



## Supporting Emergent Bilinguals in New York: Understanding Successful School Practices

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February 2014

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**THIS REPORT HAS NOT BEEN REVIEWED BY THE NEW YORK STATE EDUCATION DEPARTMENT**

This report was developed by CUNY-NYSIEB, a collaborative project of the Research Institute for the Study of Language in Urban Society (RISLUS) and the Ph.D. Program in Urban Education at the Graduate Center, The City University of New York, and funded by the New York State Education Department. The report was written under the direction of CUNY-NYSIEB's Project Director, Maite (María Teresa) Sánchez, and the Principal Investigators of the project: Ricardo Otheguy, Ofelia García, Kate Menken, and Tatyana Kleyn. For more information about CUNY-NYSIEB, visit [www.cuny-nysieb.org](http://www.cuny-nysieb.org).

Published in 2014 by CUNY-NYSIEB, The Graduate Center, The City University of New York, 365 Fifth Avenue, NY, NY 10016. [www.nysieb@gmail.com](mailto:www.nysieb@gmail.com).

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## Foreword

Ofelia García  
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Two years ago, the New York State Education Department approached the Research Institute for the Study of Language in Urban Society (RISLUS) and the Ph.D. Program in Urban Education at The Graduate Center of The City University of New York to partner with them in order to improve the education of emergent bilinguals in New York State. Professors Ricardo Otheguy (Principal Investigator of the present project), Kate Menken and I (co-Principal Investigators), met over the summer to plan our work. The three of us decided that if we were going to work with schools in New York State that had a large number of emergent bilinguals but that were failing to meet Adequate Yearly Progress (AYP), we had to learn more from past experiences and successful present ones. CUNY-NYSIEB (The City University of New York – New York State Initiative on Emergent Bilinguals) thus planned an approach that included three dimensions. On the one hand, the bulk of our work was with priority schools, offering seminars to principals and teams of educators held at The Graduate Center, and on-site support and resources over an extended period of time. But on the other hand, we also wanted to build on the historical knowledge that there was in New York State surrounding the education of emergent bilinguals, as well as on the experiences of schools in New York State that were succeeding in educating bilingual students. The historical documentation project, led by Dr. Angela Carrasquillo, has submitted a long report that sheds light on New York State’s trajectory of language-in-education policies, especially since the 1960s. The present report, *Supporting Emergent Bilinguals in New York: Understanding Successful School Practices*, is the answer to the other question we had: “What is it that schools in New York State that are successful educating large number of emergent bilinguals doing?” “What are the factors that make them successful?” Led by Dr. María Teresa Sánchez, CUNY-NYSIEB Project Director, the study makes clear that these schools care for their emergent bilinguals, building a climate of collaboration and using bilingualism as a resource, regardless of type of program.

The work in this report did not start with the visits to the schools that is at the heart of the qualitative analysis that the authors— Sánchez, Espinet and Seltzer — report here. Dr. Nelson Flores, the Interim Project Director, and I worked assiduously in setting up the research study and developing the criteria and the instruments used. Dr. Zoila Tazi conducted the quantitative analysis that led to the sampling of the schools here analyzed. What was most interesting about that part of the study, conducted the first year of CUNY-NYSIEB, was that out of the over 500 schools in New York State that had a higher than statewide average enrollment of emergent bilinguals, only 55 met the criteria of “Good standing” (See the report for additional information). None of the 55 schools were outside of New York City, Westchester or Long Island. It is important then to understand how special the 10 schools included in this report are, for they are among the less than 10% of schools in the state who are successful with emergent bilinguals.

Our findings are sobering, but the care shown by these 10 schools also give us hope. The lessons learned from the visits and the qualitative analysis give us a blueprint for other schools to follow,

provided educators have an open and generous heart towards bilingualism and the education of emergent bilinguals.

