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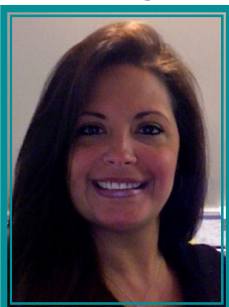
The New York State Association for Bilingual Education Newsletter

The NYSABE Bilingual Times

Fall Issue

December, 2011

A Message from the President, Maria Angélica Meyer



Hello New York State!

Welcome to our Fall , 2011 newsletter!

It is an honor and privilege to write to you as the 36th president of the New York State Association for Bilingual Education. On behalf of the Executive Board, Delegate Assembly, and Executive Director, I am extremely proud to present our newsletter highlighting many of the events that have transpired since our last publication.

As I proudly assume the role of president, it is my vision that NYSABE be at forefront of innovation that paves the path towards the 21st century. As we move forward in the 21st century and times are rapidly changing and challenging us, connection, collaboration, and com-

munication are essential in ensuring success for our students, their families, and us the educators that teach them. I am proud to say that our newly redesigned website has started bridging the future.

Our redesign promises to disseminate information through cutting edge technology and the use of all media forums. This first step is essential if we are to collaboratively prepare our learners and educators of today for the high expectations of a future that we cannot even imagine. It is an innovative way for our organization to support all members of the educational community who have an impact on providing our 312,000 emergent bilingual learners with a meaningful and equitable education. It provides the most current educational research that strengthens policy and practice, while simultaneously offering the resources necessary to transform research into practice

with an innovative vision. It will be the forum that ensures that NYSABE is at forefront of being the "go to" organization for the expansion of and information for exemplary bilingual programs.

This year promises to be a challenging one with the many changes in expectations and rigor as well as shifts in teaching practices and evaluations. The state-wide initiative on the implementation of the Common Core State Standards, the New APPR teacher evaluation tool, and the economic situation are just some of the challenges we face. I assure you that NYSABE is collaborating with many organizations, including NYSED to ensure that the diverse needs of our students be represented and

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A Message from the President, (Cont.)

focused used on. We also are connecting on a national level through our affiliate, National Association for Bilingual Education (NABE), and the many other organizations that join our efforts in the common goal of advocating for equitable and optimum educational opportunities for our students. Anything less is not an option.

I would like to thank each of you for your dedication, commitment, and hard work that ensures equitable opportunities for our children and their families. Although many challenges lie ahead, I assure you that through our collaborations, connections, and communications, we will ensure resilience on setting a path towards high expectations in "Achieving a Lifetime of Bilingualism from Early Childhood through Higher Education".

Sincerely,

Maria Angélica Meyer
President, 2011-2012
New York State Association
for Bilingual Education
Connecting, Collaborating,
Communicating ~
www.nysabe.net



Editor, Tamara Alsace

Editor's Note:

Welcome back to another year of NYSABE newsletter, which you may have noticed has a new name: ***The NYSABE Bilingual Times***. In this issue we present this year's Executive Board and Delegate Assembly and update you on our organization's events and activities. Included here is Carmen Mercado's article describing the magnificent 35th anniversary celebration held on October 29th at Fordham University at Lincoln Center. Its theme was "Celebrating the Past, Honoring the Present, and Paving the Future".

As we look towards the future and the education of emergent bilinguals in New York State, the Common Core Learning Standards will serve as the pavement upon which the road to success will be built. In her article, Gladys Cruz provides an

outline of the standards and discusses what they might mean for our students. We welcome comments and opinions related to the ideas and issues presented here and look forward to seeing you at our upcoming 35th annual conference: "Achieving a Lifetime of Bilingualism from Early Childhood through Higher Education", to be held March 8th-10th, 2012 at the Huntington Hilton in Melville, New York



From the Desk
of the Executive
Director,
Nancy Villarreal
de Adler

From the Desk of the Executive Director

The academic year 2011-2012 marks the 35th anniversary of NYSABE and we have started it by *Celebrating the Past, Honoring the Present, and Paving the Future*. Undoubtedly, this theme of our anniversary festivity, held on October 29th, has prompted us to reflect upon the leadership that has sustained NYSABE for 35 years, and will continue to uphold its mission in the years to come. NYSABE's leaders of yesterday, today, and tomorrow share much in common: They are exceptional people who visualize promising options to turn dreams into realities. Where most individuals may see roadblocks, our visionary leaders see challenges and opportunities to overcome hurdles and grow as human beings. When many might fail to continue the journey, our visionary leaders remain focused with determination, discipline, creativity, perseverance, and dedication to what they believe in. These visionary leaders strengthen the signifi-

cance of their vision by aligning it to universal truths of goodness for all.

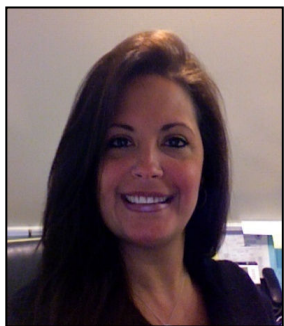
Visionary leaders are passionate in sustaining their vision with loyalty and truthfulness. "One cannot live a lukewarm life", asserted Dr. Antonia Pantoja. "You have to live life with passion." And it is this passion that energizes our leaders' actions and makes them act with "ganas," "muchas ganas" ("desire," "a strong desire").

Visionary leaders enroll people into their vision and empower them. Our leaders are diligent in planning strategies, creating the environment, and providing the tools and supports so people can engage in their own learning process. Unique leaders see others as counterparts and seek to motivate them to walk not behind but alongside. Visionary leaders take risks. Their strong character and courage are always evidenced throughout their actions.

As we commemorate NYSABE's 35 years of existence, we celebrate and thank our Bilingual Educa-

tion pioneers for their legacy. They have left behind their solid conviction and unfailing commitment to carry on NYSABE's mission. We also honor the present and future generations of visionaries who will continue to be the blazing torch that kindles the life of multilingual and multicultural communities in our nation.

"Be the change you wish to see in the world." Mahatma Gandhi



**Maria-Angélica Asilis Meyer, President,
2011-2012**

Maria was born in Queens, New York and is the proud daughter of Dominican parents who migrated to the United States more than fifty years ago. She is a proud wife and mother of three daughters, who are being raised to be bilingual, bicultural and biliterate, just as she herself was raised. They are her inspiration for the work she does to ensure that all children have the opportunity of a high quality education that will prepare them for a future with endless possibilities.

This inspiration led Maria to find her passion in education seventeen years ago when she made a career change and pursued a Masters of Education in Elementary Education with a Bilingual Extension from Adelphi University.

She began her teaching career as a Bilingual Elementary teacher in New York City, and then moved to the Westbury Union Free School District on Long Island where she continued to teach second language learners in the Dual Language Program. She also pursued her certification in Teacher of English to Students of Other Languages from Molly College and also holds her certification in Educational Leadership from CW Post Long Island University. She currently holds the positions of Middle School ESL/World Languages Department Chairperson, Teacher, and Bilingual Resource Specialist for the Westbury UFSD. As part of her responsibilities, she provides professional development workshops to train teachers and administrators on effective instructional strategies that not only maximize learning for second language learners but for all students. She has shared her expertise in the ESL/Bilingual field by presenting workshops both at the local and state level on

using technology to differentiate instruction with second language students and develop 21st Century skills.

As an advocate for all students and their families, Maria has been an active member of NYSABE for the past fifteen years. She has served in many capacities, such as Committee Chairperson, First Vice-President, Regional Delegate (Region I -Long Island) and was the Conference Chairperson for last year's 34th Annual NYSABE Conference. As President, Maria's vision is to move NYSABE into the 21st Century to facilitate and promote connections, collaborations, and communication on a local, national, and global level through innovative, cutting edge technology.

