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# The NYC RBE-RN @ Fordham University The New York City Regional Bilingual & ESL Resource Network

The primary objective of the NYC RBE-RN at Fordham University
Graduate School of Education and the Center for Educational Partnerships
is to assist schools, networks, and school districts across all five boroughs in
creating professional learning communities centered on the education of
English Language Learners (ELLs).

During the months of May, June and beginning of July, the NYC Regional Bilingual Education Resource Network (RBE-RN) at Fordham University hosted half and full day sessions on most pressing issues to support schools' planning for the 2012-13 school year. These sessions included:

- Understanding Annual Measurable Achievement Objectives (AMAO)
- The Danielson Framework & the English Language Learner (ELL)
- Writing Language Objectives to meet the needs of ELLs
- Planning Programs for Students with Interrupted Formal Education (SIFE), and
- Choosing Excellence: An Introduction to the National Board Certification Process

The NYC RBE-RN team is prepared to personalize and deliver these and related sessions on-site, particularly in the schools targeted by NY State Education Department as priority schools. Please refer to the back cover of this issue for additional topics and information.

This school year and with the collaboration of the UFT Teacher Center, the NYC RBE-RN is recognizing and promoting teacher excellence by sponsoring bilingual and ESL teachers interested in seeking National Board Certification. Please refer to pages 9 and 10 for details.

As you read this issue, please contact the NYC RBE-RN staff indicated on each page for more information.



# ANNUAL MEASURABLE ACHIEVEMENT OBJECTIVES Keeping an eye on your Title III AMAO Objectives

### By Eva Garcia, NYC RBE-RN Director

As we begin the new school year, this is a good time to reflect and adjust programs for English language learners as you schedule students for the required number of units for ESL instruction. Without a doubt, NYS Part 154 and Title III requirements are regulations that cannot be ignored if we want to see improvement in student outcomes which are reflected in the results of NYS NYSESLAT, ELA, Math and Science assessments. Through collaborative planning and involving key staff and ELL experts in the school, you can create a team to reflect on those critical issues that are affecting the success of ELLs in your building. First, you must have a clear understanding of the AMAO targets. Here are three questions to ask yourselves:

- What are the AMAO targets for this school year 2012-2013?
- What actually are AMAO 1, 2 and 3? What are the instructional implications?
- What are the logistical implications school wide (scheduling, professional development and grouping)?

Begin the year by looking at your recent NYSESLAT results.

Understand each one and determine the following:

#### AMAO I

How many students advanced one proficiency level on the NYSESLAT between two consecutive years? Then count the number of students who advanced one proficiency level from the previous year. These students will count under AMAO I as having made progress. Example: beginner to intermediate, intermediate to advanced, advanced to proficient



# How many students made 43 or more scale score gains?

For students who stayed at the same proficiency level, you calculate if they made a total scale score gain of 43 points between two consecutive years. To do the calculation use the template below. Then, see if the difference between 2011 and 2012 is 43 or more. If they made gains of 43 scale score points or more then you can count these students as also making progress.

**Example:** (See table below) Add the total score for Listening and Speaking; Reading and Writing for 2012 and 2011. Then take the difference between the two scores.

List/Speaking 2012	Reading/ Writing 2012	Total 2012	List/ Speaking 2011	Reading/ Writing 2011	Total 2011	Difference
652	617	1269	633	590	1223	46

### UNDERSTANDING ANNUAL MEASURABLE OBJECTIVES Keeping an eye on your Title III A AMAO Objectives, cont.

### You must make all three AMAO targets for two consecutive years

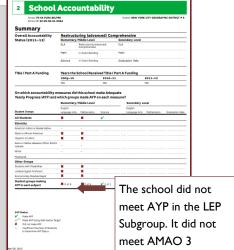
How many students taking the NYSESLAT for the first time, scored at the intermediate level? If you have students who took the NYSESLAT for the first time and they scored at the intermediate level (This is called one data point), these students will count as making progress for AMAO I in total.