Some of the factors here identified are good practices that could be expected of schools anywhere. Such factors are, for example, collaborative structures and distributed leadership, as well as emphasis on professional development for teachers. However, what makes these schools successful is the regard in which they hold their emergent bilinguals, especially their linguistic and cultural diversity. Using the students' bilingualism as a resource, regardless of whether the program is Dual Language Bilingual Education (DLBE), Transitional Bilingual Education (TBE) or English as a Second Language (ESL), turns out to be key. The authors of this report point to hiring practices in which the bilingual proficiency of teachers is held in high regard. These schools support a multilingual ecology in their buildings, proudly displaying their linguistic diversity, and using it as a resource whenever possible. The schools make available bilingual resources for students, teachers, and parents. And finally, rather than "hide" the students' home languages, they use them to teach and learn; that is, they support the flexible use of their students' entire linguistic repertoire, with what we call translanguaging pedagogies. Rather than hold the students' home languages at bay or to deem them suspect or even enemies in the development of standard English, these schools honor the students' home languages, and use them actively in teaching the English language, as well as rigorous content. Bilingualism in these schools is not considered suspect; the use of home languages is not remedial; rather, these schools build on students' and teachers' language practices actively in order to improve the possibilities of engaging emergent bilingual students in thinking creatively and critically about complex tasks. All the schools sustain the students' home language practices, sometimes offering bilingual instruction and Native Language Arts. But even when the schools do not offer home language instruction, the students' active use of their home languages in an academic settings sustain their biliteracy practices, regardless of official language of instruction.

To do all this, these schools partner with parents in ways that go beyond traditional ones. Not only do these schools "teach" families; they also learn from them. They consider families the experts in their children's education, in their many languages, in their cultures, and funds of knowledge. The schools provide for the families needs, but they also seek their help and learn from them. The educators in these schools maintain an open relationship with the families and communities, drawing from all the funds of knowledge that are available to them.

It is clear that what is needed in order to succeed with emergent bilingual students is not just resources, but the right kind of multilingual and culturally relevant resources, both of people and material. Schools need leaders who are advocates of emergent bilingual students and who put them at the center of all instruction and activities; and who see them in an enriching, and not a remedial light. Schools also need leaders who are advocates of teachers, and especially of bilingual teachers and those who teach emergent bilinguals with passion, integrity, rigor and care. This establishes a circle of care in which teachers extend their care to families. In so doing, they organize activities that take place after school and outside of school, and that often involve the Arts—music, dance and song. Only a collaborative structure can support this circle of care, and these schools definitely have well established ones. Collaboration with school and districts, with staff, with students and with communities are at the center of their practices.

The six main lessons learned from this report can be summarized for other schools as follows:

1. Create collaborative structures with others;
2. Ensure that school leaders advocate for emergent bilinguals and their teachers;
3. Use bilingualism as a resource;
4. Put emergent bilinguals at the center of curriculum and instruction;
5. Offer targeted professional development, especially one that is conducted internally on emergent bilinguals;
6. Partner with families of emergent bilinguals.

These are the six important building blocks that the authors of this report have identified.

In some ways, this report confirms the work that CUNY-NYSIEB has been doing over the past two years with priority schools. We have used bilingualism as a resource and have built the schools' multilingual ecologies. We have also engaged teachers in translanguaging professional development. But this report also extends our work, making it obvious that linguistic ideological shifts of principals and educators are paramount for success. Educators in successful schools value emergent bilinguals for what they bring to schools, not for what they lack. Educators in successful schools value diverse communities, instead of blaming them for not speaking English. Educators in successful schools celebrate and build on their cultural and linguistic diversity, instead of hiding it.

CUNY-NYSIEB's emphasis on working with principals and school leaders is also confirmed through this report. School leaders and educators are at the heart of the changes that must take place so that all schools in New York State, and not the 1% here included, benefit from the generous education that we're so capable of giving and granting to all emergent bilinguals in the state. This report offers a blueprint of how we might get there.

Ofelia García  
New York City  
December 2013

# Supporting Emergent Bilinguals in New York: Understanding Successful School Practices

## Introduction

The focus of CUNY-NYSIEB (The City University of New York – New York State Initiative on Emergent Bilinguals) is to improve the academic achievement and outcomes for emergent bilinguals<sup>1</sup> in New York State. One of the project’s components is to identify elementary, middle, and high schools that are successfully educating emergent bilinguals and document their effective practices. The goal is to create profiles of the schools’ practices and make them available to any educator in the state interested in learning how different schools are supporting emergent bilinguals.

During the spring of 2013, the research team<sup>2</sup> visited 10 schools from a pool of 55 schools in the state that were identified as being “successful” in educating emergent bilinguals (see *Identifying Successful Schools* in the Methods section of this report for a description of our criteria for success). During these school visits, the research team interviewed school and district staff and conducted classroom observations. Through this data collection process, researchers identified specific practices that these schools used to support emergent bilinguals and created profiles of each of the schools. In addition, the research team compared the practices across schools and identified commonalities and differences. This report includes a description of these practices, and provides a few examples of how particular schools approached each practice. In addition, Appendix A contains each of the schools’ profiles.