***Meet the
2011-12
Executive
Board***



Dr. Awilda Ramos– Zagarrigo, First Vice-President

Dr. Zagarrigo is an assistant professor in the Exceptional Education Department at Buffalo State College. She is also the co-director of the Bilingual Special Education Program. She holds a Ph.D. in special education from the University of Buffalo. Prior to joining the faculty at Buffalo State College, she worked in the Buffalo Public Schools as a teacher's aide and a bilingual special education teacher. She continues to serve in many Buffalo Public School committees in an effort to collaborate with the school system and the community to ensure success for all students. Her research concentrates on culturally and linguistically responsive pedagogy, including authentic assessment and effective teaching/reading strategies for students who are culturally and lin-

guistically diverse and exceptional. Dr. Zagarrigo teaches both undergraduates and graduates at Buffalo State College and hopes to prepare students to become great educators and advocates for students with disabilities, as well as to be passionate about teaching all students. Dr. Zagarrigo was presented with the "Nuestro Orgullo Latino" award from the Hispanics United of Buffalo this March 2011 for her dedication to the Hispanic community. Dr. Zagarrigo is Puerto Rican and was born in Ponce, Puerto Rico. She is very proud to be bilingual and her greatest wish is that every child would have the benefit of being bilingual.



Yolanda Luz Rodríguez , Second Vice-President

Ms. Rodríguez lived in Puerto Rico until the age of 23, when she moved to New York after complet-

ing her bachelor of science degree in biology from the University of Puerto Rico. Ms. Rodríguez has a master's degree in education with a bilingual extension from Hunter College. She has fourteen years of experience teaching in bilingual classrooms. Her teaching positions have included self contained bilingual education, Spanish as a second language, Spanish as a foreign language and adult/ graduate education. Currently, Yolanda is working in the White Plains School District as the dual language kindergarten Spanish zone teacher and holds the position of dual language resource teacher as well. For the past 10 years she has been involved with NYSABE in different capacities and has served as the regional delegate for the Mid-Hudson Region for the past 2 years. Yolanda has been actively involved in the annual conference as a volunteer, workshop presenter, logistics chairperson, and most recently as the 2012 conference chairperson.

"If your actions inspire others to dream more, learn more, do more and become more, you are a leader."

-John Quincy Adams"



Rosemarie Colón , Secretary

Ms. Colón earned her bachelor's degree in bilingual special education from D'Youville College in Buffalo, NY in 1985. She then completed her master's and administrative degrees from Buffalo State College. Ms. Colón is currently a Supervisor of Bilingual Education and ESL and has been with the Buffalo school system for 25 years. She began her career as a bilingual special education teacher at Hermán Badillo Bilingual Academy in Buffalo in 1985. She later worked as a Bilingual Special Education Diagnostician and Learning Styles Trainer. In 1999, Ms. Colón was promoted as a Bilingual Special Education Supervisor and in 2002 moved to her current position as a Supervisor in the Multilingual Department.

Rose has been an active member of NYSABE since 1985 and has assisted in several NYSABE conferences and regional activities. She was part of the NYSABE Executive Board from

September 2005 until September 2010 and served as a secretary during those years. She has been a regional delegate, conference co-chairperson, registration co-chairperson and has attended the legislative lobby day in Albany last year. She is an active member of the Multilingual Education Advisory Committee and was awarded the *Nuestro Orgullo Latino* Award for her dedication to the Hispanic community. Rose is passionate about children and about giving them every opportunity to succeed.



Yazmín Torres , Treasurer

Ms. Torres attended the University of Puerto Rico and completed a bachelor's degree in secondary education with a major in social studies. In 2000, while at the University of Puerto Rico, she was offered a contract with the Rochester City School District. In Rochester, she earned a master of science in international studies and a bilingual extension. Currently, Ms. Torres has more than twelve years' teaching experience and three NYS teaching certifications. She is a RCSD bilin-

gual teacher and an ELL curriculum writing specialist.

In the Rochester community, Yazmín Torres is known as a committed and dedicated educator and a strong advocate for bilingual education. Her involvement with the local Hispanic community includes actively participating in the RCSD Bilingual Council, co-chairing the IBERO Work Task Force, and acting as chairperson of the Latino Dropout Research Committee. As a NYSABE volunteer, she has been the chairperson for the membership committee, co-chair of the Nivia Zavala student essay & art award committee, a regional delegate, the executive board secretary and is now the newly elected treasurer.



Maria de los Angeles Barreto, Past President, 2010-2011

Born in Aguadilla Puerto Rico, Ms. Barreto came to New York City at the age of 8. Beginning her career in 1986 as a bilingual education teacher, she has served as a district coordinator, citywide coordinator of Project FAMILIA Title VII,

and as an assistant principal in District 32, NYCSD. Currently, she is the principal of Intermediate School 296 in Brooklyn.

Throughout her career, Ms. Barreto has been recognized for her bilingual education advocacy and her skills in coordinating effective professional development. She has received the Channel 13 Exemplary Teacher Award, a U.S. Department of Education Scholarship, the NYSABE Bilingual Education Administrator of the Year Award, the Channel 41 Best NYC Educator Award, and the Puerto Rican Educator Leadership Award. In NYSABE, Maria has served as parent-at-large, delegate-at-large, first and second vice-president, and president.

She holds a BA from Brooklyn College, a master's degree in bilingual education from City College, a professional diploma in administration and supervision from St. John's University, and is currently completing her doctoral program at Walden University.

Getting Started with the Common Core State Standards for English Language Learners

by Dr. I. Gladys Cruz,
Assistant Superintendent, Questar III BOCES

Background

In June 2010, the Council of Chief State School Officers (CCSSO) and the National Governors Association Center for Best Practices (NGA Center) released the Common Core State Standards (CCSS) for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects and for Mathematics for grades K-12. These standards were developed in collaboration with diverse stakeholders including content experts, state education departments, teachers, school administrators, and parents.

What are the Common Core State Standards?

The CCSS are broad statements of student outcomes that provide a clear and consistent understanding of what students are expected to learn and be able to do in ELA/Literacy and Mathematics in order to be college and career ready upon completion of their PK-12 schooling experience. The CCSS have been back mapped from post-secondary education to ensure that they represent the knowledge and skills that our young people will need to be successful in college and careers. The CCSS standards are research based, aligned with the expectations of college and the work place, rigorous, and internationally benchmarked. They are meant to be a "living work" and thus be revised "...as new and better evidence emerges..." (CCSS document page 1).

The CCSS have design limitations, and much is missing. For example, they lack a definition of how teachers should teach; a description of all that should be taught and learned; advanced work for students who will meet the standards before completing HS; suggested interventions or materials to support students who are below or above grade level; and all the necessary supports for English language learners or students with special needs.

In addition, they do not address the social, emotional, and psychological factors of child development that are critical to ensuring that all students succeed through their schooling experience.

The fact that the standards are new and have been adopted by many states presents a unique opportunity for educators in states and territories where the CCSS have been adopted to carefully examine, begin to unpack, and make suggested recommendations for implementation.

Organization of the CCSS for ELA and Literacy

The CCSS for ELA and Literacy in History/Social Studies, Science, and Technical Subjects include thirty two college and career ready anchor standards. They have salient features that are aligned with the reality of most classrooms across the US. For example, the CCSS standards for ELA in kindergarten through grade five include expectations that are generally taught by one teacher. The grade six through twelve standards include expectations for English teachers and teachers of history/social studies, science, and technical subjects. It is important to point out that the CCSS for literacy in history/social studies, science, and technical subjects are not to replace state standards for these content areas. These are meant to support the literacy demands of the different disciplines. The CCSS for ELA and Literacy include some key design features important to point out. These include a focus on results rather than on means, leaving room for states, curriculum developers and teachers to determine how the goals will be achieved; an integrated model of literacy that emphasizes connections among the four strands across the standards document; research and media skills blended into the standards as a whole and not a means in themselves; and shared responsibility for literacy development among all teachers.

