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The NYC RBE-RN @ Fordham University Professional Newsletter - Spring'16 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).

Throughout this school year, the NYC RBE-RN team has supported the schools in the implementation of the changes to Part 154. The effective implementation of these changes requires common planning and collaboration amongst all teachers to ensure that they all have high academic expectations of ELL students. It also requires a schoolwide vision for all students and thus the need for school leaders to establish structures that enable common planning, while providing continuous professional development to enhance teachers' shared expertise and knowledge towards true collaboration.

The articles that follow include examples on how teachers are learning to work as partners towards effective co-teaching and the benefits that it represents for ELL students. We also include an article by Ms. Capetanakis, principal of PS 69 who describes how merging arts and literacy has transformed the teaching and learning of ELL students schoolwide. And to strengthen these examples, the issue includes a 'how to' article geared to promote Professional Learning Communities through study groups on ELLs, an article on the research behind collaborative co-teaching and for your enjoyment and reflection, a *dramedy* entitled, 'Close Encounters of the Integrated ENL Instructional Kind'.

Finally, we encourage you to register and continue to participate in the Regional Professional Development Sessions. These coming months, we offer sessions specifically designed to plan within the framework of the amended CR Part 154, thus supporting your ongoing efforts to engage all ELL students in scaffolded and rigorous instruction that leads to high academic achievement and social-emotional success.

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

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

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Congratulations!

to ENL's newest National Board Certified Teachers!



Dear Colleagues:

It gives me a great pleasure to congratulate Melissa Austin and Melissa Vega for achieving their National Board Certification. I am also very proud of the NYC RBE-RN staff who made this possible as a result of their collaboration with the UFT Teacher Center.

The implementation of the changes to Part 154, the law that governs the education of English Language Learners, entered into effect this school year. And whereas some changes such as the requirement that the entering interview be conducted by a licensed pedagogogue is working in most of the schools, some other changes, particularly the mandate for integrated or co-teaching methodologies require additional time due to either logistics that often imply additional resources, and/or instructional challenges.

This issue focuses on the school efforts towards the implementation of Part 154, with particular emphasis on co-teaching. The articles from teachers, administrators and the NYC RBE-RN team highlight their experiences with these new mandates, their possibilities and their challenges.

We know that this is the beginning of a process, and I want to reassure you that we are committed to provide all educators with the necessary support to enable all children to achieve and succeed academically.

Warm regards,

Anita Vazquez Batisti

Dr. Anita Vazquez-Batisti
Associate Dean
Fordham University
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"Achieving National Board Certification is a challenging and reflective process. The experience of attending pre-candidacy and candidacy workshops was a great support to work through this life changing process."

Melissa Austin, PS 122, District 30, Queens, NY



"The process of working toward, and ultimately successfully achieving, my National Board Certification has proven to be one of the most difficult yet rewarding professional experiences I have had. It has allowed me to grow as an educator by engaging in deeply reflective professional development while enabling me to continue my pursuit of life-long learning."

Melissa Vega, PS 108K District 19, Brooklyn, NY



Co-Teaching in a Classroom of Students Learning In a New Language: A Study Group for School Leaders

By Roser Salavert, Ed.D.



Roser Salavert, Ed.D.

The greatest value of a collegial study group is gaining new perspectives on a topic while enjoying being part of the group. This was the experience with a group of School Leaders. By the end, the group felt that we all had enriched our expertise on how to best support the collaboration amongst classroom and ENL/ESL teachers and the students they served. Hope this outline motivates you to organize a similar study group, and that the your experience is equally rich! I

SESSION 1- HOW DO STUDENTS ACQUIRE A NEW LANGUAGE?

Text: *English Language Learners at School. A Guide for Administrators* (2006) Hamaya, E. & Freeman-Fields, R. (Eds.)

Agenda:

Group Norms: a) Listen actively, don't let your expectations influence you; b) Make your thinking clear to others and cite evidence from the text; c) Use controversy as an opportunity to explore /understand others' perspectives.

Text-Based Discussion (Chapters 2 & 7): *What do we know about language proficiency? Do you think that home language proficiency is the same as English language proficiency? Why? What's the evidence? What is the role of culture in these processes? (Discuss the "Cultural Iceberg", p.47)*

Analysis of Case Study: Video of High School students: <http://web.cortland.edu/flteach/esl/ESL-students.html>

Reflection & Takeaways: *How will today's conversation help me better understand the process of acquiring a new language?, What knowledge, culture and language proficiency do ELL students bring to this process?*

Readings for Session 2: Chapters 4 and 5

SESSION 2- WHY TEACHING IN THE HOME LANGUAGE?

