

The Office of English Language Learners (ELLs) continues to implement *Children First* reform initiatives that bolster a more rigorous and responsive education for ELLs. By building on the momentum of the Chancellor's seven ELL directives (2003), and refining initiatives to help schools meet comprehensive accountability measures, the Office is creating a stronger, more supportive staffing infrastructure, rigorous professional development, coherent programs, better materials and resources, and comprehensive parent outreach.

***The Best Practices Initiative*** identifies schools that have shown significant academic improvements for ELLs and shares with schools citywide how these improvements were made. ELL specialists visit schools that have demonstrated strong gains for ELLs in English language arts, mathematics, science and/or social studies based on a review of ELL performance data. In addition, practices and outcomes from schools that have piloted academic interventions geared toward improving ELLs academic achievement are studied and shared. Schools are recruited and encouraged to share innovations and practices that have produced reliable results through citywide conferences and/or intervisitations. Descriptions of promising practices are provided on the Web site for similarly situated schools interested in replicating them.

***The Classroom Resource Initiative*** works with all initiatives to identify, develop, and disseminate the core curriculum instructional materials and assessments necessary for schools to best support their ELLs. In 2007-08, core instructional materials for ELLs have been purchased centrally and delivered to schools. Periodic assessments for ELLs have been implemented citywide. Also, specialized SIFE diagnostic assessments are now available to schools.

***The Dual Language Network Initiative*** provides planning, implementation and global technology grants along with technical assistance, resources and citywide networking events for schools implementing dual language programs and those interested in the dual language model. Each year, the initiative links schools (and other interested parties) with local, state and nationwide researchers and practitioners, providing high quality networking events, like the 2008 Dual Language Symposium and the Dual Language Leadership Institute. The initiative continues to expand the number of programs in New York City (currently 75), as well as language offerings—which now include Haitian Creole, Russian, Korean, and French—adding to existing Spanish and Chinese programs. Plans to offer more dual language programs that extend into middle school and high school are being developed by several schools in order to develop program sustainability. The initiative partners with researchers from the Center for Applied Linguistics and leaders in the dual language field—Dr. Sonia Soltero, Dr. Margarita Calderon, Mimi Met, Dr. Sandra Mercuri, Lore Carrera-Carillo, and Annette Smith—to help cohorts of schools create action plans for stronger programs. These experts work closely with groups of principals, administrators and teachers of prospective and actual programs through a Dual Language Leadership Institute. Also, the initiative identifies and coordinates intervisitations with exemplary programs so that they can share their best practices with other schools.

***Language Allocation Policy (LAP) Initiative:*** Released in 2004, the Language Allocation Policy provides a coherent policy for the distribution of English and native language use in ELL instruction. A LAP tool kit, created in 2004 and revised in 2007-08, provides resources and structures to support school-based teams with planning for ELL instruction. The LAP Initiative continues to update resources and provide professional development on how to prepare a LAP that guides the schools in creating programs for ELLs that are challenging and rigorous. In addition, because the LAP is now a part of the school's Comprehensive Education Plans, ELL specialists assist schools in creating and revising LAPs on an annual basis to ensure that there is instructional coherency within and across ELL programs.

***The Literacy Initiative*** provides a variety of professional development opportunities, resources and intervention programs for ELL educators and staff with the goal of narrowing the achievement gap between ELLs and English proficient students. Large conferences, targeted workshops on assessments and strategies, and the multi-leveled ELL Literacy Leadership Institute (ELL-I) build school communities committed to ELL literacy. The ELL-I works with administrators, teachers, and parent coordinators so that school communities analyze their practices, establish long term

goals for literacy development for ELLs, and develop action plans to achieve these goals. The institute relies on the expertise of ELL literacy researchers and authors such as Diane August (Center for Applied Linguistics), Margarita Calderon (Johns Hopkins University), Pauline Gibbons and Jennifer Hammond (University of Technology in Sydney, Australia), Myriam Met (University of Maryland), Mary Capellini, David and Yvonne Freeman (The University of Texas at Brownsville), and Katharine Davies Samway (San José University), Lori Helman (University of Minnesota), Sandra Mercuri (Fresno Pacific University). Launched in the 2006-07 school year, the institute has already reached more than 350 school staff from 100 school teams and expects an additional 300 to participate during the 2008-09 school year. Also, ELL specialists are creating a K-12 English as a Second Language scope and sequence document that is aligned to the English Language Arts standards. This document will provide guidance for educators who are strengthening their curriculum. Finally, the initiative provides schools citywide with literacy and language support interventions designed to differentiate literacy instruction for ELLs. Web-based programs for elementary and middle school ELLs like Achieve 3000, Award Reading, and Imagine Learning English give students additional demonstrations of classroom concepts using technology while providing teachers with information on usage and pre- and post- assessment results. Programs like Reading Instructional Goals for Older Readers (RIGOR) focus on accelerating language, literacy and content understanding for struggling learners.