The CCSS for ELA and Literacy are organized into three main sections. The first section includes the CCSS for English Language Arts (ELA) for kindergarten through grade five which are organized in a cross disciplinary fashion. The CCSS English Language Arts (ELA) standards for grades six through grade twelve are organized into two main sections that include the ELA standards grades 6-12 and the 6-12 literacy standards for history/social studies, science, and technical subjects. The CCSS document contains three appendices listed below:

- Appendix A: Research and evidence and glossary of key terms;
- Appendix B: Reading Text Exemplars and Sample Performance Tasks; and
- Appendix C: Annotated student writing samples.

The CCSS for ELA and Literacy K-12 include four strands organized by topic.

Reading – including reading foundational skills at the early grades: key ideas and details, craft and structure, integration of knowledge and ideas, range of reading, and level of text complexity.

Writing – including text type and purpose, production and distribution of writing, and research to build and present knowledge and range of writing.

Speaking and listening – including comprehension and collaboration, and presentation of knowledge and ideas.

Language – including conventions of Standard English, knowledge of language, and vocabulary acquisition and use.

The strands listed above are aligned to the College and Career Readiness Anchor Standards that apply to all grades in the PK-12 continuum listed in the tables that follow.

Table I: College and Career Readiness Anchor Standards for Reading and Writing

College and Career Readiness Anchor Standards for Reading	College and Career Readiness Anchor Standards for Writing
<p>Key Ideas and Details</p> <p>Read closely to determine what the text says and to make logical inferences from it; cite specific textual evidence when writing of speaking to support conclusions drawn from the text.</p> <p>Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p> <p>Craft and Structure</p> <p>Interpret works and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p> <p>Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text (e.g., a section, a chapter, scene, or stanza) relate to each other and the whole.</p> <p>Assess how point of view or purpose shapes the content and style of a text.</p> <p>Integration of Knowledge and Ideas</p> <p>Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p> <p>Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</p> <p>Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p> <p>Range of Reading and Level of Text Complexity</p> <p>Read and comprehend complex literary and informational texts independently and proficiently.</p> <p>Responding to Literature</p> <p>Respond to literature by employing knowledge of literary language, textual features, and forms to read and comprehend, reflect upon, and interpret literary texts from a variety of genres and a wide spectrum of American and world cultures (New York State addition).</p>	<p>Text Types and Purposes</p> <p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>Write narratives to develop real or imagined experiences or events using effective technique, well chosen details, and well-structured even sequences.</p> <p>Production and Distribution of Writing</p> <p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and sufficient evidence.</p> <p>Develop and strengthen writing as needed by planning revising editing, rewriting, or trying a new approach.</p> <p>Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p> <p>Research to Build and Present Knowledge</p> <p>Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</p> <p>Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source and integrate the information while avoiding plagiarism.</p> <p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>Range of Writing</p> <p>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes and audiences.</p> <p>Responding to Literature</p> <p>Develop personal, cultural, textual, and thematic connections within and across genres as they respond to texts through written, digital, and oral presentations, employing a variety of media and genres (New York State addition).</p>

Table II: College and Career Readiness Anchor Standards for Speaking and Listening and Language

College and Career Readiness Anchor Standards for Speaking and Listening	College and Career Readiness Standards for Language
<p>Comprehension and Collaboration</p> <p>Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p>Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.</p> <p>Presentation of Knowledge and Ideas</p> <p>Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p> <p>Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p> <p>Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p>	<p>Conventions of Standard English</p> <p>Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</p> <p>Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.</p> <p>Knowledge of Language</p> <p>Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p>Vocabulary Acquisition and Use</p> <p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p> <p>Demonstrating understanding of figurative language, word relationships and nuances in word meanings.</p> <p>Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.</p>

The NYS Education Department is championing six shifts that must take place in classrooms to help align curricular materials and classroom instruction with the CCSS. See www.engageNY.org for additional information and videos on these shifts. The Chart that follows summarizes the shifts in ELA and Literacy.

Shifts in ELA and Literacy

Shift 1: Balancing informational and literary texts in grades PK-5 – students read a 50/50 balance of both types of texts in these grades.

Shift 2: Knowledge of the disciplines in grades 6-12 - students learn about content specific texts through rich literacy experiences across the curriculum.

Shift 3: Staircase of complexity - students read texts that progress in terms of complexity over grades. Students who require additional scaffolding, time, and support must be provided with these to ensure access to grade level texts. Close and careful reading of texts is suggested.

Shift 4: Text-based answers - students make text based arguments in both oral discourse and writing.

Shift 5: Writing from sources – students support their writing with texts that they read.

Shift 6: Academic vocabulary – students learn the vocabulary needed to access grade level texts.

Organization of CCSS in Mathematics

The CCSS in mathematics are organized by standards for mathematical content and standards for mathematical practice. The standards for mathematical content represent a limited number of topics that must be taught in great depth in order to prepare students for their next grade. The standards for mathematical content are summarized in the table that follows.

Table 3: Standards for Mathematical Content

Grade(s)	Grade Overview ¹	Critical Areas ²
PK	<p>Counting and Cardinality: know number names, count sequence, count objects, compare numbers</p> <p>Operations and Algebraic Thinking: understand addition and subtraction and simple patterns</p> <p>Measurement and Data: describe and compare measurable attributes, sort and count objects in categories</p> <p>Geometry: identify and describe shapes; analyze, compare and sort objects</p>	<p>Grades K-2</p> <p>Intensive Focus: Addition and subtraction concepts, skills and problem solving – 70% instructional time</p> <p>Rethink and Link: Geometry and measurement – 20% instructional time</p> <p>Sample: Patterns, statistics/data, probability, estimating computations – 10% instructional time</p>
K	<p>Counting and Cardinality: know number names, count sequence, count objects, compare numbers</p> <p>Operations and Algebraic Thinking: understand addition and subtraction and simple patterns</p> <p>Number and Operations in Base Ten: work with numbers 11-19 to gain foundation for place value</p> <p>Measurement and Data: describe and compare measurable attributes, sort, count, and classify objects in categories</p> <p>Geometry: identify and describe shapes; analyze, compare and create shapes</p>	
1	<p>Operations and Algebraic Thinking: represent and solve addition and subtraction problems; understand and apply operation properties and the relationship between addition and subtraction; add and subtract within 20; work with addition and subtraction equations</p> <p>Number and Operations in Base Ten: extend counting sequence; understand place value; use place value understanding and properties of operations to add and subtract</p> <p>Measurement and Data: measure lengths indirectly and by iterating length units; tell and write time; represent and interpret data</p> <p>Geometry: reason with shapes and their attributes</p>	
2	<p>Operations and Algebraic Thinking: represent and solve addition and subtraction problems; add and subtract within 20; work with equal groups of objects to gain foundations for multiplication</p> <p>Number and Operations in Base Ten: understand place value; use place value understanding and properties of operations to add and subtract</p> <p>Measurement and Data: measure and estimate lengths in standard units; relate addition and subtraction to length; work with time and money; represent and interpret data</p> <p>Geometry: reason with shapes and their attributes</p>	