Agenda:

Focus Questions: a) *What are my expectations for ELLs? How do I understand the role of their home language to develop English and achieve academically?* b) *What are the critical features of effective programs for ELL students?* and c) *As a school leader, how do I set the tone and guidance for ELL success in my school or in my classroom?*

Socratic Protocol & Discussion Individually prepare a 3-minute presentation addressing the focus questions –cite from text to back your ideas. Then, discuss following Socratic protocol.

Reflection & Takeaways : a) *What did I learn about effective instructional programs for ELL students?* b) *Why is co-teaching important? How is this knowledge foster my leadership?*

Readings for Session 3: Chapters 1 and 6

SESSION 3- WHAT DOES EFFECTIVE INSTRUCTION LOOK LIKE?

Agenda:

Focus Questions: a) *How do we align teachers' professional growth to the achievement of ELL students?* b) *What systems do effective school leaders establish to enable co-planning and to continually gauge the progress of the students and the professional growth of ENL/ESL and content subject teachers?*

Quick write: Respond to the focus questions using the protocol: N.E.W.S (Noticed, Enjoyed, Wonder, Still need)

Partners, Group Sharing & Discussion: *What are the indicators of effective classroom instruction? How do we measure student progress and success?*

Partner 1) Review the reasons for teaching language through content and around units of inquiry (p.170). Then, write 5-10 examples, illustrating how these reasons become 'alive' in the classroom, e.g. In pairs, students explain to each other the language and content objectives of the lesson. Partner 2) Same as Partner 1, but using the 8 components of the SIOP model (p.17).

Reflection & Takeaways: *How will today's conversation help me extend my knowledge about effective practices as well as the systems that make them sustainable in a school?*

Readings for Session 4: Chapters 8 and 3 (optional)

SESSION 4- NOW, WHAT IS MY CO-TEACHING PLAN OF ACTION?

Agenda:

Focus Questions: a) *How will I plan to share and apply the perspectives and knowledge that I have gained from the book and discussions?* b) *How will co-planning and co-teaching look like in the classrooms? How will I collect evidence of its impact?*

Guided Book Review Individually, read the end of chapter surveys and take notes of most salient points. Prepare for shared conversation.

Plan of Action: Working with a partner, decide on at least one action that you will implement at the school as a result of this study group. Make sure to include: 1. Here is *What*, 2. Here is *How*, 3. Here is the *Data*, and 4. This is the *Next Step*.

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Co-teaching: A Collaborative Shift for Teachers of English Language Learners (ELLs)

By Aileen Colón



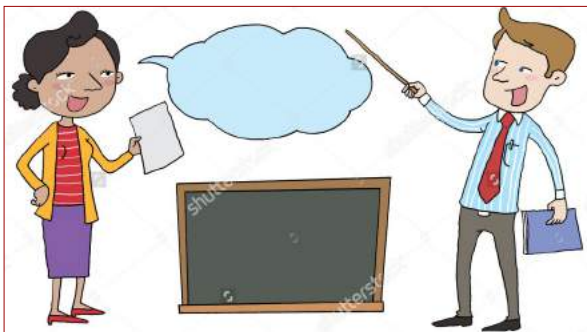
Aileen Colón

As a result of the amended New York State Commissioner's Part 154 Regulations, this 2015-2016 school year began with a broader move to implement co-teaching or an integrated approach between ENL teachers and their academic-content colleagues. Discussions in some schools have evolved into a much closer collaboration between ENL and content teachers. Beginning last year, the NYS and NYC RBERN have conducted and will continue to facilitate many co-teaching workshops, bringing teaching partners together to understand their roles in this process.

At the Jordon L. Mott JHS 22 in District 9, Mr. Ibarra, ENL teacher and Ms. Pereyra, ELA teacher have been working with English language learners within a co-teaching model. In an interview for this article, their reflections reveal both the challenges and the rewards of teaching in a collaborative model. As administrators and teacher leaders read this article, you will gain some insights into the essential elements of co-teaching through the real world experiences of these instructional partners.

Colón: What was powerful about this co-teaching experience?