In summary, for AMAO I, you have 3 different ways of demonstrating that ELLs are making progress. To see if you met AMAO I in 2011-12, you need to have 64.2% of your total ELL population. That is, if you have for example 40 ELL students- you must have no less than 26 students meeting AMAO I under any of the three calculations.

#### AMAO 2

How many students scored at the proficiency level (which is considered as exiting the program)? Calculate the number of students who are now proficient. To meet AMAO 2 in 2011-12, you need 13.1% of your ELL population attaining proficiency in order to meet this target. This is calculated with the Listening/Speaking and Reading and Writing modality combinations. You do not need to calculate this.





You will simply count the number of students who are now proficient. If you need an EXCEL table listing the number of students required to meet your targets, contact us at nycrbern@fordham.edu

**Example:** If you have 40 students as your total population then 5 students or more must score proficient to make AMAO 2.

### AMAO 3

In order to meet AMAO 3, the LEP Subgroup must attain AYP in English Language Arts and Mathematics, as indicated in the NY State Accountability report. This report gives you the specific targets for your school.

### Think about the factors that will impact your AMAO targets

- \*Large group of recent arrivals and the language groups they represent
- \*Students who remain at a proficiency level for more than a year
- \*Students who exit (former ELLs) but are included in the calculation of AYP for two years

Interested in this PD session?
Please contact Eva Garcia
evgarcia@fordham.edu,



## WRITING LANGUAGE OBJECTIVES TO MEET THE NEEDS OF ENGLISH LEARNERS

Elsie Cardona Berardinelli & Aileen Colon NYC RBE-RN Resource Specialists

English learners best acquire English when language forms are explicitly taught and when they have many opportunities to use the language in meaningful context (Goldenberg, 2008). General education and content area teachers may not consider themselves language teachers. However, their students will certainly benefit if they incorporate academic language development strategies into their lessons. Our workshop provided teachers with the tools and knowledge to address some of these critical classroom challenges.

In this all day hands-on session, participants engaged in activities geared at making content more comprehensible for all students, particularly English learners (ELLs). They formulated learning objectives to show students the content they would learn, and wrote language objectives to ensure that students could learn and use academic vocabulary within the unit of study which enabled them to fully participate in grade-level lessons that meet the standards.

First, participants developed an understanding for the language objective An effective language objective: a) Stems from the linguistic demands of a standards-based lesson or task, b) Focuses on high –leverage language that will serve students in other contexts, c) Uses active verbs to name functions and /or purposes for using language in a specific student task, d) Specifies target language necessary to complete a task, and e) Emphasizes development of expressive language skills, speaking and writing, without neglecting listening and reading. Next, we provided participants with the basic information they would need to know in order to successfully write a language objective, including examples of verbs, verb phrases and noun phrases. See chart \* <a href="http://ell.nwresd.org/files/ub/Kinsella\_LangObjective.pdf">http://ell.nwresd.org/files/ub/Kinsella\_LangObjective.pdf</a>, Kinsella, K., Singer, T.W. (2011)

Then, we introduced the two language objective frames below: Students will (function: active verb phrase) using (language target) Students will use (language target) to function: active verb phrase)

We modeled how to use the information provided in the chart and the sentence

frames to write language objectives for specific grades and/or contexts. For example, "Students will describe a character's emotions using precise adjectives" and "Students will use present tense persuasive verbs to defend a position or idea".

As the session progressed, it became clear to participating teachers that "what" the students are learning can only be measured by "how" the students demonstrate their understanding as they engage in a variety of activities. It shows that the second language acquisition process requires opportunities for the language learner to be exposed to, practice with, and then be assessed on their language skills (Echevarria, Short & Vogt, 2008). By the end of the session, teachers were able to write language objectives, discuss ESL strategies to match content goals, and to support the linguistic development of ELL students at different proficiency levels.

