

The NYSABE Bilingual Times

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Fall 2018 Issue



New York University
Metropolitan Center for Research
on Equity and the Transformation of
Schools

726 Broadway, 5th Floor
New York, N.Y. 10003

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Rebecca Elías

DEAR NYSABE MEMBERS,

This year has already been full of exciting new opportunities for our organization, and thus for English language learners (ELLs)/multilingual learners in New York State.

As we continue through the present academic year, we are focusing our efforts on a few key priorities:

- Ensuring adequate and equitable instruction for all ELLs/multilingual learners in New York State, including students with disabilities
- Promoting high quality Bilingual Education programs through the refinement of the "Professional Standards for Bilingual Educators"

- Building our organizational capacity to carry out our annual strategic plan and sustain our growth as we move ahead
- Strengthening our connections and collaborations with our members, families, and partners

Together, with our school districts, partner organizations, and the New York State Education Department, we vow to honor this year's conference theme, ***Transforming Language Learners, their Multiliteracies, and the World through Bilingual Education.***

Happy Holidays!



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From the Desk of the Executive Director BIENVENIDOS



Nancy Villarreal de Adler

The articles presented in this Fall 2018 issue of The Bilingual Times may inspire us to reflect on the duality of our roles as educators of multilingual learners. As such, we are committed to providing equitable and high quality education through the use of research based, innovative instructional practices, and to advocate for the educational rights of our students, their families, communities, and educators.

Recently, Dr. Claire Sylvan was honored by the United Federation of Teachers (UFT) for her exemplary advocacy work on behalf of New York's multilingual learners. In her inspiring acceptance speech, presented in this issue, Dr. Sylvan reminded us that, "...we cannot provide our multilingual learners with the quality education that they need, deserve and have an absolute right to, without also becoming advocates for our students, their

families and communities."

Dr. Laura Ascenzi-Moreno's article on "Leveraging the 'Learning Edge' of Bilingualism" focuses on the teacher as a researcher and as an advocate for educational equity. She provides practical suggestions for making adaptations to reading assessments guided by current research on translanguaging pedagogy. In this regard, she states that, "...because translanguaging pedagogy repositions emergent bilinguals as capable and full of resources, translanguaging as an approach is intimately tied to educational equity. While teachers recognize the need to incorporate students' home languages into literacy instruction, guidance about how teachers can make this shift within the day to day reading instructional practices in which they engage, such as assessment..." is necessary.

In this, our first newsletter of the 2018-19 school year, NYSABE presents the New York City Department of Education, Division of Early Childhood Education's *Core Principles for Emergent Multilingual Learners (EMLLs) in Early Childhood*, prepared by Zoila Morell, Ph.D. and Cristina Medellin, Ph.D. These research-based core principles focus on high quality instruction for preschool children whose home language is other than English. They underscore the importance of using the student's home language in the classroom, school (or program), and home environment to enrich learning, support English language acquisition, enhance early literacy development, and promote multilingualism.

The In Memoriam section, dedicated to Dr. María Torres-Guzmán, portrays María as an "activist scholar whose research and teaching addressed social justice issues en su comunidad y en el mundo while focusing on language and cultural freedom...". NYSABE joins María's family, colleagues and friends in honoring her legacy.

This issue of NYSABE's Bilingual Times newsletter introduces the 2018-2019 newly elected Board of Directors and members of the Delegate Assembly. We thank and congratulate them for embracing NYSABE's mission and their willingness to grow professionally as they serve NYSABE's members of our multilingual communities. We also introduce and welcome the new editor of The Bilingual Times, Dr. Heather Woodley, and the new project assistant, César Rodríguez. Both, Dr. Woodley and Mr. Rodríguez, bring to our project their ample experience, innovative ideas, and an enormous enthusiasm to serve our multilingual educational community.

In closing, I invite you to visit our website, www.nysabe.net and our facebook page where you will find information about NYSABE's 2019 annual conference, current socio-political advocacy news, effective pedagogical practices, and membership events in your region.

May the generosity, wisdom, courage, knowledge, and optimism that sustain the beliefs and actions of our multilingual educators/advocates remain in you throughout the upcoming joyful holiday season!



A Message from Dr. Claire E. Sylvan Recipient of the Luis O. Reyes Award at the UFT CELLebrating! Conference

On October 20, 2018 the United Federation of Teachers (UFT) held its third annual *CELLebrating on Effective Instruction for English Language Learners* conference. At this event, Dr. Claire Sylvan, founder and senior strategist for Internationals Network for Public Schools and NYSABE Delegate-at-Large, was the recipient of the Luis O. Reyes Award for her tireless advocacy work on behalf of immigrant and multilingual learners. Below is a transcript of her powerful acceptance speech, a call to action for all of us who work with and for multilingual learners, their families and communities.

"I am humbled and honored to receive the UFT Luis O. Reyes award at the third annual UFT conference on *Effective Instruction for English Language Learners*. A conference under the leadership of the amazing Evelyn Dejesus, my sister-in-struggle, and in partnership with three organizations:

- The New York City Department of Education (my former employer of more than a quarter century)
- The New York State/New York City Regional Bilingual Education Resource Network (R-BERN), led by another sister-in-struggle, Eva Garcia
- The Internationals Network for Public Schools which I found-

ed in 2003 and is now led by Joe Luft, and which still employs me part-time

Thank you, Evelyn Dejesus, sister-in-struggle, for your passion, commitment and persistence in fighting for the multilingual learners we serve, fighting for us, their teachers, counselors, paraprofessionals and social workers, so we can serve them with all the supports we need to do our jobs well.

Thank you to Regent Luis O. Reyes, for whom this award is named, and who has been a trailblazing advocate for multilingual learners for so many, many years. Additional thanks to Chancellor Betty Rosa, a champion of multilingual learners, and so many others, too numerous to name (or my time will run out).

Thank you to my husband, the amazing Roberto Genoves, who quietly, consistently and lovingly supports me and my work whether we're here or in his homeland, Argentina. Thanks to my parents, whose fighting spirit and love for justice – tikkun olam – repairing the world - live within me. Most especially, thank you to my children, who changed their work schedules and turned their lives upside down to be here with me today, and who in their lives reflect that fighting spirit and love for justice.

A very big thank you to all of you, on



Claire E. Sylvan, Ed.D.

the front-lines, in our schools and classrooms, who teach and support multilingual learners, and are also filled with that spirit and love.

A spirit and love that is evident as we create joyous, exciting, energizing classrooms for our students.

A spirit and love that is demonstrated in your advocacy for our students, their families and communities.

Yes, we are educators but we are all also advocates.

Because we cannot provide our multilingual learners with the quality education that they need, deserve and have an absolute right to, without also becoming advocates for our students and their families and communities.

Our multilingual learners come to our schools in New York City from families near and far. They may be here alone, with very distant relatives or friends, or with one or both parents.

Our multilingual learners have full lives, with rich lived experience.

Our multilingual learners are not empty jars into which we pour knowledge.

Our multilingual learners are amazing,
growing and full human beings;

Full of knowledge of their own language
(whether or not they are literate
in that language);

Full of knowledge of their own culture;

Full of desire to learn.

And unfortunately, full of fears about
their future and that of their families in
today's United States - a country whose
present government seems to devise
new assaults daily on multilingual students
and their communities both here
and abroad.

You are here today to learn how best
to educate and advocate for your students.
The workshop selections reflect this duality.
To provide multilingual learners a quality
education, it is certainly necessary to be a
great educator. And it is also equally
necessary to be our students' advocates;
to be a voice for them, and their communities
and families.

To ensure that not only their classes
are lively but that they are safe in our
schools.

To ensure that ICE cannot waltz in at
will into our classrooms.

To ensure that our students families
have access to legal counsel.

In these complicated times, like other
critical periods in history, neutrality is
not an option.

During the reign of the Nazi's people
chose sides. Turn people in or give
food and shelter to the persecuted, aid
the resistance? Those who organized,
supported or took in children from the
kinder transport chose sides.

When slavery reigned in the south,
people had to choose sides. Those who
housed, supported and defended the
Underground Railroad chose sides.

We all choose sides, either by our
silence or by our actions, in little ways
and big ones.

Today, when immigrant communities
and our immigrant students themselves
are living in fear, when families are
detained, families are forcibly separated,
when the education for multilingual
learners is under attack at the federal
level, when unions are under attack
through Janus and more—we too are
choosing sides.

By being here, by participating we have
chosen our side. Everyone here is an
educator and an advocate in big and
small ways.