Ibarra: I would have to say it is the chemistry that we had between each other from the beginning. Both of us are open minded, flexible with planning, and understand the challenges of our ELLs. There is also always equity of voice in our classroom between us. I never felt that I did not have the same power or say in our planning or structures. Although I am new to the DOE and teaching in the Bronx, Ms. P is a veteran



teacher at this school, in addition to being my mentor. In this mentor relationship, I feel comfortable with speaking to Ms. P about concerns and my own weaknesses as a developing teacher. We have developed a trust so we can be fully honest with each other and push ourselves to be better without having to step on eggshells. Because of these reasons, this is probably the best co-teaching experience I have had.

Pereyra: This has been an extraordinary experience because I am able to trust my partner's expertise and persona. Also, we are flexible in terms of planning our lessons. We accept new ideas and have been able to refine strategies or techniques that I have used in the past. All we do has a touch of all my co-teacher, my partner teacher, and me. We are able to interject during each other's teaching. We use non-verbal gestures...look at each other, hold up one finger to get attention of others.

Ibarra and I are able to accept others' opinions. Consultants, coaches, administrators will come and leave their suggestions, however, they do not know our children like we do. We are clear that we will take advice, however, we will adapt it so that it can fit our students' needs.

Together, John and I are dynamite...our classroom is "fun" and sometimes there is space for spontaneity in our classroom and this has created opportunities and possibilities for learning, building relationships, and collaboration. He complements me...makes me whole as a teacher. Whatever I'm missing as a teacher or person John has it and this is what makes us great!

Colón: Did you encounter any challenges? If so, how were you able to address them?

Pereyra: At the beginning, my challenge was to let go and allow Ibarra to handle the class. He was able to demonstrate that he is capable of doing it without me. Also, we needed to work at being consistent. This has been a challenge. For example... I will not speak over a student and the students are aware of my management style. When another adult in the room is not able to do the same, students might take advantage. I believe that as we continue to work as a team we will be able to find solutions that are in the best interest for each of us, and most of all for the success of the students.

Continues on the next page

Ibarra: Many of the challenges in this co-teaching scenario did not come from working in my co-teaching relationship. However, a challenge that I felt significant was finding the balance between being an ENL teacher and being a content teacher. At times, I felt like more of an ELA teacher and questioned if I was doing my job. This has been an on-going battle to find the right balance between content and language objectives. A further challenge has been trying to

figure out the most effective practices for such diverse classrooms with such differing levels. It has been a struggle to ensure complete success for every learner in the classroom.

One thing I need to work on is my classroom management and consistency to be on the same level as my co-teacher as students can distinguish the lead in the classroom. I think time and experience will help me along with conversations with my co-teacher/mentor.

CO-TEACHING - INTEGRATED TEACHING MODEL

Co-teaching is a relationship built on professionalism, and the common goal is supporting student success. Although there is no formula to finding the "right" pairs, research identifies these necessary conditions:

- ⇒ Carve out staff-development time for teachers to collaborate and share their work.
- ⇒ Schedule planning time and expect collaboration.
- ⇒ Consider teachers' personalities, understanding of ELLs and buy-in when placing ELL students.
- ⇒ Provide PD on ELLs to content area teachers.
- ⇒ Meet with the ENL teachers and seek their input

Above all, don't throw teachers together and hope for the best!

The interview confirmed what I had felt throughout the year... both of these teachers are committed to making this partnership work. However, key to any type of meaningful collaboration and inclusion of ENL professionals in the rollout of the Common Core, and the implementation of CR Part 154, are school leaders willing to give faculty members the time and space to work together. The principal especially has played a huge role for encouraging and facilitating an inclusive school culture that promotes ENL teachers and content teachers working together. Backing the work of teacher partnerships who have taken the lead in devising common-core support strategies for the school's English-learners is essential.

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Elsie Cardona-Berardinelli

The Bilingual School, CS 211

- 637 students
- K-8 school
- School population comprises 12% Black, 87% Hispanic, 0% White, and 1% Asian students.
- 157 English language learners
- 24% special education students

Engaging English Language Learners in the Science Classroom

By Yaris Infante and Elsie Cardona-Berardinelli

How can content area teachers support English Language Learners to engage in learning grade specific curriculum while learning a new language? This question was posed by Ms. Infante, Teacher of Science at C.S. 211, when I initiated a conversation with her about what she hoped to accomplish with her students and how I could assist her.