Grade(s)	Grade Overview ¹	Critical Areas ²
3	<p>Operations and Algebraic Thinking: represent and solve multiplication and division problems; understand properties of multiplication and the relationship between multiplication and division; multiply and divide within 100; solve problems involving four basic operations and identify and explain patterns in arithmetic</p> <p>Number and Operations in Base Ten: use place value understanding and properties of operations to perform multi-digit arithmetic</p> <p>Number and Operations – Fractions: develop understanding of fractions as numbers</p> <p>Measurement and Data: solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects; represent and interpret data; geometric measurement – understand concepts of area and relate area to multiplication and addition and recognize perimeter as an attribute of plane figures and distinguish between linear and area measures</p> <p>Geometry: reason with shapes and their attributes</p>	<p>Grades 3-5 Intensive Focus: Multiplication and division of whole numbers and fractions, balance of concepts, skills, problem solving – 70% instructional time</p> <p>Rethink and Link: Area, volume – 20% instructional time</p> <p>Sample: Patterns, statistics/data, probability – 10% instructional time</p>
4	<p>Operations and Algebraic Thinking: Use the four basic operations with whole numbers to solve problems; gain familiarity with factors and multiples; generate and analyze patterns</p> <p>Number and Operations in Base Ten: generalize place value understanding for multi-digit whole numbers; use place value understanding and properties of operations to perform multi-digit arithmetic</p> <p>Number and Operations – Fractions: extend understanding of fraction equivalence and ordering; build fractions from unit fractions by applying and extending previous understandings of operations of whole numbers; understand decimal notation for fractions and compare decimal fractions</p> <p>Measurement and Data: solve problems involving measurement and conversion of measurements from a larger to a smaller unit; represent and interpret data; geometric measurement – understand concepts of angle and measure angles</p> <p>Geometry: draw and identify lines and angles, and classify shapes by properties of their lines and angles</p>	<p>Grades 3-5 Intensive Focus: Multiplication and division of whole numbers and fractions, balance of concepts, skills, problem solving – 70% instructional time</p> <p>Rethink and Link: Area, volume – 20% instructional time</p>
5	<p>Operations and Algebraic Thinking: Write and interpret numerical expressions; analyze patterns and relationships</p> <p>Number and Operations in Base Ten: understand the place value system; perform operations with multi-digit whole numbers and decimals to hundredths</p> <p>Number and Operations – Fractions: use equivalent fractions as a strategy to add and subtract fractions; apply extend previous understandings of multiplication and division to multiply and divide fractions</p> <p>Measurement and Data: convert like measurements units within a given measurement system; represent and interpret data; geometric measurement – understand concepts of volume and relate volume to multiplication and addition</p> <p>Geometry: graph points on the coordinate plane to solve real world and mathematical problems; classify two-dimensional figures based on their properties</p>	<p>Sample: Patterns, statistics/data, probability – 10% instructional time</p>

Grade(s)	Grade Overview ¹	Critical Areas ²
6	<p>Ratios and Proportional Relationships: understand ratio concepts and use ratio reasoning to solve problems</p> <p>The Number System: Apply and extend previous understandings of multiplication and division to divide fractions by fractions; compute fluently with multi-digit numbers and find common factors and multiples; apply and extend previous understandings of numbers to the system of rational numbers</p> <p>Expressions and Equations: apply and extend previous understandings of arithmetic to algebraic expressions – reason about and solve one variable equations and inequalities; represent and analyze quantitative relationships between dependent and independent variables</p> <p>Geometry: solve real-world and mathematical problems involving area, surface area, and volume.</p> <p>Statistics and Probability: develop understanding of statistical variability; summarize and describe distributions</p>	<p>Grades 6-8</p> <p>Intensive Focus: Proportional reasoning and linearity, algebra, geometric measurement – 70% instructional time</p> <p>Rethink and Link: Quantitative relationships and functions – 20% instructional time</p> <p>Sample: Statistics – 10% instructional time</p>
7	<p>Ratios and Proportional Relationships: analyze proportional relationships and use them to solve real-world and mathematical problems</p> <p>The Number System: Apply and extend previous understandings of operations with fractions to add, subtract, multiply and divide rational numbers</p> <p>Expressions and Equations: use properties of operations to generate equivalent expressions; solve real-life and mathematical problems using numerical and algebraic expressions and equations</p> <p>Geometry: draw, construct and describe geometrical figures and describe the relationships between them; solve real-life and mathematical problems involving angle measure, area, surface area, and volume</p> <p>Statistics and Probability: use random sampling to draw conclusions about a population; draw informal comparative inferences about two populations; investigate chance processes and develop, use, and evaluate probability models</p>	
8	<p>The Number System: know that there are numbers that are not rational and approximate them by rational numbers</p> <p>Expressions and Equations: work with radicals and integer exponents; understand the connections between proportional relationships, lines, and linear equations; analyze and solve linear equations; analyze and solve linear equations and pairs of simultaneous linear equations</p> <p>Functions: define, evaluate, and compare functions; use functions to model relationships between quantities</p> <p>Geometry: understand congruence and similarity using physical models, transparencies, or geometry software; understand and apply the Pythagorean Theorem; solve real-world and mathematical problems involving volume of cylinders, cones, and spheres</p> <p>Statistics and Probability: investigate patterns of association in bivariate data</p>	<p>Grades 6-8</p> <p>Intensive Focus: Proportional reasoning and linearity, algebra, geometric measurement – 70% instructional time</p> <p>Rethink and Link: Quantitative relationships and functions – 20% instructional time</p> <p>Sample: Statistics – 10% instructional time</p>
9-12	<p>Number and Quantity</p> <p>Algebra</p> <p>Functions</p> <p>Modeling</p> <p>Geometry</p> <p>Statistics</p> <p>Probability</p>	

¹ NYS P-12 Common Core State Standards for Mathematics http://www.p12.nysed.gov/ciai/common_core_standards/pdfdocs/nysp12ccslmath.pdf

² Bringing the Common Core to Life with David Coleman, April 28, 2011 <http://usny.nysed.gov/rttt/resources/bringing-the-common-core-to-life.html>

The CCSS for mathematical content summarized above are coupled with eight standards for mathematical practices that apply to grades PK - 12. The mathematical practices represent behaviors achieved by students as they become mathematically proficient. Teachers must provide students rich mathematical learning experiences where students can develop and master these standards of mathematical practices in addition to the content standards. The standards for mathematical practices cognitive demands progress over the grades as students gain mathematical mastery in both the content and practices. The chart that follows summarizes the eight standards for mathematical practices that cover grades K-12. See the NYS P-12 CCLS for Mathematics document for a full description of the eight mathematical prac-

Standards for Mathematical Practices

Making sense of problems and persevering in solving them.
Reasoning abstractly and quantitatively. Mathematically proficient students
Constructing viable arguments and critiquing the reasoning of others.
Modeling with mathematics.
Making appropriate use of tools strategically.
Attending to precision.
Looking for and making use of structure.
Looking for and expressing regularity in repeated reasoning.

As with the NYS P-12 CCLS for ELA and Literacy in History/Social Studies, Science, and Technical Subjects, the New York State Education Department is also championing six shifts that must take place in mathematics classrooms to ensure that curricular materials and classroom instruction are aligned with the common core standards. For additional information and videos on these shifts go to www.engageNY.org.

Shifts in Mathematics

Shift 1: Focus – students study math concepts, content, and practices to gain mastery. The curriculum is focused and narrowed allowing for depth of understanding.
Shift 2: Coherence – students build new mathematical learnings on previously learned concepts and content as curriculum spirals over the grades.
Shift 3: Fluency – students gain speed and accuracy with simple calculations e.g., multiplication tables. **Shift 4:** Deep Understanding – Students gain deep understanding of math concepts and practices and are able to apply their understandings to new situations as well as in speaking and writing formats.
Shift 5: Application – Students learn to use math and apply mathematical knowledge to real world situations.
Shift 6: Dual Intensity – Students practice and understand math concepts, content, and practices and are able to extend their application of mathematical understandings to new and real-world situations.

Additions to the CCSS by New York State

In January 2011, the New York State Board of Regents adopted an addition of 15% to the CCSS and renamed the standards for the state. These would now be referred to as the New York State P-12 Common Core Learning Standards for ELA and Literacy in History/Social Studies, Science and Technical Subjects and New York State P-12 Common Core Learning Standards for Mathematics. An addition to the CCSS in New York State was the adoption of pre-kindergarten standards that would serve to prepare students for success in the K-12 CCSS. Additions to the Common Core Learning Standards for ELA and Literacy in History/Social Studies, Science and Technical Subjects adopted by New York State include an eleventh anchor standards for reading and writing for K-5 and for reading and writing for 6-12 (listed below).