But advocacy needs organization. Individuals
can only go so far. For it is united,
organized advocacy that brings real
change.

Which is why I'm so grateful that my
union, our union, the United Federation
of Teachers, with the advocacy and
leadership of Evelyn DeJesus and Michael
Mulgrew, is engaged in both, improving
educator's professional capacities as well
as advocating for our students and their
communities and those who serve them.

I'm grateful that our union has strong
partners in the NYCDOE, the R-BERN,
and Internationals Network. And strong
advocates such as NYSABE and within
NYSED and the Board of Regents.

I'm grateful to be here among you, the
best educators and advocates in the
city of NY.

As parents, as educators, as children
of aging parents, as community members,
we know that each day brings change.
Change is inevitable – progress is optional,
and progress is up to us!

Frederick Douglass said, 'The whole
history of the progress of human liberty
shows. ... If there is no struggle there
is no progress. Those who profess to

favor freedom and yet deprecate agitation
are those who want crops without
plowing up the ground; they want rain
without thunder and lightning. They
want the ocean without the awful roar
of its many waters. Power concedes
nothing without a demand. It never did
and it never will.'

I've never been afraid of the storms,
and I love the roar of the ocean.

I am not demoralized by the almost
constant barrage of assaults in so many
forms on our communities. Our enemies
will come at us and the community we
serve with knives to tear us apart... But
I have complete faith in the power of our
struggle, in our union, in Internationals
Network, in NYSABE and in all of you.

Because the unity of advocates is strong
and unbreakable. For they may come at
us with their scissors and their knives,
they may come to bury us, but they didn't
know we are seeds.

We are seeds. Like seeds, we will grow
stronger when rainstorms come, and the
multilingual garden that we nurture
together will bloom beautifully. The people
united can never be defeated. Yes, we can.
Yes, we can. Yes, we can!

In closing, I'd like to share with you a
song my mother sang to me and that I
sang to my children. – 'Union Maid' as
sang by Peter Seeger. Thank you."

Listen to the song on the link below:

<https://youtu.be/R6cQUkqFEps>



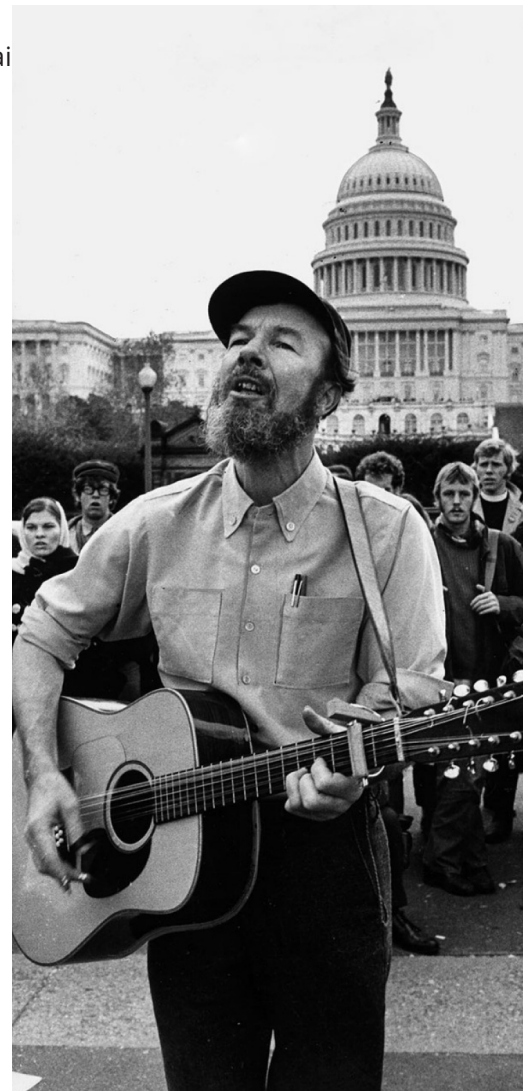
There once was a union maid, she never was afraid
Of goons and ginks and company finks and the deputy sheriffs who made the rai
She went to the union hall when a meeting it was called,
And when the Legion boys come 'round
She always stood her ground.

Oh, you can't scare me, I'm sticking to the union,
I'm sticking to the union, I'm sticking to the union.
Oh, you can't scare me, I'm sticking to the union,
I'm sticking to the union 'til the day I die.

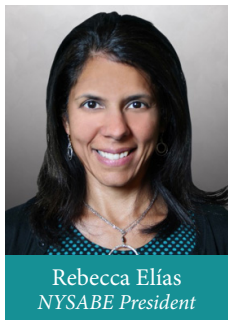
This union maid was wise to the tricks of company spies,
She couldn't be fooled by a company stool, she'd always organize the guys.
She always got her way when she struck for better pay.
She'd show her card to the National Guard
And this is what she'd say
Oh, you can't scare me, I'm sticking to the union,
I'm sticking to the union, I'm sticking to the union.
Oh, you can't scare me, I'm sticking to the union,
I'm sticking to the union 'til the day I die.

You gals who want to be free, just take a tip from me;
Get you a man who's a union man and join the ladies' auxiliary.
Married life ain't hard when you got a union card,
A union man has a happy life when he's got a union wife.

Oh, you can't scare me, I'm sticking to the union,
I'm sticking to the union, I'm sticking to the union.
Oh, you can't scare me, I'm sticking to the union,
I'm sticking to the union 'til the day I die.



Meet the NYSABE Board of Directors (2018-2019)



Rebecca Elías
NYSABE President

REBECCA ELÍAS feels that the field of bilingual education has deeply influenced her since she moved from Puerto Rico to the United States to attend college. She has spent her entire working life in that field. Ensuring high-quality bilingual programs, as well as programs in English as a new language, in the state of New York, has been a passion of hers for more than 20 years.

She began her career as a bilingual fifth-grade teacher in the city of Buffalo, where she gained experience developing and implementing literacy curriculum and instruction to meet the diverse needs of her students. Among the core philosophical values that have guided her approach to teaching are a belief that all children, irrespective of their background and circumstances, deserve access to authentic literature so that they can become lifelong readers and writers.

Her experience extends from teaching students in a bilingual classroom setting to working as a regional resource specialist and instructional coach. Ms. Elías provides lesson demonstrations and side-by-side coaching and implementing literacy programs in bilingual and monolingual K-12 classrooms.

In her many years as an educator, Ms. Elías knows English learners achieve when given robust and highly-scaffolded learning experiences, supported in both the home and new language.



Alicia Báez-Barinas
NYSABE president-elect

ALICIA BÁEZ-BARINAS was born and raised in Buffalo, New York. After earning her bachelor's degree in Childhood Education and Reading with a minor in Spanish from the State University of New York College at Buffalo, she moved to New York City. While in New York she earned a master's degree in Curriculum and Instruction with an extension in Bilingual Education from Fordham University and a second master's in School Building and School District Leadership from the College of New Rochelle.

While working in the South Bronx, she supported multilingual learners as a classroom teacher, literacy/data coach, and as an Assistant Principal. She facilitated numerous professional development opportunities for teachers, implemented an adult ESL program for parents, and supervised Title III Saturday programs. Alicia returned to Buffalo, New York where she worked as an Assistant Principal at City

Honors School. Recently appointed as the current Director of Bilingual Education, she is confident that she possesses the leadership qualities, passion, dedication, and commitment it takes to continue representing and advocating for the multilingual learners in New York State.



Jacqueline LeRoy
NYSABE Secretary

JACQUELINE LEROY is currently the Director of English as a New Language, World Languages and Bilingual Education for the Syracuse City School District (SCSD) where she supervises, develops and implements program planning and support to 31 SCSD schools, and 4 alternative sites in the district. Previously, she served as the Instructional Specialist for English as a New Language (ENL), World Languages and Bilingual Education where she provided professional development in effective practices with ELLs/bilingual learners, and supported program planning for the ENL, Bilingual and general education teachers in the district. Her educational background includes an undergraduate degree from Niagara University, a Master's Degree from SUNY Oswego, and a Certificate of Advanced Studies in Educational Leadership from Le Moyne College. Jacqueline's teaching certifications include Teaching English to Students of Other Languages and Teaching a Foreign Language in Spanish. She is also a

certified Reading Specialist. Her educational experiences have included teaching Spanish, teaching English as a New Language for 10 years in the Syracuse City School District, and working as a Literacy Coach for the SCSD English Language Arts Department. Jacqueline is a part-time adjunct professor at Syracuse University in the Master's degree program in Teaching English Language Learners (TELL).