After working closely with her for several months, I invited her to share her reflections regarding the strategies she has implemented and observed make a significant impact on student engagement and learning in a content area classroom. In the following article, Ms. Infante shares some of her strategies with our readers

I am a Science teacher at P.S./I.S. 211; The Bilingual School a K-8 school with a population of 637 students comprised of 12% Black, 87% Hispanic, 0% White, and 1% Asian students. Currently there are 157 ELLs and 58 of them are newcomers. This year, the school has placed a major focus on developing students' academic language across content areas through the incorporation of language objectives and the use of vocabulary development techniques and strategies.

With the assistance of our school's ELL consultant, I have learned a number of vocabulary development strategies that are quite effective in developing English language learners academic language. I have learned that it is important to set a language objective to meet a content objective. So one of the first things I do is to introduce three to five new words

Continues on the next page

in both Spanish and English using visuals. I display the words on the board in both languages and have the students write them in their notebook. In order to make it easier for students to learn them we discuss what the word means, identify cognates, categorize and sort them .

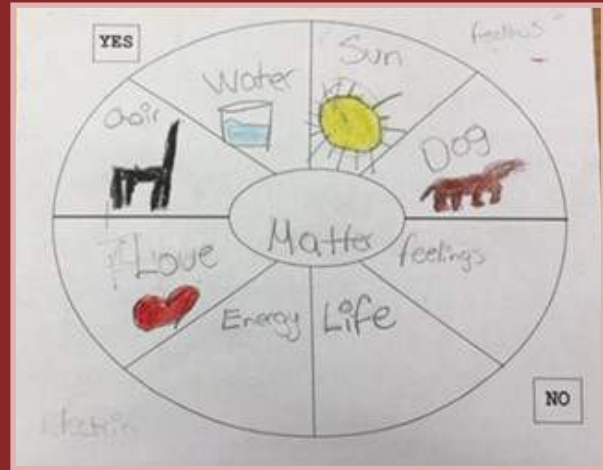
Throughout the teaching of a unit of study, I create many opportunities to engage my ELL students in speaking and listening activities to practice using new science terms. For example, they work with a partner to create a list of as many words as they can remember in English or Spanish under a science specific category, such “liquids” or “matter”, or a list of science words they have learned directly related to the unit of study. To make it fun, I use a timer and follow it up with a quick share-out.

I have also introduced sentence frames, such as “Today I learned that _____” so that partners can reflect on their learning at the end of a lesson.

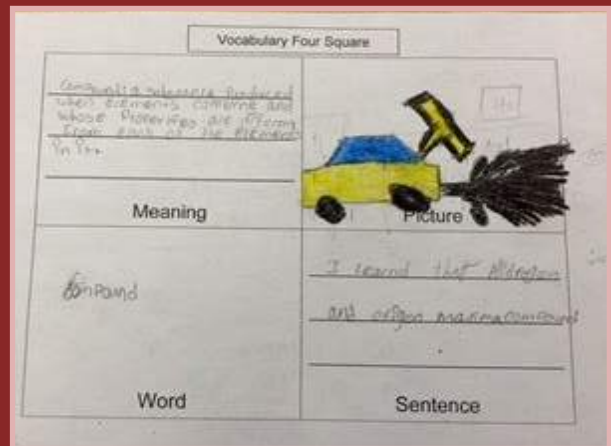
Students have been introduced to the Frayer model diagram, the Yes/No wheel and the Vocabulary Four Square graphic organizers. These graphic organizers enable students to show what they know, and it further develops their understanding of science academic words, phrases and expressions. I often use sentence frames and sentence starters to motivate them to speak using complete sentences to articulate what they have learned. And, for homework, students take home copies of the graphic organizers for additional practice.

These changes have made a significant difference! I notice that students are really eager and motivated to learn new vocabulary words. They are more confident, willing to participate in discussions with each other using the English language they have learned to express what they know in Science. There is an increase in student engagement and they are learning the grade specific science concepts necessary for them to meet the standards. I now understand the importance of utilizing language objectives. In addition, making time for students to practice the learned vocabulary with one another through conversation is essential to meeting content objectives.