- 11th College and Career Readiness Anchor Standard for Reading K-5- Responding to Literature - Respond to literature by employing knowledge of literary language, textual features, and forms to read and comprehend.
- 11th College and Career Readiness Anchor Standard for Reading 6-12: Responding to Literature – Respond to literature by employing knowledge of literary language, textual features, and forms to read and comprehend, reflect upon, and interpret literary texts from a variety of genres and a wide spectrum of American and world cultures.
- 11th College and Career Readiness Anchor Standard for Writing K-5- Responding to Literature – Develop personal, cultural, textual, and thematic connections within and across genres as they respond to texts through written, digital, and oral presentations, employing a variety of media and genres.
- 11th College and Career Readiness Anchor Standard for Writing 6-12: Responding to Literature – Develop personal, cultural, textual, and thematic connections within and across genres as they respond to texts through written, digital, and oral presentations, employing a variety of media and genres.

Additional add-ons are summarized in the tables in Appendix A by strands and grades. Many of the additions to the CCSS for ELA and Literacy in History/Social Studies, Science, and Technical Subjects that have been adopted by the NYS Board of Regents call for the incorporation of texts from diverse cultures and perspectives. These changes require selections of texts from diverse authors representing different world cultures well beyond the text samples included in Appendix B. The NYS additions focusing on diverse cultural and world perspectives can be interpreted as supportive of the diverse student population across NYS and be critical in educating NYS students in general and ELLs in particular for a multi-cultural society.

In the area of mathematics only two additions were added to the CCSS. The first addition is found under kindergarten in the domain of Counting and Cardinality - Develop understanding of ordinal numbers (first through tenth) to describe the relative position and magnitude of whole numbers. The second addition in the CCSS for Math is found in grade 1 in the domain of Measurement and Data – in regard to money - Recognize and identify coins, their names, and their value.

The Common Core State Standards and Supporting ELLs

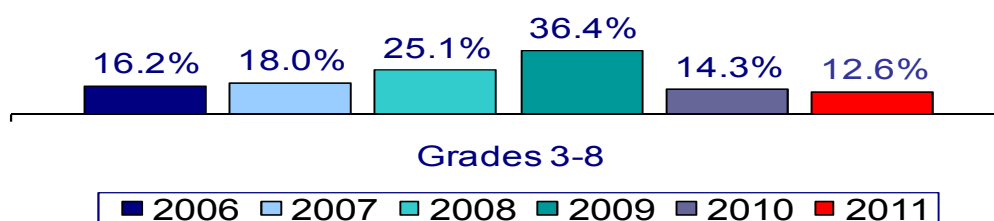
The CCSS represent an unprecedented opportunity for English language learners by the simple fact that they have been adopted by 46 states and U.S. territories. The adoption of the CCSS brings many advantages to the ELLs across states and territories since it will allow sending and receiving education systems implementing the CCSS to have a better understanding of the content that students should have learned in particular grades. It allows for greater coherence of an instructional program that can support these students in schools across the nation and help to close the ELLs achievement gap. It is thus highly important that educators share their successes in implementing the common core state standards with English language learners across the nation – only by doing this will these students have a better chance of being prepared to enter the colleges of their choice, or the work force, in order to support the economy of this nation. We cannot lose any ELLs in the journey – it is critical to prepare them all for college and careers!

The adoption of the CCSS by so many states also provides an opportunity for continuity of services for these students in the event that they move within districts and states. State departments of education have an opportunity to develop and share a multi-state coherent curriculum framework based on the CCSS standards for English language learners. The possibility of a coherent curriculum for ELLs across the U.S. could be a huge advantage for these students. Coherence is something that has been often lacking in programs for ELLs, particularly in ESL pullout programs. In the event that states could collaborate and develop a multi-state framework based on the CCSS, individual states could then refine the curriculum framework to fit their needs based on type of program e.g. bilingual, ESL; state mandates, and their ELL demographics. In addition, districts could then further refine the curriculum to incorporate the texts and resources used.

It is important to point out that the National Center for Education Statistics 2010 *Condition of Education Report*, states that ELLs constitute close to six million students across the United States. This statistic cannot be dismissed, the fact that ELLs make up more than ten percent of the PK- grade 12 population nationally requires educators to bring the best of the research into practice for these students. These students have been failed by the schooling systems across the nation, often representing one of the largest educational gaps when compared to all students in the state and other sub populations. For example, in New York State only 12.6 % of ELLs scored proficient or above on the 3-8 ELA assessments in 2011 compared to 52.8 % of the total student population, and 64.2% of the white student population. The gaps for 2011 are similar to those of previous years.

ELLs Results on 3-8 ELA Assessments from 2006-2011

Only 12.6 percent of English Language Learners met or exceeded the ELA proficiency standard



From NYSED <http://www.p12.nysed.gov/irs/pressRelease/20110808/home.html>

Furthermore, it is critical for state education departments to put in place a system of training and support for all teachers who teach ELLs. The CCSS require a level of expertise and knowledge that will require focused and sustained embedded professional development for full implementation. For example, in the area of mathematics, elementary teachers and teachers of ELLs need to teach concepts and skills to a level of mastery that may call for additional course work and/or on-going professional development as these teachers are not generally mathematics teachers.

Getting Started with the Common Core State Standards for ELLs

A first step in beginning implementation of the common core state standards for English Language Learners is to unpack the standards and conduct a gap analysis between the CCSS and the curriculum currently in place. This process should be completed for both bilingual and ESL programs. Regardless of program types, it is critical to ensure that the elements of the CCSS are adhered to (e.g., increasing the level of text complexity over time). Lily Wong Fillmore (2010) suggests that we cannot continue to simplify the texts that ELLs read as this will never give these students a fair chance to access the texts that mainstream students are accessing during their schooling experience. Fillmore suggests that adapted texts may be necessary for a year or so but not much longer than that.

An easy to use template such as the sample that follows can be used to begin the unpacking and gap analysis process.

Template 1: Unpacking the ELA Common Core State Standards for English Language Learners³

Grade(s): 3 ESL Program: _____ Bilingual Education Program: _____

Grade 3 Students:	Current Curriculum Examples: Units, Tasks, Activities, and Assessments by proficiency levels
Key Ideas and Details	
RL 1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (Standard is included for purpose of illustration.)	
RL 2	
RL 3	
RL 4	
RL 5	
RL 6	
RL 7	
RL 8	
RL 9	
RL 10	
RL 11	

"Lily Wong Fillmore (2010) suggests that we cannot continue to simplify the texts that ELLs read as this will never give these students a fair chance ..."

³ Teachers may adapt this template to fit their needs. The template can also be adapted for other CCSS strands.

Teachers should note the progression of complexity in the CCSS over the grades. For example, the grade 4 RL 1 standard reads as follows: "Grade 4 students: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text" (CCSS Document p.19). Since teachers of ELLs often teach multiple grades (particularly true in the case of ESL) it would be beneficial to bring groups of ESL teachers together to complete the CCSS unpacking and gap analysis process. In the case of bilingual teachers, it would also be beneficial to bring teachers from multiple grades to complete the CCSS unpacking and gap analysis process. This will allow teachers to better understand the cognitive demands that the CCSS call for across the PK - 12 continuum.

Once the process of unpacking the CCSS and a thorough analysis of the current curriculum is completed, teachers should identify the resources needed to ensure that all ELLs master the standards. It must be noted, that the National Governors Association Center for Best Practices and the Council of Chief State School Officers have stated their strong belief that all students should be held to the same high expectations outlined in the Common Core State Standards.