***The Math Initiative*** strives to raise the academic achievement of ELLs by building a strong network among school-based math and ELL leaders through professional development events, conferences and action plans. The initiative provides schools with access to expert mathematics researchers such as Mark Driscoll (Center for Leadership and Learning Communities), Grace Kalemanik (Center for Leadership and Learning Communities), Donna Gaarder (WestEd), Harold Asturias (Lawrence Hall of Science). In 2008-09, the Math Initiative, in addition to enhancing the content and methodology of middle school math educators, focuses on the development of mathematics academic language in middle and high school students. Through workshops, institutes, seminars and a citywide conferences, the initiative provide educators with the theoretical underpinnings and the practical strategies required to raise ELL achievement in mathematics. The initiative continues to strengthen a math leadership structure which uses QTEL math institute strategies to create curriculum enhanced lessons.

***The Middle School Initiative*** works closely with middle school staff through targeted professional development institutes. The 2008-09 year features ongoing institutes e.g., Looking at ELLs Work in the Middle School, Middle School Mathematics and Academic Language Seminar, Tertulia and Professional Learning for Spanish NLA Teachers, Differentiated Instruction for Effective Teaching of Mathematics for ELLs, Using Released Test Items to Improve ELL Mathematics Instruction, and Scaffolding Academic Uses of English in Middle School ELA for ELLs. Also, all Office of ELLs-sponsored conferences on world and dual language programs, strengthening academic language, mathematics, science, best practices and ELL subpopulations (e.g., SIFE, LTEs) provide sessions and panel discussions specifically for middle school staff featuring experts and middle school practitioners. Finally, the initiative provides coaching to more than twenty high-needs middle schools as well as one-on-one technical assistance from ELL specialists through the Adopt-a-Middle-School program.

***The Native Language Arts (NLA) Initiative*** provides bilingual administrators and educators with critical native language classroom resources and professional development institutes necessary to provide native language learning according to state standards. Native language classroom libraries are strengthening classroom instruction in bilingual classrooms citywide. Since 2003, \$2.27 million dollars have been spent on Spanish classroom libraries, \$1.21 million on Asian Language libraries (including Bengali, Chinese, Korean, and Russian), and \$72,000 on Haitian Creole classroom libraries. Schools have implemented academic interventions with supports in Spanish (Achieve, Imagine Learning, Destination Math, RIGOR), Mandarin (Imagine Learning), Vietnamese (Imagine Learning), Haitian Creole (Imagine Learning), Japanese (Imagine Learning), Korean (Imagine Learning), Portuguese (Imagine Learning), and French (Imagine Learning). This year, several NLA committees are creating resources for NLA teachers, e.g., a six level Scope and Sequence and Curriculum for High School Spanish NLA to strengthen programs citywide so that more students reach proficiency at the AP level. Special offerings for NLA educators include institutes on Spanish, literacy and science. A series of Spanish NLA professional development provides an opportunity for teachers to strengthen their language and

literature content, learn new strategies to add to their repertoire, and visit the rich and varied Spanish cultural resources available to our students.

***The Parent Outreach Initiative.*** Parents of ELLs especially should feel welcome in NYC schools and be fully informed of the instructional program options available to their children. More than 3,500 parents participate each year in activities sponsored by the ELL Parent Outreach Initiative, in collaboration with other DOE offices (e.g., Office of Parent Engagement, Translation and Interpretation Unit). Annual citywide conferences provide parents of ELLs with an opportunity to see key officials and policymakers; attend informational workshops; meet school and community-based organization; and peruse educational materials from publishers that showcase learning materials for ELLs in a variety of native languages. The initiative also provides specialized training focused on literacy and math so that parents can participate in the academic lives of their children (e.g., The Math and Parents in Partnership Program is in its fourth year). The initiative conducts outreach and training sessions for school staff and community groups in order to increase the capacity and awareness of those who work with ELL parents. Finally, the initiative develops school-based resources to assist staff who work with ELL parents (see ELL Parent Information Case).

***Quality Teaching for English Learners (QTEL) Professional Development Institutes:*** Educational consultants at WestEd, in collaboration with Office of ELLs staff, provide a host of multi-day professional development opportunities for educators (bilingual and monolingual) and region and school-based leaders. The institutes have reached almost 500 educators in 2007-08 and thousands of educators citywide since 2003.

