

Corrective Action Report Submission--ADDENDUM

Ira Schwartz, Assistant Commissioner  
Office of Accountability  
55 Hanson Place, Room 400  
Brooklyn, New York 11217

April 4, 2013

Dear Ira,

In the following pages, you will find our second CAP response. We hope that you will find our response to be thorough as we have made every effort to respond to the feedback given by the various entities who reviewed our first CAP response. The enclosed materials reflect an office-wide collaboration. As you know, we are a field-driven team, and each OELL staff member has expertise and insight into our relationships with district, network, and school personnel.

In addition to responding, we want to share exciting news. On February 27, 2013, we invited the over 50 principals who have opened bilingual programs during the past two years to the Central Headquarters at Tweed for a celebration with Chancellor Walcott, Chief Academic Officer Polakow-Suransky, Deputy Chancellor Rello-Anselmi, former Director of the NYSED Office of Bilingual Education Carmen Perez-Hogan, and actor Tony Plana. The principals were recognized for their hard work, dedication, and success. Photos of the event can be viewed at <http://schools.nyc.gov/Academics/ELL/EducatorResources/A+Celebration+of+Bilingualism+Principals+Event.htm>.

Our "Celebration of Bilingualism" provided an opportunity to laud high quality programs throughout our five boroughs. The event allowed the principals being honored to begin seeing themselves as pathfinders in the field of bilingual education. In fact, in thanking our attendees, both Chancellor Walcott and Chief Academic Officer Polakow-Suransky challenged the principals to serve as leaders for their colleagues who are opening or will soon open one of the DOE's new bilingual programs during the 2013-14 school year.

Sincerely,

  
Angelica M. Infante,  
Chief Executive Officer, Office of English Language Learners

## Issue 1

The data show that 491 students were not timely administered the LAB-R. Below are the data by borough and home language.

<b>Number of Students Not Timely Tested 2011-2012 by Borough</b>			
Borough	total # of test takers	# not timely tested	% not timely tested
Brooklyn	7775	157	2.0%
Manhattan	3811	79	2.1%
Queens	8295	98	1.2%
Staten Island	564	2	0.4%
Bronx	6291	155	2.5%
Grand Total	26736	491	1.8%

<b>Number of Students Not Timely Tested 2011-2012 by Language</b>			
Language	total # of test takers	# not timely tested	% not timely tested
Spanish	13345	275	2.06%
Chinese	4054	57	1.41%
Arabic	1403	23	1.64%
Bengali	1462	28	1.92%
Russian	1093	15	1.37%
French	651	14	2.15%
Uzbek	279	11	3.94%
Haitian Creole	518	8	1.54%
Urdu	537	7	1.30%
Korean	274	3	1.09%
Punjabi	176	2	1.14%
Albanian	167	1	0.60%
Other	2777	47	1.69%
Total:	26736	491	1.84%

## Issue 2

The data show that 159 ELLs (0.1% of total ELL population) were not served during the 2011-12 school year. Below are the data by borough and home language.

<b>Number of ELLs not Served 2011-2012 by Borough</b>			
<b>Borough</b>	<b>Total # of ELLs</b>	<b># not served</b>	<b>% not served</b>
Bronx	40939	88	0.2%
Brooklyn	43520	10	0.0%
Manhattan	24090	39	0.2%
Queens	46932	18	0.0%
Staten Island	3681	4	0.1%
<b>Grand Total</b>	<b>159162</b>	<b>159</b>	<b>0.1%</b>

<b>Number of ELLs not Served 2011-2012 by Language</b>			
<b>Language</b>	<b>Total # of ELLs</b>	<b># not served</b>	<b>% not served</b>
Spanish	100933	129	0.1%
Chinese	21631	8	0.0%
Bengali	6208	4	0.1%
French	2311	4	0.2%
Japanese	193	3	1.6%
Haitian Creole	4013	2	0.0%
Portuguese	167	2	1.2%
Provençal	4	1	25.0%
Urdu	3024	1	0.0%
Korean	793	1	0.1%
Polish	580	1	0.2%
Albanian	874	1	0.1%
Italian	128	1	0.8%
Arabic	5668	1	0.0%
Other	12635	0	0.0%
<b>Grand Total</b>	<b>159162</b>	<b>159</b>	<b>0.1%</b>

### Issue 3

The following are the bilingual programs (both transitional bilingual and dual language) which opened during the 2011-12 and 2012-13 school years.

DBN	School Name	School Level	Program Type	Language of Instruction	School Year
01M448	University Neighborhood High School	High school	TBE	Chinese	2012-13
01M515	Lower East Side Preparatory High School	High school	TBE	Spanish	2012-13
02M303	The Facing History School	High school	TBE	Spanish	2011-12
03M247	M.S. M247 Dual Language Middle School	Junior High-Intermediate-Middle	DL	Spanish	2011-12
04M072	The Lexington Academy	Elementary	DL	Spanish	2012-13
04M096	P.S. 096 Joseph Lanzetta	K-8	DL	Spanish	2012-13
04M108	P.S. 108 Assemblyman Angelo Del Toro Educational Complex	K-8	DL	Spanish	2012-13
04M112	P.S. 112 Jose Celso Barbosa	Early Childhood	DL	Spanish <sup>1</sup>	2012-13
04M112	P.S. 112 Jose Celso Barbosa	Early Childhood	DL	Spanish <sup>2</sup>	2012-13
04M372	ESPERANZA PREPARATORY ACADEMY	Junior High-Intermediate-Middle	DL	Spanish	2012-13
05M514	New Design Middle School	Junior High-Intermediate-Middle	TBE	Spanish	2011-12
06M322	Middle School 322	Junior High-Intermediate-Middle	DL	Spanish	2012-13
06M513	Castle Bridge School	Elementary	DL	Spanish	2012-13
07X030	P.S. 030 Wilton	Elementary	DL	Spanish	2011-12

DBN	School Name	School Level	Program Type	Language of Instruction	School Year
08X448	SOUNDVIEW ACADEMY FOR CULTURE AND SCHOLARSHIP	Junior High-Intermediate-Middle	DL	Spanish	2012-13
08X530	Banana Kelly High School	High school	DL	Spanish	2012-13
08X562	Blueprint Middle School	Junior High-Intermediate-Middle	DL	Spanish	2012-13
09X055	P.S. 055 Benjamin Franklin	Elementary	DL	Spanish	2012-13
09X219	I.S. 219 New Venture School	Junior High-Intermediate-Middle	TBE	Spanish	2012-13
09X236	P.S. 236 Langston Hughes	Elementary	TBE	Spanish	2011-12
09X325	Urban Science Academy	Junior High-Intermediate-Middle	TBE	Spanish	2012-13
10X054	P.S. / I.S. 54	Elementary	DL	Spanish	2011-12
10X331	The Bronx School of Young Leaders	Junior High-Intermediate-Middle	TBE	Spanish	2012-13
10X447	CRESTON ACADEMY	Junior High-Intermediate-Middle	TBE	Spanish	2012-13
12X092	P.S. 092 Bronx	Elementary	DL	Spanish	2012-13
12X212	P.S. 212	K-8	DL	Spanish	2012-13
12X251	Explorations Academy	High school	TBE	Spanish	2012-13
12X536	PS 536	Elementary	TBE	Spanish	2011-12
12X550	High School of World Cultures	High school	DL	Spanish	2011-12
13K009	P.S. 009 Teunis G. Bergen	Elementary	DL	Spanish	2011-12
13K133	P.S. 133 William A. Butler	Elementary	DL	French	2011-12
13K133	P.S. 133 William A. Butler	Elementary	DL	Spanish	2012-13
14K059	P.S. 059 William Floyd	Elementary	DL	Spanish	2012-13

DBN	School Name	School Level	Program Type	Language of Instruction	School Year
14K110	P.S. 110 The Monitor	Elementary	DL	French	2011-12
14K414	Brooklyn Arbor Elementary School	Elementary	TBE	Spanish	2012-13
15K001	P.S. 001 The Bergen	Elementary	DL	Spanish	2012-13
15K015	P.S. 015 Patrick F. Daly	Elementary	DL	Spanish	2012-13
15K024	P.S. 024	Elementary	TBE	Spanish	2012-13
16K025	P.S. 025 Eubie Blake School	Elementary	TBE	Spanish	2012-13
16K309	P.S. 309 The George E. Wibecan Preparatory Academy	Elementary	DL	Spanish	2011-12
17K022	P.S. 022	Elementary	DL	Spanish	2011-12
17K061	M.S. 061 Dr. Gladstone H. Atwell	Junior High-Intermediate-Middle	TBE	Haitian	2011-12
17K600	Clara Barton High School	High school	DL	Haitian	2012-13
17K705	Brooklyn Arts and Science Elementary School	Elementary	DL	Spanish	2012-13
19K273	P.S. 273 Wortman	Elementary	DL	Spanish	2011-12
20K179	P.S. 179 Kensington	Elementary	DL	Spanish	2012-13
21K228	I.S. 228 David A. Boody	Junior High-Intermediate-Middle	DL	Russian	2012-13
21K228	I.S. 228 David A. Boody	Junior High-Intermediate-Middle	DL	Chinese	2012-13
21K228	I.S. 228 David A. Boody	Junior High-Intermediate-Middle	TBE	Chinese	2011-12
27Q053	M.S. 053 Brian	Junior High-	TBE	Spanish	2012-13

DBN	School Name	School Level	Program Type	Language of Instruction	School Year
	Piccolo	Intermediate-Middle			
29Q356	Community Voices Middle School	Junior High-Intermediate-Middle	TBE	Spanish	2011-12
30Q011	P.S. 011 Kathryn Phelan	Elementary	TBE	Spanish	2011-12
31R041	P.S. 041 New Dorp	Elementary	DL	Spanish	2012-13
31R044	P.S. 044 Thomas C. Brown	Elementary	DL	Spanish	2011-12
31R450	Curtis High School	High school	TBE	Spanish	2011-12
32K123	P.S. 123 Suydam	Elementary	DL	Spanish	2012-13
32K562	Evergreen Middle School for Urban Exploration	Junior High-Intermediate-Middle	TBE	Spanish	2012-13
75Q721	John F. Kennedy Jr. School	High school	TBE	Chinese <sup>3</sup>	2012-13
75Q721	John F. Kennedy Jr. School	High school	TBE	Spanish <sup>4</sup>	2012-13
75Q721	John F. Kennedy Jr. School	High school	TBE	Spanish <sup>5</sup>	2012-13

<sup>1</sup> Integrated Co-Teaching Spanish DL; <sup>2</sup> Autism Spectrum Disorder Spanish DL; <sup>3</sup> 12:1:1 Chinese TBE; <sup>4</sup> 8:1:1 Spanish TBE; <sup>5</sup> 6:1:1 Spanish TBE

All of the schools listed above have certified bilingual teachers or teachers currently enrolled in programs leading to bilingual certification.

In order to honor and recognize the efforts and commitment of principals who opened bilingual programs in the last 2 years, the DOE invited them to Tweed Courthouse to celebrate on February 27, 2013. Chancellor Dennis Walcott, Chief Academic Officer Shael Polakow-Suransky, Chief Executive Officer Angelica Infante, Deputy Chancellor Corinne Rello-Anselmi, former Director of NYSED Office of Bilingual Education Carmen Perez-Hogan, and actor Tony Plana were on hand to toast these principals for all of their hard work, dedication, and success.





## **Chancellor Memorandum to All Principals**

In December 2012, Chancellor Walcott committed to providing more options for parents of English language learners and expanding bilingual programs.

(Dated: 12/4/12)



Dear Colleagues,

I am pleased to announce that to increase parent choice and accelerate student learning, the Department of Education is continuing to expand its programs for English Language Learners. We opened 40 new bilingual programs in September, and in January we will be issuing grants to help schools open an additional 65 programs during the 2013-14 school year. Many of you have expressed interest in participating in this expansion, and I encourage you to apply for a bilingual planning grant. Click [here](#) for information on grant requirements and eligibility.

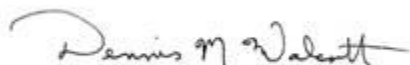


## ELL Resources for Schools:

- To ensure that your school is complying with City and State regulations regarding English Language Learners, please refer to our [ELL Policy Brief](#), which outlines the steps and time frame for identifying, enrolling, and serving ELL students. The brief emphasizes the importance of providing high quality instruction and choice across the three program models: transitional bilingual education, dual language, and English as a second language. Please share the policy brief with your staff and school community.
- The [AMAO Estimator Tool](#) will help you analyze school and student-level ELL data to design effective instructional programs for ELLs.
- As a reminder, proposed modifications or changes to existing bilingual and dual language programs must be approved through our established [procedure](#).

Thank you for your ongoing commitment to a high quality education for all our students, and for your interest in expanding options for ELL students and their families. If you have any questions, please email [OELL@schools.nyc.gov](mailto:OELL@schools.nyc.gov).

Sincerely,



Dennis M. Walcott  
Chancellor

## **Partnerships for Prekindergarten Bilingual Program Planning**

The DOE has begun to support the start of bilingual education as early as prekindergarten to not only provide parents of ELLs with program choices but also to ensure that students are exposed very early on to a second language acquisition opportunity that will contribute to their global preparedness. As a result, in September 2013, several schools with early childhood programs will open dual language classes for their prekindergartners.

For the past three years, the DOE has partnered with the New York City Child Care Head Start and Head Start Region II Administration for Children's Services (ACS) in charge of the early learning programs and daycare in all five boroughs. The DOE is part of a working group that meets once every two months to collaborate and plan a yearly conference for daycare providers and their different constituents. Last year, the ACS Dual Language Learner Parent Leadership Conference was held on June 8, 2012.