The challenge well recognized by the CCSSO and the NGA Center is the diversity of ELLs in terms of ethnicity, native language, schooling, literacy background, and socioeconomic status. Suggestions provided in the "Application of the Common Core to English Language Learners" document developed by New York State include "...diagnosing each student instructionally, adjusting instruction accordingly, and closely monitoring student progress." These suggestions call for a high level of expertise and experience in educating ELLs and using varied and differentiated methodologies to support their linguistic and content learning. For example, in literacy ELLs should be diagnosed in both the native language and the second language. Once the teacher identifies the ELLs literacy needs, she/he can develop a CCSS aligned instructional unit and monitor the student's linguistic and content learning. Unlike mainstream students, ELLs have additional challenges as they learn a new language. It has been well documented over decades that it can take ELLs four - seven years to learn academic language at a level comparable to their grade equivalent peers (Cummins, 2000; Thomas and Collier, 2002).

It is of the utmost importance that bilingual and ESL educators incorporate best practices in instructing English language learners as they implement the CCSS in order to accelerate their access to the grade level curricula through the CCSS. It is also important for these educators to work collaboratively with mainstream teachers as they work with the CCSS in order to ensure that they bring their best thinking to the implementation of the CCSS and the ELLs' learning. All programs for ELLs must be guided by the CCSS in order to ensure that these students be given the best opportunity to be college and career ready upon completion of high school.

Lily Wong Fillmore (2010) suggests that teachers have a critical role in assisting English language learners as

"... learning requires instructional support from teachers who are well prepared to provide necessary guidance: They've got to *know what* AE (Academic Language) is, and *know how* to make it happen. So how do they do it? They do it by engaging their students in discussions of the materials they read, calling their attention to the way language is used to convey meaning, guiding them in unpacking the meaning from parts of the text, and by relating words, phrases, clauses, and so on to its overall meaning."

Accessing Grade Level Complex Texts

Accessing academic language and grade level complex texts as outlined in the Common Core State Standards are of particular importance to English language Learners. Grade level complex text is so critical that a College and Career Readiness Standard is devoted to it – Standard 10 - ***Range of Reading and Level of Text Complexity***:

Read and comprehend complex literary and informational texts independently and proficiently.

This standard calls for all students reading grade level complex text. A salient feature important to point out in comparison to New York State's previous ELA standards is that students are expected to read and comprehend texts ***independently and proficiently*** (emphasis added). This is of particular importance and of great concern to the ELL student population.

I have proposed that it is impossible for ELLs to access grade level complex texts. I have shared in various forums with educators the following to make a point with regards to ELLs reading grade level complex text: "Put all of us educators in a Japanese higher education system, provide us with a grade level complex text and see what happens. I can speak for myself, I know that I will not be able to access that text." So what do we do? Do we excuse ELLs from reading grade level complex texts? Do we continue to provide them with simplified texts that will never parallel the texts read by the average mainstream students? Or do we do something radically different about it?

Text difficulty has been an object of study resulting in hundreds of formulas that define text complexity by three main factors: quantitative, qualitative, and reader-task components present in the approach taken by the CCSS initiative (Heibert, H. to appear in M. Hougen & S. Smartt (Eds). Let us examine each of these factors briefly as presented by Heibert.

Quantitative – Refers to formulas that rate text difficulty based primarily on sentence structure and complexity of vocabulary of a text. Some well known quantitative readability measures include the Dale-Chall, Fry, Lexiles, and Flesch-Kincaid.

Qualitative – Refers to qualities inherent in a text that make them easier or harder to read i.e., levels of meaning.

Reader-task components – Refers to what the reader brings to the reading task i.e., background knowledge and motivation.

"So what do we do? Do we excuse ELLs from reading grade level complex texts?...Or do we do smething radically different about it?"

Heibert points out that: "Within the CCSS, the lexiles have been recalibrated from longstanding recommendations for particular grade levels to grade-by-grade "staircase" from beginning reading to the college and career readiness level. Beginning with the grade 2-3 band, lexiles have been increased to ensure that high school texts have the difficulty of texts assigned in college classes and in many careers".

Heibert suggests that this places an incredible responsibility on teachers as they are asked to have their students read texts that are too difficult for them. Heibert states: "Giving student texts that are too difficult for them does not support their growth in reading capacity – the central goal of the CCSS. As professionals, you need to be able to evaluate the data on lexiles. You also need to be able to supplement this data with qualitative information on the texts as well as on your knowledge of students and the situations in which you are asking students to read texts."

Graves & Graves (2003) identify ten factors that influence text difficulty and accessibility. These include: vocabulary, sentence structure, length, elaboration, coherence and unity, text structure, familiarity of content and background knowledge required, audience appropriateness, quality and verve of the writing, and "interestingness". Educators of ELLs must pay particular attention to each of these factors as they choose text for ELLs and craft learning experiences to provide ELLs access to grade level complex texts.

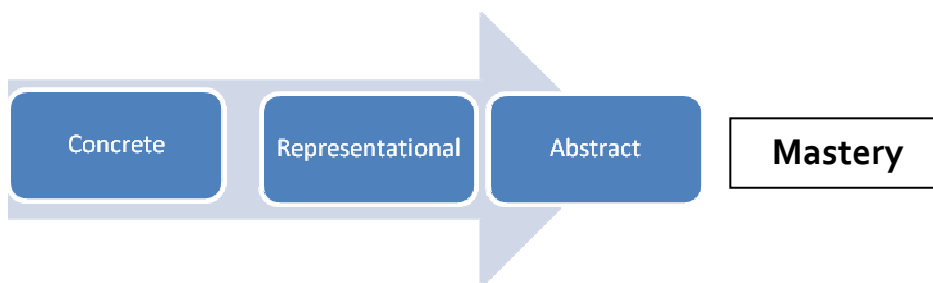
Text complexity takes on different meanings in bilingual and ESL programs. It is perfectly sound to expose students in native language arts to grade level complex texts. A challenge will be identifying the appropriate texts for these programs in the native languages of ELLs. Text complexity takes a totally different meaning in ESL programs.

Accessing Mathematics Content for Mastery

Mathematics also present challenges for ELLs as they learn a new language. An approach that will work for most student populations, but particularly well for ELLs in mathematics, is an adaptation of the Hedden's CRA³ approach to mathematics. The graphic that follows represents the adopted model leading to mastery of the CCSS for Mathematics.

³ The authors expresses her sincere thanks to her Senior Staff Development Specialists: Irene "Sam" Jovell and Gail Sobolewski for persisting on presenting the CRA approach to teachers in the Questar III BOCES Region.

Continuum of Mathematics Content Learning Leading to Mastery



Adapted from Hedden's CRA Approach

In the CRA approach to learning mathematics, teachers introduce mathematics concepts with the use of manipulatives. The second phase calls for pictorial representations. Finally, once students understand the mathematics concepts and content using manipulatives and pictorial representations they can do mathematics in an abstract fashion. Although not all students necessarily need to be taken through all phases always, it will benefit students' mathematical understanding of concepts to a greater depth. The use of manipulatives and pictorial representations can be advantageous for English language learners in learning mathematics as they learn English.

Concluding Thoughts

The CCSS movement represents a critical element of the reform agenda that permeates the country in an attempt to ensure that all children will be college and career ready upon completion of their PK- 12 schooling journey. We know that standards alone will not guarantee success. There are other critical factors that influence children's success along their educational career. Among the most important factors influencing children's success in school, well documented in the research, is the teacher who provides direct instruction to children. Kendall (2011) states: "... the common core benefits and amplifies the effectiveness of good teaching" (p. 29). Teachers of ELLs (mainstream, ESL, and bilingual) have an incredible responsibility for ensuring that the CCSS are well implemented in programs for ELLs. English language learners must be given the right to a better education built on the CCSS in all programs e.g., mainstream, bilingual, and ESL. This is the only way to seek to close the achievement gap of these students and prepare them for the future within the current education landscape.

Recently, the New York State Board of Regents members were presented an item for discussion on Raising the Academic Achievement of English Language Learners (ELLs). In this item, the Deputy Commissioner presented achievement data on ELLs suggesting that programs need to focus on reading and writing skills. "The performance of general education ELL students on the NYSESLAT, the exam ELL students must pass in order to exit out of ELL status in the state, shows a gap between students scoring proficient on the listening and speaking portions on the exam, as compared to the reading and writing, suggesting that ESL and native language instruction needs to focus on reading and writing domains for ELLs" (BOR Item November, 2011).

