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2012-2013

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The New York State Association for Bilingual Education Newsletter

The NYSABE Bilingual Times

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Fall, 2012 Issue

A Message from the President, Awilda E. Ramos Zagarrigo, Ph.D.



Welcome to our fall, 2012 newsletter!

It is with great pleasure and admiration that I greet you as the 37th president of the New York State Association for Bilingual Education (NYSABE). On behalf of the executive board, delegate assembly, and executive director, I am thrilled to present "The NYSABE Bilingual Times" newsletter. The purpose of the newsletter is to provide our members with vital information that impacts the education of English language learners. The newsletter will also highlight important events that have occurred or will be occurring throughout our regions, as well as throughout New York State.

As I assume the role of president, I must first express my gratitude for the leadership of our immediate past president, Maria-Angélica Meyer, and the hard work of all the members of the executive board and delegate assembly who

helped to make the 35th annual conference a successful one. I would also like to thank all of the wonderful members of NYSABE for their dedication and commitment to moving the organization's mission forward. The accomplishments of our distinguished colleagues who have served as president during the last 36 years are inspiring. I hope to learn from their examples and build on their work during my presidential term.

This promises to be an important and exciting year for our students. We have much to do collectively and I know that each one of you looks forward with anticipation to the contributions you will make to the core mission of this flourishing academic organization. As I begin my presidency it is my vision to continue to encourage the establishment, maintenance, and expansion of quality programs in bilingual education. As members, we need to work arduously at the local, state, and national level, fighting to make bilingual education programs standard practice in all schools. It is my belief that bilingual education can be a beneficial educational process, not only for English language learners but ALL students, thereby giving ALL students a brighter and

promising future. It is my vision to provide students, parents and teachers with the strategies and necessary tools so they are able to rise and meet today's educational challenges.

Our executive board, delegate assembly, and executive director always strive to better serve our members. We are updating our website (www.nysabe.net) – and the internet home of our organization is where you will find news about regional events, professional development opportunities, and more. As we move towards improving the technological capabilities of our website, we hope to bring you a website that you can use as a daily resource. I always think of NYSABE members as a family and want it to grow bigger and stronger every year. In this coming year, we will continue to open our arms to welcome new members to join the family, especially student members - the new generation of NYSABE leaders. As usual NYSABE

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A Message from the President, (Cont.)

and all of its members will be **"Promoting Educational Excellence and Equity for All Students"**. This vision is what we as educators, advocates, and parents always strive for and it is through our dedication and commitment that it will come to fruition. I will end by quoting John F. Kennedy, who said, "Let us think of education as the means of developing our greatest abilities, because in each of us there is a private hope and dream which, fulfilled, can be translated into benefit for everyone and greater strength for our nation."

Warm regards,

Awilda E. Ramos Zagarrigo

Awilda E. Ramos Zagarrigo
NYSABE President 2012-2013



Editor, Tamara Alsace

Editor's Note:

The fall season has been awash with new demands on teachers and administrators alike. As we welcome this year's new executive board and delegate assembly, our field is in a time of change—offering both challenges and opportunities to the field. Educators are challenged with implementing a new set of learning standards, new accountability requirements, and are under more public scrutiny than ever before.

In this issue, we present our organization's leaders for 2012-13 and provide you with perspectives from the field on the new accountability requirements called Student Learning Objectives, or SLOs. While these new requirements have been the source of great anxiety for all teachers, educators working with emergent bilinguals have had many unanswered questions. Here we present voices of edu-

cators from around the state who are seeing SLOs through varied lenses.

Also in this issue we offer you a synopsis of the testimony presented to the governor's education panel, which included the NYSABE advocacy agenda and suggested revisions to Part 154. As always, we also keep you informed of the latest happenings in our regions.

May the new year bring you and our emergent bilinguals across the state much success as we rise to meet the challenges of Race to the Top and the Regents Reform Agenda.

RttT

CCLS

SLO

APPR

DDI

What next?

From the Desk of the Executive Director



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

One of the main goals of NYSABE is to advocate for the educational rights of English language learners (ELLs)/ emergent bilingual students and to ensure their participation in equitable, quality bilingual education programs. In this regard, NYSABE seeks to maintain **continuity** in the advocacy work done over the years so we can ensure the accomplishment of tasks delineated in our multi-year strategic plan for advocacy. For these reasons, it is with honor and pride that we present to you two documents that depict relevant issues affecting the education of ELLs/bilingual learners and provide pertinent recommendations: ***NYSABE's Advocacy Agenda for the Education of ELLs/Bilingual Learners*** and the ***Recommendations for the Proposed Revisions of the Commissioner's Regulations Part 154***.

As you read both documents, please note that they present the views, experiences, and recommendations made by educators, parents, and members of professional and community-based organizations from diverse linguistic and ethnic backgrounds, geographical locations, and varied educational expertise. Also note that these two documents mirror NYSABE's goals: To promote the academic achievement of ELLs/bilingual learners and to promote biliteracy skills

among all students in New York State.

The underlying theme that both documents intend to convey is the disparity between current educational research on best practices for ELLs/bilingual learners and state/federal educational policies, regulations, and mandates. It is certainly a contradiction not to make provisions for the needs of early childhood/preschool bilingual learners in the Commissioner's Regulations Part 154 while current research underscores the crucial role of education in the early years in ensuring future academic success. Similarly, we consider it a discrepancy not to address the specific needs of bilingual learners with disabilities, students with interrupted formal education (SIFE), and youngsters from Creole and non-Creole linguistic backgrounds in the regulations. It certainly constitutes a most serious discrepancy to give ELLs the ELA test after 180 days of their participation in a U.S. classroom. Research indicates that it takes several years to develop the academic language needed to perform satisfactorily on a standardized test.

At this time of major educational reforms, the move towards college and career readiness, common core standards, teacher/leader effectiveness, data driven instruction, and high stakes testing (and *more* testing), it is essential that we, as members of the bilingual education community, reflect upon and take action regarding the multiple disparities encountered in the education of ELLs/

bilingual learners.

The first of the two documents, ***NYSABE's Advocacy Agenda for the Education of ELLs/Bilingual Learners*** captures the focus of the meetings that have taken place during the past 3 years with members of the NYS Puerto Rican/Hispanic Task Force and staff from the NYSED. At these meetings, important recommendations were made in several areas.

The second document, entitled ***Recommendations for the Proposed Revisions of the Commissioner's Regulations Part 154*** was developed by the Regent Betty Rosa-NYSABE Part 154 team during the 2012 spring term and addresses additional areas of grave concern to our field.

We invite you to view the two documents at our website, www.nysabe.net. As you review them, we encourage and welcome you to contact us to further discuss any of the recommendations. NYSABE thanks the members of the working teams whose generous contributions made it possible to develop the two documents that encompass NYSABE's multi-year advocacy strategic plan. We also reiterate our commitment to sustaining the continuity of our advocacy efforts by working collaboratively with our NYS legislators, policy makers, and our educational and community-based partners.