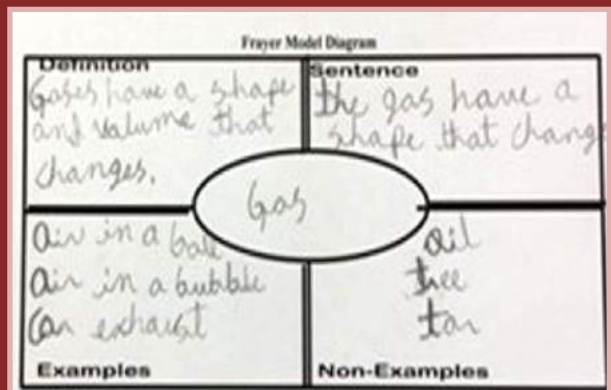
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YES/NO Wheel template



Vocabulary Four-Squares template



Frayer Model Template

“A picture is worth a thousand words” Vincent D. Grippo School, PS69 Brooklyn

By Jaynemie Capetanakis, Principal



Jaynemie Capetanakis,

***T**he demographics might suggest a school that struggles academically, but a closer look at how PS 69 integrates literacy and the arts shows the power of this approach in creating an engaging and academically rigorous school environment. This integrated approach is at the core of the school’s ongoing success.*

We have all heard that famous quote, but what does it mean in a New York City Public Elementary School? At P.S. 69, The Vincent D. Grippo School, the pictures come before the words for our English Language Learners (ELLs) and the arts are the foundation upon which we build literacy skills. Located in an industrial corner of Sunset Park, the majority of our students live in poverty and more than half are ELLs mostly from China.

There’s lots of work to be done to close the language gap as students rise to Common Core Learning Standards.

We cross that bridge by scheduling for success and providing all students from Kindergarten to Grade 5 with Visual Arts and Music classes, plus a robust assembly program developed by their own classroom teachers and residencies with outstanding arts organizations including Noel Pointer Violin, TADA Youth Theater, Arts Connection and Dancing Classrooms.

When students are immersed in the arts, they learn to express themselves through different modalities—visual arts where the pictures tell their story; music where choral singing is a natural way to build fluency; theater where pretending gives you freedom to be who you want to become; and dance where your body can do all the talking. They are speaking, listening, reading and writing—all the domains of learning language—in more engaging way.



We also purposefully invest in teacher planning and connect the arts to the Literacy Curriculum. Teacher teams that include classroom teachers, ESL/Bilingual teachers, and Special Education teachers meet regularly with the Literacy Coach to co-create their own curriculum map in Reading and Writing using anchor texts from the core curriculum.

Additionally, in each unit, teachers plan for Project Based Learning that includes a visual arts component to give all students the chance to build and reinforce their comprehension. This map is shared with the Cluster teachers so that students have the potential to further develop their understanding across content areas for the same unit of study. Classroom teachers also use the same anchor texts as the basis for assemblies to perform for their peers.

An added benefit of an immersion in the arts is that it creates many opportunities to celebrate. Inviting families to share in the joy of seeing their children learn translates to a successful school experience.

P.S. 69 has been recognized as a school with ideas worth sharing and has been a NYC Department of Education Showcase School for their work “Integrating the Arts for Student Success,” promoting collaboration by hosting visitors throughout the school year.

Although the demographics might suggest a school that struggles academically, the combined effort of integrating

the arts has added to a result where P.S. 69 has outperformed the city average proficiency levels on NYS exams. What makes this even more impressive is that P.S. 69 has 58% English as a New Language students as compared to 14% city wide. In 2015, the data shows P.S. 69 with 46% of our students having scored Level 3 or 4 on the NYS ELA (city average 30%). In the 2015 NYS Math exam, 70% of our students scored a Level 3 or 4 (city average 35%). Further analysis shows that in the NYS



ELA, 28% of our ELL students earned a Level 3 or 4 as compared to the NYC ELL statistic of 4%. In Math, the results are 56.5% (city average for ELLs 14.6%).

While we agree that there is still room for improvement, we celebrate that our school and our children have shown steady growth.

And that's a picture worth sharing!

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Sara Martinez

Planning with Stand-Alone and Co-Teaching in Mind

By Eva Garcia and Sara Martinez



Eva Garcia

“What will be the vision for your school that will guide all decisions, new program development choices, and policies and goals set for students and educators?” ask Andrea Honigsfeld and M G. Dove, (Honigsfeld, & Dove, p.17,2015). As the new changes in policies for ELLs have emerged we need to reconsider how the Stand-alone and Integrated ENL/Content Area delivery will be best provided.

It is customary for NYC schools each year to develop a Language Allocation Policy (LAP) that provides a description of a school’s English Language Learners (ELLs) subpopulations and the programs and procedures that address the implementation of the CR Part 154 Regulations.