Meet the NYSABE Board of Directors (2018-2019)



Maite Sánchez, Ph.D.
NYSABE Treasurer

MAITE (MARÍA TERESA) SÁNCHEZ is an Assistant Professor of Bilingual Education in the Department of Curriculum and Teaching at Hunter College. She is also Project Advisor for the CUNY-New York State Initiative for Emergent Bilinguals (CUNY-NYSIEB) (www.cuny-nysieb.org) where she served as its Project Director from 2012 until August 2017. Before arriving to New York, she was a Senior Research Associate at the Education Development Center (EDC) where she worked on several projects relating to issues of emergent bilinguals. For the past 14 years, Maite has conducted research, professional development, technical assistance, and evaluation studies of policies and practices for educating language minoritized students, in bilingual education, English as a New Language, and mainstream settings. Maite's research focuses on language education policy and practice, instruction for language minoritized students through bilingual education and other educational settings, translanguaging, and the experiences of novice bilingual education teachers entering the profession. Maite has served as NYSABE's Treasurer since September 2015.



Lyda Ragonese
NYSABE Vice-Treasurer

LYDA RAGONESE is the Assistant Director for the Office of English as a New Language, World Languages and Bilingual Education in the Syracuse City School District. She is a Hmong-American from Laos and is a fluent speaker of Hmong. She began her teaching career in 1993 as an English as a Second Language teacher at Franklin Elementary School before moving to Frazer K-8 School in Syracuse. She has her TESOL certification from Le Moyne College and M.A. in Reading Education from Syracuse University. After leaving the classroom, her experiences varied in the fields of student learning objectives (SLO), APPR, and was elected as the treasurer of the teacher's union in Syracuse. She has served as an adjunct professor at Le Moyne College and earned her Certificate of Advanced Studies (C.A.S.) from Syracuse University in Educational Leadership.



Iraidia A. Bodré
NYSABE Past President

IRAIDIA A. BODRÉ began her teaching career in the City of New York often working with multilingual students in monolingual classrooms. In 2004, she began working for the Westbury Union Free School District as a Dual Language teacher. Today, Iraidia is an Assistant Principal at the Northern Parkway Elementary School in the Uniondale Union Free School District. She holds a Master's Degree in Elementary Education with a Bilingual Extension, and an Advanced Certificate in Educational Leadership.

Iraidia has been an active member of the NYSABE since 2004. In 2013, Iraidia contributed to NYSABE's vision, serving as Treasurer for the Board of Directors (BOD). She resumed her service on the BOD as Secretary in 2015, and served as NYSABE President 2017-2018. This year, Ms. Bodré is honored to continue her service at the BOD as the immediate Past President. In this capacity, she looks forward to sharing her time and talents to extend the mission of NYSABE and support the work of the leadership team.

Meet the NYSABE Delegates-at-Large (2018-2020)

Alicia Báez-Barinas, Delegate-at-large and president-elect, *see page 6.*



Cynthia J. Felix
NYSABE
Delegate-at-Large

CYNTHIA J. FELIX is a highly respected and accomplished educator who has dedicated her 28 year career with the NYCDOE to ensuring all students, in particular English language learners and students with disabilities, have access to and receive a high quality education. She has extensive knowledge of and expertise in supporting the instructional needs of diverse student populations and has been instrumental in planning and implementing bilingual programs in New York City. She is currently the Senior Director of Bilingual Programs in the Division of English Language Learners and Student Support and oversees the planning implementation and sustainability of bilingual programs. Her past leadership experiences have spanned the realm of education, and include serving as Network Leader, Deputy Network Leader, Instructional Support Specialist, Administrator of Special Education, Curriculum Specialist, Director of Parent Outreach, Director of Title VII Programs, Director of Bilingual/ESL Programs, Bilingual and Monolingual Teacher and her favorite PTA Mom. In addition, she has presented at many national and local conferences and has served as a guest lecturer for many colleges and universities.

She is a proud alumnus of NYC public schools and graduated summa cum laude from Brooklyn College with an Advanced Certificate in School Administration & Supervision, a Master's Degree in Special Education and a Bachelor's Degree in Education & Speech.



Wilfredo García
NYSABE
Delegate-at-Large

Originally from The Bronx, **WILFREDO GARCÍA** moved to Buffalo where he studied Psychology, Sociology, Anthropology. His passion for teaching and learning led him to pursue a degree in bilingual exceptional education. As a bilingual special education teacher in the Buffalo Public Schools, he was a staunch advocate for the rights of his students, ensuring that they received the services and resources to which they were entitled. Wilfredo served for two years as a Bilingual Special Education Specialist with the Mid-West Regional Special Education Technical Assistance Support Center (RSE-TASC). During this time, he provided professional development and guidance on improving outcomes for ELLs with disabilities in and around Rochester. He then served as the Supervisor of Bilingual and ENL Programs in the Buffalo Public Schools where he was primarily charged with refining, strengthening and expanding the District's bilingual programs. Wilfredo currently serves as an Assistant Principal at Frank A. Sedita Community School.

Dr. Maite (María Teresa) Sánchez, Delegate-at-large and treasurer, *see page 7.*



Claire E. Sylvan, Ed.D.
NYSABE
Delegate-at-Large

CLAIRE E. SYLVAN serves as Senior Strategic Advisor at Internationals Network for Public Schools and co-Director of Deeper Learning Equity Fellowship. Since 1978, Claire has worked with and on behalf of multilingual learners, particularly adolescents, in diverse roles and settings including community organizing, teacher preparation, bilingual public middle and high schools, and policy/advocacy venues. In 2004, after working over a quarter of a century in the New York City public schools, Claire founded Internationals Network. Since then, the network has expanded its work, from 4 schools in New York City to 18 schools in New York State, and 11 others in California, Virginia, Maryland, Minnesota, and Washington DC, serving more than 9000 multilingual immigrant students.

Claire is an outspoken advocate for multilingual learners and has served on local, state and national policy bodies. Claire's research and writings span heritage and native language development programs as well as educational designs, pedagogies and practices that build on adolescent immigrant learners' assets in multilingual classrooms and schools. Claire serves as chair of the NYSABE Advocacy Committee, providing guidance to the development of position statements while deepening and broadening NYSABE's ties with key policymakers.

Claire attended McGill University and Brooklyn College as an undergraduate and completed her doctorate at Teachers College, Columbia University. Claire has been a member of NYSABE since 1984 and is honored to serve NYSABE as a Delegate at Large.

Meet the NYSABE Parents-at-Large (2018-2020)



Ivana Espinet, Ph.D.
NYSABE
Parent-at-Large

Ivana Espinet is the parent of three bilingual children who attend NYC public schools. She has served as a School Leadership Team (SLT) member for four years at Public School 9 Teunis G. Bergen in Brooklyn. As a member of the SLT, she worked closely with the principal to start a Spanish dual language bilingual education program. In addition, she is presently a member of the Community Education Council (CEC) for District 13.

Ivana Espinet is the current project director for CUNY-NYSIEB. She holds a Ph.D. in Urban Education from the CUNY Graduate Center and an M.A. in Instructional Technology and Education from Teachers College, Columbia University. She has taught courses in the Childhood/Bilingual and Special Education Department at Brooklyn College and in the School of Education at Long Island University. She has also worked with K-12 teachers in schools in a variety of settings.



Kate Menken, Ph.D.
NYSABE
Parent-at-Large

Kate Menken is a Professor of Linguistics at Queens College of the City University of New York (CUNY), and a Research Fellow at the Research Institute for the Study of Language in an Urban Society of the CUNY Graduate Center. She is Co-Principal Investigator of the CUNY-New York State Initiative for Emergent Bilinguals (CUNY-NYSIEB) project. Her research interests include language education policy, bilingual education, and emergent bilinguals in secondary schools. Her books are *English Learners Left Behind: Standardized Testing as Language Policy* (Multilingual Matters, 2008); *Negotiating Language Policies in Schools: Educators as Policymakers* (with Ofelia García, Routledge, 2010); and *Common Core, Bilingual and English Language Learners: A Resource for Educators* (with Guadalupe Valdés and Mariana Castro, Caslon, 2015).

