachers?

L.Cregier: We both experienced an expansion of our teaching pedagogy and gained behavior management strategies. Teaching can be an isolating profession, and having a co-teacher certainly helps when you are teaching with someone who is constantly experiencing the same things you are. We both got to know students on a deeper level.

A.Colon: *How did the students benefit from the co-teaching experience?*

L.Cregier: There was significant growth in student oral engagement during group work. There was also improvement in the individual performance due to targeted group interventions (more personalized attention due to two teachers).

A.Colon: *What's difficult about co-teaching for ENL teachers?*

L.Cregier: Some of the more difficult aspects of co-teaching for me are: Dependency on others for developing lessons plans. To develop students' language abilities so they can participate, I must be abreast of the of

Continues from p. 8

language students will need to access and to be able to express their understanding of the content. Also, learning to work effectively in a co-teach relationship by negotiating different educational philosophies, as well as, styles of discipline and classroom management. One of the real pitfalls is when one teacher dominates certain aspects of the classroom (lesson delivery, discipline, etc.) causing students to not view the teachers as equals.

A.Colon: *Do you have any final thoughts you would like to share with teachers who will co-teaching this September?*

L.Cregier: Overall, co-teaching has been an amazing experience for me. It has taught me many different things about myself, both as an educator and as a human being. When you and your co-teacher work together to enhance the learning in your classroom, anything is possible. The primary ingredient is that the teachers be comfortable with each other to create an effective and fun learning environment and being committed to finding the time to plan. Finally, I want to emphasize the need for professional development to learn to work effectively within a co-teaching model as outlined by Andrea Honigsfeld and Maria Dove (In Principal Leadership. February 2012).

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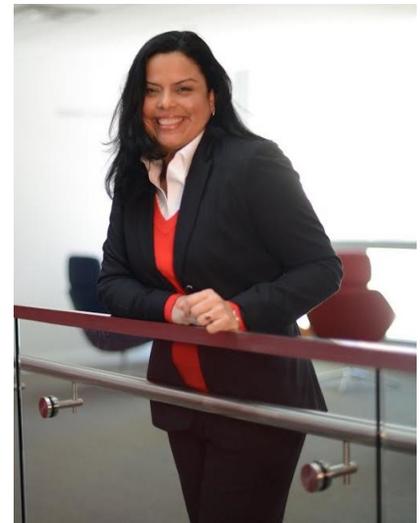
Conversation with Diane Rodriguez, Ph.D. Fordham University Graduate School of Education By Roser Salavert

Diane Rodriguez is an Associate Professor in the Division of Curriculum and Teaching, and a co-author of the book, *The Bilingual Advantage: Promoting Academic Development, Biliteracy, and Native Language in the Classroom*. During our conversation, Dr. Rodriguez shares her insights about the importance of bilingualism and multicultural education in the classroom, and as part of teacher preparation.

R. Salavert There is currently a comprehensive effort on the part of the NY State to promote a vision for bilingual education and bilingualism. I was just wondering if you could elaborate on this vision based on the benefits and also the complexity of bilingualism, that you mention in your recent publication, *The Bilingual Advantage*?

D. Rodriguez The purpose of the book, *The Bilingual Advantage: Promoting Academic Development, Biliteracy and Native Language in the Classroom* is to provide information on native language teaching and learning. In particular, the book emphasizes that the native language component in bilingual education programs is a critical element for learning. In bilingual classrooms in the United

States, instruction is implemented through two languages: English and the native language of the students. How much instructional time is allotted for English and the native language depends on the type of bilingual program. There are many benefits to bilingual education instruction. Research conducted after the 1960s has provided information about the additive benefits of bilingualism. There is a strong body of literature documenting the advantages of bilingualism, specifically in the areas of metalinguistic awareness, cognitive development, academic achievement, and cross-cultural awareness and understanding.



R. Salavert One of the changes in Part 154 calls for content area and ESOL teachers to co-teach in classrooms with ELL students: *What do you see as areas of critical professional development and what might be some of the benefits resulting from this collaboration?*

D. Rodriguez Successful programs for bilingual students take into consideration school and community culture, teacher professional development, quality of teaching, a grade-appropriate and challenging curriculum, rigorous instruction, and most importantly, students' needs, whether the program includes team teaching, a theme-based curriculum, or dual language support, instruction must be tailored to meet the diverse needs of learners from cultural, cognitive, and emotional perspectives.