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



Dr. Awilda E. Ramos Zagarrigo,
NYSABE President

Awilda was born in Ponce, Puerto Rico, the proud daughter of a Puerto Rican mother who raised her and her five sisters as a single parent. She is a proud wife, mother, and grandmother, with a daughter, two sons and a beautiful granddaughter. She was raised in a bilingual home where her mother was determined to instill in her daughters the pursuit of education and cultural pride. She is very proud to be bilingual and her greatest wish is that every child would have the benefit of being bilingual.

Dr. Ramos Zagarrigo is currently 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 with a concentration in multicultural education from the University of Buffalo. Her research concentrates on culturally and linguistically responsive pedagogy, including authentic assessment and effective strategies for teaching reading to students who are culturally and linguistically diverse and exceptional. 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 on many Buffalo Public School committees in an effort to collaborate with the school system and the community to ensure success for all students.

Awilda 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. This spring semester, she was nominated by her students to receive an appreciation award from the college for her outstanding teaching qualities, her mentoring and continued dedication, and for making a difference in the lives of students at Buffalo State College. Dr. Ramos Zagarrigo has served as a delegate-at-large and first vice-president for the New York State Association for Bilingual Education (NYSABE) and is now the 2012-2013 President. She hopes to collaborate with individuals at the local, state, and national levels to ensure that NYSABE's mission moves forward and that our children have the best opportunity at an amazing education.



Yazmín Torres
NYSABE First Vice-President

Yazmín 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 (RSCD). 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 bilingual teacher and an ELL curriculum writing specialist.

In the Rochester community, Yazmín 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-chairperson of the Nivia Zavala student essay & art award committee, a regional delegate, the executive board secretary and treasurer. Ms. Torres is now the newly elected first vice-president of NYSABE and will assume the presidency in September 2013.



Dr. Tatyana Kleyn
NYSABE Second Vice-President

Tatyana Kleyn is an associate professor in the Bilingual Education and TESOL program at the City College of New York. In 2007 she received an Ed.D. in international educational development at Teachers College, Columbia University. She is author of *Immigration: The Ultimate Teen Guide* (Scarecrow Press, 2011) and co-author of *Teaching in Two Languages: A Guide for K-12 Bilingual Educators* with Sharon Adelman Reyes (Corwin Press, 2010). She has also published about the cultural, linguistic and educational needs of the Garífuna people in Honduras. Tatyana is an associate investigator with the CUNY-NYS Initiative for Emergent Bilinguals that supports administrators in developing school-wide bilingual ecologies. She has been involved in a study of long-term English learners (with Kate Menken). The findings from this multi-year investigation have been published in the *International Journal of Bilingual Education and Bilingualism*, *International Multilingual Research Journal* and *Educational Leadership*.

Tatyana was born in the Soviet Union (currently Latvia) and grew up between Columbus, Ohio and Poughkeepsie, New York. She was an elementary school teacher in a bilingual, international school in San Pedro Sula, in Honduras, as well as in Atlanta, Georgia. Her home language is Russian and she began learning Spanish while teaching in Honduras.

Dr. Kleyn has advocated for undocumented immigrant youth and the DREAM Act for many years. She has written editorials, co-organized conferences, participated in panels and spoken to politicians to bring attention to this issue. She is currently co-producing, with Ben Donnellon, a short documentary about undocumented youth called, "Living Undocumented: High School, College and Beyond." The goal is to make this video, along with a resource packet, accessible to all high school students to better educate them about the realities, policies, and possibilities for undocumented Americans.



Dr. Zoila Tazi
NYSABE Secretary

Zoila Tazi, Ph.D. is currently the Department Chairperson and Associate Professor at Mercy College in the Childhood Education Department and has over 20 years' experience working with children and families. She has been a director of several children's programs including a private day care as well as a Head Start Child Development Center. Her clinical experience includes work with young children as a primary therapist in a psychiatric setting and as a school social worker. Zoila has worked in the Ossining schools since 1997 serving an immigrant population of children and families. She is a co-founder of Proyecto ALCANCE, an association of Spanish-speaking parents within the Ossining schools where there is a large and growing Latino community. In 2000, she contributed to a proposal and program design for a family literacy program in the Ossining schools entitled "First Steps/Primeros Pasos" which serves hundreds of families with children ages 0-4 in all of the Ossining community.

Dr. Tazi is a frequent conference presenter on issues relating to serving a Latino immigrant population, and in 2002, the New York State Association for Bilingual Education (NYSABE) gave Dr. Tazi the "Bilingual Support Person of the Year" award for the state. She has contributed to published textbooks highlighting her work among Latino children. The first was a chapter on "Colombian and Ecuadorian Children and Families" for a social work textbook entitled, *Culturally Competent Practice with Immigrant and Refugee Children and Families* published in 2003. The second was published in 2010 and was entitled, "Preventing the Gap in Preschool: A Suburban Community Model" appearing in *Breaking the Mold of School Instruction and Organization*. In September of 2010 Zoila wrote "Bilingual by Design: a Vision for Preschool Education in New York" for the quarterly NYSABE newsletter.

In January of 2010, Dr. Tazi received the "Pathways to Leadership" scholarship from the New York State Council of School Superintendents in recognition of her leadership in education. She obtained a doctor of philosophy degree in Urban Education from the City University of New York, Graduate Center. Her dissertation studied the effects of bilingual instruction on the emergent literacy skills of Spanish-speaking preschool children.



Melodie Valenciano
NYSABE Treasurer

Melodie Valenciano is a life-long advocate of bilingual education and has been a member of NYSABE since 2006. She is proud to be a NYSABE member because the organization supports the transition of English language learners (ELLs) from their country to America, while honoring their family's language, culture and heritage. NYSABE protects ELL students' rights and empowers them to excel in their native language. As the Listserv Manager for NYSABE, she keeps members informed of current educational trends that impact our children's education.

Her heart and soul have been dedicated to bilingual education throughout her career. In the Rochester City School District, she has taught in a dual language program and currently teaches ESL to refugee students with interrupted formal education (SIFE) at the Children's School of Rochester No. 15. Melodie has also been working as a bilingual common core learning standards writer to help make the New York State curriculum transition meaningful and equitable for our children and educators. She is actively involved in her community in support of bilingual education. Ms. Valenciano strives for improved quality of education for bilingual students through her collaborations with organizations such as New York State Teachers of Speakers of Other Languages (NYSTESOL), for whom she acts as a bilingual co-chairperson for Rochester and Syracuse, New York.

As a life-long learner herself, Melodie attends seminars, workshops and professional development sessions that focus on improving instruction for students whose home language is other than English. She has recently studied to become a Sheltered Instruction Observation Protocol (SIOP) trainer in order to support other educators of emergent bilinguals and improve academic achievement for students who are multilingual.