Most educators of ELLs would probably not argue with this assertion as reading and writing skills are critical for English language learners' success in schooling. It is also important to point out that these skills pose great cognitive demands for ELLs. Writing is often referred to as a highly complex cognitive skill that presents great challenges for all students. Educators of ELLs have an opportunity to improve reading and writing in ESL and bilingual programs through careful and strategic implementation of the CCSS.

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NYSABE'S 35th Anniversary Celebration

"Celebrating the Past, Honoring the Present, and Paving the Future"

Submitted by Carmen I. Mercado, Ph.D.

Professor Emeritus, City University of New York at Hunter College

Saturday, October 29, 2011 was an unforgettable evening. The New York State Association for Bilingual Education (NYSABE) held its 35th anniversary celebration at Fordham University at Lincoln Center on the same evening that a historic Nor'easter passed through the city. Outside, it was dark, cold, windy, and wet. Inside the spacious 12th floor lounge of the institution where NYSABE was born, it was warm, dry, and bright, with excitement mounting as guests streamed in. Those who journeyed from near and far for this joyful celebration did so with clarity of purpose: to renew hope and commitment for a better future for our children and our communities through bilingual education. As you read these highlights of an evening that took us on an extraordinary journey from the present to the past and back to the future, know that it is filtered through the prism of someone who began doctoral studies as a recipient of a 1977 Title VII Fellowship at Fordham University. I, too, took an emotional journey back to the future when I realized that my personal and professional journey paralleled that of NYSABE and bilingual education in New York State.

Master of Ceremonies Mr. Jean Mirvil (29th NYSABE President) opened the evening's program with the usual introductions, which on this evening were anything but ordinary. They included welcoming remarks by NYSABE president, Maria-Angélica Meyer, and acknowledgments of past presidents, distinguished guests, and NYSABE leaders. Skillful use of 21st century technological tools enabled the first president of NYSABE, Dr. Dan Domenech, to bring us greetings from Vietnam, and set the tone for the evening. He simply asked, "Why it is that we still have to justify the need to educate children in their primary language?" to which he advised, "We need to continue to fight the good fight."

Professor Carmen Dinos, Dr. Ximena Zate and Dr. Angelo Gimondo got the retrospective underway with an insightful review of the triumphs and accomplishments of bilingual education in the early years of the Civil Rights Movement. Both Professor Dinos (the unofficial "madrina" or godmother of bilingual education in NYC) and Dr. Gimondo (3rd president of NYSABE and 2011 recipient of the NYSABE Lifetime Achievement Award) spent the early years of bilingual instruction in teacher recruitment and preparation at the New York City Board of Education. Professor Dinos characterized the work as "*caminando hacemos camino*," or making the road by walking and Dr. Gimondo reminded us just how long that road was as he summarized milestones from the 1960s to the 1980s. Dr. Zate (18th president of NYSABE) expressed appreciation to Dr. Gimondo for "opening her eyes to bilingual education" when she was his student, and went on to describe other political struggles in the "fight for educational excellence" through bilingual instruction, paraphrasing Dan Domenech's message that after 35 years, "we are still fighting the good fight."



One of the highlights of the evening was the moving tribute to Gladys Correa, ably moderated by Nancy Villarreal de Adler, 19th president of NYSABE and current Executive Director. The 2nd president of NYSABE and founding member of the Puerto Rican Educators Association (PREA), Ms. Sonia Rivera, and Gladys Correa's daughter, Diana Correa Cintron, Esq., shared stories from their professional and personal lives. Though most have heard of NYSABE's Gladys Correa Memorial Award, few know the intelligent and compassionate educator and human rights activist Sonia described. However, it was Diana's tribute to the mother she knew that was most emotionally impacting. Gladys, she told us, was "tiny in stature but a giant in every way"--nurturing as a mother, kind and courageous as a person with strong spiritual values. She remained in life until the end, never complaining while battling the disease that took her life at the age of 46. Diana admitted that it was not often that she got to talk about her mother, but we were glad she did. Gladys Correa, sister to Hernan LaFontaine, the first director of the Office of Bilingual Education of the New York City Board of Education, will remain an inspiration to future generations and is fittingly honored by NYSABE through the Gladys Correa Memorial Award.

Interspersed throughout the program we also heard the voices of three professionals who were encouraged and moved to be educators by experiences that began in bilingual homes and that effective bilingual education programs valued and enriched. Each testimonial demonstrated the important role of bilingual education and bilingual educators in nurturing and developing the vast linguistic capital that resides in this state. Ms. Felina Backer spoke first about how experiences in Haitian Creole bilingual programs exposed her to adults who served as models and mentors, illustrating the power of a caring teacher to shape the future. Dr. Miriam Eisenstein, NYU professor of linguistics shared personal memories of learning Yiddish at home, that were both humorous and insightful. These anecdotes evoked personal memories of learning Yiddish from my Jewish classmates in the Bronx. Ms. Jaqueline Cinto, who attended Spanish-English programs, was both inspiring and moving as she described with unusual candor the obstacles she continues to face as a result of being considered an "undocumented immigrant." She hopes to finish her college education and become a teacher when the DREAM Act becomes a reality.

The panel on *Bilingualism in Education* was, in effect, a panel of one, and a masterful presenter who was both scholar and stand-up comic. His talk was technical but his style so engaging it was dazzling, leaving us with deeper understandings of the influence of effective bilingual instruction on content and language development. We need to hear more from Dr. Samuel Ortiz. The last panel, *Bilingual Education in the Twenty First Century*, was imaginative and stirring. First, Dr. Tatyana Kleyn provoked us to visualize a future we imagine for bilingual education, suggesting that if we visualize it, it will happen. What a fitting way to conclude our journey. Then, Dr. Bernice Moro (31st NYSABE President) reminded us that: "The future is policy driven. How we get to the future is through the advancement of policy." We must take a more active part in the shaping of educational policy in the direction we value to attain the bilingual education our children need and we imagine. Dr. Moro concluded with six powerful words: "We are here today to act."

This was indeed an unforgettable evening! Congratulations to all who have earned the distinction of receiving the Gladys Correa Memorial Award and to the bilingual educators for their leadership! Congratulations, as well, to the planning committee who worked tirelessly and planned so thoughtfully to take us on an extraordinary journey that renews our hope and commitment for a better future for our children and for our communities.



**NEW YORK STATE ASSOCIATION FOR BILINGUAL EDUCATION**

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October 6th, 2011

Assemblyman Félix Ortiz
Chairperson, Puerto Rican/Hispanic Task Force
51st District, Kings County
826 Legislative Office Building
Albany, New York 12248

Dear Assemblyman Ortiz:

On behalf of the New York State Association for Bilingual Education (NYSABE), I would like to take this opportunity to reiterate our grave concern regarding the delay in the implementation of the seven (7) Regional Bilingual Education Resource Network (Regional BE-RN) offices as well as the Statewide Language Bilingual Education Resource Network (Language BE-RN) office, and the negative impact this will have on over 312,000 students identified as limited English proficient/English language learners (LEP/ELL) in New York State.

Our concerns emanate from the current absence of resources for educators of the LEP/ELL population in New York State, as well as inadequate support for the students themselves in attaining educational equity and academic achievement. The RFP for the State contracts for the BE-RNs indicated that these offices would be open and operational on September 1, 2011. It is now five weeks past that date, and the BE-RNs have still not begun functioning.

This is an extremely perilous situation given the unique needs, specific mandates, and stringent accountability measures that attach to the LEP/ELL population and their teachers, both in New York State as well as at the federal level. The vital importance of the BE-RNs' services, both regionally and statewide, cannot be understated. Their accessibility, funds of knowledge, expertise, and familiarity with the characteristics of the LEP/ELL population in the districts and schools they serve are unparalleled.