R. Salavert Your book offers guidance and also specific strategies to promote native language instruction in the classroom, *Would you share some of them?*

D. Rodriguez Use of the native language in teaching is of paramount importance because it is the foundation for students' understanding, and necessary in the provision of culturally competent instruction in bilingual settings. In our own quest to identify strategies and approaches to bridge instruction using students' native language in the ESL classroom, we went into the field to observe successful ESL teachers. Such inquiry led us to develop the Native Language Instruction Foundation (NaLIF) Approach in order to provide a guide for teachers as they seek to instruct ELLs effectively through use of culture and first language.

We recommend that in order to implement a co-teaching model that dual language (English and Spanish) becomes evident throughout the entire school. Upon entering the building, the school's curriculum and the students' projects and individual work are displayed in both languages, providing a framework for the linguistic nature of the school - that both English and Spanish are spoken, written, and read throughout the whole school. It is strongly recommended that schools promote a positive and reciprocal instructional climate, and strong home-school collaboration. There should be an emphasis to create a strong climate of collaboration among teachers and the whole school staff, that teachers give the best of themselves, and to be open to professional learning and its implementation. It is recom-

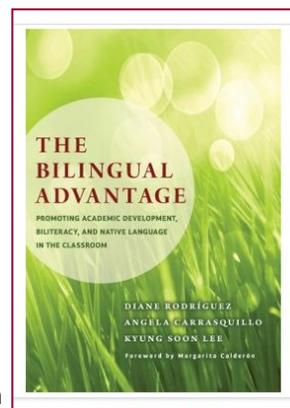
mended that there is an emphasis in facilitating students' development of the two languages simultaneously with curriculum support to relate content in the two languages, in both the oral and the written forms. The optimal goal is the achievement of a balanced state of bilingualism and biliteracy. The dual language program must provide students with a challenging interdisciplinary curriculum.

R. Salavert *How can we motivate schools to promote the study of another language in English speaking students??*

D. Rodriguez Motivation is engendered in others when dual language programs succeed because they have high expectations for all students; students are provided with the support necessary to meet the expectations, and their talents and achievement are recognized on a regular basis. Whatever level of motivation students bring to the classroom is transformed by what happens in that classroom. Challenging assignments and high quality teaching helps students respond positively to well-organized instructional experiences taught by enthusiastic teachers who are genuinely interested in their students and what they learn. The activities undertaken by the program and especially by all teachers promote learning and enhance students' motivation. Monolingual students and their parents realize the benefits of successful dual language programs. The ability to converse in two languages affords opportunities not available to monolingual speakers.

R. Salavert Based on your research and experience preparing future bilingual and ESOL teachers, *what do you see as challenges and opportunities, given the current NYSED bilingual policies?*

D. Rodriguez CR Part 154 is considered the backbone of the Regents' educational policy for the provision of appropriate educational programs and services for ELLs in the state of New York. The current focus on bilingualism needs to be pushed as a mainstream goal for all students, not just for students who need to acquire English language skills. Bilingualism should be promoted and encouraged as a cognitive asset for all.



PROFESSIONAL DEVELOPMENT FOR ALL TEACHERS ON THE BILINGUAL COMMON CORE PROGRESSIONS



Written by Elsie Cardona—Berardinelli
NYC RBE-RN @Fordham University

*H*ow does professional development prepare teachers of English Language Learners (ELLs)? Despite the large number of ELLs, the professional development that schools offer to teachers seldom focuses on the importance of native language instruction, language acquisition of a second language and/or strategies that effectively support the learning of these students. As a result, on September, 2014 NYSED Board of Regents amended CR Part 154, including the area of professional development. In planning as a response to this change you may be asking yourself, “Where do I begin? What will be most useful to teachers of ELLs in planning instruction that is responsive to the needs of their students?”

CR PT 154 now requires that a school leader plan how they will provide ELL- Specific Professional Development to all teachers as follows:

- 50% of total PD hours for Bilingual and ENL(ESL)
- 15% of total PD hours for all other teachers

Some topics include the Bilingual Common Core Progressions, principles of language acquisition, co-teaching strategies, developing language objectives that support rigorous instruction, academic vocabulary and content area instruction.

This newly released document is a guide for how Bilingual, English as a Second Language and teachers of Languages Other Than English can provide instruction that makes the Common Core standards accessible to students at various language proficiency and literacy levels. This document will also be useful to general education and content area teachers as they are expected to work collaboratively either co-teaching or planning with a stand-alone English as a New Language teacher (ENL).

There are two sets of resources available on Engage NY that can be unpacked with teachers: a) The New Lan-

guage Arts Progressions and b) The Home Language Arts Progressions.