It is our hope that readers of this report can learn more about educating emergent bilinguals effectively by reading the words and ideas, as well as the description of school and classroom practices, of educators in schools within New York State. Though no two schools are the same, we believe it is beneficial to look beyond one’s own institution to find new ideas for both improvement and success. We hope that reading this report will inspire those who educate emergent bilinguals to examine their own practices and those of their schools and, perhaps, adapt some of the ideas presented to meet the needs of their own local constituencies.

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<sup>1</sup> CUNY-NYSIEB uses the term *emergent bilinguals* to refer to students who are in the beginning stages of learning the English language. The term is an acknowledgement of the existing strengths and skills students have in their home language rather than a deficit-focused definition of their status in acquiring English (such as “English Language Learners” in New York City or “Limited English Proficient” – or LEP – in New York State school report cards).

<sup>2</sup> The authors of this report would like to thank all principals and school/district personnel from the 10 schools participating in this study for allowing us to visit their schools. We would also like to thank the other members of the Research Team for working on different aspects of this study — Ofelia García for setting up the research project and supporting it throughout its completion; Zoila Tazi for conducting the quantitative analysis that led to the selection of the schools; Nelson Flores for guiding the project during its first year, and Diego Vargas Barona and Jose Alfredo Menjibar for their administrative support.

## Methods

This study was guided by the following question: *In a selected group of schools in New York State identified for success in educating emergent bilinguals, what do administrators and educators do to support the needs of these students?*

### Study's Criteria: Identifying Successful Schools

In order to identify schools in the state that were “successful” in educating emergent bilinguals, the CUNY-NYSIEB research team established the following criteria:

- The school had a higher than the statewide average enrollment (8 percent) of emergent bilinguals.
- The school had tested 20 or more emergent bilinguals on any assessment.
- The school had a rating of “Good Standing” in the year 2010-2011 measured by New York State Report Cards in terms of achievement, which we measured as follows:
  - For elementary (ELA and Math 3) and middle schools (ELA and Math 8): the school exceeded the statewide average for levels 3 and 4 combined by five or more percentage points
  - For high schools: (1) The school exceed the statewide average by 10 percentage points on the ELA Regents and any one additional Regents examination (Math, Science, Global History or US History), and (2) the school had a graduation rate of 80% or higher in a school with higher than 40% emergent bilinguals<sup>3</sup>.

In order to identify those schools that met the study's criteria, CUNY-NYSIEB researchers accessed publicly available achievement data from the New York State Education Department (NYSED) for the 2010-2011 academic year. These data included information from each school's Accountability and Overview Report, Comprehensive Information Report, and state averages for achievement and demographics. A total of 55 schools in the state fit the criteria. These schools were all located in Long Island, New York City, and Westchester County, perhaps due to the first criterion of higher than average enrollment for emergent bilinguals. Table 1 shows the number of schools that fit the criteria organized by cities and grade level.

Table 1. Number of Schools that Fit the Study's Criteria by Grade Level and City, 2010-2011.

City	Number of Schools that Fit Criteria		
	Elementary	Middle	High
Central Islip	1		
Freeport	3		
Mount Pleasant Central	1		
New Rochelle	1		
New York City	37	2	4
Port Chester –Rye Union	2		
Valley Stream Central		1	
Westbury	2		
White Plains			1

<sup>3</sup> This criterion was added after analyzing the state data and only after identifying three high schools that met the project's criteria.



## Identifying and Recruiting Participating Schools

In order to gather more detailed information about the schools' characteristics and practices with emergent bilinguals, the research team created a questionnaire. This questionnaire asked principals to provide information about the school's demographics and programs, language ecology (instructional practices around the use of language as well as indicators of a school culture or environment that promotes multilingualism), staff characteristics (the rate of bilingualism among the teachers, paraprofessionals and administrators), and community engagement (indicators of parent participation as well as key staff positions whose function are to engage the parent population). All 55 principals were sent a paper version of the questionnaire in May 2012 and members of the research team followed up with emails and phone calls during May and June 2012. Between September and October 2012, those schools that did not respond to the questionnaire received a shorter version followed up with email and phone communication. By late October 2012, 31 schools had returned the questionnaire, representing a 56.4% response rate.

Based on the questionnaire responses, schools were organized into three categories:

- (1) *Program type*: Schools were categorized as having a dual language bilingual education (DLBE) program, a transitional bilingual education (TBE) program, an English as a Second Language program (ESL)<sup>4</sup> or a combination of the three.
- (2) *Location*: Schools were categorized as being located within or outside New York City.
- (3) *Grade level*: Schools were categorized as elementary, middle, K-8 or high school.