#### References

- 1. Goldenberg, C. (2008). Teaching English Language Learners: What the research does not say. American Educator, pp. 13-14
- 2. Echevarria, Short, Voght (2008) Making Content Comprehensible for English Language Learners: The SIOP Model. Pearson, Allyn & Bacon

1. \*Active verbs to name functions:

Articulate Defend Define
Elaborate Explain Ask
Compare Justify Label
Name Respond Write
Recite Share Defend

### 2. Verb Phrases to effectively communicate language objective:

"Students will point out similarities between..."

"Students will articulate events in sequence ..."

"Students will express agreement...."

"Students will state opinions about..."

### 3. Noun Phrases specifying language targets:

Academic vocabulary Precise adjectives Complex sentences Clarifying questions Gerunds (Verbs + ing)

Interested in this PD session? Please contact Aileen Colón acolon21@fordham.edu, or Elsie Cardona- Berardinelli at ecardona3@fordham.edu

# PLANNING PROGRAMS FOR STUDENTS WITH INTERRUPTED FORMAL EDUCATION (SIFE)

Florence Pu-Folkes, Ph.D. & Abby Baruch, NYC RBE-RN Resource Specialists



### "Tell me, I'll forget; Show me, I may remember; But, involve me, and I'll understand"

This Chinese proverb and the hit song by Whitney Houston, "The Greatest Love of All," set the tone of the workshop and focused on the student's engagement during the learning process.

The overall aim of the workshop was to inform and engage participants to acquire, develop, and employ innovative instructional techniques to impact the learning of SIFE and to narrow their literacy gaps. The full-day hands-on workshop was developed in five strands.

# STRAND I: Characteristics, Background, Unique Challenges Facing SIFE

I. The acronym **SIFE** refers to students whose first language is other than English, who have experienced <u>interrupted</u> formal education, who have not attained grade level knowledge, and have at least two years less schooling than their peers according to the NYSED report 2011. **N.B. SIFE** may display pre-literacy, non-literacy, or low literacy in their native

N.B. SIFE may display pre-literacy, non literacy, or low literacy in their native language.

- 2. Some students may be considered SLIFE or Students with Limited or Interrupted Formal Education. These are students born or raised in a developed nation under impoverished circumstances that affect their family's stability; e.g. itinerant children of migrant workers.
- **3. SIFE** or **SLIFE** live in urban, suburban, and rural school districts around

the country. They may also have come from countries where persecution of tribal and cultural practices have thwarted their access to educational opportunities (UNICEF Global Databases, 2007).

# STRAND II: Research-Based Directives for Instructional Support Services

Participants were engaged in critically examining the following research-based instructional directives:

- I. Provide instructional support services that enable schools to employ staff educated on the needs and backgrounds of SIFE/SLIFE, the language and culture of these students, and are attuned to the emotional strain they may experience as they adjust to a new country, language and customs:
- **2. Allow** school and district personnel to engage in flexible scheduling;
- **3. Create** collaborative models across departments to support simultaneous linguistic and academic development;
- 4. Teach students learning strategies;
- 5. Facilitate sheltered instruction; and,
- Build partnerships with local businesses, adult education programs, and higher education.

### **STRAND III: Audience Hands-on Participation**

The third phase of the workshop involved a small group activity. Participants broke up in groups of four to work on the **3-Step Interview.** First, they read an article from the handouts, discussed it with the partner. Then as a group, they

had to agree on three ideas they found most useful or thought provoking.

### **STRAND IV: Observations and Recommendations**

- **I. SIFE** despite their perceived short-comings, have a font of life experiences which provide an accumulated wealth of information and knowledge.
- 2. It is important to match <u>our</u> assumptions of the educational needs of **SIFE** and <u>their</u> assumptions on learning in school. To reflect on this issue, participants examined different models for **SIFE** instruction by viewing 3 short videos:
- I. <a href="http://www.youtube.com/watch?">http://www.youtube.com/watch?</a>
  <a href="y=tAEh">y=tAEh</a> qydwh8; <a href="http://">http://</a>
- 2. www.youtube.com/watch? v=ojy62Nkj3eA&feature=relmfu;
- 3. <a href="http://www.youtube.com/watch?v=EtgO\_aOCVr8&feature=relmfu">http://www.youtube.com/watch?v=EtgO\_aOCVr8&feature=relmfu</a>

### STRAND V: Sharing Related Research and Resources on SIFE

In this last phase, we shared related research and other resources. To that purpose, we provided teachers with a bibliography, and a copy of The New York State Education Department publication, "Guidelines for Educating Limited English Proficient Students with Interrupted Formal Education (LEP/ELL SIFES)," 2011.