Professional development for CSE and 4410 preschool staff was designed to better support and evaluate children from diverse linguistic and cultural backgrounds by assisting participants to make more appropriate disability determinations and to develop more appropriate evaluations for

NYCDOE preschoolers, while also ensuring implementation of NYSED/NYCDOE policies regarding preschool evaluations. At the sessions, participants were provided with:

- research on supporting and evaluating children from diverse linguistic and cultural backgrounds
- techniques and approaches for increasing the accuracy and appropriateness of evaluations and supports
- state, federal and NYCDOE regulations, procedures and expectations with regard to disability determination and evaluations.

These training sessions were provided multiple times throughout the school year in various locations to maximize participation.

### **Increasing the Pool of Potential High Quality Bilingual Educators**

The New York City Department of Education has met with several universities to establish a new pathway for teachers to become bilingually certified. As a result of this initiative, the DOE opened up two new programs with Hunter College and City College of New York, through which there are 56 teachers participating and working toward obtaining full bilingual certification.

The DOE is a steering committee member of Columbia University Teacher's College Quality Universally Inclusive Early Responsive Education (QUIERE)—an interdisciplinary project that assists teachers in obtaining bilingual certification in early childhood and early childhood special education. Participants receive grants that pay for nearly half of the tuition for this 48-credit program.

The DOE also conducts information sessions geared towards sharing the information for possible new recruits for bilingual programs. The goal of these sessions has been to increase opportunities for DOE staff members who want to teach in bilingual classrooms in New York City schools.

The DOE held a webinar for new recruits on the opportunity of teaching ELLs in New York City. The goal of the webinar was to increase the awareness of the ELL student population in our schools and different programmatic options. Nearly 200 applicants attended the webinar, of which 47 were hired by city schools, and 10 were hired to teach within bilingual programs.

The DOE also advertises the Intensive Teacher Institute (ITI) programs through *Principal's Weekly* and other means of communication directed towards the NYCDOE ELL community. The ITI program is also advertised on the NYCDOE Office of ELLs' website.

The DOE developed a six-week summer training program for New York City Teaching Fellows specific to bilingual instruction. The goal of the sessions was to enhance the preparation of new bilingual education teachers through the Fellows program. The DOE conducted 8 sessions for 83 participants.

The DOE hosted a bilingual recruitment event for candidates and schools to connect. The goal of this event was to match schools with qualified candidates. The sessions began June 20, 2012; 134 teachers and 16 schools attended. On July 31, 2012, a citywide fair with a bilingual focus was held

where 54 external candidates were invited for having met bilingual criteria. Out of these, 19 (35%) were hired.

The DOE supports principals who are in the process of opening and expanding bilingual programs. Last summer, two training sessions were conducted; the goal of these sessions was to increase school leaders’ understanding of recruitment/hiring supports available when staffing bilingual programs. The DOE appointed a staff member to closely support school leaders who have questions about bilingual recruitment. The goal was to ensure that there is additional and ongoing support offered to navigate the DOE candidate search process.

### **Professional Development for Teachers of ELLs**

The DOE is committed to providing high quality professional development and support to networks and school leaders and teachers of ELLs that leads to best pedagogical practices which help students achieve academically during their tenure in school and beyond. The following are some actions the DOE has taken or will take to address Auditor General’s recommendations.

<b>Audit Recommendation</b>	<b>DOE Action</b>
<p>1. Enhance training, technical support and monitoring around ELL Parent Choice Program requirements.</p>	<ul style="list-style-type: none"> <li>● Continued training of enrollment staff during peak enrollment times</li> <li>● Full-day training sessions citywide for new pedagogues</li> <li>● Updated DOE’s Parent Choice video</li> <li>● Completion of data screens in ATS to capture parent choice (ELPC) now added to Principal’s Performance Review</li> <li>● Failure to comply with inputting data may result in potential adverse impacts on schools as per Consequences Document.</li> </ul>
<p>2. Consider whether mandating the use of standardized forms and data entry/tracking processes would make it easier for schools to meet the requirements of the ELL Parent Choice Program, while also facilitating effective school support, monitoring and audit.</p>	<ul style="list-style-type: none"> <li>● Update data screens to more precisely capture parent choice. Enhancements will include the following:               <ul style="list-style-type: none"> <li>○ Auto-scanning and real-time display of Home Language Identification Survey and LAB-R results</li> <li>○ Automatic indicator to central OELL and Enrollment Office when new program thresholds are close to being met so as to support program planning</li> <li>○ Creation of system that can automatically print notification letters to send to parents</li> <li>○ Frequently used ELL forms will be scannable, which instantly captures data and archives document image for real-time tracking purposes by central offices and schools</li> </ul> </li> </ul>
<p>3. Reinforce the importance of records retention.</p>	<ul style="list-style-type: none"> <li>● Updated standard templates for all forms (including translations) with clear policy on retention included in <i>ELL Policy Brief</i></li> </ul>

Audit Recommendation	DOE Action
	<ul style="list-style-type: none"> <li>● Full-day training sessions citywide for new pedagogues</li> <li>● Full-day training sessions citywide for all school leaders</li> </ul>
<p>4. Reinforce the importance of providing families with appropriate language supports, including interpreters and the provision of ELL materials to families in their native language.</p>	<ul style="list-style-type: none"> <li>● Full-day training sessions citywide for all school leaders</li> <li>● Interpretation and translation funds provided to schools to facilitate the interpreter and translation services for parents (\$6.5 million provided directly to schools during 2012-13 SY)</li> <li>● Critical ELL-related forms/notifications to parents are available in 9 translated languages</li> <li>● In-person and over-the-phone interpreters available for orientation sessions, parent interviews and conferences</li> </ul>
<p>5. Consider ways to minimize the actual or apparent favoring of any one program option. For example, encourage schools not to tell parents prior to program selection which program(s) are currently offered by the school, or consider expanding the use of borough enrollment centers for intake, testing, orientation, family counseling and placement of ELLs.</p>	<ul style="list-style-type: none"> <li>● ELL Policy Brief states, “When a new ELL enrolls, schools must inform parents of the three instructional models available in New York City (see section III below), regardless of whether the preferred model is currently offered in the school”</li> <li>● All program options included on Parent Selection form; description of each program is provided <ul style="list-style-type: none"> <li>○ Talking points for school staff will be developed and distributed to ensure accurate and consistent notification of parental options during parent orientation meetings</li> </ul> </li> <li>● Trainings stress that schools must not share which options are available at their school prior to parents’ completion of the form</li> <li>● Webinars will be developed and distributed to school staff to ensure accurate and consistent notification of parental options during parent orientation meetings</li> </ul>
<p>6. Consider mandating or encouraging schools to enter their LAB-R “hand scores” immediately upon scoring, with those hand scores subsequently overwritten by the batch-process scanned scores. This would assist OELL and School Support to more effectively and efficiently target training, support and monitoring earlier in the school year.</p>	<ul style="list-style-type: none"> <li>● Schools enter hand scores, record LAB-R scores, and input results into DOE’s data capturing system for real-time tracking by central offices</li> <li>● Schools are monitored by central offices and notified when LAB-R is not administered in a timely manner</li> </ul>
<p>7. The ELPC screen in ATS is a useful tool for schools, OELL and School Support to monitor that schools are implementing the required ELL Parent Choice Program process. Consider further refinements to ELPC</p>	<ul style="list-style-type: none"> <li>● Schools enter hand scores, record LAB-R scores, and input results into DOE’s data capturing system for real-time tracking by central offices</li> <li>● Update data screens to more precisely capture parent choice. Enhancements will include the following: <ul style="list-style-type: none"> <li>○ Auto-scanning and real-time display of Home</li> </ul> </li> </ul>

Audit Recommendation	DOE Action
<p>to capture other important information and data such as notification of entitlement and language supports.</p>	<ul style="list-style-type: none"> <li>Language Identification Survey and LAB-R results               <ul style="list-style-type: none"> <li>○ Automatic indicator to central OELL and Enrollment Office when new program thresholds are close to being met so as to support program planning</li> <li>○ Creation of system that can automatically print notification letters to send to parents</li> </ul> </li> <li>● Frequently used ELL forms will be scannable, which instantly captures data and archives document image for real-time tracking purposes by central offices and schools</li> </ul>
<p>8. In conjunction with greater data capture of parents' program choices, consider whether the Department could identify clusters of families across geographically proximate schools that might warrant the opening of a bilingual or dual language class at one of the schools in the area, even if the numbers at any one school alone would not trigger the opening of such a class.</p>	<ul style="list-style-type: none"> <li>● New systems described above allow for real-time tracking by central offices (e.g., OELL and Enrollment) when new program thresholds are close to being met so as to provide the necessary support to aid proactive program planning; tracking system can be viewed by cluster, network, geographic proximity, and other possible configurations</li> </ul>
<p>9. Consider opportunities for increasing automated completion or submission of the Home Language Identification Survey and the Parent Survey and Program Selection Form.</p>	<ul style="list-style-type: none"> <li>● Home Language Identification Survey and Parent Selection Forms will be scanned into ATS to allow real-time tracking by central offices</li> <li>● Letters to families will be automatically generated in parents' indicated preferred language of communication</li> </ul>
<p>10. Consider the use of drop-down response options in schools' LAP submissions to better ensure that schools answer the questions asked, while creating opportunities for more effective analysis of responses across schools.</p>	<ul style="list-style-type: none"> <li>● 2013-14 LAP form currently being redesigned to have drop down menus for easier and more accurate use by schools</li> </ul>
<p>11. Consider ways to create or enhance incentives and/or disincentives around schools' compliance with ELL Parent Choice Program requirements and expectations.</p>	<ul style="list-style-type: none"> <li>● ELL compliance is included on the DOE's Compliance Checklist (as part of Principal's Performance Review)</li> <li>● Failure to comply with inputting data may result in potential adverse impacts on schools as per Consequences Document</li> <li>● Schools opening a new bilingual program are awarded up to \$20,000 <i>Dual Language / Transitional Bilingual Education Planning Grant</i> for planning purposes</li> </ul>

Audit Recommendation	DOE Action
	<ul style="list-style-type: none"><li>• During the 2012-13 SY, all schools that opened a bilingual program within past three years were awarded \$10,000 through the <i>Strengthening Bilingual Program Initiative Grants</i> for purposes of building capacity</li></ul>

## Sampling of Events and Professional Development Opportunities Offered to Teachers of ELLs Citywide

NOTE: “Institutes” below indicate professional development that spanned two or more days. Many professional development sessions were offered on multiple days in various locations throughout the city in order to maximize participation.

Title	Announcement of Event	Audience	Type
<i>Educator Workshops to Support Students with Interrupted Formal Education (SIFE)</i>	Administrators and teachers are invited to a series of workshops focused on meeting the needs of students with interrupted formal education (SIFE). The purpose of these sessions is to support schools to build their own SIFE action plans. Educators will hear from schools that work successfully with SIFE and apply what they are learning into an action plan focused on formalizing the SIFE identification process, developing socio-emotional supports, and building academically rigorous programs. Sessions will take place in Manhattan (location TBD) from 8:30 a.m. to 3 p.m. Participants are required to attend all sessions. Schools are encouraged to send one administrator and one teacher to the sessions	School teams: administrators and educators from all elementary schools	Workshop
<i>Annual LOTE (Languages Other Than English) Conference: An Integrated Approach to Language Instruction</i>	All foreign language teachers are invited to attend the Office of English Language Learners’ 2013 Annual LOTE Conference — “An Integrated Approach to Language Instruction.” This one-day conference will feature two renowned and engaging keynote speakers: Dr. Myriam Met and Dr. Marjorie Hall Haley. Topics of concurrent workshops include effective instructional strategies and LOTE/SLP assessments.	Foreign language teachers from all schools	Conference
<i>Annual LOTE (Languages Other Than English) Conference: Resources, Strategies, and Learning - World Languages Education in an International City</i>	All foreign language teachers are invited to attend the 2012 Annual LOTE Conference— “Resources, Strategies, and Learning: World Languages Education in an International City,” at a location TBA. This one-day conference will feature Paul Sandrock, Associate Director from American Council on the Teaching of Foreign Languages (ACTFL), who will address the foreign language standards in relation to the Common Core Learning Standards, and Dr. Helena Curtain, co-author of <i>Languages and Children – Making the Match</i> , who will share effective instructional strategies. Individual workshops will also be offered.	Foreign language teachers and administrators from all schools	Conference



Title	Announcement of Event	Audience	Type
<i>Better Learning for ELLs through Structured Teaching</i>	Content-area teachers of ELLs, grades 6-12, are invited to attend a free one-day PD session, Better Learning for ELLs through Structured Teaching, with Dr. Douglas Fisher, at the UFT Teacher Center, 52 Broadway, 19th floor, Manhattan, from 8:30a.m. to 3:00p.m. This interactive session, which is aligned to the Common Core Learning Standards (CCLS), will guide teachers of ELLs in scaffolding their students' production of written arguments based on analysis of informational texts (CCLS Reading Informational Text Standards 1 and 10 and Writing Standard 1). Participants will learn methods for establishing purpose, modeling thinking, supporting deep reading of informational texts, formulating text-based arguments with supporting evidence, and working productively on group- and independent-learning tasks. Taken together, these phases of instruction support the CCLS and provide students with opportunities to apprentice in academic English, practice the language, and learn content. Teachers are encouraged to attend this event with colleagues.	Content area teachers of ELLs grades 6-12	Workshop
<i>Bilingual ICT Forum</i>	The Division of Students with Disabilities and English Language Learners in partnership with the Gateway Schools invites New York City schools to participate in a Bilingual ICT Forum at the Gateway Schools. The Forum will include a combination of a panel discussion and concurrent presentations focusing on the Special Education Reform and the application of theory and research as they relate to the educational practices of teaching in Bilingual ICT programs.	All schools	Forum
<i>Bilingual Symposium Bilingualism: Promoting Equity and Access for All Students</i>	The Office of English Language Learners in the Division of Students with Disabilities and English Language Learners will host its first annual bilingual symposium for educators and parents, entitled "Bilingualism: Promoting Equity and Access for All Students," at the Sheraton LaGuardia Hotel in Flushing, Queens. This year's symposium will focus on bilingualism on the grade continuum, along which schools have moved to sustain and expand programs from grade to grade. We have invited nationally and internationally recognized experts in the field of bilingual education to join us for this annual event.	Educators and parents from all schools	Symposium