In order to identify 10 schools to include in the study, and to ensure the inclusion of diverse schools, the research team grouped all schools according to the three categories above (for example, a school could have been categorized as “DLBE program–NYC–elementary” or “DLBE program–non-NYC–elementary.”) Within each group, schools were randomly selected and contacted. Members of the research team mailed, faxed and emailed the invitation to participate in the study and followed up with multiple phone calls. If the team received a rejection, another school in the same category was selected and invited to participate.

By December 2012, eight schools had agreed to participate and by April 2012, two additional schools agreed to enter the study. Table 2 shows the number of schools organized by program type, location and grade level disaggregated by the total number of schools identified, schools that answered the survey and were invited to participate in the study, and those schools that agreed to participate.

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<sup>4</sup> Part 154 of Commissioner's Regulations require that all emergent bilinguals in New York receive ESL services. For those students enrolled in a bilingual program, ESL is a component of the program. Bilingual teachers are allowed to teach the ESL component but schools can also choose to have ESL teachers providing that service. In this study, we are considering schools as having an ESL program, if (a) that's the only program option that the school offers (there is no bilingual programming offered), and (b) if schools with bilingual programs also have emergent bilinguals in their mainstream classrooms and therefore provide an ESL program.

Table 2. Type of Programs, by grade level, and Stages of Involvement, 2012-2013.

Programs	DLBE + TBE (and possibly ESL)			DLBE Only (and possibly ESL)			TBE Only (and possibly ESL)			ESL Only		
Schools	All	Invited	Included	All	Invited	Included	All	Invited	Included	All	Invited	Included
Number of School NYC												
Elementary	2	0	0	3	2	1	7	3	2	26	15	2
Middle	1	1	1 <sup>5</sup>	0	0	0	0	0	0	1	0	0
HS	1	0	0	0	0	0	2	1	1	1	1	0
Number of Schools Outside NYC												
Elementary	2	0	0	3	3	1	2	2	1	4	1	1
Middle	0	0	0	0	0	0	0	0	0	0	0	0
HS	0	0	0	0	0	0	0	0	0	3	2	0

Legend: All: All schools that fit the study criteria.

Invited: Schools that answered the CUNY-NYSIEB questionnaire and were invited to participate in the study.

Included: Invited schools that accepted to participate in the study and were included in the study. These schools are also in gray for easily identification.

Eight of the 10 schools included in the study were elementary; one was a K-8, and one a high school (the latter two in NYC). One elementary school in NYC had all three programs (DLBE, TBE, and ESL), two elementary schools had DLBE and ESL programs (one of them in NYC), three elementary schools (two in NYC) and one high school in NYC offered TBE and ESL programs, and three elementary schools (two in NYC) offered only ESL programs. All schools had a high percentage of emergent bilinguals ranging from 22% to 90%. See Table 3 for more information on the schools' program, grade level, and demographic information.

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<sup>5</sup> This school is K-8.

Table 3. Participating Schools' Program, Grade Level, and Demographic Information, 2011-2002.\*

School $\theta$	Location	Programs	Grade Levels	Total Student Population		Schools' Emergent Bilingual Population	
				Number	Percentage Receiving Free or Reduced Price Lunch	Percentage	Home Languages
<b>Archer Street School</b>	Freeport	DLBE ESL	K-4	542	66	26	Spanish
<b>John F. Kennedy (JFK) Magnet School</b>	Port Chester	TBE ESL	K-5	885	76	53	Spanish, Korean, Chinese, Hindi.
<b>P.S. 1</b>	NYC - Manhattan	ESL $\alpha$	Pre K-5	515	73	38.25	Chinese Spanish
<b>P.S. 25</b>	NYC - Brooklyn	TBE $\alpha$ ESL $\alpha$	Pre-K-5	397	100	31	Spanish, Fulani, French, Garifuna
<b>P.S. 42</b>	NYC - Manhattan	TBE ESL	K-5	771	94	35***	Chinese, Spanish, Arabic
<b>P.S. 249</b>	NYC - Brooklyn	DLBE ESL	Pre-K-4	757	82	29	Spanish Haitian-Creole, Arabic, Bengali
<b>Gregorio Luperón High School for Math and Science**</b>	NYC - Manhattan	TBE	9-12	552	96**	91	Spanish, Garifuna
<b>School A</b>	NYC - Queens	TBE ESL	K-5	1292	88	20-30***	Spanish, Chinese, Bengali, Urdu, Korean, Punjabi, other
<b>School B</b>	NYC - Queens	ESL	K-5	843	95	40	Chinese, Spanish, Urdu, Bengali
<b>School C</b>	NYC - Brooklyn	DLBE TBE ESL	K-8	1284	87	21***	Spanish, Haitian Creole, Arabic, French

Source: (\*) NYSED Report Card, 2011-2012, unless noted with an (\*\*) in which case the information is from NYSED Report Card, 2010-2011 or a (\*\*\*) in which case the information is from NYCDOE Comprehensive Education Plans, 2012-2013.