At the onset of this school year schools have had the challenging task of addressing the Stand-alone and Integrated English as a New Language (ENL) via a co-teaching model to deliver quality instruction to their ELL population. First and foremost, these changes require a careful examination of how services are being provided, including the number of students currently being served in the ENL program, in both STAND-ALONE and/or INTEGRATED models. Unlike the former PUSH IN/PULL OUT MODEL (Stand-alone) teachers serving ELLs must come together to plan lessons and share each other’s expertise. Accordingly, following **Principle #1** of the **Blueprint for ELL Success: ALL teachers are teachers of ELLs.**

In the past, the former English as a Second Language (ESL) program models left full responsibility to the ESOL teacher in planning lessons that may have been aligned to the Common Core Learning Standards (CCLS) or to content areas. Currently, teachers are being required to collaborate in order to address instruction during the course of the school

day: when they are with ESOL teacher and when they are with content area teachers (ELA, Math, Science, Social Studies), without receiving English language supports from an ESOL teacher. Content area teachers will now have the opportunity to learn about English language acquisition and apply appropriate strategies/scaffolds in to support ELL students. It stands to reason that teachers coming into contact with ELL students throughout the day should receive professional development to understand the stages of second language acquisition and the New Language Arts Progressions. Working side by side, whether co-teaching or receiving the required professional development hours in ELL instruction, will support and benefit the academic language and content area needs of all ELL students.

Prior to implementing the Stand-alone or Integrated model of delivery, educators need to consider some factors. Specifically, the definitions of both Stand-Alone and Integrated ENL require extensive discussion at the school level, as well as a clear understanding of how they both will contribute overall to their students’ academic growth in language and content. It is not enough to simply provide services without having a clear understanding of the benefits they will provide. It is important to address any administrative concerns, such as scheduling prior to the implementation of each program.

STAND-ALONE ENL: Students receiving English Language development instruction taught by a **certified ESOL teacher in order to acquire the English language needed for success in core content areas (NYSED/OBE Glossary of Terms).**

INTEGRATED ENGLISH as a NEW LANGUAGE (ENL): Students receive **core content area and English language development instruction which includes home language supports and appropriate scaffolds.** Integrated ENL instruction is a co-teaching approach carried out by a combination of NYS certified ESOL and content area teachers. Dually certified teachers may also teach Integrated ENL (NYSED/OBE Glossary of Terms).

Table: Some questions to ask in planning about the effectiveness of both and possible considerations

STAND-ALONE	INTEGRATED ENL
<p>How will students be placed in mainstream classrooms to facilitate services in Stand-alone ENL services?</p> <p>Consider: Avoid pulling students out from multiple classrooms within a grade to facilitate articulation with content area teachers. Identify the number of ELLs within a given grade and determine class placement to facilitate the Stand-alone ENL services.</p>	<p>In what subjects will the ESOL teacher be co-teaching?</p> <p>Consider: Determine the content area/s for co-teaching. Consider those content areas where teaching will be possible and most successful. Multiple content areas will limit planning time and will make it impossible for teachers to plan accordingly.</p>
<p>How will the stand-alone teacher plan lessons aligned to school curriculum/themes?</p> <p>Consider: Planning lessons using an articulation form to communicate thematic units and lesson topics. If it's not possible to meet with all teachers, the ENL teacher can attend common planning time meetings for the grade or become familiar with monthly grade units in order to plan language objectives. Use the school's curriculum map also to plan lessons.</p>	<p>How will planning be scheduled for both teachers to work to align content and language supports?</p> <p>Consider: Planning time for both teachers using appropriate resources: Bilingual Common Core Initiative (BCCI), Targets of Measurement (ToMs) and Curriculum Units are essential. Content area teachers determine the content objective while the ENL teachers determines language objectives for the lesson. In the beginning, planning will require more time until both teachers become acclimated to the co-teaching process. Use the Co-teaching framework by Honigfeld and Dove(2010), with its Pre-Planning, Collaborative Planning and Post Planning steps. Finally, assess and evaluate the collaboration.</p>
<p>Have you considered the number of ELLs at the Entering and Emerging proficiency levels as they will require more time from the Stand-alone schedule?</p> <p>Consider: Programing first for these two proficiency levels for the Stand-alone. Those with Flexibility can be accommodated in the Stand-alone or Integrated time periods.</p>	<p>Have you considered the number of ELLs requiring Integrated ENL/ELA?</p> <p>Consider: Double periods to provide both the content and ENL teacher more time to deliver instruction. This will be also less demanding on the program and will facilitate the accommodation of the required number of units of study.</p>

Last but not least, the co-teaching model requires on-going planning and communication between two teachers. This model requires that each teacher's role be clearly defined, and as such, each teacher contributes their expertise in delivering lessons. This process will take time and patience, as both teachers continue to reflect on their practice and professional learning. Andrea Honigfeld and Maria Dove (2015) mention that "**Reflective Practice includes understanding our own teaching and our colleagues teaching in building shared competencies.**" The sharing of these competencies requires a collaborative co-existence in the classroom unlike the Stand-alone ENL in which the ESOL teacher is the sole expert/provider who is expected to do this on his/her own.