Professional Development Session First introduce teachers to the new jargon in order to develop a common language. Next, have them examine carefully both resources as you walk them through how it is organized. Then, teachers can work in groups to compare and contrast both documents. After a whole group discussion, have them discuss the following question: How can the progressions assist teachers to plan instruction and develop appropriate expectations for students at different language and literacy levels?

At the conclusion of this session, teachers will realize that this new tool can assist them to do the following:

1. Differentiate linguistic scaffolds that students will require: Entering students for example, will be able to develop their listening, reading, speaking and writing skills by focusing on key words in the text, that are pre-taught. On the other hand, Emerging students will focus on key phrases and short sentences in the new language.

2. Determine the specific scaffolds that target the content area demands: Recognizing the precise way in which content should be broken down for students learning a new language or developing their home language is key for selecting scaffolds. The progressions facilitate creating content area scaffolds such as graphic organizers, sentence starters and rubrics that target the content area standard and match the students' language ability in the new or home language.

3. Develop formative assessments according to levels: Knowing what students should be able to do at each level create tasks and set benchmarks against which to measure progress. For example, a student should be able to integrate information from the text into a graphic organizer with the support of only a word bank. Used as formative assessment, this scaffold can help the teacher recognize if the student needs more support, or if the student is ready to move to the next level.

4. Develop specific language objectives: The linguistic demands within the Progressions will facilitate for planning for integrating language as a teaching goal. Teachers will be able to plan for the specific language that a unit demands. For instance, knowing the words that are necessary for introducing cause and effect (i.e. because of, due to, when) will reinforce and clarify the content area concepts and thus help guide teachers in identifying specific language and content goals.

An introduction to the Bilingual Common Core Progressions can serve as the springboard for professional development towards improving the collaboration among teachers of ELLS and better classroom practices. And it will also enable the school to respond to the new CR Part 154 professional development requirements.

Reference: www.EngageNY.org - "NYS Bilingual Common Core Initiative- Teacher's Guide to Implement the Bilingual Common Core Progressions"

PROFESSIONAL DEVELOPMENT		
CR PART 154 EXISTING REGULATION	SUBPARTS 154-1 & 154-2 ADOPTED REGULATION	TIMELINE
Current regulations require in-service training to all personnel providing instruction or other services to ELLs, but do not require specific types of professional development beyond the general requirement of 175 hours of professional development over 5 years.	School districts are required to ensure that a prescribed percentage of Professional Development hours be specific to the needs of ELLs, co-teaching strategies, and integrating language and content instruction. <ul style="list-style-type: none"> 15% total hours ELL-specific PD for teachers 15% total hours ELL-specific PD for all Education and ENL/ESL 	2015-2016 Full Implementation
AREAS OF CR PART 154 REGULATION <ul style="list-style-type: none"> ELL Identification Parent Notification and Information Retention of Records ELL Program Placement Program Requirements Provision of Programs Grade Span Program Continuity Students with Disabilities ELL Exit Criteria Intervention Support for ELLs Former ELL Services Graduation Requirements Professional Development Certification School District Planning and Reporting Requirements 		

HOME LANGUAGE ARTS PROGRESSIONS		(ELA/NLA)				
Common Core Anchor Standard (RI.3): Analyze how and why individuals, events, and ideas develop and interact over the course of a text.		MAIN ACADEMIC DEMAND <i>Analyze Cause and Effect Interactions between Key Text Elements</i>				
Common Core Grade 1 Standard (RI.1.3): Describe characters, settings, and major events in a story, using key details.		GRADE LEVEL ACADEMIC DEMAND <i>Describe Story Elements Using Key Details</i>				
NEW LANGUAGE ARTS PROGRESSIONS						
5 Levels of Literacy Development	Entering	Common Core Anchor Standard (W.1): Write arguments to support claims in an analysis of substantive topics or text, using valid reasoning and relevant and sufficient evidence.				MAIN ACADEMIC DEMAND: <i>Develop Persuasive Writing Using Reasoning and Evidence</i>
	Entering	Common Core Grade 3 Standard (W.3.1): Write opinion pieces on topics or texts, supporting a point of view with reasons. a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons; b. Provide reasons that support the opinion; c. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons; d. Provide a concluding statement or section.				GRADE LEVEL ACADEMIC DEMAND: <i>Develop Coherent and Persuasive Opinion Pieces</i>
RECEPTIVE	Oracy and Literacy Links	When acquiring a new language, student performance of the standard using grade-level topics or texts and with proper supports at each level demonstrates that they are:				
		Entering	Emerging	Transitioning	Expanding	Commanding
		L. Organize pre-identified words and phrases on a story map, to identify characters, settings and major events as teacher reads aloud, in partnership and/or teacher-led small groups.	L. Organize pre-identified words and phrases on a story map, to identify characters, settings and major events as teacher reads aloud, in partnership and/or teacher-led small groups.	L. Organize pre-identified words and phrases on a story map, to identify characters, settings and major events as teacher reads aloud, in partnership and/or teacher-led small groups.	L. Organize pre-identified words and phrases on a story map, to identify characters, settings and major events as teacher reads aloud, in partnership and/or teacher-led small groups.	L. Organize pre-identified words and phrases on a story map, to identify characters, settings and major events as teacher reads aloud, in partnership and/or teacher-led small groups.
		R. Able to identify two or more supporting reasons in an opinion piece by organizing them into the Main Idea/Supporting Reasons graphic organizer.	R. Able to identify two or more supporting reasons in an opinion piece by organizing them into the Main Idea/Supporting Reasons graphic organizer.	R. Able to identify two or more supporting reasons in an opinion piece by organizing them into the Main Idea/Supporting Reasons graphic organizer.	R. Able to identify two or more supporting reasons in an opinion piece by organizing them into the Main Idea/Supporting Reasons graphic organizer.	R. Able to identify two or more supporting reasons in an opinion piece by organizing them into the Main Idea/Supporting Reasons graphic organizer.