Legend: ( $\theta$ ) School principals were given the opportunity to make their school names confidential. Three schools are being kept confidential and are given one of the first three letters of the alphabet (A-C) For more details, see Confidentiality section.

( $\alpha$ ) The program for emergent bilinguals starts in 1<sup>st</sup> grade.

## Data Collection and Analysis

Data collection in the 10 participating schools occurred between February and June 2013. The research team visited each school between one and five times, depending on the schools' availability. At the school, the research team did walk-throughs, conducted interviews with school administrators<sup>6</sup> (principal, assistant principal, and/or English Language Learner (ELL) Coordinator). During these interviews, we asked participants to reflect on those school practices

<sup>6</sup> In one school, we also interviewed the district's Director of Second Language Programs.

that they believed support emergent bilinguals. We then asked to conduct classroom observations and meet with teachers and other school staff to collect evidence of those practices. In some cases, we also interviewed teachers. We also took pictures of hallways, classroom walls and classroom materials illustrating evidence of emergent bilingual students' work. In addition, we included data that was collected through the CUNY-NYSIEB questionnaire and publicly available data from the state, city, and district.

Several of the interviews were audio recorded, and for those interviewees that did not agree to be recorded, the research team took notes. Based on the data collected, members of the research team created a narrative of each of the schools. Through discussions around the data collected, the research team decided to organize the profiles into the following themes: school-wide culture of collaboration, strong leadership structures, bilingualism as resource, curriculum, instruction and after school enrichment with emergent bilinguals as the center, professional development in support of emergent bilinguals, and partnering with parents of emergent bilinguals. Once the profiles were finalized, they were sent to the schools' principals for review. When needed, follow up questions were also included with the profiles.

Once all the profiles were created, through an iterative process, members of the research team identified common practices within the profile themes across the schools. For each of the sub-themes, the researchers also identified a few short examples of practices showing the diversity among participating schools.

## **Confidentiality**

This report highlights best practices among 10 schools in New York State. Principals were given the choice to have the school's name made public or to keep it private. In this report, three schools are being kept confidential and are given one of the first three letters of the alphabet (A-C). Regardless of whether or not the school was identified, we have tried to maintain the confidentiality of the specific interviewees that provided information in each school. There were a few instances where this was not possible given the nature of the information. However, the research team considered that the identification of the interviewee's position did not compromise his or her integrity.

## **Schools' Programs for Emergent Bilinguals**

The 10 schools profiled in this report offer a variety of programming options for emergent bilinguals, ranging from dual language bilingual education, to transitional bilingual programs, to English as a second language, or a combination of multiple programs. The schools have different ways of implementing their programs based on both the characteristics of their students and teachers and on their individual experiences working under the model. In other words, the schools in our study have catered their language programs to meet the needs of the local contexts. Table 4 presents the schools' programming options for emergent bilinguals. For more details on each school, please see each school's individual profile in Appendix A.

Table 4. Schools' Programming Offerings for Emergent Bilingual, 2012-2013.

School	Location	Programs for Emergent Bilinguals			
		Grade Level	DLBE	TBE	ESL*
<b>Archer Street School</b>	Freeport	K-4	x		x
<b>JFK</b>	Port Chester	K-5		x	x
<b>P.S. 1</b>	NYC-Manhattan	K-5			x
<b>P.S. 25</b>	NYC - Bronx	K-5		x	x
<b>P.S. 42</b>	NYC-Manhattan	K-5		x	x
<b>P.S. 249</b>	NYC-Brooklyn	Pre-k-4	x		x
<b>Gregorio Luperón</b>	NYC-Manhattan	9-12		x	
<b>School A</b>	NYC-Queens	K-5		x	x
<b>School B</b>	NYC-Queens	K-5			x
<b>School C</b>	NYC-Brooklyn	K-8	x	x	x

Legend: (\*) In schools with bilingual education programs, ESL Programs refer to those other than ESL component in bilingual programs