Maria-Angélica Asilis Meyer
Immediate Past President

María 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 mother of three daughters, who are being raised to be bilingual, bicultural and biliterate, just as she herself was raised. These three young ladies are her inspiration for the work she does to ensure that **ALL** children have the opportunity for a high quality education that will prepare them for a future with endless possibilities.

Ms. Asilis Meyer found her passion eighteen years ago when she made a career change and entered the teaching profession. She pursued a master of education in elementary education with bilingual extension from Adelphi University. She also pursued certifications in TESOL from Molly College and in educational leadership from CW Post Long Island University. Her teaching career began as a bilingual elementary teacher in New York City, and continued in the Westbury Union Free School District on Long Island, where she taught in the dual language program.

Currently, Maria is the ESL/BIL Department Chairperson in the Westbury Middle School, as well as the district-wide Bilingual Resource Specialist/Staff Developer who provides technical assistance/instructional support and facilitates professional development for all staff in order to help them maximize learning and engagement for English language learners. She has shared her expertise by presenting workshops locally and nationally on using technology to differentiate instruction with second language learners and developing 21st Century skills.

Maria has been an active member of NYSABE for the past sixteen years and has served this organization in many capacities. In her most recent role as the 36th **President of NYSABE, connection, collaboration, and communication** were at the core of everything that was accomplished. She is committed to supporting Dr. Awilda Ramos Zagarrigo, the 37th President, in continuing to move the organization forward with a focused vision and continue to be part of the diligent work that is necessary to ensure that **ALL** students, especially bilingual learners, have access to a high quality, rigorous education that will pave a smooth road for college and career readiness.

***Voices from the Field:
New York State
Teachers
and Administrators
Discuss
Student Learning
Objectives
for
English
Language Learners***

**Voices from the Field:
Student Learning Objectives
for Bilingual Educators
By María-Angélica Meyer
NYSABE Past President, 2011-2012**

In August 2011 the New York State Education Department officially started its implementation of the New York State Regents Reform Agenda (RRA), which was adopted by the NYS Board of Regents in January of 2011. This initiative interconnects three very specific components:

- **Common Core Learning Standards (CCLS)** - aligning teaching and learning to the state standards
- **Teacher/Leader Effectiveness (TLE)** — a comprehensive system that reinforces the RRA goals : to support the recruitment, development, and retention of the most effective teachers and school leaders.
- **Data Driven Instruction & Inquiry (DDI)**— the inquiry cycle includes assessment, analysis, and action

In order to support the reform agenda, NYSED developed the Network Teams Institute (NTI), a series of training sessions that includes representatives from all realms of the field. These teams work in close partnership with districts and schools to build the capacity of educators around the three school-based initiatives outlined above. These trainings have provided hands-on experiences for each initiative and offer vast resources that can be accessed through www.engageny.org. They have also served as communication opportunities for the participants to discuss accomplishments and address those areas that need more

consistent and sustained support.

One area identified by bilingual educators as being in need of greater support the requirement of writing student learning objectives (SLOs) for the annual professional performance review (APPR). Although support has been provided, the voices from the field express a lack of clarity and vague guidance when it comes to the development of student learning objectives (SLOs) for bilingual educators. SLOs specify how New York State assesses the learning growth of students in classrooms where there is no state assessment that can be used for a state-provided growth, or value-added, measures. For bilingual educators, these must reflect the cognitive and linguistic growth of students who are learning in two languages - their home language and a second language; consequently, this measure of cognitive *and* linguistic growth will be one of the procedures to evaluate the effectiveness of bilingual educators.

The voices of the more than nine hundred fifty (950) NYS bilingual educators are being heard loud and clear. What makes these educators unique is that they teach in two languages. There is concern being expressed by teachers that while they hold students to high, rigorous learning expectations, their professional evaluation may greatly depend on demonstrated growth in a language in which their students aren't developmentally ready to be assessed. For instance, the comprehension skills that the student has acquired in the home language may not be demonstrated when he/she is assessed in a second language in which he/she has not achieved a

considerable level of proficiency. For this reason, bilingual educators are asking for clear and specific guidance on how to develop SLOs that reflect a **true measure of growth**, both cognitively and linguistically.

For a second language learner the state measures grade-level performance by the degree of English language proficiency attained. On a daily basis, students enter programs at every grade level and there is no necessary connection between their grade level and their English proficiency (nor their prior schooling, for that matter). Furthermore, an individual student's proficiency level may vary among the four skill areas of listening, speaking, reading and writing. It should be understood, therefore, that although the structure of the standards is based upon the curriculum frameworks with grade-level expectations, it is necessary to take into consideration the progression of the different levels of language proficiency. This consideration emphasizes that English language learners (ELL) must master specific linguistic skills in their second language, regardless of the grade at which they begin their education. In bilingual programs the use of the first language is essential in strengthening the transition from the home language to the second language and ensuring that the progression towards second language proficiency occurs. As current educational research demonstrates, the use of the native language as an instructional tool is essential in meeting a student's language and academic needs. Providing the students the opportunity to access the content and meet the academic performance standards in their native language while simultaneously transitioning those skills into their second language is key to providing a rigorous and challeng-

ing education that will result in meeting the CCLS. This will constitute a **true measure of growth** for the bilingual learner.

To the bilingual educators of New York State: Please be assured that NY-SABE will continue to provide NYSED with the necessary support and collaborative guidance to ensure that the linguistic and cognitive needs of our students is accounted for as we continue to pave the way to college and career readiness. In our concerted effort to address the diverse needs of the more than 300,000 emergent bilingual learners that sit before us day in and day out, we continue to strive for accessibility and excellence as we **shift gears** into a deeper understanding. Your voices are not expressing concern that the students are not capable of reaching the high expectations, but they do express the need to ensure that we are allowed to use the tools and resources we know will measure accurate growth in a bilingual classroom.



Student Learning Objectives for ESL Teachers

By Nathanael Halloran
ESL Teacher, Buffalo, New York

My name is Nate Halloran and I am a high school ESL teacher in Buffalo, New York. I was chosen to travel to the NYS Education Department for a training regarding writing Student Learning Objectives (SLO) for English language Learners (ELL).

Training is not the proper word, however; as we were invited to give examples and have discussions about what an SLO might look like for a teacher with a classroom full of English language learners. It was a productive day, but challenging - and at times, overwhelming. There are almost as many teaching situations containing ELLs as there are districts that contain ELLs. In this article, I will talk about my experience in Albany in June, and since then, with writing an SLO for English Learners,. I will also discuss in detail each section of the SLO.