Interested in this PD session? Please contact Abby Baruch at <a href="mailto:abaruch@fordham.edu">abaruch@fordham.edu</a>, or Florence Pu-Folkes at <a href="mailto:fpufolkes@fordham.edu">fpufolkes@fordham.edu</a>

### **EFFECTIVE SCHOOL PRACTICES**



# The Danielson's Teaching Framework: A Tool for Continuous Improvement

By Elsie Cardona-Berardinelli NYC RBE-RN Resource Specialist

What do principals have to do to lay the foundation for a successful school year? As former school principal, I would set aside a period of time during the summer to reflect on how I could enhance the school environment both in and out of the classroom. Questions that you may want to ask yourself are:

- What steps can I take to create a school environment that is comfortable, well organized, and inviting for students upon their return?
- What actions can I take to create a respectful, low risk, nurturing learning environment for all students, including English language learners and students with learning challenges?
- What structures, systems and policies have to be revisited to improve the way we function school wide?
- What rituals need to be retired and what new ones created?

To assist you in contemplating whether the school environment outside of teachers' classrooms serves as a model, you may want to use Domain two of the Danielson's Framework for Teaching which addresses the learning environment that has been created <u>in</u> the classroom. And more specifically, the components on respect and rapport and establishing a culture for learning.

Establishing clear expectations regarding how everyone will relate with one another is critical to developing a harmonious environment where students, staff and families coexist as learners. These expectations can be reinforced in your memo to the staff at the beginning of the year, and it may also include the school's vision and values. Similarly, a Family Handbook can be written clearly communicating the relationship the school would like to have with families and the structures that are in place to engage them in the school.

Also consider creating a contract that describes the behaviors expected of the students. In writing these norms, emphasize staff and students can embrace and appreciate individual differences. For example, how do you want an English language learner, or a student with learning challenges who is new to the school to be welcomed? A Guidance Counselor or Social Worker can be assigned to be the ambassador that will greet these students and show them around. You can then hold a community meeting to welcome them as well.

Similarly, teachers can facilitate a discussion with their class on the specific actions the class community will take to welcome new students. They can elicit from students a list of actions that would be considered welcoming gestures. Teachers can discuss how all students learn differently and their expectations regarding how the class community will support newcomers so that all, including English language learners and students with learning challenges, meet grade level standards. Implement support structures to assist newcomers' transition into your class. For example, a new ELL student can be assigned a partner that will assist him or her to learn the routines of the classroom.

Finally, I recommend scheduling a community meeting with the families of new ELL students to discuss the services that the school offers to ELL's, as well as, students with learning challenges. The welcoming committee can prepare for the first day of school by creating "welcome" signs in the languages represented in your school, as well as, serve a multicultural sampling of mini desserts along with that morning cup of coffee. This committee with the Parent Coordinator can work throughout the year to engage the families of ELL students in planning multi-

cultural appreciation activities. serve to ease the entry of new parents/families that do not speak English and are uncomfortable in a school setting.

Communicating clear expectations regarding the importance of a safe, nurturing culturally sensitive environment for learning to all constituency groups will set the stage for the next set of conversations about meaningful, engaging teaching and learning. The

A parent buddy program can

Danielson's Framework for Teaching, specifically domain 3 (Instruction) and 4 (Professional Responsibilities) can then be the focus of the majority of your conversations with teachers as you promote and foster professional growth school wide.

There is no doubt that improving teacher practice will result in student achievement.