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Abby Baruch

"Close Encounters of the Integrated ENL Instructional Kind" Pilot TV Dramey

By Abby Baruch and Diane Howitt



Diane Howitt

ACT-I : Meeting with Teachers

SETTING:

The office of the assistant principal. He/She is meeting with the two teachers who have been elected to participate in a co-teaching project.

CHARACTERS IN THIS DRAMEY:

- Several School Administrators, including the Assistant Principal
- Several Teachers, including Content and ENL/ESL teachers

Assistant Principal: Thank you for joining me this morning. I brought you two together to discuss a new program initiative regarding the instruction of ELL students that we are implementing in the school. We are developing this program because of the new mandates laid out by CR Part 154 this year. *Is either of you aware of these changes? Do you know about Part 154?*

Teachers A and B: *Share puzzled looks*

Teacher B: I have looked at the new Part 154 regulations and I see that there is a requirement for stand-alone and "integrated" ESL/ENL services for ELL students. I see that the nomenclature has changed from ESL to ENL and that the new added component replaces the old push-in model. This seems like a bit much to me.

Teacher A: *Arms crossed* Why am I here? I'm not the ESL teacher. What does this have to do with me? I have so much planning to do and I have no time for anything else. *What do you expect of me?*

Teacher B: *Frowning* Well, you do have a lot of my kids in your room and I have been pushing into the class the last few years. So, it does have something to do with you.

Administrator: *Conciliatory:* Well, maybe we can just take a step back for a second and talk about some of the details before we jump to conclusions. OK? *(teachers nod assent)*

So, let's begin by talking about what integrated ENL means and then what we will need to do to develop a real co-teaching relationship between you two. According to what I have read by Honigsfeld and Dove, co-teaching is not a push-in model. It is a model of teaching wherein two teachers share the responsibility for instruction of a content area in the classroom in order that all students-ELL and English speaking- receive a well-rounded instructional experience. Another way of calling it is "collaborative team teaching".

Directing statement to Teacher B: We all know that when you (teacher B) push into teacher A's classroom, you generally work in the back of the room separate and apart from the rest of the class. In this model, you are often relegated to the back seat and are often in the role of a teacher's assistant. This is not an effective teaching model, particularly for ELLs, and this finding is now supported by CR Part 154.

Administrator to Teacher A: You have at least 8 ELL students in your class. Both, you and Ms. B are responsible for ensuring that the children are able to grasp classroom instruction. You are both highly skilled in your areas of expertise. *Why not come together as a team with the mutual goal of enhancing practice?*

Teachers A and B: Glancing at each other.

Teacher A: Well, that sounds reasonable. It will be a lot of work.

Administrator: Well, from now on we all have to think of ourselves as teachers of ELLs as stated in the NYSED Blueprint for English Language Learners Success. *How do we do this? What do you know about language acquisition?*

Teacher A: Not much. But, I use pictures and objects and the smart board.

Assistant Principal: *Teacher B, can you provide Teacher A with some insight on this issue?*

Teacher B: Of course. I can go over the students' NYSITELL and NYSESLAT results and talk to teacher A about each child's level of English acquisition and what they should be able to accomplish at those proficiency levels. We can talk about how long it takes to learn a language. We can discuss the importance of native language in supporting English language development. Then, of course, I can provide Ms. A with a lot of strategies for working with ELL students. But, that takes time. I hope she can help me with the content area subjects!

Administrator C: *Smiling* Great. That's a start. You know, we have been providing the entire staff with PD on ELLs. So I hope you have a deep enough foundation to begin implementation.

ACT II: June Staff Meeting

Administrator: Well, here's the thing, we must begin to use co-teaching in our school if we are to support the academic achievement of our ELLs.

A Chorus of staff gripes, objections We can't, we have no time, we have many deadlines.

Staff grumbles and groans to each other We are not trained! The ENL teachers have that responsibility, it is their population!