For additional information, please contact
Elsie Cardona Berardinelli,

CR PART 154 & BILINGUAL SPECIAL EDUCATION



Written by Bernice Moro, Ph.D.
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CR Part 154 and Bilingual Special Education: What's the Connection for English Language Learners with Disabilities? The amendments recently made to CR Part 154 directly impact the instructional programs provided to English Language Learners (ELL) with disabilities. Students with disabilities who have second language acquisition needs must be placed in an appropriate ELL program.

The Committee on Special Education (CSE) must consider the language needs of each student as they relate to the student's Individualized Education Program (IEP) as well as the special education supports and services a student needs to address his or her disability and support the student's participation and progress in the general education curriculum, which includes English as a New Language (ENL). When developing recommendations for a student who does not "speak" any language (is non-verbal), the CSE should consider the student's receptive language skills in the home language and in English.

In accordance with CR Part 154 the default program for ELL instructional placement is bilingual education. This program affords ELLs with disabilities to be instructed in their primary language and offers substantial benefits to their overall academic success (See Refs. 1, 3, 4, 6.) Current special education models that support this program include collaborative team teaching, self-contained bilingual special education, and bilingual special education teacher support services (SETSS). Providing ELLs with disabilities with differentiated and supportive instruction in their dominant language will help to facilitate their academic and language development in both their native language, as well as in English (Ref. 6)

To provide a coordinated delivery model that best meets the needs of ELLs with disabilities, bilingual education, ESOL, general education, and special education personnel should share a knowledge base about best instructional practices for ELLs with disabilities, and coordinate the delivery of their programs and services. General education and special education teachers must understand and be familiar with native language and second language acquisition development, as well as bilingual and English as a New Language (ENL) curriculum and instruction. Thus, by providing ELLs with disabilities with the coordination of multiple service delivery systems and expertise, their unique educational needs will be met in order to promote, based on their optimum abilities, their academic and social achievement (Refs. 1,5, 6)

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NYC RBE–RN @ Fordham University Snapshot of the Regional Professional Development in the 2014-15 school year

The comprehensive program offered to schools in New York city and beyond included presentations from Angelica Infante-Green, Associate Commissioner, NYSED Office of Bilingual Education and World Languages as well as nationally and internationally recognized speakers. The enthusiastic comments of the educators attending these sessions highlight the value and the importance of these sessions. We have reprinted some of the quotes below:



“Excellent presentation in close reading and read-alouds, made me think about my proficiency with the content.” Elementary ESL Teacher attending Getting to the Core Differentiating Instruction for ELLs with Dr. Rebecca Freeman-Field

“Really concrete information, resources and strategies that are applicable to the needs of my students/schools.” Elementary, Middle Administrator attending Long Term ELL Institute: Designing Effective Literacy Instruction with Dr. Nancy Cloud

“Great workshop to immediately incorporate these ideas into the classroom!” Elementary Bilingual Teacher attending Close Reading for ELLS, Learner-Centered Initiatives with A. Lalor

“The presenter was awesome. She honestly covered all the basics as far as bilingualism is concerned.” Foreign Language/ ESL Secondary Teacher attending Spanish Literacy Institute with Dr. Lucero Buttero



We are already planning our calendar of professional education events for this coming year. In the meantime, check our website please contact Sarai at nycrbern@fordham.edu.

HAVE A GREAT SUMMER!