# THE DANIELSON FRAMEWORK & THE ENGLISH LANGUAGE LEARNER

Roser Salavert, Ed.D.

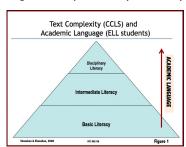
NYC RBE-RN Resource Specialist

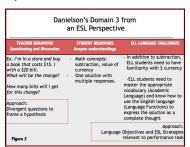
I know my ELL students can do the work, but I'm short on strategies. I'm no expert in this area... I'd love your advice!!!

At the Supervisors' Roundtables held in the spring of 2012, we discussed the conceptual alignment between the Danielson framework and current ESL pedagogy and put it into practice with an activity that helped illustrate how these approaches support each other to improve the academic performance of English learners (See Activity).

The group reviewed three critical and related issues:

- 1. Literacy as the foundation of learning and its relationship to academic language. The CCLS propose an integrated model of literacy and places strong emphasis on students' ability to read and comprehend informational and increasingly complex texts. Similarly, research on second language development, makes a clear distinction between language proficiency for every day/social situations and the language proficiency required to learn and interact in an academic setting (Figure I)
- 2. English Proficiency as defined and measured by the New York State Education Department. To that purpose, we reviewed the indicators in the ESL Standards (2004) and the measures of progress and proficiency currently in place, AMAO 1, 2, & 3.





3. The Danielson Instructional Domain When questioning and discussion are used taking into consideration the language needs of ELLs, they immerse students in the process of using the English language toward a clear learning objective or performance tasks. In this learning environment, ELLs take risks in listening, speaking, reading and writing as they interact with peers, participate in small group activities, read, write and assess their own learning progress. (Figure 2).

The outcomes of the Supervisors Roundtables corroborated what my colleagues have also illustrated in the workshops described in this issue. That is, in order to ensure that English learners have access to the rigorous content knowledge of the CCLS teachers need to become adept at incorporating ESL strategies —which include questioning and discussion, and Language objectives into their lessons.

Interested in this PD session? Please contact Roser Salavert at <a href="mailto:rsa-lavert@fordham.edu">rsa-lavert@fordham.edu</a>



### **ACTIVITY**

Seeking An Expert's Advise (on Language Objectives and ESL Strategies)

**PURPOSE** Stretch the Learning of ELL Students with Language Objectives and ESL Strategies Relevant to the Performance Task while applying Danielson Domain 3b.

#### Step I: EXAMINE THE TASK

What challenges may the task present for ELL students?
 Record your observations and your wonderings.

#### Step 2: EXAMINE THE WRITTEN WORK

- Where in the written work do you see insights about what the student is learning?
- What does the written work reveal about the student's ability to use the English language?
   Record your observations and your wonderings.

### **Step 3: VISUALIZE THE LEARNING ENVIRONMENT**

- What might the learning environment be like?
- What does the work reveal about the teaching that guided the student's work?
   Record your observations and wonderings.

### **Step 4: MAKE RECOMMENDATIONS**

Use the Language Proficiency indicators (ESL Standards, 2004), Danielson's Domain 3b and your knowledge to determine at least one Language objective and at least one ESL strategy to help the student improve his/her performance and produce work that is closer to the desired outcome.

#### **Step 5: SHARE AND TAKE ACTION**

Exchange your recommendations with your partner/colleague.

- How can the Danielson Instructional framework support the development of English proficiency and acquisition of content?
- How will you use these recommendations it in your school?

Thank you. Now it's Your Turn.