Meet the Newly Appointed Regional Delegate for Western New York (2018-2019)



Michael J. Duffy
NYSABE
Regional Delegate,
Region VI/Western
New York

Michael J. Duffy is a Resource Specialist with the Regional Bilingual Education Resource Network (R-BERN) West, based in Buffalo, NY. He has been working as an educator for ten years, initially as an ESOL teacher at both Herman Badillo Bilingual Academy and International School #45 in Buffalo. As a teacher, he sat on the CUNY-NYSIEB leadership teams at both schools that worked to implement translanguaging. Michael later became a district-wide instructional coach in Buffalo Public School's Multilingual Department. He has also co-taught graduate courses in ESOL as an adjunct professor at both the University at Buffalo and at Niagara University. His educational background includes both a BA in French and Ed.M. in Education (ESOL) from the University at Buffalo. He has been a member of NYSABE for several years, working as a committee chairperson for the annual conference for the last three years and is the conference chairperson for the 2019 conference.

Leveraging the ‘Learning Edge’: Translanguaging, Teacher Agency, and Assessing Emergent Bilinguals’ Reading



Laura Ascenzi-Moreno, Ph.D.

Dr. Laura Ascenzi-Moreno is an assistant professor and bilingual program coordinator in the Childhood, Bilingual, and Special Education Department at Brooklyn College. She received her doctorate in urban education from the City University of New York Graduate Center. Prior to becoming a professor, she was a dual language bilingual teacher and coach in the New York City public schools for more than a decade. Her research focuses on the literacy development of emergent bilinguals, the development of teacher knowledge, and how both of these intersect with equity. She conducts case studies to study the lived worlds of children and teachers.

A dual language bilingual teacher has completed her running record assessments with all of her students in both English and Spanish. After documenting her students’ reading levels in the two languages, she stores away her notes, not to take them out until the next round of running records when she must submit students’ reading levels to administration.

Does this scenario sound familiar? I was that teacher. As a bilingual classroom teacher, I loved and found great joy in teaching reading, but I failed to fully use reading assessments to understand how my students’ multilingual language resources could be drawn upon to support their growth as **bilingual** readers. I also did not engage in critical and constructive thinking about how reading assessments, such as running records, could accurately document the reading capabilities of students who use two or more languages.

There has been a call for literacy educators to build upon students’ home

languages to support their literacy development regardless of the type of program they attend (García, Johnson, & Seltzer, 2017). The intentional use of students’ entire linguistic and social repertoire to make meaning in school has been referred to as translanguaging (García & Kleyn, 2016). There is an agreement on the part of scholars and educators that a translanguaging approach to supporting emergent bilinguals’ learning leads to increased access and engagement in school. Also, because translanguaging pedagogy repositions emergent bilinguals as capable and full of resources, translanguaging as an approach is intimately

tied to educational equity. While teachers recognize the need to incorporate students’ home languages into literacy instruction, guidance about how teachers can make this shift within the day to day reading instructional practices in which they engage, such as assessment, is rare.

The purpose of this essay is to provide teachers with a practical starting point for how to make adaptations to reading assessments informed by translanguaging. Alongside these practical suggestions, I want to strongly emphasize the importance of **your** learning and agency when enacting pedagogical change in literacy teaching. In this

article, I explore what it means to leverage your “learning edge” when making skilled and knowledgeable decisions about how to best support your students’ literacy development. The “learning edge” is the exciting space for teachers in which we feel that we are being challenged in productive ways, excited by our learning and empowered and motivated to make meaningful impact with our students. I begin by providing an overview of translanguaging theory and translanguaging pedagogy and what both mean for literacy instruction. I also offer readers examples of shifts that teachers can make in literacy, specifically in reading assessment, to support emergent bilinguals’ reading development.

Translanguaging & Translanguaging Pedagogy

Translanguaging is both a theory and a framework for pedagogical practices. Translanguaging theory provides teachers with a lens through which to view the varied roles that students’ linguistic and social resources play in their interactions with others and in their academic development (García & Kleyn, 2016). Li Wei (2011) defines *translanguaging theory*, in the following way:

“people’s communication in the 21st century is dynamic, including going between different modalities (speaking, writing, signing, listening, reading, remembering) and going beyond them... the full range of linguistic performances of multilingual language users for purposes that transcend the combination of structures, the alternation between systems, the transmission of information and the representation of values, identities and relationships (p. 1223).”

In other words, emergent bilinguals, engage in learning through the full use of their language and social repertoires.

For example, a child writing a story may call forth a memory of a birthday party (in which party goers used both English and Spanish) and use that authentic experience to compose the piece.

Translanguaging has resulted in so much excitement and enthusiasm within the bilingual education community and beyond because, for many, it has given teachers and students words for what they already engaged in - using their home language to remember, process, and move forward with their thinking and work in school. It also gave permission to educators to intentionally use students’ language and social practices as they make meaning of their academic work. *Translanguaging pedagogy* is the translation of theory into intentional practices and spaces within classrooms to draw upon the linguistic and social resources that students engage in. The word “intentional” in the definition above merits emphasis because it is critical that teachers understand that the purpose of translanguaging is to provide students with an opportunity to access and engage in material in ways that are challenging and rigorous. Note the difference between a teacher who may translate everything he says in English into Spanish while teaching reading and the one who speaks primarily in English, but provides students with an opportunity for turn and talks in Spanish because he knows that those students will be able to produce a fuller response to the text in Spanish. Translanguaging pedagogy by its very nature is responsive because it is tailored to the language practices of students and aligned to the larger goals of the educational program that students are in.

Translanguaging shifts the way we envision literacy teaching. For one, translanguaging pedagogy makes it clear that when students read, write,

and speak, they draw upon their varied linguistic and social resources to make meaning of what they are reading or writing. Thus, literacy is re-envisioned as a unified process that is comprised of all students’ literacy experiences regardless of language. This thinking is different from what is enacted in many bilingual settings. For example, when I was a dual language bilingual teacher, we planned for reading in Spanish and reading in English. Although we knew that there were some convergences or what we called “transfer” between reading in English and in Spanish, we thought of these skills as basically separate rather than unified. Through a unified lens, bilingual literacy teachers are called to be intimately aware of the language and social resources that their students bring to school and how to draw upon them as they support students’ literacy. Because teachers must inquire to understand the scope of emergent bilinguals’ resources, it also means that when teachers take a translanguaging approach, they are at their learning edge. It is from this space that teachers can act upon what they learn about their students in their classrooms to make the assessment process more accurate and equitable.

Leveraging the “Learning Edge” of Biliteracy

The learning edge is what drew us to being teachers in the first place (I hope!). It is the space in which we are learning something new about students, about teaching, and about bringing it all together in the classroom. Rather than sapping our resources, it gives us energy and breathes life into our classroom practices (Graves, 2001). We are so lucky to be in a profession where renewal is part of the job. It’s important to emphasize that being on the learning edge does not refer to teachers’ acquisition of procedures and routines

and the implementation of these in the guise of learning. Rather the learning I refer to is one that is generative and is premised on teachers being knowledgeable about theory and skilled with regard to practice. Teachers who leverage the learning edge are able to wield that “skilled knowledge” in unique ways within the classroom. Leveraging the learning edge is complementary to translanguaging pedagogy because both require that teachers are in tune with students and adapt their teaching moves to address students’ unique profiles and needs.

Leveraging the learning edge is critical to reshaping how we fashion biliteracy instruction in our classrooms. As literacy teachers in bilingual classrooms, we can fulfill our promise to help children in their journeys to becoming readers and writers by making literacy learning meaningful and integrated with their language and social experiences. In the remainder of this essay, I tackle how this process of transforming literacy instruction may look regarding one aspect of day to day literacy instruction - reading assessment.

Leveraging the learning edge in reading assessment is not easy - more and more frequently the reading assessment process has been wrestled away from teachers’ authority. Reading assessments have become a tool to monitor and report students’ reading levels. Teachers are told which tools to use to assess their students, when students should be assessed, how the results are to be reported, and how students with certain results should be grouped. This culture around reading assessment has turned the process into one that is more test-based rather than assessment-based. The assessment routines and policies around reading assessment make it even more difficult for bilingual teachers to understand

how their emergent bilinguals draw upon their entire linguistic and social repertoires while reading.

For far too long, reading assessments have been tied to performance in one language. Take for instance the child who reads a book and understands it, but then has to explain and answer questions solely in a language in which she doesn’t yet have enough vocabulary to fully construct her answer. In this situation, then a teacher may draw the conclusion that the student didn’t understand the text, even though the situation is more complex. Through a translanguaging lens, a pivotal question is, what is the core of what we want to know about students’ knowledge and skills, regardless of the language? In this case, we want to know about the students’ reading comprehension and therefore, the language that the child expresses her knowledge in is not the focus of the assessment of the students’ reading comprehension.