Population:

There are some key considerations when writing an SLO for ELLs. First, you must identify and define your population, and specifically delineate who they are in that section. Your school district should have helped you so you know which group of students make up the 51% of your teaching load. Or if you see students across grades, with one or two in many different grade levels, you may have to write more than one SLO; again, your district should assist you in determining this. It is important to note that you can NOT choose the group or class for whom you will write your SLO.

Learning Content:

For the learning content, as a secondary ESOL teacher, I chose Common Core learning standards from the ELA CCR 9-10 standards. I chose those that seemed challenging for me as a teacher and challenging for my beginning level ESL students, but that also seemed attainable for them. Some districts may still want you to use New York State ESL standards, as the Common Core ESL framework has not yet been written. This is something to discuss with your district curriculum committee or department head.

Interval of Instructional Time:

The interval of instructional time is most likely going to be one year for any SLO; I originally put an end date that was before the NYSESLAT, but that was rejected by the state.

Baseline:

Now, however we may feel about the NYSESLAT, it is a test that is given every year to measure our students' progress towards learning English and **absolutely** should be used to write an SLO for ESOL teachers as the de facto pre- and post-test (some teachers may have to use other measures as well, depending on who their 51% is). In Albany, the representative from the Office of Curriculum and Instruction said "If there is any test that should and can easily be used for an SLO, it is the NYSESLAT." In identifying the NYSESLAT as your pre- and post-test, it is essential that you clearly state that no teacher grades their own NYSESLAT tests, even if in-district or in-school scoring is used for the writing section. In fact, making this clear is an essential element of any SLO using a pre- and post-test.

For setting a baseline, as we all know, many students enter the district without a previous year's NYSESLAT

for various reasons: newcomer, did not sit for the test in a previous district, etc. In this case, the LAB-R can be used as a baseline, in conjunction with a locally-developed assessment based on the NYSESLAT. In addition, keeping a portfolio of student work from the beginning of the year and setting student-specific targets such as: student X will be able to write three full sentences on the NYSESLAT writing section, is a possibility.

In Albany, questions were raised about using the LAB-R as a baseline for a NYSESLAT-based target: How is that reliable? Do these tests correlate? After all, we have all had a student who has tested into Intermediate or Advanced level based on the LAB-R but who has then moved down a level based on the NYSESLAT.

Targets:

When setting targets, a 43 point growth on the aggregate score for the NYSESLAT is important. It is my understanding that for any growth that is lower than 43 points, the NYSESLAT is considered unreliable as a measure. That is, if the growth is less than 43 points, the assessment's psychometrics are not considered a true/accurate measure of growth. In addition, Title III AMAO I sets district targets for the percentage of students who gain at least 43 total scaled score points from one administration of the NYSESLAT to the next.

In addition, in the "targets" section of the SLO, the teacher may either group the students as a whole, divide the students into sub-groups, or write student-specific targets based on relevant student data such as at-

tendance history, SIFE status, or a student's data from a previous teacher. That is, attendance history may be a way to rationalize a lower growth target for a particular student or students, but cannot be factored in mathematically to the SLO as a whole. Conversely, a student's work from a previous teacher which shows a pattern of consistent growth, achievement, and effort, would be a rationale for setting a higher student-specific target.

This may seem contradictory, but there is a caveat to using the term SIFE, unless using it as rationale to create a student-specific target. Because the term SIFE has a slippery definition from the state's perspective, when revising my SLO, I was advised against using SIFE as a way to *group* students in the targets section. It is my understanding that different districts use different definitions for the SIFE designation, which obviously can be problematic at the state level.

HEDI Rating "Bands":

This is a very confusing and somewhat controversial section of the SLO, as your union probably set the "bands" as part of their submission to the state's APPR portal. To be considered an "effective" SLO, you should set the bottom of your effective band at "80% of students will achieve the above targets". For further information about these HEDI bands, contact your union or SLO specialist in your district. A SLO rubric has also been made available to the districts, and is available on engageny.com.

Questions and concerns:

There are many unanswered questions about SLOs in general, and about SLOs and ESOL teachers. Among my colleagues, the conversations have been focused around several areas. For instance,

- Is it advisable to use LAB-R results as a baseline when the NYSESLAT is the post-test? How do itinerant ESOL teachers write their SLOs?
- What about student transiency – will a teacher be evaluated on a group of students who might leave their district halfway through the year because those students' families have seasonal or otherwise temporary jobs?
- Some teachers may have to write SLOs for a content-area class because that class is 51% of their teaching load. Is it equitable to judge an ESOL teacher who is not certified in that content area, but is the co-teacher in that class, on student performance in that content area's pre-/post- test results?
- How valid are content teachers' SLOs if students did not receive accommodations (either for ELLs or SWD) during these pre- and post-tests?

How much attention is being paid to making sure accommodations are given to the correct students?

The logistics and security/reliability issues of grading pre- and post-tests have also been a point of concern. , I believe that these, and many more questions and concerns are areas that the state has not addressed adequately.

Benefits and Drawbacks:

There some benefits to the SLO process, as I see it. The teacher writes his or her own SLO, and sets his/her own

targets. The targets are based on growth, not achievement, and therefore are probably attainable for most teachers. The learning standards/ learning content section allows a teacher to focus his/her teaching as well. When writing a lesson plan for that group, e or she will know exactly on which areas to focus.

One drawback is in the way the SLO process has been rolled out, both at the state and district level. There have been many changes, much misinformation and miscommunication between NYSED and districts, between districts and administrators and teachers, which have caused major confusion around SLOs and the entire APPR process.

Finally, do not let anyone tell you, and thereby lull you into a dull complacency, that this is "what you are already doing as a teacher". Yes, you as a teacher probably do set student-specific or group goals at the beginning of the year, in your head or otherwise. However, formalizing it into an SLO and writing these goals into your APPR, and directly linking these goals and whether they are met to your overall teacher rating score – this is very new and extremely different than the informal goal setting, on paper or otherwise, that we might have done in past years.

Good luck!

I would like to thank Dr. Alsace, Lindsay Crimmins, and the ESL department at Riverside High School for their comments and feedback when writing this article.

Nate Halloran is an secondary ESOL teacher at Riverside High School in Buffalo, NY

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Student Learning Objectives and English Language Learners

**By Gladys I. Cruz, Ph.D.,
Deputy Superintendent, Questar
III BOCES**

Overview

Student Learning Objectives (SLOs) are the New York State Education Department's (NYSED) district-wide growth goal setting process. They are required for the new teacher evaluation system commonly referred to as the Annual Professional Performance Review (APPR) where NYSED does not provide a growth score. An SLO is an academic goal for a classroom teacher's students, that is established at the start of the school year or course. A student learning objective must be specific and measurable – comparing learning data at the start and end of the course – each SLO must have baseline data. SLOs must be aligned to common core and state standards and to any priorities set by the district and school.