Title	Announcement of Event	Audience	Type
<i>Brain Research: Keeping ELLs in Mind</i>	Neuroscience, like pedagogy, looks at learning, but from a substantially different point of view. This difference can be illuminating and exciting in its implications for classroom practice, especially for teachers of English Language Learners, who are responsible not only for delivering curriculum content but doing so in such a way that will be effective for students struggling to learn a new language. Educators are more likely to be successful if they have a deeper understanding of the cognitive, cultural, and emotional aspects of learning.	All schools	Institute
<i>Bridging Research and Practice to the New York State Common Core Learning Standards for Mathematics for ELLs</i>	This free three-day Number Sense institute for K-2 teachers will focus on developing content knowledge, the pedagogy related to content knowledge, mathematics, academic language development, and associated routines and instructional strategies. All of this will be connected to the New York Common Core Learning Standards. The goal is to provide early elementary teachers of ELLs with best practices and research-based approaches to facilitate students' access to essential Number Sense concepts. Confirmed registrants will be emailed the institute's location. All sessions are scheduled from 9:00 a.m. to 3:00 p.m.	Elementary school teachers grades K-2	Institute
<i>Citywide ELL Parent Conference College and Career Ready at All Grade Levels: What Do I Need to Know to Help My Child?</i>	The Division of Students with Disabilities and English Language Learners, the Division of Family and Community Engagement, the Translation and Interpretation Unit, and Learning Leaders invite all parents and guardians of ELLs and former ELLs (in grades K-12) in New York City public schools to this year's citywide parent conference, College and Career Ready at All Grade Levels: What Do I Need to Know to Help My Child? In collaboration with the Regional Bilingual and ESL Resource Networks at New York and Fordham Universities, we are very excited to be able to have the world renowned author Julia Alvarez as the keynote speaker. In addition, each parent will receive two of her books! The conference will also feature panels, workshops, educational publishers, and community resources for parents/guardians of ELLs and former ELLs. Translation services, breakfast and lunch, and MetroCards will be provided. It is scheduled for Friday, May 25, 2012, from 9:00 a.m. to 2:00 p.m., at the Jacob K. Javits Center in Manhattan (11th Avenue between West 34th and 38th Streets).	Parents and guardians from all schools	Conference

Title	Announcement of Event	Audience	Type
<i>Common Core Learning Standards Pilot for ELLs in Middle Schools</i>	Middle school teacher teams (ESL and ELA teachers) have the opportunity to register themselves for this two-day professional development with Dr. Diane August (American Institute for Research). This professional development series is designed to share best practices in providing Common Core Learning Standards (CCLS) instruction for ELLs. Over the course of the workshops, English language arts teachers will work collaboratively with ESL specialists to learn how to concurrently develop students' academic language and subject-area knowledge aligned with the CCLS.	Middle school teams - ESL and ELA teachers	
<i>Common Core Learning Standards: Developing Standards for Mathematical Practices for ELLs</i>	Developing the standards for mathematical practice for English Language Learners calls for a radical change in how instruction is organized. Often, performances by ELLs in math do not meet state standards because they have not been given the opportunity to develop a sufficient understanding of the underlying mathematical concepts. Ann Shannon, curriculum developer and assessment consultant, will show how the five strategies of Assessment for Learning will help ELLs to become engaged in a productive struggle with the intrinsic complexities of mathematics. Participants must attend all six sessions.	All schools	Institute
<i>Connections Fair 2012</i>	In collaboration with the Sauti Yetu Center for African Women and the Flanbwayan Haitian Literacy Project, we invite you to send a school representative to Connections Fair 2012. This event is designed to enhance the culturally and linguistically relevant educational and social services provided to Students with Interrupted Formal Education (SIFE) by deepening relationships between immigrant-serving community-based organizations and schools. Immigrant-serving community-based organizations and schools are invited to share their work and make valuable connections to serve the needs of this growing segment of the English language learning population.	Middle and high schools	Fair

Title	Announcement of Event	Audience	Type
<i>Co-Teaching: How to Have a Successful Push-in ESL Model</i>	Elementary school teams of teachers are invited to a one-day professional development on designing successful co-teaching practices for ELLs. In this interactive workshop, participants will examine how to create a push-in model within their school context for ELLs in order to yield the most effective instruction to meet these students' diverse academic and language development needs. Participants will also investigate various co-teaching models. Additionally, the challenges of creating and maintaining an integrated service delivery model for ELLs will be explored. Your team should include an ESL teacher and a common branch teacher.	Elementary school teams - ESL and common branch teachers	Workshop
<i>Co-Teaching: How to Have a Successful Push-in ESL Model</i>	Middle school teams of teachers are invited to a one-day professional development on designing successful co-teaching practices for ELLs. In this interactive workshop, participants will examine how to create a push-in model within their school context for ELLs in order to yield the most effective instruction to meet these students' diverse academic and language development needs. Participants will also investigate various co-teaching models. Additionally, the challenges of creating and maintaining an integrated service delivery model for ELLs will be explored. Your team should include an ESL teacher and a common branch teacher.	Middle school teams - ESL and common branch teachers	Workshop
<i>Co-Teaching: How to Have a Successful Push-in ESL Model</i>	High school teams of teachers are invited to a one-day professional development on designing successful co-teaching practices for ELLs. In this interactive workshop, participants will examine how to create a push-in model within their school context for ELLs in order to yield the most effective instruction to meet these students' diverse academic and language development needs. Participants will also investigate various co-teaching models. Additionally, the challenges of creating and maintaining an integrated service delivery model for ELLs will be explored. Your team should include an ESL teacher and a common branch teacher.	High school teams - ESL and common branch teachers	Workshop

Title	Announcement of Event	Audience	Type
<i>Co-Teaching: How to Have a Successful Push-in ESL Model</i>	Secondary school teams of teachers are invited to a one-day professional development on designing successful co-teaching practices for ELLs. In this interactive workshop, participants will examine how to create a push-in model within their school context for ELLs in order to yield the most effective instruction to meet these students' diverse academic and language development needs. Participants will also investigate various co-teaching models. Additionally, the challenges of creating and maintaining an integrated service delivery model for ELLs will be explored. Your team should include an ESL teacher and a common branch teacher.	Secondary schools teams - ESL and common branch teachers	Workshop
<i>Demystifying ELL Data Training Series</i>	This two-day workshop will introduce and explain how to gather, organize, analyze, and use ELL-related data in order to accelerate achievement for ELLs. Topics will include data related to the NYSESLAT, NYS Math Exam, and NYS ELA Exam as well as state and federal accountability. The sessions will be from 8:30am to 3:00pm. School-based administrators and teachers may register.	Administrators and teachers from elementary and middle schools	Workshop
<i>Developing Deep Understanding in Mathematics Aligned with the NYC Common Core Learning Standards (CCLS)</i>	This free five-day institute for school teams of K-3 teachers will focus on the CCLS teaching practices of reasoning and dialogue. The goal is to provide teams of early elementary teachers of ELLs with best practices and research-based approaches on lesson design that incorporate academic language development. Only schools with complete teams will be confirmed. All schools are encouraged to invite their network ELL support specialists to join their school teams. Confirmed registrants will be emailed the institute's location. All sessions are scheduled from 9:00 a.m. to 3:00 p.m. Participants must attend all five dates.	Teacher teams: elementary schools and network	Institute
<i>ELL Elementary Literacy Conference Meeting the Challenge with Success: Strengthening Instruction for ELLs</i>	The Office of English Language Learners invites teachers and administrators of grades K to 5 to an ELL elementary literacy conference. The location, in Queens, will be identified at the time of confirmation. This year's theme is Meeting the Challenge with Success: Strengthening Instruction for ELLs, which will feature a number of effective and engaging workshops lead by keynote speaker Tony Stead, DOE practitioners, and other experts focused on best instructional practices to support ELLs in meeting the rigorous demands of the	Educators and administrators of elementary schools	Conference

Title	Announcement of Event	Audience	Type
	Common Core Learning Standards.		
<i>ELL K-12 Literacy Conference</i>	The Office of English Language Learners invites teachers and administrators to its annual ELL K-12 literacy conference. The exact location, in Manhattan, will be identified at the time of registration. This year's theme is From Theory to Practice: English Language Learners and the Common Core Standards. National experts, Dr. Eflrieda Hiebert, Dr. Nonie Lesaux, and Mary Capellini, as well as DOE practitioners will present on the implementation of practices that support the Common Core State Standards.	Educators and administration from all schools	Conference
<i>ELL Literacy Leadership Institute for School Leadership Teams</i>	School administrators that serve ELLs in grades K-12 have the opportunity to register themselves and their leadership teams for the ELL Literacy and Leadership Institute (ELL-I), a unique multi-session institute that meets throughout the school year to increase the academic performance of ELLs. These sessions feature experts from across the literacy education landscape and help participants develop plans to meet the literacy needs of ELLs in the area of the Common Core Learning Standards. All sessions are designed to share research and evidenced-based practices for ELLs.	All schools	Institute
<i>ELLs in RTI Institute for K-5 Educators</i>	K-5 elementary school teams are invited to attend a multilevel institute on ELLs in RTI. Each session is designed to concentrate on a specific RTI topic: core literacy practices, mathematics practices, assessment, interventions, and establishing infrastructure at the school level. The institute is designed in collaboration with nationally known experts in the field of language acquisition and literacy for ELLs as well as experts in special education. The session will feature Dr. Janette Klingler from the University of Colorado at Boulder. Remaining dates include literacy sessions on June	Schools teams: school administrators and educators from elementary schools	Institute

Title	Announcement of Event	Audience	Type
	<p>12 and 13; math sessions on June 12 and 21; and a planning session for both math and literacy on June 22. We strongly encourage your team to include a school administrator, a literacy expert/teacher, a math expert/teacher, a data specialist, and a general or special education teacher. Your team registration must enlist math and literacy experts/teachers and a school-based administrator in order to be considered complete.</p>		
<p><i>Enacting CCLS Practices to Support Achievement for ELLs in Math</i></p>	<p>The new Common Core Learning Standards present a challenge as well as an opportunity to our English Language Learners. Meeting this challenge calls for a radical change in how instruction is organized to give ELLs the opportunity to develop a sufficient understanding of the underlying mathematical concepts. This four-day series will prepare you to better serve your ELL students while deepening your core knowledge of teaching mathematics. You will have the opportunity to work with Dr. Ann Shannon, who will show how the five strategies of Assessment for Learning will help ELLs to become engaged in a productive struggle with the intrinsic complexities of mathematics. You will also have the opportunity to work with Phil Daro, co-author of the CCLS. Participants must attend all four sessions.</p>	<p>All schools</p>	<p>Institute</p>
<p><i>English Language Learners with Disabilities: Assessment, Placement, and Parental Involvement</i></p>	<p>This institute offers an opportunity for participants to consider the different issues involved with diversity, disabilities, and special education. The institute will address the role that bias or inappropriate practice plays in the disproportionate placement of ELLs in special education, as well as the key factors to consider in the assessment of ELLs for special education. The institute will also look at ways to increase the level of family participation in the referral process through the use of effective strategies designed to assist families in advocating for their children.</p>	<p>Administrators, educators, and CFN specialists from all schools</p>	<p>Institute</p>



Title	Announcement of Event	Audience	Type
<i>English Language Learners with Disabilities: Assessment, Placement, and Parental Involvement</i>	This institute offers an opportunity for participants to consider the different issues involved with diversity, disabilities, and special education. The institute will address the role that bias or inappropriate practice plays in the disproportionate placement of ELLs in special education, as well as the key factors to consider in the assessment of ELLs for special education. The institute will also look at ways to increase the level of family participation in the referral process through the use of effective strategies designed to assist families in advocating for their children. There will be three separate sessions of the institute.	Administrators, educators, and CFN specialists from all schools	Institute
<i>English Language Learners with Disabilities: Assessment, Placement, and Parental Involvement</i>	This workshop offers an opportunity for participants to consider the different issues involved with diversity, disabilities, and special education. The workshop will address the role that bias or inappropriate practice plays in the disproportionate placement of ELLs in special education, as well as the key factors to consider in the assessment of ELLs for special education. The workshop will also look at ways to increase the level of family participation in the referral process through the use of effective strategies designed to assist families in advocating for their children.	Parent coordinators from all schools	Workshop
<i>English Language Learners with Disabilities: Assessment, Placement, and Parental Involvement (School Psychologists and Educators)</i>	This workshop offers an opportunity for participants to consider the different issues involved with diversity, disabilities, and special education. The workshop will address the role that bias or inappropriate practice plays in the disproportionate placement of ELLs in special education, as well as the key factors to consider in the assessment of ELLs for special education. The workshop will also look at ways to increase the level of family participation in the referral process through the use of effective strategies designed to assist families in advocating for their children.	School psychologists and educators from all schools	Workshop