Thus, a translanguaging lens helps us to see that the student can express her knowledge in any named language or a combination of languages to best share her comprehension of a text. It also becomes clear that to have an accurate view of emergent bilinguals’ reading, a translanguaging approach can be taken to gather information about how the student enables all his/her language resources while reading. Taking a translanguaging approach to assessments also is a way in which teachers can practice equitable literacy practices, ensuring that the assessments capture emergent bilinguals’ full range of language practices during assessment. Although the entire reading assessment process can be transformed through responsive adaptations (Ascenzi-Moreno, 2018), I will focus on two key parts of the assessment process in this short essay: 1) listening to and doc-

umenting student reading and 2) student translanguaging during retell and comprehension questions.

Listening to and Documenting Student Reading

The heart of reading assessments is when teachers, as Clay (2000) describes, listen to students as they read, noting when students insert cadence, when they leave it out, when they make errors while they read, and what types of errors they make while they read (miscues). Teachers who support emergent bilinguals to read must also be aware of how their learning of a named language, such as English or Spanish, affect how they read (Kabuto, 2017). Generally, when teachers listen to students read, they take notes on a documentation sheet (reflecting the text word for word) to capture students’ miscues or deviations from the text. These miscues are then studied to understand the students’ strategies and cueing systems that they employ while reading. The way that teachers generally annotate students’ miscues is standardized to ensure consistency across grades and within a school (Clay, 2000). However, each emergent bilingual reader is different; those students who are at the beginning stages of learning a given named language may have more miscues than those that are further along. All emergent bilinguals may present miscues that are reflective of their knowledge and abilities within a given named language. Emergent bilinguals may mispronounce a certain word or read a word in a way that is influenced by conventions in their home language. For example, Spanish speakers are used to pronouncing words that start with an “s” in English as “es.” The reason for this is that words that are cognates such as, “special,” in English are similar to words in Spanish, such as “especial.”

Differentiated Miscue Analysis Form

Name: <u>Santiago</u>						
Grade: <u>5</u>						
Text: <u>A Giant in the Forest</u> Text Level:						
Text/Teacher Documentation of Student Reading:	S/C	M	V	S	L	P
Page 4						
Every week the little boy's ^{s/c} mother gave						
him a big bar of soap. Then she sent						
him to the lake to take a bath.						
<u>You</u> "You'll be safe in the lake because the						
giant can't swim," she always said. "But						
don't forget to be home before dark.						
Page 5						
One day when the little boy was going to						
take his bath, he saw a baby ^{beard} bird on the						
ground. It had ^{faillen} out of its nest.						
The boy put the bird back in ^{the} its nest.						
Types of Miscues S/C=Self Correction M=Meaning V=Visual S=Syntactical L=Language P=Pronunciation						

FIGURE 1. Differentiated Miscue Analysis Form (reprinted from Ascenzi-Moreno, 2018).

One English as New Language (ENL) teacher that I worked with started to use a reconfigured documentation sheet which takes into account miscues that are specific to students who are learning to read in a given named language. This documentation sheet (Figure 1, reprinted from Ascenzi-Moreno, 2018) has a column for "pronunciation," and one for "language." When using this documentation sheet, Ella was able to collect detailed information about student reading and differentiate miscues that were related to language acquisition from those that were

reading related. In the featured example, the teacher listens to Santiago read from the Developmental Reading Assessment (DRA). As reported elsewhere (Ascenzi-Moreno, 2018), the ENL teacher carefully listens to and dutifully records Santiago as he reads. Then after he finishes reading, she goes back to him to ask him for clarification. For example, Santiago makes two miscues, "beard" for "bird" and "faillen" for "fallen." Ella marked Santiago's miscues as language-based because she knows that his understanding of what he reads matches the text, although his

pronunciation does not yet match conventional English.

Student Translanguaging during Retell and Comprehension Questions

During a reading assessment, if comprehension questions are meant to determine if students understand the text, the phrasing and language of the questions could change while keeping true to the gist and the purpose of the question. Additionally, students can respond in either English or in a language other than English to express their understanding of a given text.

For example, one teacher I worked with, a fifth grade French/English dual language bilingual teacher, explained her view on students' responses in their home language to comprehension questions: **"I note that although they [the students] responded in English, it shows that they understood the question. It's fine for me. It means that they are lacking in vocabulary, but they have that comprehension. The problem is in retelling they don't have the language to do that. We must be flexible case by case (Interview, 10/24/2016)."**

Sometimes the questions at the end of an assessment may be worded in a way that is confusing to emergent bilinguals. Teachers can ask themselves, what is the purpose of this question - is to ask students for their literal understanding, to make inferences, or to make connections? Then the teachers can ask themselves, what language may be difficult for the student to understand? With these two basic questions in mind, the teachers can then keep the heart of the question, while changing some of the language that is difficult for the student to understand. Or alternatively, the teachers may decide to pose the comprehension ques-

tions in the language the students have most familiarity with. These decisions are based on the teachers' unique and expert decisions while weighing who the students are, what literacy and language goals they have for them, and the overarching goals of the program. In this space, teachers are active learners and leverage their learning edge.

Conclusion

Teachers are active agents in shaping the literacy environments that usher our emergent bilinguals into reading and writing life. Your engagement, or leveraging the learning edge, is critical for ensuring that your reading assessment practices match your emergent bilinguals' profiles and learning needs. What we learn about our students' language and social practices and how we use our knowledge of these transform

our literacy instruction making it meaningful and powerful to students, and bringing us one step closer to ensuring a level playing field for our emergent bilinguals.

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Core Principles for Supporting Emergent Multilingual Learners (EMLLs)

Background

New York City is home to a diverse population of young children. Approximately 45% of children in pre-K come from a home where a language other than English is spoken.¹ The majority of early childhood programs in New York City are likely to serve children and families who speak languages other than English. As the number of linguistically diverse families increases, it is critical for educators to provide language supports for instruction and programming in response to the needs of the communities they serve.

There are several different terms that are used to describe children who are learning more than one language. The *Appendix* includes examples of different terms that you may come across in various publications and policy documents. Moving forward, the New York City Department of Education's Division of Early Childhood Education will use the term **Emergent Multilingual Learner (EMLL)**, in accordance with New York State Education Department, to refer to preschool children before Kindergarten who are learning a language other than English and who have the opportunity to become bilingual or multilingual in school. The term is strengths-based and aims to build on the linguistic foundations of children who speak languages other than English at home.

The following Core Principles outline the beliefs and practices that support high-quality instruction for EMLLs. You and your staff are encouraged to review these core principles. The Core Principles are research-based and support instructional best practices.

Core Principle 1: A child's home language is an integral cultural asset that should be honored, sustained, and reflected in the classroom and program environment.

Core Principle 2: Introducing the home language for instruction and programming enriches learning, supports English language acquisition, and promotes multilingualism.

Core Principle 3: Programs encourage families to sustain their home language and use their home language for learning activities.

Core Principle 4: Lifelong multilingualism is beneficial and desirable for all individuals.

Core Principle 5: Everyone in the program environment makes a commitment to adopt multilingual approaches.

¹ Based on New York City student enrollment data for the 2017-18 school year.

Principle 1:

A child's home language is an integral cultural asset that should be honored, sustained, and reflected in the classroom and program environment.

The home language is a critical aspect of a child's identity and a significant resource for learning. Leveraging the use of the home language to support children's learning is necessary in supporting EMLs. Program leadership and staff should honor, sustain, and reflect children's home languages in the classroom and program environment. This first principle sets the foundation for the vision and mission of the program.

How can I honor the diverse languages spoken in my classroom and program?

- Ensure that children's home languages are represented in the classroom and program environment, and that one language is not privileged over another.
- Whenever possible, teaching staff use children's home language in the classroom for instruction, so that language development is promoted for all languages represented.

Principle 2:

Introducing the home language for instruction and programming enriches learning, supports English language acquisition, and promotes multilingualism.

This principle is grounded in the belief that we honor the home language and maintain it as a central element in instruction. Research shows that there are many benefits associated with speaking more than one language, such as heightened executive function, greater ability to control and shift attention, enhanced problem-solving abilities, greater working memory, and increased ability to focus on pertinent information, ignore distracting information, and apply known concepts to new situations.²

There are three core areas to focus on when supporting EMLs: instructional supports, environmental supports, and family & community supports. Program leadership and staff can use the strategies listed below as a way of enriching language learning and promoting multilingualism.