All bilingual education and English as a second language (ESL) teachers who teach grades and content courses where there is no state-provided measure of student growth must develop student learning objectives. Student learning objectives have the potential to improve teaching and learning for English language learners (ELLs), as they can:

- help ESL and bilingual teachers target instruction to meet the needs of ELLs;
- serve as a tool to determine how ELLs in a given school are progressing over time;
- help departments and specific grades understand how to better facilitate learning for English language learners;

- ensure that ELLs are a part of a school's improvement and professional development plans;
 - help ELLs and their parents better understand the skills and content on which they need to place special emphasis;
- assist in establishing a collaborative culture among ESL, bilingual and mainstream teachers in a school and district.

Districts must determine the processes by which SLOs are developed, monitored, and assessed. In the case of ESL and bilingual teachers, district administrators who oversee ELL programs may assist the building principals in determining the targets for SLOs. This may be defined as part of a district's process for SLOs for ESL and/or bilingual teachers. In some cases, where schools consider using group/team growth on state assessments; collaborative goal-setting among ESL and/or bilingual teachers with mainstream classroom teachers may be an option to consider.

Assessments used to Measure SLOs for ESL or Bilingual Education Teachers

According to the "SLO Roadmap for English as a Second Language and Bilingual Teachers", ESL teachers will be required to write two SLOs: one for ELA (unless students are exempt from taking the ELA assessment) and one for NYSESLAT. ESL teachers who teach grades 4-8 will receive state growth measures when they have enough students to produce 16 scores from state assessments. The 16 scores can be a combination of grades and content areas. ESL teachers in grades 9-12 are required to develop SLOs that reflect the courses they teach. These teachers will have to develop one SLO for the NYSESLAT and either one for ELA (unless students are in their first

year of ESL services and exempt from taking ELA state assessments) or one for content area. Whenever a course ends in a Regents exam, the Regents scores must be used as the summative assessment for the SLO.

Bilingual teachers will be required to write SLOs based on the grades and content areas they teach. In grades K-3, bilingual teachers must write one SLO for English language arts, one for native language arts (NLA), one for Math and one for ESL if the teacher is also responsible for that content area. All bilingual teachers in grades 4-8 will receive state provided growth measures assuming they have enough students to produce 16 scores on state assessments. Bilingual teachers in grades 9-12 are responsible for writing SLOs based on the content areas they teach. For example, a 9-12 bilingual teacher who teaches ELA, Math, and NLA will be required to write one SLO for each of these content areas. In all cases where there is a state assessment, i.e., Regents exam, it must be incorporated into the SLO as the end of year assessment.

ESL and bilingual teachers must incorporate one of the following assessment options to assess the SLO where there is no state assessment – if there is a state assessment, teachers must use it as evidence in their SLOs:

(1) Assessment from the list of the state-approved 3rd party assessment: The SED has approved the SUPERA from CTB/McGraw-Hill for Grades K-10 ELA; Math; the Native Language Assessment (Spanish), the preLAS from CTB/McGraw-Hill for Grades Pre K-1 for English as a Second Language; Native Language Assessment (Spanish) and LAS Links and LAS Online from CTB/McGraw-Hill for Grades K-12 for English as a

Second Language. Please refer to the SED link

http://usny.nysed.gov/rttt/teachers-leaders/assessments/approved-list.html#additions_091012

for a complete listing of state approved third party assessments and visit the page regularly for additions.

(2) Assessment developed by the district or BOCES provided the district or BOCES verifies comparability and rigor: The SED has approved that districts or BOCES develop assessments. Districts and BOCES should follow assessment development protocols when developing assessments to ensure that assessments are comparable and rigorous. The NYSED defines comparable as "...the same locally-selected measures of student achievement or growth are used across all classrooms in the same grade/subject in the district or BOCES" (APPR Guidance Document August 2012, page 61). The NYSED defines rigorous as being "...aligned to the New York State learning standards or, in instances where there are no such learning standards that apply to a subject/grade level, evidence of alignment to research-based learning standards and, to the extent practicable, the assessment must be valid and reliable as defined by the Standards of Educational and Psychological Testing" (APPR Guidance Document August 2012, page 61).

(3) School-wide, group, or team results based on state assessments – in schools where a school-wide or team results based on state assessment are used as evidence, ESL and bilingual teachers may be included in the school-wide or team results targets.

Sample SLOs can be found at the Engage NY website at <http://engageny.org/resource/student->

[learning-objective-models-from-new-york-state-teachers](http://www.hffmcsd.org/files/1620/susskindesl3.grade9-10_final_1.pdf) with specific SLOs for ESL teachers found at http://www.hffmcsd.org/files/1620/susskindesl3.grade9-10_final_1.pdf and http://www.buffaloschools.org/files/file_system/HalloranELLsHighSchool_REVISED_JR_2.pdf

SLO and a Teacher's APPR

The SLOs are equivalent to 20% of a teacher's APPR score for the state growth measure (and will increase to 25% when the Board of Regents adopts the value added model). ESL or bilingual teachers will write the SLOs as applicable and these are approved by the administrator in the school or district per the approved processes when the teacher does not receive a growth score from the NYSED. In order for the NYSED to provide teachers with growth measure, he/she must have enough students to produce 16 scores on state assessments. Scores may be from ELA and Math 4-8 and other state exams for which state growth measures are provided. The NYSED recommends that teachers who have between 8 and 22 students develop backup SLOs. In some cases, ESL and bilingual teachers will receive a growth score from the state where the minimum of 16 scores is met. Districts and schools also have the option of adopting SLOs as the local 20% to measure student achievement or growth when the local growth measure is different than that used for the state measure where there is no state assessment. The teacher's score for the 20% state growth, if not provided a state growth score, will be based upon the degree to which the SLO goal is attained according to the district's processes.

How do you write a SLO?

1. Determine the critical content and skills aligned to common core or other

state standards that students must master in a given course.

2. Make a list of the critical content and skills and try to write them into goal statements.

3. Administer baseline assessment and determine individual students' strengths and weaknesses. The baseline assessment scores will assist in determining the SLO target.

4. Write, revise and edit the SLO paying special attention to the following questions:

- a. Is this SLO measurable?
- b. Is this SLO achievable?
- c. Does it address critical content and skills identified for the course?
- d. Does it address high level skills? – refer to Bloom's taxonomy

SLOs must include the following components per NYSED:

- **Student population:** To whom is the SLO referring?
- **Learning Content:** What is being taught? CCLS? National standards?
- **Interval of Instructional Time:** Is it a school year?; A quarter?; A semester?
- **Evidence:** What assessment will be used to measure the goal?
- **Baseline:** What is the beginning performance level for students covered in the SLO?
- **Target(s):** What is the expected outcome at the end of the instructional period?
- **HEDI Criteria:** How will the evaluators determine the level of student performance and how it translates to the Highly Effective, Effective, Developing, Ineffective categories? For a full description of HEDI ratings see pages 72-74 in the August 13, 2012 APPR Guidance Document found at http://engageny.org/sites/default/files/resource/attachments/appr-field-guidance_o.pdf

- **Rationale:** Why did you choose the learning content, evidence, and target?