Title	Announcement of Event	Audience	Type
<i>First Robotic Professional Development Series</i>	To meet the challenges of preparing our ELL students for the 21st Century, the Office of English Language Learners is offering a professional development series which includes a two-day workshop in the summer and five after-school workshops (TBA). The series will discuss and demonstrate how to build a FIRST robotic program which covers the content of science technology, engineering, and mathematics (STEM) along with an ESL course to support the learning of STEM. Participants will be engaged in hands-on activities to learn the basics of robotics and strategies to support ELLs. Participants will create robots while developing instructional techniques to expand students' knowledge of STEM as well as to improve their English language skills. Sample teaching materials and instructional resources will be provided and shared. Participants will learn how to address the needs of ELLs while teaching a STEM topic.	All schools	Workshop
<i>Free Pilot of English 3D for Long-Term ELLs in Grades 6–9</i>	The Office of English Language Learners is sponsoring a free pilot of English 3D (Scholastic). Developed by Dr. Kate Kinsella, English 3D is a new program designed to equip adolescent Long-term ELLs (ELLs who have received more than 6 years of service) in grades 6-9 with the academic discourse skills vital to achievement in school and the workplace. Middle and high schools that would like to participate in the pilot must have a minimum of 25 eligible Long-term ELLs, attend three days of professional development, agree to implement the program on a regular basis in an ESL classroom, and provide feedback at the end of the pilot. Participating schools will receive all materials to implement the program and professional development beginning with a kickoff on February 14 with Dr. Kinsella.	Middle and high schools	Pilot
<i>Free Workshops and Webinars on the ELL Periodic Assessment: Invite a Coach to Your School to Lead a Session on the ELL Periodic Assessment</i>	The DOE provides professional development to schools and networks to support their inquiry work and implementation of the citywide instructional expectations. Coaches create and facilitate workshops to help educators utilize tools, including the ELL Periodic Assessment. Coaches are available to come to your school at any time of the year and lead a session specifically tailored to your school and staff needs.	All schools	Workshops/ Webinars

Title	Announcement of Event	Audience	Type
<i>Get to Know Your ELLs</i>	The DOE provides professional development to schools and networks to support their inquiry work and implementation of the citywide instructional expectations. Participants will better understand ELL student performance by analyzing student data in ARIS and Pearson Inform. After noting patterns and identifying instructional next steps, participants will search for resources in ARIS Connect that can be targeted to particular students or groups.	All schools and networks	Workshop
<i>Institute on RTI for ELLs</i>	Elementary school teams are invited to a multiple-day series on designing RTI instruction for ELLs. The institute is designed in collaboration with nationally known experts in the field of language acquisition and literacy for ELLs and in the field of special education. The first introductory session will feature Dr. Janette Klingner from the University of Colorado at Boulder. Your team should include at least a school administrator, a literacy expert, a math expert, a data specialist and a special education teacher. Only schools with complete teams will be confirmed. All schools are encouraged to invite their network ELL support specialists to join their school teams.	School teams: elementary school administrators, educators, and network	Multiple day Institute
<i>Integrating the Common Core Standards in the Spanish NLA Class – Elementary Level</i>	This two-day workshop featuring Dr. Margarita Calderon will introduce and explain the new Common Core Learning Standards and their role in the Spanish NLA class as well as the necessary alignment between the instruction in NLA and ELA classes. The focus will be on instructional strategies for integrating academic vocabulary, reading, and writing. Sample expository texts in Spanish will be used to model reading comprehension strategies for students in grades 3 to 5, including SIFE. Argumentative and narrative writing will be used to go through writing, revising, and editing strategies. Elementary Spanish Language Arts teachers may register.	Spanish language arts elementary schools	Workshop

Title	Announcement of Event	Audience	Type
<i>Leading the Way to STEM Careers: Strengthening Mathematics and Science Instruction for ELLs</i>	All educators and administrators can register for this one-day conference on how the education in mathematics and science can be made more rigorous to improve English Language Learners' opportunities for choosing STEM careers. Keynote remarks and breakout sessions by leading experts in the field, local teachers and educational leaders will provide participants with a solid theoretical framework, research-proven approaches, and a network of resources to advance their knowledge and understanding of achievement issues for ELLs in mathematics and science.	Educators and administrators from all schools	Conference
<i>Literacy in the Dual Language Classroom</i>	The Office of English Language Learners is offering a professional development session on teaching literacy in the dual language classroom. You will have the opportunity to work with Dr. Sonia Soltero from DePaul University (Chicago), who will be conducting this session and sharing best practices for developing literacy in the bilingual classroom. Elementary teachers and administrators in dual language programs are invited to register.	Educators and administrators from all elementary dual language schools	
<i>Literacy in the Secondary Bilingual Classroom</i>	The Office of English Language Learners is offering a professional development session on teaching literacy in the bilingual classroom. You will have the opportunity to work with Dr. Sonia Soltero from DePaul University in Chicago who will be conducting this session and sharing best practices for developing literacy in the bilingual classroom. Secondary school teachers and administrators in bilingual programs are invited.	All secondary teachers and administrators of TBE and Dual Language Schools	
<i>OELL Boroughwide Parent Institute</i>	The Office of English Language Learners (OELL) invites parents and guardians of English Language Learners (ELL) in New York City public schools to attend our second Boroughwide Parent Institute, Everything You Want to Know in One Evening: Information Session for Parents of ELLs. This institute is scheduled for the last week of September and early October in all five boroughs. Each session will include valuable information on the resources and choices that the DOE provides to ensure academic success for ELLs. Parents can visit informational stations set up by various DOE offices and outside organizations where they can ask specific questions regarding their child's education. Translation services, refreshments, and MetroCards will be provided.	Parents/ guardians from all schools	Institute

Title	Announcement of Event	Audience	Type
<i>One-day Professional Development Seminar for Content-Area Teachers of ELLs: Writing as Learning</i>	Are you looking for classroom-tested strategies for systematic, interactive, high-challenge, high-support instruction in line with the Common Core Standards and the Department of Education's Instructional Expectations? Do you want to accelerate development of your English Language Learners' writing in the content areas using scaffolding? This interactive one-day seminar led by Dr. Evelyn Rothstein, a nationally recognized language specialist, will guide you through a wide-ranging set of practical and easy-to-use strategies that can be immediately incorporated into the techniques, activities, and practices you currently use in your classroom. Teachers are encouraged to come with colleagues.	Middle schools and high schools	Interactive Seminar
<i>Online Video Series on Implementing a Successful RTI Model with English Language Learners</i>	The Office of English Language Learners in collaboration with Dr. Janette Klingner of the University of Colorado, nationally renowned expert in the field of Response to Intervention (RTI) with English language learners, presents this video series on the implementation of a successful RTI model with English language learners. There are currently 7 videos available in this series which can be viewed.	All schools	Online Video
<i>Professional Development on Language Allocation Policy</i>	School leadership teams can register for a one-day professional development on the nuts and bolts of the language allocation policy (LAP). Designed for principals and APs, the session features an updated LAP tool kit that contains the latest guidelines on how to create academically rigorous programs to meet the needs of the ELL population. School administrators are encouraged to invite other key staff members (for a total of 3) to attend with them.	Schools teams: school administrators and educators from all schools	Workshop

Title	Announcement of Event	Audience	Type
<i>Professional Development Session on EL SOL: Supplemental Spanish Literacy Assessment</i>	The Office of English Language Learners invites elementary school bilingual teachers in grades K to 2 to a professional development session on EL SOL (El Sistema de Observacion de la Lecto-escritura): Supplemental Spanish Literacy Assessment. EL SOL targets children in grades K, 1, and 2 who are in the process of developing early literacy skills in Spanish. Recent early literacy research indicates the importance of phonemic and phonological awareness, vocabulary knowledge, and the construction of narrative skills as precursors of reading comprehension. The new supplemental activities will be used not only as an assessment tool but also as a resource for practicing and enforcing skills that lead to successful comprehension. Participants will receive a class set of the new supplemental materials. Dr. Patricia Velasco, Assistant Professor of Education and Bilingual Education Program Coordinator in the Department of Elementary and Early Childhood Education at Queens College will lead this session.	Grades K-2 bilingual teachers	Workshop
<i>QTEL Building the Base</i>	This four-day professional development institute gives participants a firm grasp of QTEL strategies to facilitate the linguistic transition of ELLs. It provides a solid base for any educator called to teach ELLs or foreign language students, especially those with ELLs in their general education classrooms.	All schools	Institute
<i>Reading and Writing Non-Fiction: Instructional Implications for ELLs</i>	This two-day institute will focus on instructional strategies and curriculum design to develop ELL students' reading and writing skills using non-fiction text incorporating the Common Core Learning Standards.	Elementary schools	Institute
<i>Reading and Writing Non-Fiction: Instructional Implications for ELLs</i>	This institute will focus on instructional strategies and curriculum designed to develop ELL students' reading and writing skills using non-fiction text incorporating the Common Core Learning Standards.	Elementary schools	Institute

Title	Announcement of Event	Audience	Type
<i>Research-based Pathways to Common Core Success for ELLs</i>	Educators and administrators are invited to register for this one-day conference to learn about the latest research-based practices that help ELLs meet the expectations of the Common Core Learning Standards. Keynote remarks and breakout sessions will include presentations by leading experts in the field of literacy and language development, such as Kate Kinsella, Kenji Hakuta, Guadalupe Valdez, Diane August, Michael Kieffer, Okhee Lee, and Tatyana Kleyn.	Educators and administrators from all schools	Conference
<i>School Leadership for ELL Mathematics</i>	This eight-day professional development series, dedicated to improving the quality of teaching the new CCLS for math to English Language Learners, is grounded in research on mathematical problem solving. Participants will learn how to use strategies for incorporating academic language development into lessons and how to help ELLs become proficient in using mathematical diagrams to solve problems. In addition, participants will learn to increase their capacity to plan for classroom instruction that fosters mathematical thinking and academic language learning as well as increase their understanding of students' mathematical thinking and the influence of academic language on that thinking. Participants must attend all 8 sessions.	All schools	Institute
<i>STARTALK: 2012 Summer Hindi Program for High School Students</i>	A free Hindi language and culture summer program for students in grades 8 -12 will be held this summer at Thomas A. Edison High School, 165-65 84th Avenue, Jamaica, Queens. Funded by the National Foreign Language Center, this program is open to all native and non-native students interested in learning Hindi. Classes will be held from July 2 to July 27, Monday through Friday, from 8:30 a.m. to 2:30 p.m.	Students from all middle and high schools	Course work
<i>STEM Expo/Fair: Opening Doors to STEM Careers for ELLs</i>	Teachers of ELLs and former ELLs are invited to bring their students and parents to the Office of English Language Learners' first STEM (Science, Technology, Engineering, and Mathematics) Expo/Fair. This event will focus on increasing awareness of career opportunities in these in-demand fields and fostering academic achievement for success in STEM subjects. Students, parents, and teachers will have the opportunity to engage and interact with professionals from organizations that have demonstrated success in STEM careers, such as NASA, LEGO, First Robotic, and the	Parents/guardians, students, and teachers from from all schools with grades 5-12	Expo/Fair



Title	Announcement of Event	Audience	Type
	Intrepid Sea, Air & Space Museum.		
<i>Subsidized Bilingual Extension Opportunities</i>	The Office of Teacher Recruitment and Quality and Office of English Language Learners are excited to share news about a new subsidized bilingual program. The Subsidized Bilingual Extension Program allows principals to nominate new and current teachers at their schools to immediately begin teaching bilingual classes under a supplemental bilingual extension certificate while completing coursework at a partnering university. Pending successful completion of the program, all costs for the teacher will be subsidized by the DOE and the teacher will receive the bilingual extension to their teaching certificate.	All Schools	Course work
<i>Teacher Science Knowledge Instrument Pilot</i>	Teachers in grades kindergarten to 5 are invited to pilot a teacher science knowledge instrument as part of the P-SELL (Promoting Science among English Language Learners) scale-up project funded by the National Science Foundation at New York University’s Steinhardt School of Culture, Education, and Human Development. In return for your time and effort, you will receive a \$50 Amazon.com gift card. Instructions for receiving the gift card are provided at the end of the instrument. The opportunity to participate in the study will be on a first-come, first-included basis until required sample size is met.	Teachers of grades K-5	Pilot

Title	Announcement of Event	Audience	Type
<i>Text Complexity and English Learners Webinar Part I</i>	The Common Core Learning Standards (CCLS) call for increasing levels of text complexity across grade levels to ensure that students become proficient with college and career texts by their high school graduation. In the first of a two-part series, Dr. Elfrieda (Freddy) Hiebert will discuss why vocabulary is a primary means of increasing English Language Learners' capacity with complex text, in addition to discussing how instruction in particular types of vocabulary (e.g., picturable and compound words) can lay a foundation for reading many complex texts.	All schools	Online Webinar
<i>Text Complexity and English Learners Webinar, Part II</i>	During the second session of this two-part webinar series, Dr. Hiebert will address how to support ELLs in moving up the "staircase of text complexity." This session will emphasize two aspects of instructional programs that support English Learners: (a) vocabulary and concepts, and (b) access to appropriate and worthy texts.	All schools	Online Webinar
<i>The Power of Choice: New York City's Programs for ELLs</i>	The Division of Students with Disabilities and English Language Learners, the Division of Family and Community Engagement, and the Translation and Interpretation Unit invite all parents and guardians of ELLs in New York City public schools to the first OELL Boroughwide Parent Institute titled The Power of Choice: New York City's Programs for ELLs. Times and locations are specified on the flyers (available for download). Each session will include valuable information on the resources and choices that the New York City school system provides to ensure academic success for ELLs. Presenters will highlight the role and rights of parents/guardians in their children's education and how they can be involved with their school and support the learning process. Translation services, refreshments, and MetroCards will be provided. Door prizes will be raffled off at each session.	Parents from all schools	Institute