² As cited in U.S. Department of Health and Human Services & U.S. Department of Education. *Policy Statement on Supporting the Development of Children Who are Dual Language Learners in Early Childhood Programs*. 2016. p 6.
 Bialystok, E. (2015). Bilingualism and the development of executive function: The role of attention. *Child development perspectives*, 9(2), 117-121.
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Instructional Supports

There are a variety of instructional strategies that sustain the development of the home language as well as promote English language acquisition for EMLLs. Below are several evidence-based strategies that promote language development.³

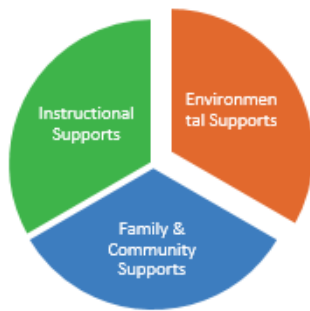
How can I strengthen the instructional supports for EMLLs in my classroom?

- Learn and use key phrases in the home language of the children.
- Encourage children to speak to classmates who share their home language.
- Encourage counting in multiple languages.
- Sing songs, chants, rhymes, and finger plays in English and the home language to help children learn common phrases and words through music.
- Include visuals or movements when introducing words to help children develop an understanding of vocabulary.
- Provide explicit vocabulary instruction and define words in developmentally appropriate ways.
- Use pictures or visuals to introduce translations of target vocabulary.
- Repeat new concepts or vocabulary frequently across multiple settings and content areas. Provide children ample opportunities to practice explaining new concepts or using new vocabulary words.
- Identify a foundational text that corresponds with your curriculum, unit of study, or children's interests. Select key vocabulary words from the foundational text in English and translate vocabulary to the home language.
- Be intentional about which texts will be read-aloud multiple times. Plan connections from these texts to learning centers by selecting appropriate materials.
- Engage children in activities that align to their interests.
- Support, reinforce, and extend the learning in English as well as in the child's home language by using language modeling strategies (e.g., ask open-ended questions, use self & parallel talk, extend vocabulary).
- Use wait-time. After asking children a question, pause for at least three extra seconds to allow children time to think and respond.

³ As cited in Espinosa, L. & Magruder, E. (2010). *Practical and Proven Strategies for Teaching Young Dual Language Learners*. In getting it right for young children from diverse backgrounds: Applying research to improve practice. Prentice Hall.

Morell, Z., Aponte, A. (April 2016). Right from the start: A protocol for identifying and planning instruction for emergent bilinguals in Universal Prekindergarten. *Educator's Voice* ix, PP. 12-15.

- Use cognates to support language learning. Cognates are words that sound the same in both English and the home language and mean the same thing.
- Allow children to use Translanguaging.⁴ Translanguaging is when children use their home language and English interchangeably. Children should be encouraged to access all language available to them.



Environmental Supports

The classroom environment plays an important role in helping EMLL children engage in meaningful activities. In addition to honoring and promoting children's home languages, incorporate customs, traditions and items reflective of the children's culture in the classroom. When children can draw on their prior knowledge, it is easier to make connections and learn a concept in a new language.

How can I ensure my classroom materials and structures support learning for EMLLs?

- Set up your library with books in multiple languages.
- Label objects purposefully in both English and children's home languages. You can use translation websites/software, collaborate with families, or use other resources to translate.
- Display children's authentic work, including dictations and labels, in children's home languages.
- Rotate charts and materials periodically to ensure the environment is relevant and engaging for children.
- Incorporate familiar objects from children's cultures and communities in the classroom (i.e. instruments, household items, clothing, toys, etc.) and encourage children to talk about and use them.
- Use audio and visuals in multiple languages.
- Use songs and narrations in children's home languages. Print the words on charts and place them around the classroom at children's eye level so they can see and interact with them.
- Record children telling stories in their home language; ask them to interpret and translate their stories to English.
- Encourage children to act out stories they have "written" or read in their home language or in English.
- Make a picture communication board to help all children communicate their needs and feelings

⁴ García, O., & Lin, A. M. (2017). *Translanguaging in bilingual education*. In *Bilingual and multilingual education* (pp. 117-130). Springer, Cham.



Family and Community Supports

It is important to honor families' culture and language, and to recognize that the family is the child's first teacher. EMLs bring a wealth of cultural and linguistic background knowledge to the classroom that should be leveraged in instruction. In order to meet the needs of EMLs, program leadership and staff should learn about families' interests, and collaborate to promote the development of children's home language in the classroom, program, and home environment.

How can I create a welcoming environment for all families in my classroom and program?

- Learn a few simple words, especially greetings, in families' home language to welcome them into the classroom.
- Invite family members to the classroom to read books in multiple languages.
- Ask families to send in photos of things that are meaningful to each child, such as foods, celebrations, and family activities. Use pictures to make personalized posters, displays, and class books that children can relate to.
- Ask families to bring familiar objects from their home, such as music, instruments, household items, clothing, toys, and encourage children to talk about and use them in the classroom.
- Record families telling stories in their home language and include them as part of your listening center/library.
- Encourage families to engage in play-based learning activities in their home language.
- Have families read familiar classroom books at home in children's home language.
- Invite families and community members to write children's narrations of their drawings in the home language.
- Partner with families and community members who can aid in translation and interpretation.
- Bridge connections. Ensure that families have knowledge of what their children are learning to build a strong home-school connection.
- Recognize that each family is unique. Ask families about their language, culture, and traditions, and be careful not to promote stereotypes or make assumptions.



Principle 3:
**Programs encourage families to sustain their home language and use
 their home language for learning activities.**

As educators, we have an opportunity to clarify the misconception that home language is less valuable than English. Several research studies highlight the importance of building the child's first language. One study found that when mothers used Spanish at home, it did not negatively affect their children's ability to learn English. On the contrary, when mothers introduced more English in the home environment, it slowed the growth of children's Spanish vocabulary without increasing English vocabulary.⁵ Given this important research, it is essential to listen to families' priorities and reassure them that home language development will support English language acquisition and be beneficial for their children.

How can I support families in sustaining their child's home language?

- Partner with families to sustain children's home language in the home environment, as families play a crucial role in their child's learning. Encourage families to engage in play-based learning activities, such as reading, singing, learning letters, and using vocabulary, in the home language.
- Empower families with limited English to use their home language with their children at home. Share with families that high-quality language interactions in their home language provide a strong foundation for learning English.
- Learn from families about children's language background. Ask families what languages the child speaks and understands, what language the child speaks to their siblings, in what language the child pretend plays in, and the child's exposure to English. Use this information to inform instruction for the child.
- Build on families' funds of knowledge.⁶ Funds of knowledge are collections of knowledge based in cultural practices that are a part of families' inner culture. Tap into families' knowledge and expertise to support use of the home language during instruction.

⁵ Hammer, C. (2009). Dual-Language Learners' Early Language Development and Academic Outcomes. Paper prepared for the Workshop on the Role of Language in School Learning: Implications for Closing the Achievement Gap, Hewlett Foundation, Menlo Park. CA, October, 15-16.

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⁶ Moll, L. C., Amanti, C., Neff, D., & Gonzalez, N. (1992). *Funds of knowledge for teaching: Using a qualitative approach to connect homes and classrooms*. *Theory into practice*, 31(2), 132-141.



Principle 4:
Lifelong multilingualism is beneficial and desirable for all individuals.

This core principle calls for early childhood educators to advocate for and promote multilingualism for young children. Research has found that there are lifelong advantages associated with speaking more than one language. Studies highlight differences in cognitive functioning skills in children who are monolingual as compared to children who are bilingual/multilingual.⁷ Because research shows that the most significant enhancements to learning language occur in the early childhood years, it is critical for early childhood educators to sustain and promote multilingualism. Program leadership and staff can create a love for learning and set children on the path for lifelong multilingualism by honoring and supporting children's home language. In doing so, program leadership and staff will strengthen language development in children's home language, while supporting language acquisition in English.

How can I promote the value of multilingualism?

- Program leadership and staff can openly state the value of multilingualism in their vision/mission statements.
- Program leadership and staff can use the instructional, environmental, and family support strategies listed above to introduce the home language during instruction and programming.
- Program leadership and staff engage in two-way communication with families, and partner with families to sustain children's home language in the classroom, program, and home environment.

Principle 5:
Everyone in the program environment makes a commitment to adopt multilingual approaches.

Everyone in the program – school leaders, teachers, and all other program staff – should see themselves as the individuals who support multilingual approaches. This requires a program-wide commitment to developing competencies that support a multilingual program environment. Everyone is a language learner, and everyone can work to support greater comprehension and vocabulary in children's home languages.

⁷ Bialystok, E. (2015). Bilingualism and the development of executive function: The role of attention. *Child development perspectives*, 9(2), 117-121.