For more information on Student Learning Objectives for NYS teachers, visit www.engageny.org :

It is strongly advised that the reader follow required rules put out for ESL and Bilingual Teachers in the SLO Roadmap for English as a Second Language and Bilingual Teachers available at: http://engageny.org/sites/default/files/resource/attachments/slo_roadmap_for_esl_and_bilingual_teachers.pdf - See pages 2 & 3.

In developing district and BOCES assessments, the test developers should consult the Standards for educational and psychological testing jointly developed by the American Educational Research Association (AERA), American Psychological Association (APA) and the National Council on Measurement in Education (NCME) as practicable.

A teacher's APPR score has three components 20% state growth, 20% local, and 60% multiple measures assessed with an approved teacher practice rubric. The 60 % portion of a teacher's APPR requires a minimum of two observations one of which is unannounced with a minimum of 31 points allocated to the classroom observations. See the APPR Guidance Document for a complete description of the components of the APPR.



Testimony Presented to Governor Cuomo's Education Reform Commission
New York, October 16, 2012

On behalf of the executive board, delegate assembly, executive director, and members, the New York State Association for Bilingual Education (NYSABE), wishes to thank the members of the Governor's Education Reform Commission for this opportunity to address concerns and present recommendations related to the education of New York States' English language learners (ELLs) /bilingual students.

NYSABE's main goals are (1) to safeguard the equitable educational rights of ELL/bilingual learners and to ensure their academic success through the implementation of research-based bilingual education practices, and (2) to promote **biliteracy** for all students in New York State so they can successfully participate in the global community of the 21st century.

At this pivotal time in education, when we are facing major educational reforms and seek to ensure our full participation in **all** NYSED initiatives, it is imperative to acknowledge that the graduation rate for our state's ELL/bilingual learners has decreased from 40.3% to 38.2 % while the graduation rate statewide has reached 73%. In addition, the percentage of ELL/bilingual learners who were deemed to be college and career ready according to the *Aspirational Performance Measures* of ELA and Mathematics was only 6% compared to 37% statewide. While we recognize that ELL/bilingual learners face many obstacles and present schools with challenges, it is also critical to acknowledge that these students bring diverse gifts, talents, and linguistic/cultural resources that need to be utilized by schools to provide these youngsters with a strong foundation and the tools necessary to succeed academically.

Given these considerations, NYSABE has developed two documents; the multi-year ***Advocacy Agenda for the Education of ELLs/Bilingual Learners*** and ***The Recommendations for the Proposed Revisions of the Commissioner's Regulations Part 154***. These two documents, developed with the participation of NYSABE members statewide, delineate recommendations in the following areas:

- The inclusion of ELL/bilingual student subgroups, such as early childhood/preschool children, students from Caribbean countries where Creole and non-Creole languages are spoken at home, students with severe disabilities, and students with interrupted formal education (SIFE);
- the initial identification and placement of all ELLs/bilingual learners, including the sub-groups listed above;
- the assessment of ELLs/bilingual learners in general education and special education;
- the optimum implementation of bilingual/ESL education programs and the development of biliteracy;
- school and district programmatic and financial accountability;
- support services;
- parental participation; and
- certification and in-service professional development requirements for teachers and administrators responsible for educating ELL/bilingual learners.

As you review the two attached documents*, we encourage and welcome you to contact us to further discuss any of the recommendations.

In closing, we thank you for your support of NYSABE's recommendations and your commitment to ensuring the best education for all New York State students including ELL/bilingual learners.

Awilda E. Ramos Zagarrigo

Dr. Awilda E. Ramos Zagarrigo, NYSABE President 2012-2013

*available at www.nysabe.net

Screening of *A Better Life* By Patricia Velasco, Ph.D. Region II Delegate

NYSABE Region II Delegates Tatyana Kleyn and Patricia Velasco, in collaboration with the CUNY Graduate Center, held the screening of *A Better Life* by Chris Weiz. *Approximately 80 people attended.* The goal of showing this film was to draw attention to the 140,000 undocumented immigrants in this country who are enrolled in college. An additional 80,000 already have college degrees — about 48 percent from two-year programs, 43 percent from four-year programs and 8 percent from graduate schools (Migration Policy Group, 2011). Many of these students are the children of undocumented immigrants who came to this country in search of a better life.

This is a poignant film depicting the life of undocumented immigrant Carlos Galindo and his son. Carlos works as a gardener in East Los Angeles and simultaneously juggles the demands of his job, single parenthood, and his aspirations and dreams for a better future. The Q&A period was as heartrending and emotional as the film itself. Teresa Bucio and Mirta Ojito addressed the veracity of the film from different perspectives. Mirta Ojito brought to our attention how the Immigration and Customs Enforcement (ICE) requires deporting 400,000 immigrants per year in order to justify their budget. The Obama administration is responsible for a record-setting number of deportations, even as it has employed prosecutorial discretion to focus on high-priority cases.

Teresa Bucio, a female day laborer, single mother and member of the Worker's Justice Project made parallels between her life and that of the main character in the film. Carlos Galindo (the character played by actor Damian Bichir) and Teresa Bucio stand in corners, anxiously waiting for a day job. Male and female day laborers are unprotected and underpaid, but standing in street corners can be particularly demeaning for women day laborers. Teresa had to stand in a street corner in Brooklyn until she and a group of other day laborers created a cooperative, the Apple Eco-Cleaning LLC, (sponsored by the Worker's Justice Project).

This project is a worker-owned cooperative that offers home and office cleaning. The products they use are all organic. The creation of the cooperative brought organization and structure to this group of women. Storm Sandy brought the destruction of the small house in Brooklyn where their cooperative was housed. Ligia Gualpa Director of the Worker's Justice Project, made an appeal for contributions in order to build a new one.

Like the main character in the movie, Teresa has a 14 year old son. To a large extent, Teresa follows his day to day life and school demands by being in close contact with him over the phone. Perhaps in the next NYSABE conference, we can hold a panel presentation with children whose parents are day laborers and for whom parental involvement/engagement proceed differently. These children are all dreamers

whose parents are trying to build a better life for them.

I want to thank Ofelia García for offering the Graduate Center to screen this movie; to Sarah Hesson for organizing this event; to Nancy Villareal for her warm welcome; to Mirta Ojito for always sharing relevant and important information. Mostly, I want to express my gratitude to Teresa Bucio and to Ligia Gualpa for sharing their hardships and strength and for drawing hope from all of us as we try to build a better, more compassionate society.