Title	Announcement of Event	Audience	Type
<i>Three-Day Writing Institute for Teachers of ELLs</i>	The Citywide Instruction Expectations call for all teachers to begin implementing units of study that are aligned to the Common Core Learning Standards (CCLS), which include balancing informational and literary texts, writing from sources, and teaching academic vocabulary. The institute will focus on those research-based and CCLS-aligned strategies that support ELLs in developing the writing skills necessary to succeed in all content areas. A commitment to attend all three sessions is required.	All teachers of grades 4-8	Institute
<i>Transitional Bilingual Education (TBE) Institute</i>	The Office of English Language Learners (OELL) in collaboration with the City College of New York (CCNY) is offering a Transitional Bilingual Education Institute that is intended for schools with existing bilingual programs as well as those planning for such programs in the future. The series supports programs across languages and grade levels. Given the interconnection with language learning, the sessions will explore issues such as teaching and learning bilingually and multiculturally, programming and scheduling, educating families and communities, and equitable assessment. These sessions are open to teachers and administrators. In order to develop effective programs, school teams are expected to attend the event kickoff as well as the remaining four sessions.	Administrators and educators from all schools	Institute
<i>Two-Day QTEL Literacy Institute</i>	This two-day institute will support participants' growth in their understanding of scaffolding literacy for ELLs in order to meet the demands of the Common Core Learning Standards. Participants will work with exemplars focusing on deep knowledge of the subject matter using QTEL units of study. Please note that all participants will need school building principal's approval in order to register. Notification will be sent to registrants confirming their participation. The target audience for this institute is secondary school teachers ONLY.	Teachers of grades 6-12	Institute

Title	Announcement of Event	Audience	Type
<i>Understanding the Math and Science Language Demands for ELLs (Manhattan Educators Only)</i>	The Office of English Language Learners will offer a free two-day institute entitled “Understanding the Math and Science Language Demands of ELLs” for educators working in schools located in Manhattan. During this institute, network support staff, administrators, and school teachers of ELLs (grades 3-12) can analyze the language demands of the science and math register to gain a deeper understanding of effective instruction for ELLs.	Administrators, educators, and network from all schools	Institute
<i>Understanding the Math and Science Language Demands for ELLs (Queens Educators Only)</i>	The Office of English Language Learners is offering a free two-day institute entitled “Understanding the Math and Science Language Demands of ELLs” for educators working in schools located in Queens. During this institute, network support staff, administrators, and school teachers of ELLs (grades 3-12) can analyze the language demands of the science and math register to gain a deeper understanding of effective instruction for ELLs. Participants learn strategies on scaffolding science and math instruction to make it more accessible to ELLs.	Administrators, educators and networks from schools grades 3-12	Institute
<i>Understanding Title III AMAOs: Using the Title III AMAO Estimator Tool with Advanced Early Warning Indicators</i>	School staff can register for a full-day training session to learn about the Title III Annual Measurable Achievement Objectives (AMAOs) and the newly updated Title III AMAO Estimator Tool with Early Warning Indicators. Participants will engage in hands-on activities designed to help schools understand AMAOs, their calculation methods, and practical strategies regarding how to use this data to improve programs for ELLs. Participants will also learn how this newly updated Title III AMAO Estimator Tool with Early Warning Indicators can be used to analyze ELL student data and improve instructional programs for ELLs. This full-day session has been designed for educators who are new to AMAOs and have not previously used the Title III AMAO Estimator Tool.	All schools	Training Session

## Fair Student Funding Initiatives

Experts recognize that English Language Learners (ELLs) have higher educational needs. ELLs who have become proficient in English graduate at higher rates than all other students—more than 60 percent—while more than half of ELLs who never become English proficient drop out of high school. Funding for ELLs will be determined by grade level: a K–5 weight, a 6–8 weight, and a 9–12 weight. Students in higher grades will receive additional resources for two reasons: as a student ages, the state requires them to receive additional periods of specialized education; and it is more developmentally difficult for older students to master a new language.

ELL students are fully eligible for the academic intervention weight. Funding is as follows for English language learners:

- K–5: 0.40
- 6–8: 0.50
- 9–12: 0.50

## ELL Initiatives

The DOE focuses on specific initiatives and projects to build the capacity of clusters, networks, and schools to bolster a more rigorous and responsive education for ELLs. Initiatives and projects include the following:

### **Bilingual Education**

**The Dual Language Network Initiative** provides planning and implementation grants along with technical assistance, resources, and citywide networking events for schools implementing dual language programs and those interested in the dual language model. Each year, the initiative links schools (and other interested parties) with local, state, and nationwide researchers and practitioners, providing high-quality networking events like the 2012 Dual Language Symposium and the Dual Language/TBE Leadership Institute. The initiative continues to expand the number of TBE and DL programs in New York City, as well as language offerings, which now include Spanish, Chinese, Haitian Creole, Russian, Korean, Yiddish, and French programs. Plans to offer more dual language programs that extend into middle school and high school are being developed by various schools in order to develop program sustainability. The initiative partners with researchers from the Center for Applied Linguistics and leaders in the dual language field—Dr. Sonia Soltero, Dr. Margarita Calderon, Mimi Met, Dr. Sandra Mercuri, Lore Carrera-Carillo, and Annette Smith—to help cohorts of schools create action plans for stronger programs. These experts work closely with groups of principals, administrators, and teachers of prospective and active programs through a Dual Language Leadership Institute. Also, the initiative identifies and coordinates intervisitations with schools with exemplary programs so that they can share their best practices with other schools.

**The Transitional Bilingual Education (TBE) Program Initiative** provides existing TBE programs with ongoing support, resources, and citywide institutes to make available the latest research in bilingualism and literacy development in both English and students' native language instruction. This initiative continues to support schools that open new programs. Through Bilingual Planning Grants, the DOE ensures support for schools opening new programs by providing funds, professional development, and technical assistance. Support is given to the networks and schools to open additional TBE programs in order to expand and promote parental choice. For first time, in spring 2012 the DOE offered a Bilingual Symposium that included both dual language and transitional bilingual educators. The initiative also offered curriculum development and a TBE Institute open to all schools with existing bilingual programs as well as schools that will be opening new bilingual programs.

**The Native Language Arts (NLA) Initiative** provides bilingual administrators and educators with critical native language classroom resources that helps to maintain and enhance core classroom libraries in the native language; offers teachers sample curriculum in the native language using recommended authentic literature; and executes professional development institutes necessary to provide native language learning according to state standards. Native language classroom libraries are strengthening classroom instruction in bilingual classrooms citywide. Since 2003, more than \$3.5 million has been spent on creating classroom libraries with books in Spanish, Haitian Creole, and Asian languages. Schools have implemented academic interventions with supports in Spanish (Achieve, Imagine Learning, Destination Math, RIGOR), Mandarin (Imagine Learning), Vietnamese (Imagine Learning), Haitian Creole (Imagine Learning), Japanese (Imagine Learning), Korean (Imagine Learning), Portuguese (Imagine Learning), and French (Imagine Learning). OELL also collaborates with a team working on the Core Curriculum Learning Standards to review literature in several languages in order to add new and age-appropriate titles to the core libraries. A Spanish NLA committee has created resources for NLA teachers (e.g., a six-level scope and sequence curriculum for high school Spanish NLA, to strengthen programs citywide so that more students reach proficiency at the AP level). We are now working to create a correlation between the existing Spanish NLA standards and the new Common Core Learning Standards in order to provide resources as well as train teachers to understand the connections and include the CCLS in their native language instruction. Special offerings for NLA educators include institutes on Spanish literacy that will provide opportunities for teachers to strengthen their language and literature content knowledge and learn new strategies to add to their repertoire.

The DOE is implementing several initiatives for English Language Learners utilizing Estrellita, a supplementary, accelerated, beginner level Spanish reading program for kindergarten and first-grade ELLs that provides multi-sensory instruction in phonemic awareness, phonics, and fluency. The program, which is based on scientific learning and reading principles, serves as a

bridge to English by building strong **foundational skills in native language literacy** (in this case, Spanish) that lead to a more successful transition to English. Because Estrellita is specifically designed to meet the needs of all children regardless of performance level, layers of differentiated instruction have been built into the program. It has been used successfully in many kindergarten and first-grade classrooms and above as well as in special education classrooms. The program is being modified to meet the initial reading needs of SIFE students and parents who need these foundational skills and is being adapted so that Estrellita training can be provided to paraprofessionals to work with students and parents.

**Supporting Teacher Certification Needs for Bilingual Programs:** The DOE has been actively working to ensure that established and newly opened bilingual programs are adequately supported with necessary teacher talent. As part of this project, the DOE has collaborated with various colleges on hosting teacher recruitment sessions. The DOE has also hosted a series of webinars with the goal of informing the field about the specific needs of the newly opened bilingual programs. Additionally, the DOE has organized “meet and greet” sessions where school leaders searching for bilingually certified teachers can meet candidates on a more personal level. Further, the DOE has engaged in conversations with several institutions of higher education about providing flexible opportunities for ESL/bilingual teachers to obtain their bilingual certification.

## **Common Core Learning Standards**

**The Literacy Initiative** offers a variety of professional development opportunities, resources, and intervention programs for ELL educators and staff, with the goal of narrowing the achievement gap between ELLs and English-proficient students. Large conferences, targeted workshops on assessments and strategies, and the multi-leveled ELL Literacy Leadership Institute (ELL-I) contribute to building school communities committed to ELL literacy. The ELL-I works with administrators and teachers to analyze their practices, establish long-term goals for literacy development for ELLs, and develop action plans to achieve these goals. The institute relies on the expertise of ELL literacy researchers and authors, such as Diane August (Center for Applied Linguistics), Margarita Calderon (Johns Hopkins University), Kate Kinsella (University of San Francisco), Nonie Lesaux (Harvard Graduate School of Education), Elfrieda Hiebert (TextProject), and Aida Walqui (WestEd).

The initiative provides schools citywide with literacy and language support interventions designed to differentiate literacy instruction for ELLs in alignment with the Common Core Learning Standards. Web-based programs for elementary and secondary school ELLs, like Achieve 3000, Award Reading, and Imagine Learning, give students additional demonstrations of classroom concepts using technology, while providing teachers with information on usage and pre- and post-assessment results. Programs like *Reading Instructional Goals for Older Readers* (RIGOR) focus on accelerating language, literacy, and content understanding for



struggling learners. The “Reading & Writing Non-Fiction: Instructional Implications for ELLs” institute, led by ELL literacy experts, provides instructional strategies and curriculum design framework for developing ELL students’ reading and writing skills using non-fiction text incorporating the Common Core Learning Standards. This institute is designed to support teachers of ELLs at the elementary level. Further, the DOE is conducting citywide pilots of supplemental programs that are aligned to CCLS. By fall 2013, the DOE website will feature a list of suggested supplemental programs.

**The Writing Initiative** looks at writing as an integral part of the success of each ELL in every subject. This initiative provides professional development institutes that look at the various genres in which ELLs are required to perform, such as information writing. Professional development sessions give participants Common Core-aligned and research-based strategies that build ELLs’ writing skills, allowing students to express their opinions, write about a wide array of subjects, and convey meaning accurately within content areas.

**The Math Initiative** strives to raise the academic achievement of ELLs by building a strong network among school-based math and ELL leaders through professional development opportunities, conferences, and action plans. The initiative provides schools with access to expert mathematics researchers such as Mark Driscoll (Center for Leadership and Learning Communities), Harold Asturias (Lawrence Hall of Science), Grace Davila Coates (Grace D. Coates & Associates), Ann Shannon (Ann Shannon and Associates, LLC), Rose Vukovic (New York University), Pamela M. Seethaler (Vanderbilt University), and Sylvia Celedón-Pattichis (University of New Mexico). In addition to enhancing the content and methodology of math educators, this initiative focuses on the development of mathematic academic language in elementary, middle, and high school students. The initiative has focused its attention on the NYS Mathematics Common Core Learning Standards and on the mathematics component of a Response to Intervention (RTI), which responds to the needs of ELLs and reduces the over-representation of ELLs in special education programs. Through workshops, institutes, seminars, and citywide conferences, the initiative provides educators with the theoretical underpinnings and the practical strategies required to raise ELL achievement in mathematics. Also, the initiative continues to increase ELL math educators’ understanding of student mathematical thinking, the influence of language on that thinking, and their capacity to plan for classroom instruction that fosters mathematical thinking and academic language learning.

### **Using Data for Informed Decision-Making**

**The Data Initiative** supports schools in better understanding available data so that they can make informed decisions. The initiative includes a two-day workshop that introduces and explains how to gather, organize, analyze, and use ELL-related data in order to accelerate achievement for ELLs. Topics include data related to the NYSESLAT, NYS Math Exam, and NYS ELA Exam as well as state and federal accountability. This initiative also includes a half-day

session and comprehensive tools designed to help schools understand their Title III Annual Measurable Achievement Objectives (AMAO) status so that instruction can be targeted to meet the needs of their ELL population.

## Science Supports

**Brain Research Initiative:** Integrated throughout all initiatives will be an emphasis on the role of brain research and how educators can maximize techniques for students' unique neuron-developmental profiles. Through a very intensive teacher institute grounded in eight brain-based principles, teachers learn about brain structure and brain functions that relate to how students learn best. Teachers are provided with brain-based strategies that will help increase achievement for ELLs. This initiative was bolstered by the work of brain researchers like Brains.org's Dr. Kathie Nunley, California State University, Northridge's Dr. Judy Lombardi, and Brain-Based Learning's Eric Jensen.