How can I support all program staff in adopting multilingual approaches?

- Leadership teams commit to creating a program culture that is strengths-based and celebrates multilingualism- one that allows, supports, and promotes multilingualism.
- Programs provide training for staff to unpack biases, address fears and concerns, and provide research that supports a multilingual approach.
- Programs hold information sessions or discussion forums for families and provide research-based materials and information that highlight the value of a multilingual approach. Families may need information to debunk common misconceptions regarding English-only instruction.
- Programs foster a culture that promotes ongoing conversations about what is working well and address common challenges that may arise throughout the year.

This document was prepared by Zoila Morell, Ph.D. and Cristina Medellin, Ph.D. as part of their consulting work for the NYC Department of Education's Division of Early Childhood Education. The core principles referenced here are currently in preparation for a peer-review journal.



Appendix

Terms	Definition	Terminology Context
Emergent Multilingual Learner (EMLL)	EMLLs are preschool children before Kindergarten whose home or primary language is a language other than English and who have the potential to become bilingual or multilingual in school.	Adopted by the NYC Department of Education's Division of Early Childhood Education to refer to children whose home language is a language other than English. New York State Board of Regents approved this new term for all New York children under the age of 5.
Dual Language Learner (DLL)	DLLs are young children from birth to 5 years old who are learning more than one language at the same time as well as those learning a second language while continuing to develop their first (or home) language.	Head Start uses this term to refer to any child who is learning more than one language.
Emergent Bilingual (EB)	This term refers to any individual learning two or more languages.	This term is mostly commonly found in academic literature. It conveys a strong message about the cognitive and social benefits of bilingualism.
Dual Language Bilingual Education (DLBE)	Early childhood programs that provide language instruction in two or more languages with the goal of enabling all children to become bilingual and biliterate over the course of their education.	New York City Early Childhood programs, including Dual Language programs, and all programs that serve EMLLs. Utilizing the Core Principles referenced in this document will support the movement towards a DLBE for all programs.

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Zoila Morell, Ph.D.

Dr. Zoila Morell is an Associate Professor in Early Childhood and Childhood Education at Lehman College. Her research and scholarship examines bilingual education, school readiness, early childhood education, and conditions impacting educational achievement for Latinx children. She serves on the New York State Education Department Committee for ELLs and DLLs in Pre-Kindergarten where she developed a protocol for the identification of language learners at the Pre-K level. In addition, she was a member of the *Early Childhood Blue Ribbon Committee* for the New York State Education Department.

Dr. Morell 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. Her study was awarded second place nationally in the "Outstanding Dissertation" competition of the *National Association for Bilingual Education* (NABE). Her recent publications include articles and book chapters on bilingual early childhood education, school readiness, diversity in schools, achievement for Latinx children, and social inclusion in suburban communities. In 2015, Dr. Morell was one of ten educators nationwide selected by Big Picture Learning for the Deeper Learning Equity Fellowship; her work in the fellowship focused on bilingual learners in Pre-Kindergarten.



Cristina Medellin-Paz, Ph.D.

Dr. Cristina Medellin-Paz is an Assistant Research Scientist at NYU and Director of Professional Learning at playLabNYU where she develops partnerships with organizations and creates research-based content to meet the needs of each community partner. As a developmental psychologist, her work focuses on school readiness and culturally relevant educational opportunities for ethnically and linguistically diverse young children living in an urban context. Her research interests center on identifying effective teaching strategies that support bilingual children in early childhood classrooms through play. Rather than focusing on the gaps in school readiness, her work takes a strengths-based approach to examine the role of context and culture in understanding how development unfolds within different settings. Through her professional development work, she applies a critical lens to identify and promote social justice.



REGIONAL NEWS

Regional ELL Parent Conference in Region VI/Western NY

"Strengthening Educational Engagement for Families of ELLs"

September 29, 2018



Ruth Casillas, R-BERN West staff and conference chairperson, and Melissa Duquette, R-BERN West staff and conference co-chairperson, led this event in partnership with NYSABE's Parent Delegate-at-Large Elena Dokshansky and NYS TESOL members. The conference, held on Saturday, September 29, 2018 at the Erie 1 BOCES Education Campus in West Seneca, NY, offered workshops on *ELL Programs and Assessments and Graduation Requirements and Assessments* in the top 7 most commonly spoken languages in Western NY.

Rebecca Elias, NYSABE president, opened the conference by greeting the audience and sharing her own personal journey of parenting. Similarly, Dr. Mohamed Munassar, Parent and School Board member of the Lackawanna City School District greeted the 67 conference participants. NYSABE regional delegates Michael Duffy and Petra Mencia assisted with the coordination of the event. NYSABE president-elect Alicia Báez-Barinas was in attendance as well as past president Dr. Tamara Alsace.

Several community-based, government and educational agencies participated in the agency fair which aimed at helping parents to become acquainted with local adult education and job opportunities. NYSABE donated a laptop computer for a free raffle and NYS TESOL members in the Buffalo

Region donated six \$20 gift cards to TOPS Supermarket.

NYSABE congratulates and thanks Denise Góñez-Santos, Director, R-BERN West, and her staff for a successful parent conference. Also, congratulations to NYSABE leaders for their limitless commitment to NYSABE's mission.

Membership Meeting in Buffalo

"Advocating for Undocumented Persons"

October 10, 2018



On October 10, 2018, Region VI/Western New York delegates, Petra Mencia and Michael J. Duffy held a membership meeting at the Frank Sedita Academy #30, in Buffalo, NY. This initial meeting for the 2018-2019 school year brought together bilingual psychologists, ENL teachers, building and district administrators, as well as new bilingual teachers from Puerto Rico. NYSABE goals and initiatives, as well as upcoming events throughout the year, were discussed. Our featured presentation, "Advocating for Undocumented Persons," was conducted by Bianca Arellano, bilingual teacher at School #30 in Buffalo. Historical information to contextualize the current climate around undocumented immigrants was presented as well as supporting resources for teachers. The meeting also included a needs assessment in which teachers highlighted the need to advocate for bilingual certification pathways, professional development for parent leadership, and ongoing professional development for teachers and adminis-

trators new to working with ELLs/multilingual learners.

2018 Tri-Regional Teacher's Institute in Region VI/Western NY

"Literacy and the Arts: Supporting ELL Literacy Development"

October 26, 2018



Travis Moore, R-BERN West staff and conference chairperson, led this event in partnership with NYSABE and NYS TESOL members. The conference, held on Friday, October 26, 2018 at Banchetti by Rizzo's in Amherst, NY, featured two nationally recognized presenters and authors.

Rebecca Elias, NYSABE president, opened the conference by greeting the audience and discussing the importance of literacy development for ELLs/multilingual learners. NYSABE regional delegates, Michael Duffy and Petra Mencia, assisted with the coordination of the event. NYSABE president-elect Alicia Báez-Barinas was also in attendance.

The featured presentations, conducted by Eugenia Mora-Flores and Gilberto Soto, focused on supporting ELLs/multilingual learners' writing development and bilingual music education respectively. All participants received a copy of each presenter's book.

NYSABE congratulates and thanks Denise Góñez-Santos, Director, R-BERN West, and her staff for a successful Teacher's Institute.

IN MEMORIAM

Dr. María Torres-Guzmán (1951-2018)

Dr. María Torres-Guzmán, una mujer de su tiempo, an activist scholar whose research and teaching addressed social justice issues en su comunidad y en el mundo, while focusing on language and cultural freedom, has passed.

María died in Madrid on August 8, 2018 after a year-long battle with cancer.



María Torres-Guzmán
(1951-2018)

She is survived by her husband Juan Carlos Olivas Del Pozo, her querida madre Catalina Guzmán, her daughters Nydia María Zamorano-Torres and Helena Olivas; three grandchildren, Aramis James Woodard, Adrián and Amelie

Bender, and numerous members of her extended family.

Born on March 3, 1951 in Puerto Rico, María, *el orgullo de Juana Diaz*, was a trailblazer all her life. She was the first in her family to gain a higher education degree and the first Puerto Rican woman to gain tenure at Columbia University. In addition to her accomplishments, she always sought to open doors for others to follow in her path and achieve their own professional goals.