If you would like to make a donation for rebuilding the house for Apple Eco-Cleaning, please contact Ligia Gualpa, Director of the Worker's Justice Project: ligia@workersjustice.org

If you would like to communicate with Apple Eco Cleaning, LLC, please contact: info@applecleaning.coop

Promoting Equity and Biliteracy at the NYSABE Fall Regional Institute

By Marguerite Lukes, Ph.D.,
NYSABE Delegate at Large

On Saturday, October 13, 2012, educators from across New York City gathered for the NYSABE/New York University (NYU) Fall Regional Institute: "Equity and Biliteracy: A Paradigm for Academic Success," hosted by NYSABE Region II NYC and the NYS Language Regional Bilingual Education Resource Network (RBE-RN) at NYU.

After a welcome from NYSABE President Dr. Awilda Ramos Zagarigo and RBE-RN Executive Director Nellie Mulkay, Dr. Pedro Noguera addressed the assembled educators with perspectives from his new book, co-authored with Wade Boykin, *Creating the Opportunity to Learn: Moving from Research to Practice to Close the Achievement Gap* (ASCD, 2011). This monograph brings the latest research on the achievement gap to the classroom and school level. Dr. Noguera began by reminding those present that much of what teachers, administrators and teacher educators need to be thinking about is currently not being addressed by policymakers, who are often far removed from the reality of classrooms and schools. He pointed to the use of accountability not as a tool to improve learning but as a weapon that has been aimed against students, schools and teachers. He reminded the audience that "poverty is not a learning disability," but that if learning needs are ignored, they become disabling conditions. Dr. Noguera called for educators to dismantle existing practices that turn "demography" into "destiny." His

practical charge to teachers and administrators was to get out of their schools and visit exemplary schools that are doing excellent work with English language learners to begin to replicate best practices.

Examining the practical implications of serving emergent bilinguals, Dr. Tatyana Kleyn moderated a panel of principals from local schools: Vivian Bueno of PS 73 in the Bronx, Molly Wang of PS 173 in Queens, Claudia Aguirre of MS 247 in Manhattan, and Mirza Sanchez-Medina of Manhattan Bridges High School. The panelists addressed a series of questions, including what equitable opportunities to learn look like in successful bilingual schools, how to negotiate the pressures of high stakes testing, and ultimately how to maintain a culture of high, but reasonable expectations. The principals shared successes and challenges with honesty, provoking thoughtful considerations of how best to serve emergent bilinguals.

Nancy Cloud engaged the participants with a discussion of literacy strategies for English Language Learners to promote equity as well as biliteracy. Dr. Cloud echoed Dr. Noguera's message that teachers are the bridge between policy and practice, and as such, must capitalize on students' strengths, including tapping into the home language. Her mantra, she told the participants, is "home language literacy first, biliteracy always," and she commended NYS for being the second state in the U.S. to adopt the Seal of Biliteracy. Drawing on her book *Literacy Instruction for English Language Learners: A Teacher's Guide for Re-*

search-Based Practices (Heinemann, 2009), Dr. Cloud discussed "cross-linguistic transfer" and "metalinguistic awareness," providing extensive examples of classroom strategies for promoting biliteracy.

To bring closure to the institute, Angélica Infante, Executive Officer of the Office of English Language Learners at the New York City Department of Education reminded the participants that, "The New York City Department of Education is creating new bilingual programs all over the city." She reiterated the commitment of the Department to serving emergent bilinguals and to collaborating with the New York State Association of Bilingual Education, the NYSED and the RBE-RNs to ensure equity and biliteracy across the city and state.

Resources

Dr. Noguera's book, *Creating the Opportunity to Learn: Moving from Research to Practice to Close the Achievement Gap*

<http://www.ascd.org/Publications/Books/ASCD-talks-with-an-author/boykin-and-noguera.aspx>

Dr. Noguera's Powerpoint can be retrieved at http://steinhardt.nyu.edu/scmsAdmin/media/users/xr1/Activities/Boykin_and_Noguera_ASCD.pdf

Dr. Cloud's book, *Dual Language Instruction from A to Z*, with Fred Genesee and Else Hamayan will be released in 2013.

Dr. Cloud's presentation can be retrieved at http://steinhardt.nyu.edu/scmsAdmin/media/users/xr1/Activities/Principles.ELL.Literacy_2.pdf

New York State Seal of Biliteracy
http://assembly.state.ny.us/leg/?default_fld=&bn=A10292&term=2011&Summary=Y&Actions=Y&Text=Y&Votes=Y

*"Equity and Biliteracy:
A Paradigm for
Academic Success"
hosted by
NYSABE Region II NYC
and the
NYS Language Regional
Bilingual Education
Resource Network
(RBE-RN) at NYU*

AND

*"Home Language
in School: Building on
the Bilingualism
of All Students"
Presented at
Tri-Regional event
in Syracuse.*

Region IV/Syracuse Capital District October Conference

By Melodie Valenciano, NYSABE Treasurer

On October 1, 2012 Ms. Ofelia Anamaria, Region IV/ Syracuse-Capital District delegate, in collaboration with NYSABE Region II/ NYC and Region V/Rochester, coordinated the fall conference which was held at La Casita Cultural Center in Syracuse. The goal of this event was to inform parents and educators about research-based effective teaching practices for bilingual children. Dr. Tatyana Kleyn, NYSABE Second Vice-President and associate professor in the Bilingual Education and TESOL program, City College of New York (CUNY), conducted the keynote presentation on "Home Language in School: Building on the Bilingualism of All Students."

The NYSABE Region IV Conference commenced with welcoming remarks from Ms. Ofelia Anamaria and introductions by Ms. Diana Pérez, a Spanish teacher from the Syracuse City School District. Ms. Yazmin Torres, NYSABE First Vice-President, greeted the audience and was followed by Ms. Mayra Todd, the newly appointed Director of Bilingual/ESL Education and Foreign Language Department, Syracuse City School District.

Dr. Kleyn focused her keynote presentation on research based findings that demonstrate the students' academic growth by using the home language in instruction. Dr. Kleyn explained the processes of code switching and translanguaging as natural forms of communication that assist students in creating meaning in reading, writing, speaking and listening. She

also offered examples of strategies to promote critical thinking in bilingual settings, such as using texts or power points in one language and allowing students to discuss the content in a different language.

In closing the presentation, Nancy Villarreal de Adler, NYSABE Executive Director, summarized the presentation and offered information regarding NYSABE's advocacy work that addresses current educational challenges and NYSABE's participation in NYSED initiatives.

The evening ended with a book signing by Dr. Kleyn. Her publications include *Teaching in Two Languages: A Guide for K-12 Bilingual Educators* (2010) and *Immigration: The Ultimate Teen Guide (It Happened to Me)* (2011). Dr. Kleyn also recommended reading the recently released "Guide on Translanguaging", a publication of the CUNY/NYSED NYS Initiative on Emergent Bilinguals, available at: <http://www.nysieb.ws.gc.cuny.edu/files/2012/06/FINAL-Translanguaging-Guide-With-Cover-1.pdf>.