**The Science Initiative** provides institutes that will support the academic achievement of ELLs in science by strengthening teachers' content knowledge, providing them with strategies for ELLs in science, and connecting teachers with the wealth of science institutions around the city that are available to their students. These institutes have a strong focus on looking at the academic language of science and providing a structure for teachers to incorporate the literacy component of academic language in their science instruction as well as examining how some of the CCLS shifts could be filtered through their science instruction. The institutes are conducted in a blended environment with both science and ESL teachers, allowing them to work in teams and learn from each other. ESL teachers share methodology for ELLs, while science teachers share how to teach content.

To augment our Science Initiative, we have instituted two other initiatives: the Brain Research Initiative and the STEM Initiative. In the Brain Research Initiative, teachers learn about brain structure and the functions that relate to how students learn best to increase achievement for ELLs through a very intensive institute grounded in eight brain-based principles. In addition, during the 2011-2012 school year, we created a STEM Initiative that includes a component for students and another one for teachers. For students, the STEM Initiative will help raise an awareness of career opportunities in STEM (science, technology, engineering, and mathematics), and thus increase the number of ELLs embarking on these fields. Our STEM Initiative component for teachers is a collaboration among our Math Initiative, Science Initiative, and New York University—one that will address how the education in mathematics and science can be made more rigorous to improve English Language Learners' opportunities for choosing STEM careers.

**STEM Initiative:** In response to President Obama's goal of increasing the number of students pursuing careers in STEM (science, technology, engineering, and mathematics), the DOE is

launching a STEM initiative for ELL students. The initiative is designed to increase ELLs' awareness of career opportunities in STEM and offer them ample opportunities to connect with STEM professionals to foster academic achievement and acquire the tools needed to be successful in these challenging and rewarding fields. The initiative will also focus on educators, providing them with the skills needed to inspire English Language Learners to pursue and succeed in careers that are critical to U.S. competitiveness in the 21st century. As part of this initiative, the DOE hosted its first STEM expo/fair for New York City public school ELL students and their parents in April 2012, and a STEM conference for educators followed in May. 2013's STEM expo/fair will be held during April 2013. In addition, OELL provides targeted professional development to educators. For example, a two-day institute entitled "Understanding the Math and Science Language Demands of ELLs" is offered, focusing on analyzing the language demands of the science and math register. Participants gain a deeper understanding of effective instruction for ELLs, learning strategies on scaffolding science and math instruction to make it more accessible to ELLs.

### **Best Pedagogical Practice**

**Common Core Learning Standards (CCLS):** Referenced in other areas of this document, the DOE is folding the work of the CCLS into all instructional initiatives, particularly as it relates to literacy and mathematics. Specifically, OELL has provided professional development to teachers of ELLs. Some event titles include:

- *Literacy Strategies for ELLs and Common Core Learning Standards: The Research-based Approach*
- *The Common Core Learning Standards in Mathematics: Making It Happen for ELLs*
- *English Language Learners Literacy and Leadership Institute*
- *From Theory to Practice: English Language Learners and the Common Core Standards*
- *ELL Lesson Design and the CCLS*

Additionally, the DOE is creating tools (videos, units of study, assessments) to support the implementation of the CCLS with ELLs. The DOE created the ELL chapters for the "bundles" in the DOE's Common Core Library in both literacy and mathematics, and authored guidance documents with specific recommendations for scaffolding instruction for ELLs. The DOE is working to create video libraries that showcase research-based instructional recommendations for educators to further understand how to successfully implement the CCLS with ELLs. OELL will pilot Common Core-aligned units of study, including a pilot done in partnership with Understanding Language at Stanford University.

**The Best Practices Initiative** identifies schools that have shown significant academic gains for ELLs and shares how these improvements were made with schools citywide. Senior ELL specialists visit schools that have demonstrated strong gains for ELLs in English language arts, mathematics, science, and/or social studies based on a review of ELL performance data. In

addition, practices and outcomes from schools that have piloted academic interventions geared toward improving ELLs' academic achievement are studied and shared. Schools are recruited and encouraged to share innovations and practices that have produced reliable results through citywide conferences and/or intervisitations. This initiative resulted in the publication of the *Practitioners' Work Group for Accelerating English Language Learner Student Achievement*, which captured the best practices from schools across the city that were shared at the Accelerating Achievement for ELLs Work Group.

**ELL Resource Development Initiative** works with all initiatives to identify, develop, and disseminate the core curriculum instructional materials and assessments necessary for schools to best support their ELLs. Recently, senior ELL specialists have worked with literacy specialists to update native language libraries (released as part of the original ELL reforms) in languages such as Spanish, Russian, and Urdu. Periodic assessments for ELLs have been implemented citywide. The DOE continues to pilot new resources and academic interventions within schools to study their potential for broader implementation in other city schools. The DOE is piloting English 3D in middle and high schools across the city. Developed by Dr. Kate Kinsella for Scholastic, English 3D is a new program designed to equip adolescent long-term ELLs with the academic discourse skills vital to achievement in school and in the workplace.

Another new program piloted is Fast ForWord: a reading intervention program. The program is focused on learning and cognitive skills development for grades K through 12. Its "brain fitness" approach helps students develop skills associated with MAPS (memory, attention, processing and sequencing)—areas essential for building and strengthening the parts of the brain that are critical for reading success.

**Response to Intervention (RTI) Initiative:** In analyzing data, the DOE saw an over-representation of ELLs being referred to special education. The DOE acted on this data and embraced the opportunity to create a new initiative. Due to a lack of research and resources specific to ELLs in RTI at the local and national levels, OELL has structured a multilevel approach to designing a comprehensive model for this initiative. The goal of this initiative is to strengthen overall instruction for ELLs by providing research-based practices that will lead to higher academic success and an increased number of students reaching proficiency on the NYSESLAT. We expect there will be fewer inappropriate referrals of ELLs to special education programs and fewer inappropriate placements of ELLs in special education programs.

OELL works closely with nationally renowned experts in the field of language acquisition and literacy development to accomplish this work: Dr. Nonie Lesaux (Harvard School of Education), Dr. Janette Klingner (University of Colorado), and John Hoover (University of Colorado). We offer a professional development institute for school teams (teachers, administrators, network support). The goal of this institute is not only to share with schools what a good RTI model for

ELLs encompasses, but also to inform them of the importance of approaching RTI as a schoolwide effort with close connections to the community. At the same time, the DOE has commissioned a study focusing on analyzing assessment tools and the impact on Tier I instruction. Additionally, the DOE is working on developing an early intervention program for ELLs in elementary schools. Under this comprehensive initiative, the programs designed will help identify and address the needs of possible long-term ELLs in a targeted way.

The DOE is producing guidance documents for schools to address the unique needs of ELLs within RTI as well as a special brief, “Distinguishing between Learning Disabilities and Language Acquisition: The Teacher’s Role.” Both documents will accompany a series of webinars that will address particular aspects of RTI development and evaluation.

**Language Allocation Policy (LAP) Initiative:** Released in 2004, the Language Allocation Policy provides a coherent policy for the distribution of English and native language use in ELL instruction. A LAP toolkit provides resources and structures to support school-based teams with planning for ELL instruction. The LAP is now a part of each school’s Comprehensive Education Plan and has been combined with CR Part 154 to streamline ELL data planning and paperwork. The LAP initiative provides professional development on how to prepare a LAP that includes the creation of programs for ELLs that are challenging and rigorous. The DOE assists schools in creating and revising LAPs to ensure that there is instructional coherency within and across ELL programs.

**Quality Teaching for English Learners (QTEL) Professional Development Institutes:** Educational consultants at WestEd, in collaboration with the DOE, provide a host of multi-day professional development opportunities for educators (bilingual and monolingual), school-based leaders, and network specialists. These institutes have reached thousands of educators citywide since 2003.

- “Building the Base I” gives participants a firm grasp of QTEL strategies—centered upon effective scaffolding strategies to facilitate the linguistic transition of ELLs. It provides a solid base for any educator called to teach ELLs or foreign language students, especially educators with ELLs in their general education classrooms.
- English Language Arts QTEL for secondary school English language arts teachers develops participants’ understanding of how to scaffold instruction for ELLs with grade-appropriate rigorous texts within a variety of genres. The institute provides the theoretical understanding and corresponding strategies so that educators can effectively engage ELLs in acquiring the standards-based content and academic language needed to succeed in secondary school.

- Spanish QTEL helps bilingual, dual language, and foreign language educators develop tools and processes for teaching academic Spanish to native Spanish-speaking students.

### **Training on Supporting ELL Subgroups**

**Support for English Language Learners with Disabilities:** Relevant literature has consistently documented the over-representation of ELL students in special education nationwide. This professional development effort has recruited the expertise of researchers such as Dr. Cate Crowley (Columbia University), Dr. Su-Je Cho (Fordham University), and Dr. Janette Klingner (University of Colorado) to provide institutes and resources that support schools in developing the infrastructure to effectively educate all categories of ELLs. Institutes such as “Appropriate Disability Determinations for NYC Preschoolers,” “Distinguishing Between Language Acquisition and Learning Disabilities,” and “English Language Learners with Disabilities: Assessment, Placement, and Parental Involvement,” offer an opportunity for participants to consider the different issues involved with diversity, disabilities, and special education, and address the roles that bias, inappropriate practice, and assessment play in the disproportionate placement of ELLs in special education.

**Students with Interrupted Formal Education (SIFE) Initiative:** The SIFE Initiative provides funding, professional development, and technical assistance so that schools can create instructional models to accelerate language and academic learning for SIFE. The initiative has expanded support to include long-term ELLs, and has provided more tailored professional development and instructional service options for grant recipients. Recently, the DOE collaborated with several community-based organizations and advocacy groups to further develop strategies for engaging the community in working with SIFE. This relationship has fostered our understanding of the importance of having socio-emotional supports for SIFE coupled with a rigorous, accelerated, and scaffolded academic program. The SIFE Initiative works directly with schools to identify best practices and shares them broadly with other schools that seek to improve their own practices in working with SIFE. The initiative also continues to work with the CUNY Graduate Center on ongoing research and diagnostic assessments as well as with state policymakers on SIFE identification. A diagnostic assessment to identify Spanish- and English-speaking SIFE is available for schools, and assessments are being developed in Chinese, Haitian Creole, Arabic, Bengali and Urdu. The DOE is creating a video, brochure, and FAQs that will be posted on the DOE website so as to increase our ability to communicate directly to schools across the city about how to support their SIFE. These tools will provide schools with a clear understanding of specific strategies and practices they can use to enhance and further develop their staff in meeting the academic and socio-emotional needs of SIFE.

**Long-term ELL (LTE) Initiative:** The DOE has supported schools through the SIFE/Long-term ELL grant to offer additional student programs in the form of academic interventions, teacher professional development, and community-engaging activities. OELL has commissioned CUNY Graduate Center–RISLUS to study our long-term ELLs. Currently, the DOE is creating a new assessment to support educators in targeting interventions for LTEs. In analyzing LTEs, the DOE recognizes that it is essential to develop tools for meeting their needs once they become LTEs in the form of targeted literacy interventions, and we are pursuing preventative measures to ensure ELLs do not become LTEs. The DOE plans to partner with additional researchers, including Michael Kieffer at NYU, to study both elementary and middle schools that have a high concentration of LTEs and ELLs in years 4-6. Several other initiatives will inform the LTE initiative: CAP, RTI, new program development, and early native language literacy and native language resources development. These initiatives will improve the quality of instruction that ELLs receive in early grades to reduce the number of LTEs.

### Supplemental Programs

**College Bound:** This program targets immigrant students, including English Language Learners who aspire to enter a four-year college for post-secondary education. The focus of the program is to strengthen participants' academic English and help them cope with the challenges of the college application process through college guidance and technology support. Participants visit colleges, research college information, and practice college admission interviews and essay writing. The program consists of an ESL/ELA class, a College Preparation class, SAT preparation, and college trips.

**Immigrant Caribbean Students Initiative:** Many immigrant students from the Caribbean region speak a dialect that is not standard English. Some of them are students with interrupted formal education (SIFE). This initiative focuses on professional development for teachers and administrative staff that builds an awareness of the needs of these students and develops appropriate strategies to enhance student engagement. Pilot schools in this initiative with large Caribbean English-speaking students are identified to develop academic and counseling programs that target students who score at level 1 or 2 in English and math on standardized tests or who are recent immigrants from this region.

**Title III Summer Enrichment Programs for ELLs:** The DOE provides guidance for schools that would like to open a Title III Summer Enrichment Program for ELLs. Once applications are received, DOE staff reviews the applications and provides feedback to those schools that need to further revise their applications for approval. Enrichment should include a student program that focuses on developing students' English language proficiency and literacy. Participating teachers attend two days of mandatory professional development. DOE staff visit programs during the summer to document implementation and give targeted feedback on ways to enhance program delivery.

## New Schools' Support

**New Schools/Programs Initiative:** This initiative is of high importance to the DOE as we work to open bilingual programs under the Corrective Action Plan. During 2011, 20 programs opened; during the 2012-2013 school year, 40 more programs were opened, including 11 in new schools that are being supported by OELL. We provide sustained support to school leaders and their teams as they develop a quality program for ELLs. Senior ELL compliance and performance specialists work with new-school communities to provide comprehensive technical assistance on compliance and targeted instruction. The initiative also provides professional development on programming and scheduling rigorous instructional programs aligned to CR Part 154 mandates.