The kinds of services that the BE-RNs offer at no cost to their regional constituents include, but are not limited to, the following vitally important forms of support and assistance:

- Providing ongoing technical assistance for teachers and administrators regarding program development and implementation, curriculum development aligned with the NYS Common Core State Standards, research-based instructional practices, new teacher observation protocols, State and federal regulations, accountability requirements, data analysis, Response to Intervention (slated to be mandated for early grades in July 2012) and serving "special populations" of LEP/ELLs, e.g., Students with Interrupted Formal Education (SIFE), refugee students, etc.;

NYSABE's 35th Annual Conference
"Achieving a Lifetime of Bilingualism from Early Childhood through Higher Education"
March 8 ~ March 10, 2012 Huntington Hilton, Melville, NY

- Providing targeted, ongoing and sustained technical assistance and professional development to districts and/or schools identified as persistently low performing with a large population of LEP/ELLs.
- Collaborating with NYSED, BOCES, Institutions of Higher Education (IHEs), and other regional networks in assisting identified schools and districts in addressing the requirements of NYSED's newly implemented Differentiated Accountability System under NCLB;
- Serving as regional liaison, as needed, between the districts and schools for various NYSED offices, including OBE-FLS, Accountability, State Assessment, Curriculum and Instruction, Assessment Policy Development and Administration, and Special Education;
- Providing ongoing assistance to districts and schools in implementing programs for LEP/ELLs, revising current programs, and/or determining achievement of programmatic/educational goals and objectives;
- Acting as conduits/disseminators of timely and pertinent information affecting LEP/ELLs through a variety of media, including web sites and e-mail listservs reaching thousands of educators of LEP/ELLs at all levels;
- Providing specifically designed, ongoing, and sustained professional development sessions in schools and districts as well as offering regional professional development series and/or professional learning communities/collegial circles on topics of importance to the education of LEP/ELLs;
- Planning and presenting annual regional conferences for administrators, teachers and other educational staff, featuring speakers and topics which involve the education of LEP/ELLs;
- Convening regularly scheduled forums on specific topics affecting LEP/ELLs for administrators, teachers, and other school personnel;
- Assisting NYSED by serving on Monitoring Teams that conduct week-long reviews at the lowest performing schools and districts across New York State;
- Providing information, advocacy, and other forms of support to parents of LEP/ELLs;
- Maintaining regional resource libraries of professional books, journals, and other materials as well as samples of currently available textbooks related to the education of LEP/ELLs;
- Training high school students for participation in future leadership roles; and
- Serving as Lead Applicant for those districts in their regions that would otherwise not be able to claim Title III LEP-A funds (below the \$10,000 threshold).

It should also be noted that LEP/ELLs were mentioned a significant number of times in the NYS Race to the Top application and in subsequent RFPs related to it. Recent information regarding the Differentiated Accountability System consistently refers to the inclusion and collaboration of BE-RN staff on School Quality Review (SQR) teams, publicly acknowledging the BE-RNs' central role in providing interventions appropriate for LEP/ELLs.

What is clear at this moment is that NYSED does not currently have the capacity to effectively attend to the enormous amount of assistance needed in the field. As such, the quality of services to LEP/ELLs is being compromised and may portend long-term negative consequences for this significant and critically important portion of our student population. Particularly now, at the beginning of the school year, if LEP/ELLs are not appropriately identified, placed, and served, their overall academic achievement will almost certainly decline. The regional and language BE-RNs are the “on the ground” network of experts who directly assist NYSED through their work with districts and schools across NYS to address these issues.

The trust and reliance on the BE-RNs by local districts and schools in serving the LEP/ELL population appropriately in all of the aforementioned areas has now been broken, as only 50% of them are functioning on a limited level due to New York State’s withholding of funds. The BE-RNs that are currently operating are being supported solely through the beneficence of their sponsoring BOCES or IHEs, on the basis of an expectation and belief that all eight of the BE-RNs would be fully funded and operational by September 1, 2011.

As you know through your ongoing involvement in this issue, the BE-RNs are funded exclusively through *Bilingual Categorical Funds* as appropriated by the legislature. These funds serve a multitude of purposes, all of them directly related to the provision of services to improve the education and academic achievement of the LEP/ELL population. It is almost inconceivable, given the critical importance of meeting their educational needs in these challenging times of “closing the gap” among student subgroups, that the funding the legislature had already allocated for 2011-12 for the BE-RNs has not yet been distributed. For that reason, NYSABE believes that these eight BE-RN Centers must not wait one more day to be funded to become operational, and we ask that you do all in your power to ensure that these funds are released immediately.

Thank you very much for your ongoing support, educationally, financially, and politically. We appreciate your ongoing efforts in our mutual endeavor to ensure that educational equity is consistently afforded to our LEP/ELL population and their families.

Sincerely yours,

Maria-Angélica Meyer
María-Angelica Meyer
NYSABE President

Cc: Members of the Puerto Rican/Hispanic Task Force

NYSABE’s 35th Annual Conference

“Achieving a Lifetime of Bilingualism from Early Childhood”

March 8-10, 2012

Huntington Hilton Hotel

Melville, New York

NYSABE wishes to thank all of our contributors and supporters for lending their expertise to this publication.

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Spencerport, NY 14559

Membership Application

PLEASE PRINT CLEARLY in that this information will generate your membership card and future mailings.

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I was referred by: _____

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Home Address: _____ Phone - Home: () _____

City: _____ State: _____ Zip: _____ Email: _____

Languages Spoken: _____

NYSABE Dues:

- ☐ \$25 Associate (full-time student, parent, paraprofessional)
☐ \$35 Regular (teacher, administrator, education)
☐ \$65 Institutional
☐ \$85 Commercial

Select your local region:

- ☐ Region 1-Long Island
☐ Region 2-New York City
☐ Region 3-Mid-Hudson professional
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CONTRIBUTION: I would like to contribute to NYSABE's continuing efforts to strengthen Bilingual Education in New York with my tax-deductible contribution of:

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Signature _____

Date _____

Please duplicate and disseminate this application to your colleagues and others.

Please make check payable to
NYSABE and mail with this
completed form to:

NYSABE
48 Luther Jacobs Way
Spencerport, NY 14559

THE ORGANIZATION

NYSABE is a multilingual, multicultural association founded in 1975, which represents all language groups and educational sectors throughout the State.

NYSABE unites educators, parents, community and business leaders, elected officials, the media and policy makers in a common interest — excellence and equity for language minority students.

NYSABE encourages the establishment, maintenance, and expansion of quality programs in bilingual education.

NYSABE promotes bilingual education as a process by which students achieve success through instruction in their native language while learning English.

NYSABE supports the belief that language pluralism and bilingual competence in English and other languages benefit the nation and all its citizens.

NYSABE believes that bilingual education is a critical component of contemporary education in the United States.

NYSABE is affiliated with NABE (National Association for Bilingual Education), SCOL (New York State Council of Languages) and NYSCEA (New York State Council of Educational Associations).

MEMBERSHIP BENEFITS

Join the NYSABE team. Through your membership dues and involvement, you have the opportunity to make integral contributions towards positive educational change for limited English proficient students. Membership benefits include:

NYSABE Journal • The yearly issue of this journal is a must for every library and member of the association. It publishes articles of professional and academic significance to bilingual education. Scholarly research, instructional methodology, techniques, and second language learning are the topics of articles by respected educators in the field of bilingualism.

NYSABE Newsletter • A quarterly issue bringing you updates on the activities of the association and its members; local, regional and state calendar of events; information on current legislative and policy developments related to the field of bilingual education.

Professional Development • NYSABE offers local and regional educational activities and the opportunity to network with other professionals in your field of interest.

Activism • The opportunity to work in Committees, Special Interest Groups, Language groups, and much more.

And the pride in belonging to the only association that protects the rights of the limited English proficient students participating in bilingual education.