Region IV thanked the audience by distributing door prizes at a small reception where NYSABE delegates promoted new friendships and partnerships with individuals and institutions that share a common goal, to educate our bilingual learners.



Dr. Tatyana Kleyn, surrounded by NYSABE members from Syracuse, Rochester, and Buffalo

Carmen "Millie" Bermúdez Retired

NYSABE congratulates Millie on her retirement and thanks her for her exemplary work, dedication, and true commitment to the NYSABE mission of ensuring excellence and equity in the education of ELLs/Bilingual learners. On the occasion of her retirement, Millie would like to share her reflections with her colleagues and friends of NYSABE.



Reflections

By Carmen "Millie" Bermúdez
Regional Delegate, Region IV/Rochester

People, moments, experiences and memories are the most important pieces of our lives. There are times when we look back and question ourselves and the decisions and paths we took at specific points in time. Today, as I'm at one of those big turning points in my personal and professional life, I can rest assured that everything happened in the way that it should have. For as long as I can remember I wanted to be a teacher and my primary teachers were my inspiration. Their devotion, commitment, and love for their students were evident at all times. My parents provided me with the opportunities, values and necessary support to achieve my goals and become the person I am today. During the course of our lives we meet special people and experience changes that will continue shaping your beliefs, providing guidance, and clarifying the purpose of your lives and what is really important to us. Family, friendship, education, mentors, work experiences, love, and parenting, are crucial for us as human beings and will be with us forever. I could write a book with the unforgettable memories of the people and moments that impacted my life. In each one of the stories I could mention a teacher, family member or friend that made a difference in my life.

I fulfilled my goal to become a teacher and for 34 years I have been in the educational field supporting those who needed the most. Those 34 years have been split equally between my original home, Puerto Rico; and Rochester, my home away from home. In August 1995 I moved to Rochester looking for new experiences and opportunities for my children and me. I was hired to serve as a bilingual special education teacher in the Rochester City School District. Rochester provided the base for further developing my professional skills and provided my children with outstanding opportunities and experiences to craft their own life stories. In Rochester I experienced the real meaning of bilingual education and the needs of our ELL students. I had first-hand experience with the challenges and needs of bilingual people like us.

In 1996 I became a member of NYSABE and a new chapter in my collection of experiences, memories, learning, mentors, and friendships, was born. NYSABE has given guidance, purpose, and meaning to the second part of my professional experience. As I progressed in my professional career, from teacher to district administrator, I continued to be a NYSABE member. During the past six years, I had the honor of serving the organization as a regional delegate. In August 2012, I made the decision to retire from the RCSD and give back to a very special person in my life, my mom. For many years she has supported and encouraged my pursuit of my dreams and was there for me when I needed her the most. Today she needs me and I'll be there for her. I will continue supporting our students and families as a proud member of NYSABE!



New York State Association for Bilingual Education
New York University – Metropolitan Center for Urban Education
726 Broadway, 5th Floor
New York, NY 1003

Put aside your SLO's, your CCLS and all the rest for the

NYSABE NIGHT OF LAUGHS

BROKERAGE COMEDY CLUB
2797 Merrick Road
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Sunday, January 20, 2013

Showtime: 8:00 pm

Doors open at 6:30 pm. Please arrive by 7:30 pm

Donation: \$15.00

Tickets will not be sold at the door!

To purchase and pick up tickets contact:

In Nassau County/NYC Area

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NYSABE Region I Delegate

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917-797-9434

In Suffolk County

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NYSABE Region I Delegate

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New York State Association for Bilingual Education

36th Annual NYSABE Conference

**Bilingual Education:
Promoting Educational Excellence and Equity for All Learners**

March 14-17, 2013

Huntington Hilton Hotel

Melville, New York

The conference will highlight current trends and pedagogical practices in bilingual education programs. We look forward to having educators, parents, students, researchers, publishers, elected officials, and members of community-based organizations share their expertise and experiences in bilingual education and bilingual special education.

We will have different presentation formats including:

- poster sessions
- roundtable discussions
- workshops

Proposals connected to the conference theme of equity and excellence for all, as well as topics related to the **New York State Seal of Biliteracy**, are strongly encouraged.

Presentations in English or in languages other than English are welcome.

For more information, please visit the NYSABE website at:

<http://www.nysabe.net/>

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

NYSABE Bilingual Times Staff includes

Tamara Alsace,
Editor

Nancy Villarreal
de Adler,
Project Director



New York State Association for Bilingual Education

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CONTRIBUTION: I would like to contribute to NYSABE's continuing efforts to strengthen Bilingual Education in New York State with my tax deductible contribution of:

☐ \$25 ☐ \$50 ☐ \$100 ☐ Other \$ _____

Signature: _____ Date: _____

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

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

Melodie Valenciano
NYSABE Treasurer
 501 Seneca Manor Drive, Apt. B 8 B
 Rochester, NY 14621

THE ORGANIZATION

NYSABE is a multilingual, multicultural professional association that promotes the academic achievement of more than 300,000 English language learners (ELLs)/bilingual students, and supports the development of biliteracy skills among all students in New York State. Founded in 1976, NYSABE unites educators, parents, community and business leaders, elected officials, researchers, and members of professional organizations, educational institutions, and the news media sharing a common goal—to ensure excellence and equity for students from diverse linguistic and cultural backgrounds.

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

NYSABE promotes bilingual education as a process by which students achieve academic success through instruction in English and a language other than English.

NYSABE supports the belief that language pluralism and literacy in more than one language benefit the nation and all its citizens.

NYSABE collaborates with the NYS Education Department, school districts, and educational institutions by participating in their initiatives and ensuring excellence and equity in the education of ELLs/bilingual learners.

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

MEMBERSHIP BENEFITS

Join the NYSABE team! Through your membership dues and involvement, you will have the opportunity to make integral contributions towards positive educational change for ELLs/bilingual learners. Membership benefits include:

NYSABE Journal of Multilingual Education Research (JMRE): The yearly issue of this journal is a must for every library and member of the association. It publishes current research on best practices in instructional methodologies, optimum program models, and key elements in the implementation of successful bilingual education programs.

The NYSABE Newsletter, The Bilingual Times: The quarterly issues of The Bilingual Times offer updates on the regional and statewide activities of the association and its members. *The Bilingual Times* also provides information on current legislative and policy developments as well as articles on best educational approaches for ELLs/bilingual learners.

Professional Development: NYSABE offers local, regional, and statewide professional development activities that focus on optimum, research-based practices in bilingual education. These activities create a professional forum suitable to network with other professionals in your field of interest, to share experiences, and explore new ideas.

Advocacy and Leadership: NYSABE offers opportunities to develop leadership skills while participating in hands-on training, special committees, language group events, and advocacy activities on behalf of students, their parents, and educators.