A prolific storyteller of Boriqua/Maori spirit, she incorporated the rich linguistic and cultural traditions of her native Puerto Rico in much of her scholarly work, at a time when this was not fully appreciated; thus, opening new lenses for the study of Latinx and other minoritized communities. María was a scholar who embraced theory to understand culture in novel ways. She

often employed Chicana and other feminist theories to promote the use of “charlas y testimonios” as a legitimate methodology to gain a deeper understanding of people’s culture. She aimed to empower children and teachers, by reflecting on the richness of their work and knowledge and by co-designing research studies to examine their complex realities. María also experimented with varied sociocultural theories, such as cultural historical activity theory alongside social imagination, to stimulate bodies of research among her colleagues.

From her early work in San José, California, which focused on topics such as participatory democracy, parental attitudes and bilingual education, which became her Ph.D. thesis (Stanford University, 1982), to her last published work on bilingual teacher identity (2017), María sought to discover and re-imagine new approaches to learning. Bilingual/dual language education in New York City public schools, especially at PS 84M and PS165M, was transformed with the collaboration of María. In discussing the difficulties she encountered in doing scholarly work in pursuit of bicultural knowledge, María said, “I kept seeing worlds that academia doesn’t even acknowledge.” Her pursuit of bicultural knowledge took her all over the world including China, New Zealand, the Basque Country in Spain, and Brazil; but it was her work with the Latino communities in the USA that she always returned to with urgency.

María had a lengthy career in higher education starting in 1972 in the Chicano-Boricua Studies Program at

Monteith College, Wayne State University (Detroit, Michigan). After studying in Puerto Rico and in Michigan, she earned her Master of Arts and Doctor of Philosophy at Stanford University (California) in 1983. In the early eighties, she worked as a parent educator specialist at the Intercultural Development Research Association (IDRA) in San Antonio, Texas. In 1986, she was appointed as assistant professor at Teachers College, Columbia University’s Bilingual/Bicultural Education program. María remained at Teachers College for the rest of her academic life until she retired as a full professor in 2013. She was the first Puerto Rican woman in Teachers College to receive tenure as well as a promotion to full professorship. The Program in Bilingual/Bicultural Education was shaped by Maria, who exhibited a remarkable leadership style and a marvelous “don de gentes.” She made everyone feel welcome, valued, and professionally brave and strong. She was a generous leader who supported and mentored emergent Latina scholars and former students through informal conversations or more formal intergenerational professional gatherings at universities or professional associations. She was one of the designers of the mentoring program for the AERA Bilingual Education Research SIG and the Cultivating New Voices program of the National Council for the Teachers of English since 2002.

As a strong “luchadora” (warrior), Maria toppled cultural barriers by collaborating with colleagues across departments at Teachers College and with other universities in the USA and over-

seas, where she was invited as a speaker, consultant and visiting professor. Her goal was to further strengthen her work for social justice and equity in the world community. She did it all while she battled and later survived her first cancer. In her reflections María stated that,

“What I know is that my presence has made a difference for many students and there have been generations of them. I feel there is a lot to be proud of, even though it sometimes feels that I have not done enough. At Teachers College, I feel that I have made a difference by persisting on things, by voicing my thinking and feelings, and so forth ... I will leave, not the program I found, but a much broader embrace of the concepts that I have been dealing with for so long. There is a bigger program in teacher preparation, with three rather than two institutionally funded positions; there is a speech pathology bilingual certification, there is an interest in language policy in another depart-

ment, and there is talk about an early childhood extension. There are many other people who are central to the doings that built these programs but my persistence has had an impact.”

When María retired from Teachers College in 2013, her scholarly life was celebrated with a conference titled, *Culture, Language and Identity*. At that time, her numerous scholarly writings that included five books, several edited journal volumes, and more than 50 journal articles, were discussed. Her latest book was the 2009 *Freedom at Work* published by Paradigm Press. She continued to write and publish until the end of her life and left several manuscripts in progress. Her legacy is extensive, rich and essential for any scholar in the education field, and in particular in bilingual education.

María received numerous recognitions and awards among them, the 1989 Distinguished Scholar award from the AERA Committee on the Role & Status of Minorities in Educational Research

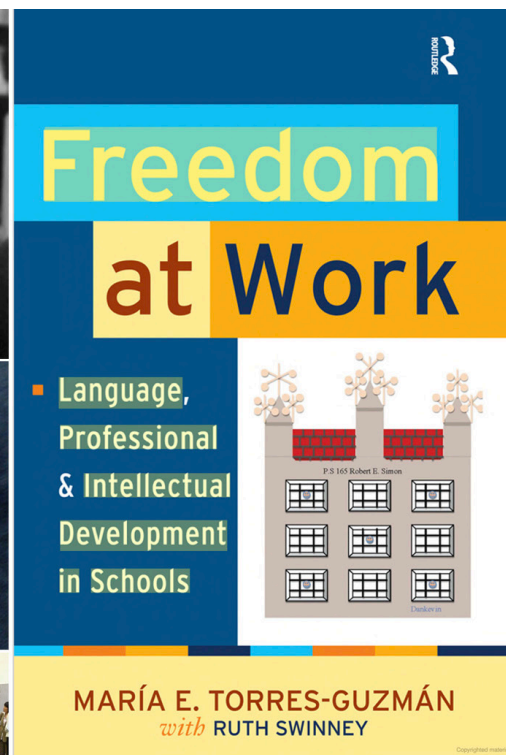
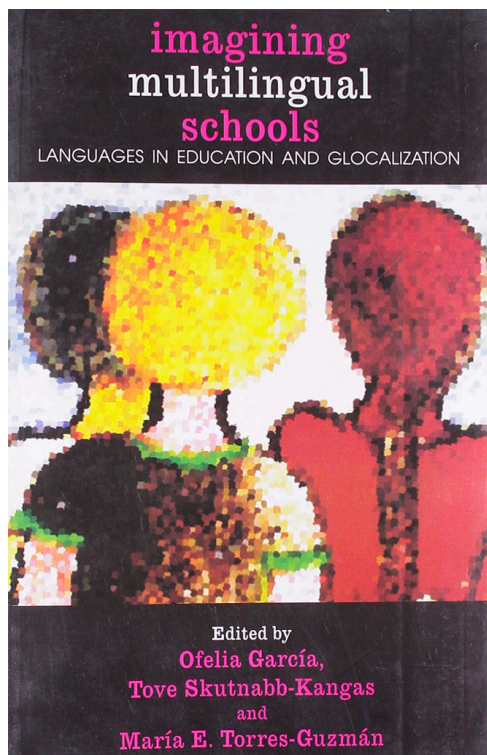
and Development; the 2001 Education Award from the Puerto Rican Cultural Institute; and, most recently, the 2011 AERA, Lifetime Achievement Award, from the Bilingual Education Research SIG, and the 2011 AERA, Mentoring Award from Division K.

A friend and colleague of hers, Dr. Carmen Mercado, described María as,

“...a guerrillera, a woman warrior, an Adelita. María battled injustices at all cost, and has lived life to the fullest, on her terms. (Carmen Mercado, e-mail communication, August 8, 2018).”

Colleagues and friends around the world are saddened by María's untimely departure. A departure sprinkled with admiration and love for María since the times when she was a feisty talented graduate student in the Mid-west actively engaged in bringing awareness to the injustices faced by Latinos. Hers has been a productive and inspiring life and we will draw comfort from the memories of her.

María, you will not be forgotten.



SAVE THE DATE: **March 21-23** 2019



NYSABE 2019 Conference

*Transforming Language Learners, Their
Multiliteracies, and the World through
Bilingual Education*



This year's theme invites us to examine multiliteracy pedagogy, which takes into account the prominence of cultural, linguistic, and social diversity, and integrates many modes of communication. This promising approach can be transformative in multilingual education settings, where literacy teaching and learning are influenced by technological advances in our diverse global society. Multiliteracies can prepare students and educators alike for continued success in a multilingual and multicultural world.

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The New York State Association for Bilingual Education
www.nysabe.net



New York State Association for Bilingual Education
MEMBERSHIP APPLICATION

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NYSABE Dues: (please check one)

- ☐ \$35 Associate (full time student, parent, paraprofessional)
☐ \$45 Regular (teacher, administrator, teacher educator, researcher)
☐ \$75 Institutional
☐ \$100 Commercial

Select your local region: (check one)

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I would like to volunteer in:

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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:

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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:

NYSABE
NYU Metropolitan Center for Research on Equity and the Transformation of Schools
726 Broadway, 5 Floor
New York, NY 10003

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, 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.

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

NYSABE BILINGUAL TIMES STAFF INCLUDES:

Nancy Villarreal de Adler, Project Director

Dr. Heather Woodley, Editor

César Rodríguez, Project Assistant



**The New York State
Association for
Bilingual Education**