### **EDUCATIONAL RESOURCES**

### The following resources supplement and enrich the workshops detailed in this issue

- I. A Report from the National Commission on Mathematics and Science Teaching for the 21<sup>st</sup> Century (2000) "Before It's Too Late".
- 2. Banilower, E., (2008) Cohen, K., Pasley, J., Weiss, and I. "Effective Science Instruction: What Does Research Tell Us?" Center on Instruction.
- 3. Capellini, M., (2005). Balancing Reading and Language Learning. Stenhouse Publishers.
- 4. Chamot, A.U., (2011). <u>The Calla Handbook: Implementing the Cognitive Academic Language Learning</u>, Second Edition, Pearson Longman.
- 5. Echevarria, J., Vogt, M.E., Short, D.J., (2012, 4th edition). <u>Making Content Comprehensible for English Language Learners:</u>
  The SIOP Model, Pearson.
- 6. Gibbons, P., (2009). English Learners, Academic Literacy, and Thinking: Grades 4-8, Heinemann
- 7. Kinsella, K., (2010). A Lesson-Planning Tool Kit for Writing Effective Language Objectives, http://ell.nwresd.org/files/ub/Kinsella\_LangObjective.pdf
- 8. Swinney, R., Velasco, P., (2011). <u>Connecting Content and Academic Language for English Learners and Struggling Students: Grades 2-6</u>, Corwin.
- 9. Soto-Hinman, I., Hetzel, J., (2009). The Literacy Gaps, Corwin.
- 10. Vogt, M.E., Echevarria, J., (2008). 99 Ideas and Activities for Teaching English Language Learners with the SIOP Model, Pearson.

By now, we are all aware that the Common Core State Standards for English Language Arts (ELA) and Literacy are rigorous and aligned with college and career expectations. We know that they set requirements not only for English language arts, but also for literacy across the content areas: history/social studies, science and technical subjects. The standards foster the idea of a shared responsibility for literacy development. Most importantly, the Common Core sets high expectations for teachers with six instructional shifts.

EngageNY. org discusses these shifts which require teachers to align their instruction to reflect these shifts. In planning their classroom instruction, teachers are to expect active participation of all students, facilitate the learning process rather than disseminate the information, and create carefully structured situations that allow students to solve problems independently, rather than rely on adults to supply the facts.

### What are the shifts?

Shift 1: Balancing Informational and literary Texts (K-5)

Shift 2: Knowledge in the Disciplines (Grades 6-12)

Shift 3: Staircase of Complexity

Shift 4: Text based Answers

Shift 5: Writing from Sources

Shift 6: Academic Vocabulary

Are you familiar with the KEY SHIFTS of the CCLS?

### How do these shifts impact on the teaching of ELLs?

Let's focus on shift 3 (Staircase of complexity) and 6 (Academic vocabulary). The goal is for ELLs to read, analyze, interpret and create a variety of literary and informational text types. In order to achieve this goal, ELLs need to develop an understanding of how language is a complex, dynamic, and social resource for making meaning. In addition, they need to be aware of how content is organized using text structures, language features, and vocabulary, depending on purpose and audiences. As teachers of ELLs, we are charged with creating lessons that address explicit teaching of vocabulary, syntax, using short, complex texts to build stamina and habits of mind over several days of instruction. This will require lots of patience and feedback as students internalize ideas and strategies and then begin to use them independently with a gradual release of teacher responsibility. Engageny.org offers teachers and administrators a variety of professional development and co-planning opportunities for teachers to become more intimate with non-fiction texts to support these shifts.



# CHOOSING EXCELLENCE: AN INTRODUCTION TO THE NATIONAL BOARD CERTIFICATION PROCESS

Melanie Pores, Assistant in Research & Educational Services
New York State United Teachers

As New York State United Teachers (NYSUT) ELL, Early Childhood and National Board staff liaison, I had the opportunity to participate as a presenter in a National Board Certification awareness session at the New York City Regional Bilingual Education Resource Network at Fordham University (NYC RBE-RN) Summer Institute in June. During the presentation, I referred to resources that practitioners who are considering applying for National Board Certification might find helpful.