Administrator: Based on the NYSESLAT scores we can program our kids so they are serviced in the most sensitive & efficient way. We can arrange classes to accommodate schedules and vice-versa. We can arrange to team up in pairs with classroom teachers (k-5) staff working directly with the ENL teachers. You can work together to write both content and language objectives so that instruction becomes seamless.

Classroom Teacher: I don't understand! This is too much work! I don't want to share my work with someone else!

Administrator D: Change is difficult, we will arrange the schedule so that you



have time to co-plan, co-teach and co-assess.

This will not happen overnight, and we can begin it as a pilot.

Administrator C: We will also give you an opportunity to visit a model classroom in another school. Video tapes are also available with scenarios for you to watch the co-teaching models at different sites.

Another Teacher: Well, I just don't want to work with _____. We do not get along.

Mentor Teacher exclaims: Let's make an effort to create viable pairings. For the sake of the students - let's come together and give it a shot. If the partnership doesn't work, we can always arrange to change partners next year! Collaboration is the wave of the future for all educators.

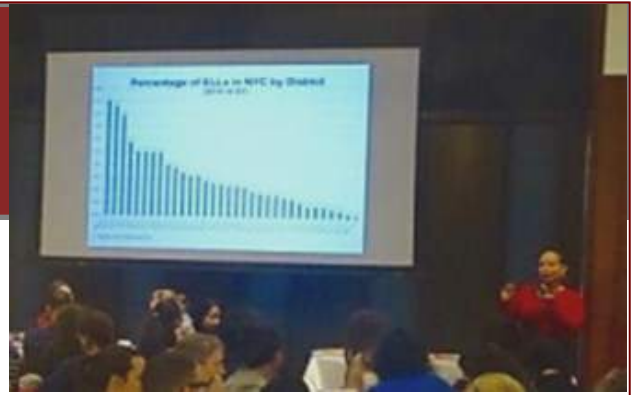
Administrators and Faculty: You're right, Let's agree to create a culture of collaboration and understanding in our school!!

For additional information, please contact
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Regional Professional Development



(Clockwise from top right) 1. Angelica Infante-Green, Deputy Commissioner, Office of P-12 Instructional Support New York State Education Department on State Policies for ELLs.
 2. Dr. Kathy Escamilla, during her conference 'Biliteracy from the Start'.
 3. Dr. Anita Batisti, Associate Dean at Fordham University Graduate School of Education, and Evelyn Dejesús, UFT Vice-President for Education with Dr. Nancy Cloud, who presented on Writing Effective Language Objectives for ELLs.



**New York State Association
for Bilingual Education**

**39th Annual
NYSABE CONFERENCE**
Saturday, May 21, 2016

One day, two locations:

- ◇ NYU Kimmel Center,
New York City
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SESSION	AUDIENCE, TIME & LOCATION
<p>NUTS & BOLTS OF THE INTEGRATED CO-TEACHING MODEL Presenters: NYC- RBE-RN @ FORDHAM & NYS LANGUAGE RBERN @ NYU</p>	<p>June 9, 2016, AM and PM Sessions For New & Seasoned Teachers. Fordham University-Rose Hill Campus</p>
<p>PLANNING LESSONS FOR STAND ALONE & CO-TEACHING Presenters: NYC- RBE-RN STAFF</p>	<p>June 28 and 29, 2016 For New ENL/ESL Teachers. Fordham University-Rose Hill Campus</p>
<p>COLLABORATION & CO-TEACHING FOR ENGLISH LANGUAGE LEARNERS A LEADERS' GUIDE Presenter: Dr. Andrea Honingsfeld</p>	<p>August 30, 2016, Am and PM Sessions Session specifically planned for NYC School Leaders and ELL Specialists. Attendees will receive a copy of the book, <u>Leaders' Guide to Co-Teaching</u>.</p>
<p>BRIDGING FOR BILINGUAL PROGRAMS Presenter: Cheryl Urow in collaboration with the Equity Assistance Center at Touro College</p>	<p>August 31, 2016, Am and PM Sessions For schools with Bilingual Programs. Fordham University-Rose Hill Campus</p>
<p>CO-TEACHING CONFERENCE in collaboration with the Equity Assistance Center at Touro College Presenter: Dr. Andrea Honingsfeld</p>	<p>September 19, 2016 For Teachers, Administrators, and Program Coordinators. Fordham University Lincoln Center Campus</p>

**NYC RBE-RN @
Fordham University**

For information & registration,
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For resources and assistance,
please visit our website:
**NYC Regional Bilingual Education
Resource Network (RBE-RN)**