- ***Beginning ESL*** is for secondary ESL teachers who work with beginning ESL students. This institute promotes communicative competence in English for secondary students by presenting activities that stimulate students' conversational situations, enhancing their capacity to produce well-defined spoken and written text.
- ***"Building the Base I"*** gives participants a firm grasp of QTEL strategies—mainly effective scaffolding strategies to facilitate the linguistic transition of ELLs. It provides a solid base for any educator called to teach ELLs or foreign language students, especially those with ELLs in their general education classrooms.
- ***English Language Arts QTEL*** for secondary school English Language Arts teachers develops participants' understanding of how to scaffold instruction for ELLs with grade-appropriate rigorous texts within a variety of genres. The institute provides the theoretical understanding and corresponding strategies so that educators can effectively engage ELLs in acquiring the standards-based content and academic language needed to succeed in secondary school.
- ***Math QTEL*** pivots around instructional scaffolding—providing support structures—to help ELLs transition to English while strengthening academic language in mathematics. It develops participants' theoretical understanding and practical knowledge of effective practices for teaching students who are learning English and math content simultaneously. The institute includes practical lesson planning and building thematic units, while also arming teachers with the attitudes, knowledge, and dispositions to work effectively with adolescent language learners.
- ***Science QTEL*** for secondary education science teachers develops participants' theoretical understanding and practical knowledge of effective instructional practices for teaching students who are learning English and science content simultaneously. This institute is for science teachers who need strategies to raise the academic performance of ELLs in their classrooms.
- ***Social Studies QTEL*** for high school social studies teachers develops participants' expertise in teaching English learners rigorous content and uses of academic English to succeed in US History and Government courses. The institute provides teachers with a firm foundation of the theoretical understanding and practical applications necessary for scaffolding standards-based, grade-appropriate content.
- ***Spanish QTEL*** helps bilingual, dual language and foreign language educators develop tools and processes for teaching academic Spanish to native Spanish-speaking students.

***The Science Initiative*** provides staff development to raise the academic achievement of ELLs in science. Working closely with West Ed, the initiative provides institutes that strengthen content, provide strategies for ELLs in science, and

connect teachers with the wealth of science institutions around the city that are available to students. Workshops and institutes establish school-level partnerships encouraging ESL and science teachers to participate as teams.

***The Secondary Schools Initiative*** ensures that middle and high schools, both large and small, receive support for a quality education that moves ELLs towards achieving post-secondary success. Sustained professional development builds academic literacy and language in content area subjects such as mathematics, social studies, English, and science. Secondary schools are provided with exemplars of a standards-based curriculum, instructional materials provided in home languages and accessible English, and high quality teachers with expertise in English language development. Under the initiative, groups of educators are developing scope and sequence documents for ESL, foreign language, and native language arts for grades 6-12. These will be accompanied by curriculum maps and units of study. Also, the initiative developed a summary of research and promising practices, [Designing Better High Schools for ELLs](#), to help high schools structure their ELL programs to be more flexible and responsive to the needs of adolescent ELLs.

***The Small Schools Initiative*** provides sustained support to school leaders and their teams as they develop a quality program for ELLs. ELL Compliance and Performance Specialists work with small school communities to provide comprehensive technical assistance on compliance and targeted instruction. The initiative also provides professional development on programming and scheduling rigorous instructional programs aligned to CR Part 154 mandates.

***The Social Studies Initiative*** strives to raise ELL academic achievement through project-based learning and an English as a Second Language (ESL)/Literacy approach. The Global History and Geography Enrichment Program is designed for ESL/bilingual teachers to support ninth and tenth graders at beginning and intermediate literacy levels with Regents requirements. Teams of ELL specialists, teachers, social studies content experts and literacy consultants have developed a Global History & Geography Curriculum Guide for ELLs. This curriculum guide, which can be used as a supplement to the ninth grade Global Studies Core Curriculum, provides exemplars that effectively integrate specific reading and writing strategies as well as scaffolds to teach Global Studies. In 2007-08, the guide, consisting of lessons and student journals, was piloted in classroom during and after school. In some settings, the content area specialist co-taught with the ESL specialist to effectively support students with content area knowledge as well as academic language. Professional development includes institutes on using the guide along with content libraries and instructional materials. Additional professional development will be provided this school year for schools that opt to use the guide.

***Students with Interrupted Formal Education (SIFE) Grants Project*** provides funding, professional development and technical assistance so that schools create instructional models to accelerate language and academic learning for SIFE. The initiative has expanded support to include long-term ELLs, provided more tailored professional development and instructional service options for 47 grant recipients, and refined its structure to provide funding and technical assistance to demonstration sites within the school system. The initiative also continues to work with the CUNY Graduate Center on ongoing research and diagnostic assessments as well as with state policymakers on SIFE identification. A diagnostic assessment to identify Spanish and English speaking SIFE is available for schools.

***The World Languages Initiative*** prepares City students to be well-equipped with cultural and foreign language skills required for our global society. The initiative provides a citywide conference that provides educators with school planning information and classroom strategies for developing effective world language programs. Targeted institutes focus on helping educators develop curriculum. Additionally, ELL specialists and leaders from the field are working together to develop a scope and sequence for Spanish and Chinese. The scope and sequence (grades K-12) documents will guide world language instruction that is aligned to national and State standards. Also, a learning community of teachers, in collaboration with The World Language Department of Queens College, work together to write curriculum units to foster students' awareness of world cultures and strengthen linguistic skills.

***The Writing Initiative*** looks at writing as an integral part of the success of each ELL in every subject. This initiative provides professional development institutes that look at the various genres in which ELLs are required to perform, such as expository (e.g. reports and essays) writing. Professional development sessions give participants practical and research-based strategies that build ELLs' writing skills, allowing students to express their opinions, write about a wide

array of subjects, and convey meaning accurately within content-areas. In addition, the Office of ELLs will be supporting a few pilots focused on writing.