After analyzing program placement for ELLs with IEPs, the DOE identified a need to develop more options for ELLs to be placed along the continuum of services for SWDs. With this in mind, the DOE is collaborating with several institutions to provide professional development on dual language ICT programs. This event aims to strengthen schools' instructional models with the best practices that are already in place in at schools that have an established program. Also, the DOE is supporting the opening of the country's first dual language NEST program. The NEST program, a uniquely designed inclusion model for students on the Autism spectrum, has a prerequisite requirement of intensive professional development for administrators and teachers so that NEST classrooms address students' disabilities as they learn alongside their non-disabled peers in an academically rigorous program. In creating these programs, the DOE is making a commitment to establishing bilingual programs for all ELLs and, as a result, expanding program options for students with a disability who are also ELLs while affording them the same opportunities as their typically developing peers.

## Parental Involvement and Support

**The Parent Outreach Initiative:** Parents of ELLs should feel welcome in NYC schools and be fully informed of the instructional program options available to their children. Thousands of parents participate each year in activities. Annual citywide conferences provide parents of ELLs with an opportunity to learn how to support their children at home and at school; interface with key officials and policymakers; attend educational workshops; meet school and community-based organizations; and read educational materials from publishers that showcase learning materials for ELLs in a variety of native languages. The initiative also provides specialized training focused on literacy and math so that parents can participate in the academic lives of their children. Borough-wide parent institutes and training sessions are conducted to accommodate parents' busy schedules and geographic challenges.



In addition, the initiative conducts outreach and training sessions for school staff and community groups in order to increase the capacity and awareness of those who work with ELL parents. Further, the initiative develops school-based resources to assist staff who work with ELL parents.

This policy brief outlines the State and City policies for identifying, enrolling, and serving English Language Learners (ELLs). The following steps regarding identification, parent choice, and student program placement must all occur within ten days of the student's enrollment. Schools should adopt procedures to ensure that all steps can be completed within this timeframe; these procedures must be documented in the school's [Language Allocation Policy](#) (LAP). For complete information on New York State regulations regarding English Language Learners, see [Commissioner's Regulations Part 154](#).

## I. Identification

The ELL identification process includes two parts: the administration of the Home Language Identification Survey (HLIS) to determine the child's home language, followed by the administration of the Language Assessment Battery-Revised (LAB-R) to determine ELL status and proficiency level of students whose home language is not English. Policies and procedures regarding both are outlined below.

### *Home Language Identification Survey*

When parents first enroll their child in a school, the school must administer the [Home Language Identification Survey \(HLIS\)](#) to determine the child's home language, as part of general intake procedures.

- The home language is determined based on the results of the Home Language Identification Survey (HLIS), which includes an interview with the parent and child.<sup>1</sup>
- A licensed pedagogue (e.g., the school's ELL coordinator) must complete the HLIS form with the parent and ensure entry of this information in the designated ATS screen.
- Completed HLIS forms must be placed in the student's cumulative file and remain a part of the student's permanent record.

### *Language Assessment Battery-Revised (LAB-R)*

If the HLIS indicates that a language other than English is spoken in a child's home (as outlined above), the child is administered the LAB-R to determine the English proficiency level.

---

<sup>1</sup> Currently, a student is considered to have a home language other than English when (1) one question on the HLIS Part I: questions 1-4 indicates that the student uses a language other than English, and (2) two questions on the HLIS Part I: questions 5-8 indicate that the student uses a language other than English, and (3) the interview with the parent and student indicates a language other than English. Over-the-phone interpretation services are available through the DOE's Translation and Interpretation Unit so that parents can ask and have their questions answered in their preferred language.

- Students who score below proficiency on the LAB-R become eligible for state-mandated services for ELLs. For cut scores and eligibility (including designations of beginner, intermediate, and advanced), see the DOE's [LAB-R Assessment Administration Memo](#).
- All new entrants to a NYC public school who have a home language of Spanish and score below proficiency on the LAB-R must be administered the Spanish LAB once at the time of initial enrollment during the same testing period to determine language dominance for instructional planning in providing bilingual and ESL services. Note: Spanish LAB scores are NOT used to determine program entitlement.
- Schools must send an [entitlement letter](#) to the parents/guardians of each student who is eligible for ELL services, based on LAB-R results.
- Regardless of the results on the LAB-R, the home language code does not change.

## II. Program Placement - Parent Choice

Parents are the sole determinants of the programs their children receive, initially and in subsequent years. Schools are required by law to notify parents of their child's eligibility for ELL services and provide information and program choices through parent orientations, following the steps outlined below. *Schools may not refuse admission to zoned students or students assigned by the DOE's Enrollment Office based on their ELL status or program needs.*

- When a new ELL enrolls, schools must inform parents of the three instructional models available in New York City (see section III below), regardless of whether the preferred model is currently offered in the school.
- To inform parents of these options, schools must provide parents of newly enrolled ELLs with a parent orientation where they can view the [Parent Orientation video](#). The video explains the three program options and is available in 13 languages. During the orientation, schools also provide information on standards and assessments.
- Once parents are informed of all three program options at the parent orientation, schools must provide parents with a Parent Survey & Program Selection Form, on which parents indicate their program choice.
  - Schools are responsible for entering parent choice as indicated on the Parent Survey & Program Selection Form in the designated screen in ATS (ELPC) as forms are completed. (Note: the parent's first choice should be entered, regardless of whether that choice is currently offered at the school.)
  - The Parent Survey & Program Selection Form is a formal record of the parents' preference of ELL program for their child, and must be retained in the student's permanent record and accessible for State or City audits and reviews.

ELLs must be placed in the parents' program of choice within ten days of enrollment. If a parent chooses an option that is currently available in the school, the school should place the student in that program immediately and provide the student with a full schedule.

- If a parent’s choice is not currently available in the school, the school must inform the parent that their choice is not available at the school, provide them with the following two options, and maintain a record of their response.
  - Keep their child enrolled at the current school in an available program (ESL or bilingual if available)—if the parent chooses this option, the school should immediately place the child in that program and begin serving him/her; OR
  - Transfer their child to a different school where the parent’s choice is currently available. To do so, schools should contact the Office of English Language Learners which will coordinate the transfer with the Office of Student Enrollment.<sup>2</sup>
    - While the school awaits the transfer, the child should temporarily be placed in an ESL program in the school until the transfer is completed.
- Every effort should be made to ensure that parents complete the Parent Survey & Program Selection Form, and outreach attempts must be tracked and maintained at the school. While waiting for a parent to complete the form, the school should place the child in a bilingual program if available, or at a minimum provide mandated ESL services based on the student’s proficiency level (see section III below for more information).<sup>3</sup>
- Once the child’s program has been determined based on the steps outlined above, schools send parents a [placement letter](#) indicating the program in which their child has been placed.

### III. ELL Programs

There are three types of programs that serve ELLs, from which parents choose following the protocols outlined in section II above. This section provides a brief description of each program type and an overview of the rules governing each, as well as policies on opening and adjusting programs.

#### Overview of Program Types

Each of the three program types—English as a second language (ESL), transitional bilingual education (TBE), and dual language (DL)—offers students a course of study that enables them to stay on track to meet promotion and graduation requirements, including courses that are aligned to [New York State Learning standards](#) (and [Common Core Learning Standards](#) as schools transition to these standards) as well as [ESL Learning Standards](#). In TBE and DL programs,

<sup>2</sup> If the parent would like to transfer their child, the school must send an email requesting to transfer the student to [ELLProgramTransfers@schools.nyc.gov](mailto:ELLProgramTransfers@schools.nyc.gov). The DOE’s Office of ELLs coordinates these transfer requests with the Office of Student Enrollment and will follow up with the school and family regarding a new placement within the designated timeframe.

<sup>3</sup> For tracking purposes, students without completed Parent Survey & Program Selection Forms should be recorded as "No Parent Survey & Program Selection Form" in ATS but should be counted as a selection for a bilingual program for the purposes of placement and program opening; see section III for more information on program opening.

students also take courses aligned to [Native Language Arts Standards](#).

### *English as a Second Language (ESL)*

English as a second language programs provide instruction in English, emphasizing English-language acquisition. Often, students in ESL programs come from many different native language backgrounds and English is the only common language among students. However, native language support is available whenever possible. In high schools, ESL programs are mainly departmentalized ESL classes and content courses that use ESL strategies.

### *Transitional Bilingual Education (TBE)*

Transitional bilingual education programs are designed so that students develop conceptual skills in their native language as they learn English. A TBE program includes an English as a second language component as well as content area instruction in both the native language and English, all designed to deliver grade-appropriate subject matter to ELLs. TBE programs also include a native language arts (NLA) component designed to develop communication and academic skills (e.g., reading and writing) in a student's home language while cultivating an appreciation of his or her history and culture.

In the first year, TBE students are expected to receive 60% of instruction in their native language and 40% in English. As students develop English language skills, instruction time in the native language decreases and instructional time in English increases. Schools that offer this model must have a consistent plan for instruction in each language, and a supportive transition plan for children when they are transferred into a monolingual English program.

### *Dual Language (DL)*

Dual language programs serve both ELLs in need of English language development and monolingual English-speaking students who are interested in learning a second language. These programs are designed to continue developing ELLs' native language as well as English language skills throughout schooling while helping monolingual English-speaking students become bilingual. Both groups provide good linguistic role models for each other, and through their interactions, support language development in both languages. In dual language programs, students receive half of their instruction in English and half of their instruction in the second language.

NY State Commissioner's Regulations (CR) Part 154 specifies the number of instructional units required in each program type at each grade and ELL proficiency level (see table below).

<b>Number of Instructional Units* Required for ELLs by Proficiency Level and Grade</b>						
<b>Source: New York State CR Part 154</b>						
<b>English Proficiency Level</b>	<b>Grades K-8</b>			<b>Grades 9-12</b>		
	<b>Number of Units</b>			<b>Number of Units</b>		
	<b>ESL</b>	<b>ELA</b>	<b>NLA**</b>	<b>ESL</b>	<b>ELA</b>	<b>NLA**</b>
Beginning	2	-	1	3	-	1
Intermediate	2	-	1	2	-	1
Advanced	1	1	1	1	1	1
*One unit equals 180 minutes per week or the equivalent throughout the school year						
**Units of native language arts apply to TBE and DL programs only						

### Opening and Adjusting Programs

All schools are required to provide all levels of mandated ESL (beginning, intermediate, and advanced) regardless of the other ELL program models offered at the school or the current number of ELLs enrolled at the school.

- NY State Commissioner’s Regulations Part 154, as amended by the ASPIRA Consent Decree, requires schools to form bilingual programs in grades K to 8 when there are 15 or more ELLs with the same language in one grade or in two contiguous grades, and in grades 9 to 12 when there are 20 or more ELLs in any single grade with the same language, for whom parents/guardians chose a bilingual program placement.
  - These thresholds are minimum requirements under the law but by no means limit schools that choose to open programs with fewer students.<sup>4</sup>
- Schools are responsible for tracking data on parent choice in order to plan to open new programs accordingly as State-mandated thresholds are reached. Schools must record, maintain, and review parents’ choices initially and throughout the year, as well as review the program choices for ELLs articulating into their school by reviewing data in ATS so that when thresholds of requests for particular programs are reached, the school can take steps to initiate the needed program.
- If a school would like to adjust an existing bilingual program, the school must follow the procedures set forth in the [Protocol for Requesting Approval of Bilingual Program Adjustments](#).

### IV. Continuation of Services

As mandated by the State Education Department, each spring, ELLs are retested to evaluate their English proficiency using the [New York State English as a Second Language Achievement Test](#) (NYSESLAT).

---

<sup>4</sup> For example, when parents request bilingual programs in a small school, the school can pool resources and staffing with other schools (e.g., campus schools and neighboring schools) in order to provide wider access to programs.

Schools must notify parents of NYSESLAT outcomes and program eligibility before the beginning of the following school year.

- ELLs who score below a grade-specific level of English proficiency continue to be entitled to ELL services, and parents of those students must receive a [continued entitlement letter](#), which emphasizes program continuity for ELLs.<sup>5</sup>
- ELLs who score proficient no longer require ELL services, and must receive a [non-entitlement letter](#). Note: former ELLs may continue to receive testing accommodations for up to two years, and schools provide transition supports in the first year in which a former ELL has been identified as English proficient.

If a parent requests to remove his or her child from a TBE or DL program, the child must continue to receive mandated ESL services at a minimum until he/she reaches proficiency.

Schools that receive articulating ELLs should review student records in order to provide program continuity (e.g., a middle school with sufficient numbers of sixth-grade ELLs who come from grade five bilingual programs must create a bilingual program to serve these incoming students).

## **V. Documentation and Records Retention**

The following records should be kept in the students' cumulative folders:

- Home Language Identification Survey (HLIS)
- Parent Survey & Program Selection Form
- Entitlement, Continued Entitlement, and Non-Entitlement Letters
- Placement Letter

Schools should provide parents with the information above in their preferred language, as indicated on the Home Language Identification Survey. Translated copies of all forms above are available at: <http://schools.nyc.gov/Academics/ELL/FamilyResources/Parent+Information.htm>. Schools should place their school letterhead on these templates.

## **Resources**

The policies described in this letter are grounded in sound instructional practices. Guides and resources are available on the Office of English Language Learners' website (<http://schools.nyc.gov/Academics/ELL/default.htm>) that elaborate on the information contained in this policy brief and provide schools with information on how to use data,

---

<sup>5</sup> Encouraging program continuity is based on research showing that ELLs who move among different program models tend to perform poorly as compared to those who participate in one continuous program type that spans their tenure as ELLs. While parents have the option of changing their child's program, it is not recommended.

maximize funding, and communicate with parents, including:

- [Language Allocation Policy Guidelines](#)
- Appendix K of the [EPIC Facilitators' Guide](#) which should be used as an aid in recording ELL admissions program data
- [ELL Parent Information Case](#)

Taken together and used effectively in schools, these documents underscore New York City's commitment to protecting equal access to a rigorous education for all students.