For example, NYSUT provides support for National Board Certification and National Board Certified Teachers in a variety of ways. The NYSUT National Board Fact Sheet is a document that provides information about "Everything you wanted to know about National Board Certification, but were afraid to ask". The National Board Fact Sheet includes an application for the Albert Shanker Grant and also includes links to a wealth of online resources. The Fact Sheet can be downloaded at:

http://www.nysut.org/cps/rde/xchg/nysut/hs.xsl/bulletins\_4937.htm

In addition to the Fact Sheet, NYSUT hosts a comprehensive NBC website: <a href="http://www.nysut.org/cps/rde/">http://www.nysut.org/cps/rde/</a> xchg/nysut/hs.xsl/nationalboard.htm

The NYSUT National Board website: includes additional links to online resources and also includes some video footage of NYS National Board Certified Teachers. The webpage is located at the following URL

The NYSUT United newspaper frequently includes articles about National Board Certification and National Board Certified Teachers. For example, an NY-SUT Article highlighted a wonderful example of teacher leadership that described how National Board Certification was used as a vehicle to turn a school around: http://www.nysut.org/

nationalboard\_16184.htm

These are a few of the resources and supports for National Board Certification that NYSUT provides. Please feel to email me at <a href="majores@nysutmail.org">mpores@nysutmail.org</a> or give me a call at (800) 342-9810, if you have any questions.

## Are you thinking about pursuing National Board Certification?

Consider the following:

- 1. How can I demonstrate my enthusiasm, experience and accomplishments?
- 2. What information can I glean from the National Board Teacher Certification website?
- 3. What will be the benefits for my school?
- 4. What might be my principal's suggestions?
- 5. What units/ lessons would I choose to demonstrate my teaching strengths?
- 6. How can I organize my day to allow for regular reading, writing and reflection time to prepare the strongest portfolio?
- 7. What might be the best way to videotape a few lessons for my portfolio?
- 8. What monetary supports are available?
- 9. What are the deadlines for this school year?
- 10. How can a Pre-Candidacy class support me in this process?

Source: National Board for Professional Teaching Standards at www.nbpts.org

Interested in this PD session?

Consider attending the Pre-Candidacy Class tailored to the needs of NYC Bilingual and ESL Teachers

See details on page 12

### THE NATIONAL BOARD CERTIFICATION PROCESS

### Become a Nationally Certified Teacher in ESL or Bilingual education!



Join the ranks of accomplished and distinguished Bilingual and ESL nationally certified teachers with the support of the NYC RBE-RN and the UFT Teacher Center:

- SHARE YOUR INTEREST WITH YOUR PRINCIPAL
- ATTEND AWARENESS SESSIONS IN DECEMBER
- CONSIDER SIGNING UP FOR A PRE-CANDIDACY CLASS

Please contact:
Catherine Martin, NCBT, NBCandidate Support Provider
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# NYC RBE-RN TECHNICAL ASSISTANCE & PROFESSIONAL DEVELOPMENT MENU

### A. Student Identification/Placement

Identification of Eligible LEP/ELLs in a timely manner, administration of the Home Language Identification Survey (HLIS), the Language Assessment Battery-Revised (LAB-R), and parent orienta-

tion sessions.

#### **B.** Assessment and Data

Testing requirements and testing administration for LEP/ELLs, analysis

and interpretation of NYSESLAT, ELA and Math tests and formative assessments. Training educators on protocols to analyze student work and their implications for improving instruction.

### C. Quality Programs for LEP/ELLs

Sessions on Free-standing ESL, Transitional Bilingual Education and/ or a Two Way/Dual Language including programs LEP/ELLs with disabilities, with interrupted formal education, from low-incidence language groups, and talented and gifted students.

### D. Quality Instruction

Workshops to ensure that ELA, NLA, ESL and content-area curriculum are an integral component of academically rigorous programs that reflect best practices and are aligned with the

NYS P-12 Common Core Learning Standards.

### E. Staff Qualifications

Potential offerings include training on Staff certification requirements and providing orientation and support for qualified teachers interested in becoming National Board Certified Teachers for English as a New Language.

### F. Parental Involvement

Workshops include strategies that parents can use to help their children improve their English proficiency and practice the skills they need to meet CCSS expectations.

For additional information, please contact NYC RBE-RN at Fordham University at:

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(718) 817-0606