For additional information or support, contact the [senior ELL compliance and performance specialist](#) assigned to your network or the Office of English Language Learners at [oell@schools.nyc.gov](mailto:oell@schools.nyc.gov).





**Department of  
Education**

*Dennis M. Wakcott, Chancellor*

Division of Students with Disabilities and ELLs  
Office of English Language Learners  
Fall 2011

**Cluster 4 ELL Point Technical Session Training  
131 Livingston Street  
Brooklyn, New York**

**Presenters: Nilda Kraft, Senior ELL CPS  
Martha Frans, Senior ELL CPS**

**September 20, 2011**

**AGENDA**

- ❖ **ITI Information,**
- ❖ **OELL Offerings,**
- ❖ **ATS Codes, Blank LAP,**
- ❖ **The Language Allocation Policy Guidelines, LAP Principles and The Facilitator's Guide**
- ❖ **Extension of Services ATS Report and A7.1**

Session provided to Cluster 4 staff on various topics including programs for ELLs, ELL identification process, ELL data capturing procedures, and ELL mandates.



Division of Students with Disabilities and ELLs  
Office of English Language Learners  
Fall 2011

## ELL Technical Assistance Session

For Cluster 2 Networks of Schools:

September 22, 2011

9:00 – 11:30 am

12:30 – 3:00 pm

Facilitators:

Olga DeFilippis, Senior ELL CPS

Gary Goldenback, Senior ELL CPS

Tatyana Ulubabova, Senior ELL CPS

### Agenda

Welcome

ELL Identification Review Process:

HLIS

Parent Orientation

Placement

Extension of Services

Q & A

Session provided to Cluster 2 staff on various topics including Language Allocation Policy (LAP), ELL identification process, ELL data capturing procedures, and ELL mandates.

**LAP Training**  
**October 13, 2011**  
**8:30am to 3:00pm**

- I. Why a Language Allocation Policy (LAP)?**
  - A. Directive IV**
- II. What is a Language Allocation Policy (LAP)?**
- III. Who are our ELLs?**
- IV. Activity**
- V. What are the Language Allocation Policy (LAP) principles?**
- VI. Activities**
- VII. What is offered in the Language Allocation Policy (LAP) toolkit?**

Session provided to principals and assistant principals on developing a Language Allocation Policy (LAP), creating quality programs for ELLs, building bilingual programs, ELL identification process, and ELL mandates.



**Department of  
Education**

*Dennis M. Walcott, Chancellor*

**Office of English Language Learners  
ELL Network Specialists Meeting  
Wednesday, October 26th, 2011**

## **AGENDA**

- Welcome
- ELL Parent Choice (ELPC) entry screen
- Essential Elements of Bilingual Programs (TBE & DL)
- Promotional Policy for ELLs
- Questions and Answers

Session provided to ELL network specialists on various topics including ELL data capturing procedures for the ELPC data screen, promotional policy for ELLs, and essential elements of bilingual programs.

## AGENDA

### Integrating the Common Core Standards in the Spanish NLA Class Secondary Level - Day 1

December 15, 2011  
AGENDA

Welcome/introductions

The new ELA Common Core Standards

Aligning standards with NLA and ELA instruction

Aligning NLA and ELA instruction

What type of vocabulary and discourse to teach?

How do we teach key words, phrases, concepts?

Application to core content areas and standards

Questions/Reflection

Session provided to bilingual Spanish teachers on aligning Common Core Learning Standards to native language and English language arts instruction.

## AGENDA

### Integrating the Common Core Standards in the Spanish NLA Class Elementary Level - Day 2

January 24, 2012  
AGENDA

Integrating oracy, literacy and content

Reading skills and strategies to meet the standards

Two types of writing for core content: argumentative and  
narrative writing

From drafting to revising and editing

Questions, Reflection, and Evaluation

Second session provided to bilingual Spanish teachers on aligning Common Core Learning Standards to native language and English language arts instruction.

OELL/Network Bilingual Task Force  
Tuesday, January 10, 2012

AGENDA

Welcome

•

Data Review

•

OELL New TBE/DL Grant Application

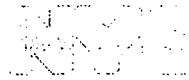
•

Action Plan

•

Next Steps

Session provided to ELL network specialists on the best practices of opening and building bilingual programs.



Department of  
Education

Dennis M. Walcott, Chancellor

*Office of English Language Learners*

OELL/Network Bilingual Principals Think Tank  
Wednesday, January 11, 2012

AGENDA

Welcome

o

Correction Action

o

Think Tank

o

Next Steps

Session provided to principals on the best practices of opening and building bilingual programs.





**The New York City Department of Education  
Office of English Language Learners**

**Bilingual Planning Grant Writing Session  
March 1, 2012**

Museum of Jewish Heritage  
9:00 – 12:00

**AGENDA**

- I. Welcome
- II. Grant Writing Presentation
- III. Human Resources Presentation
- IV. Closing

Session provided to schools that applied  
for the Bilingual Planning Grant.

OELL Boroughwide Parent Institute  
March 5–9, 2012

AGENDA

Welcome

o

Presentation

*The Power of Choice:  
New York City's Programs for ELLs*

o

Questions & Answers

o

Raffle

Session provided to parents of ELLs on various topics including parents' rights and parental choice of ELL programs.



Department of  
Education

Dennis M. Walcott, Chancellor

Office of English Language Learners  
Annual Citywide Bilingual Symposium  
*Bilingualism: Promoting Equity and Access for All Students*  
Friday, March 23, 2012

## AGENDA

<b>8:15 – 8:45 a.m.</b>	Registration Publishers' Exhibit Hall
<b>8:45 – 11:15 a.m.</b>	General Session
<b>Welcome</b>	Martine Santos & Odalys Trapote-Ignéri <i>Senior ELL Curriculum Specialists</i> Office of English Language Learners New York City Department of Education
<b>Opening Remarks</b>	Angelica Infante, <i>Executive Director</i> Office of English Language Learners New York City Department of Education  P.S. 200K Chorus
<b>Keynote Speaker</b>	Dr. Ofelia Garcia <i>Professor in the Ph.D. programs of Urban Education and of Hispanic and Luso-Brazilian Literatures and Languages</i> Graduate Center of the City University of New York  P.S. 200K Violin Ensemble
<b>11:30 a.m. – 12:30 p.m.</b>	Morning Workshops
<b>12:30 – 1:30 p.m.</b>	Lunch
<b>1:30 – 3:00 p.m.</b>	Afternoon Workshops

Conference with multiple presenters and workshops to school- and network-based staff on the best practices of opening and building bilingual programs.

## **Agenda** **April 19, 2012**

- What governs ELL Education?
- Who are our ELLs?
- Parent Orientation
- Re-admits and transfer students
- Pre-K – 12 Registration
- Important ATS reports to help staff
- SEC Report: Calling in related services for SWDs
- Exam error report
- BESIS and Extension of Services

Session provided to school secretaries on ELL identification process, admissions and transfers of ELLs, and various ELL-related reports available to schools for planning purposes.

## AGENDA

- |                         |                           |
|-------------------------|---------------------------|
| 8:30 a.m. - 9:00 a.m.   | Registration              |
| 9:00 a.m. - 11:00 a.m.  | Principal Panel           |
| 11:00 a.m. - 12:00 p.m. | Publishers' presentations |
| 12:00 p.m. - 12:45 p.m. | Lunch                     |
| 12:45 p.m. - 2:00 p.m.  | Publishers' presentations |

Sessions provided to school-based staff  
on the best practices of opening and  
building bilingual programs.

**AGENDA**  
**BILINGUAL GRANT PD - SESSION 2**  
**JULY 26, 2012**

---

- Welcome
- TBE Fundamentals
  - Schoolwide approaches
  - Fundamentals of TBE
  - L1 and L2: Complexities of language
  - ESL
  - CCS and ELLs
  - Teaching for transfer
- Instructional approaches
  - cognate strategy
  - strategies
  - vocabulary building
- Parent and Family Participation
- Questions, Reflection, and Evaluation

Sessions provided to school-based staff  
on the best practices of opening and  
building bilingual programs.

AGENDA

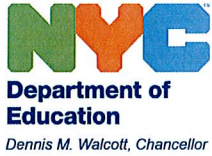
BILINGUAL GRANT PD - SESSION 2

JULY 27, 2012

---

- Welcome
- DL educational models
- DL program goals/vision
  - Leadership elements
  - Administrative support
  - Instructional leadership
- Non-negotiables
- Curriculum and instruction
  - Language distribution and scheduling
  - ESL and CCS
  - Instructional strategies & materials
- Family involvement
- Professional Development
- Questions, Reflection, and Evaluation

Sessions provided to school-based staff on the best practices of opening and building bilingual programs.



## Office of English Language Learners

Angelica Infante, Executive Director  
52 Chambers Street,  
New York, New York 10007  
Phone: 212-374-6072 Fax: 212-374-5598  
Website: <http://schools.nyc.gov/Academics/ELL>

### TBE Institute

Wednesday March 28, 2012

### AGENDA

---

Introductions and Series Overview

Mapping our Lives

Overview of Bilingual Models and Students

Break

Research and Realities of Bilingual Programs

Lunch

School Inventories

Overview of Two TBE Programs

Breakout into elementary and secondary groups for exemplar models of TBE programs with Ester Salario (PS 149Q) and Ramón Namnun (High School for World Cultures)

Session Closing

Sessions provided to school-based staff on the best practices of opening and building bilingual programs.

See you Wednesday, April 4<sup>th</sup> at The City College of New York!



**TBE Institute**

Wednesday, April 4, 2012

**AGENDA**

---

Welcome and Overview of the Day

The Non-Negotiates Bilingual Education

Charting the Challenges and Opportunities of TBE Programs

School Inventory

Break

Translanguaging in the Classroom: Invited speaker Heather Homonoff Woodley (CUNY

Graduate Center)

Lunch

'Just Because' Poems

Pillars of Multicultural Education for Bilingual Educators

Four Corners of Diversity

Session Closing

Sessions provided to school-based staff  
on the best practices of opening and  
building bilingual programs.

See you Wednesday, May 2nd at The City College of New York!

## **TBE Institute**

Wednesday, May 2, 2012

### **AGENDA**

---

Overview of (Im)migration

Break

Dreamers Panel:

- Arlene Herrera – NY Dream Act, The Role of Educators
- Jong-Min – The Federal Dream Act, Psychological issues
- Jaqueline Cinto – Advocacy and Guidance Counseling

Connections to TBE Programs

Lunch

Rationale for Informational Materials for Families & Communities

Development of Program Materials (computer lab)

Debriefing of Materials and Next Steps

**Sessions provided to school-based staff  
on the best practices of opening and  
building bilingual programs.**

**TBE Institute**

Wednesday, May 22, 2012

**AGENDA**

---

**Differentiated Assessment: Finding Every Learner's Potential, Guest presenter**  
Evangeline Stefanakis (Boston University)

Break

**Differentiated Assessment (continued)**

Lunch

**Planning for Final Session (June 11) Share-Outs**

**Scheduling for TBE Programs**

Elementary Schools: 3/217 (with Tatyana Kleyn)

Secondary Schools: 4/220B (with Jesús Fraga)

Sessions provided to school-based staff  
on the best practices of opening and  
building bilingual programs.

See you Tuesday, June 11th at The City College of New York!

## **TBE Institute**

Monday, June 11, 2012

### **AGENDA**

---

Planning for Presentations/Sharing Out

Group Presentations:

- Teaching & Learning Bilingually: Laurie, Carmen, Bernice (PS 112)
- Teaching & Learning Multiculturally: Nieve, Esther, Kit, Patricia (PS 112)

*Break*

Group Presentations (continued):

- (Im)migration and its Impact on the Bilingual Classroom/School: Irma, Miguel, George, Elba (John Adams High School)
  
- Families & Communities in Bilingual Education
  - Yolanda & Natalia (PS 112)
  - Yesenia (Manhattan Center High School)

*Lunch*

Group Presentations (continued):

- Programming & Scheduling Successes and Challenges
  - Karima (PS 86)
  - Lillian (Exploration High School)
- Authentic Bilingual Assessment: Aracely (PS 189)

Final Reflections and Forward Planning

- School-based support for next year - applications (Jesús Fraga)

**Sessions provided to school-based staff on the best practices of opening and building bilingual programs.**



## NYC K-5 Chinese DL/TBE/FL Teacher Network Institute

Friday, June 15, 2012

### AGENDA

---

8:30 a.m. – 9:00 a.m.	<b>Registration/Networking</b>
9:00 a.m. – 9:30 a.m.	<b>Welcome &amp; Overview</b> Lisa Lin, Senior ELL Curriculum Specialist, OELL Yuqing Hong, Principal of PS 310
9:30 a.m. - 10:10 a.m.	<b>Unit Design and Lesson Plan Sharing</b> Yuqing Hong, Principal of PS 310 FL Classroom Teachers
10:10 a.m. – 11:00 a.m.	<b>Classroom Visits</b> (1-313, 2-406)
11:00 a.m. – 12:00 p.m.	<b>Lunch</b>
12:00 p.m. – 12:20 p.m.	<b>Lesson Debrief/Q&amp;A</b>
12:20 p.m. – 1:00 p.m.	<b>Assessment Sharing &amp; Discussion</b> PS 184 K & 1 teachers
1:00 p.m. – 2:30 p.m.	<b>CCLS in Chinese TBE/FL/DL Classrooms</b> Lisa Lin, Senior ELL Curriculum Specialist, OELL
2:30 p.m. – 2:45 p.m.	<b>Wrap Up/Next Step</b>
2:45 p.m. – 3:00 p.m.	<b>Feedback/Evaluation</b>

Sessions provided to bilingual teachers on developing literacy units as well as the best practices of opening and building bilingual programs.