## Dual Language Bilingual Education Programs

Three of the schools studied offered DLBE programs. Two schools (P.S. 249 and Archer Street School) offered two-way<sup>7</sup> dual language bilingual education programs, in Spanish and English. School C offered two different dual language bilingual programs: one in Spanish and English and the other in Haitian-Creole and English. The dual language bilingual program at School C is not technically a two-way model, as most students are from the same language background; though the majority of students speak Spanish or Creole at home (depending on the program strand) there are some students who do not, although the majority are of Haitian or Latino descent. The dual language bilingual programs in P.S. 249, Archer Street School, and School C are different in the way they allocate the language of instruction, in the way they group students, and in the grade-level offering. Below is a short description of each school's program. See Table 5 as well as each of the school's profiles in Appendix A for more details.

P.S. 249 DLBE program has a different organization in pre-K, kindergarten, and 1<sup>st</sup> through 4<sup>th</sup> grades. In pre-K, the school uses a self-contained model where students spend the whole day with their homeroom teacher who alternates the language of instruction daily. Students in kindergarten have half the day in Spanish with one teacher and half the day in English with another teacher. Homerooms in kindergarten are homogeneous (organized by home languages) and students in each home language group are mixed for 30% of the day for math, science and social studies while language arts are taught separately. From 1<sup>st</sup> to 4<sup>th</sup> grade, homerooms are heterogeneous (mixed home language backgrounds) and students have half-day instruction in English and half-day in Spanish.

<sup>7</sup> In two-way dual language bilingual programs, when students enter pre-K, K, or 1<sup>st</sup> grade, approximately half of the students are considered English proficient (For some of them, English is the home language and for others, it is not) and the other half are speakers of a language other than English (LOTE), and instruction is in both languages. In one-way dual language bilingual programs, all students have the same home language and the instruction is in both languages.

Archer Street School, an elementary school, has been implemented a DLBE for more than a decade. In 2013, the school was in its second year of its new DLBE program model<sup>8</sup>. The new model was implemented in 1<sup>st</sup> and 2<sup>nd</sup> grades while 3<sup>rd</sup> and 4<sup>th</sup> grades were still implemented the original DLBE model but will be phased out by 2014. The new model consists of two dual language bilingual classrooms in each grade (one with an English teacher and one with a Spanish teacher). Students' homerooms are heterogeneous and switch languages (and teachers) every other day. In the original model (still implemented in 3<sup>rd</sup> and 4<sup>th</sup> grades), students are grouped by home language homerooms and taught in their home language (with the exception of English language arts or second language learning). Students are regrouped in mixed language groups for math (which is taught in Spanish).

School C, a K-8 school, offers a DLBE program for K through 6<sup>th</sup> grades and a TBE program for 7<sup>th</sup> and 8<sup>th</sup> grades. (For more details on the school's TBE program, refer to the TBE section of the report.) In each grade, the DLBE program has one self-contained classroom for each language strand (Spanish-English and Haitian Creole-English). All subjects are taught bilingually by the bilingual homeroom teacher, with the exception of language arts, which is taught in both languages (and sometimes by a different teacher). In 5<sup>th</sup>-6<sup>th</sup> grades, foreign language (Latin, Spanish, and French) and science classes are taught by two different teachers. One is bilingual and the other is not, though the non-bilingual teacher co-teaches with the ESL teacher.

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<sup>8</sup> Since its inception, Archer Street School has had a dual language bilingual program. However, in 2011 the district commissioned an external evaluation of the program that recommended changing the language allocation type and the students' grouping.

Table 5. Dual Language Bilingual Education (DLBE) Program Model, Student Characteristics and Grouping and Grade Level, 2012-2103.

School	Program Model			Student Grouping (*)	Grade level
	Program Name	Language of Instruction	Language Allocation Type		
Archer Street School	Two-way DLBE	Spanish-English	G. 1-2 (new model): Language alternates by both the day and the teacher.  G. 3-4 Original model (will be faced out by 2014): Language is organized by subject, with some subjects taught in English and some in Spanish (by different teachers)	G. 1-2: Heterogeneous  G. 3-4: Homogeneous	G. 1-4 (**): Two classrooms per grade level (one for each language strand)
P.S. 249	Two-way DLBE	Spanish-English	G. Pre-K: Self-contained classroom; one teacher that changes languages.  G. K-2: Side by side. Students switch teachers (and language) each day.  G. 3-4: Self-contained classrooms; one teacher that changes languages.	G. Pre-K: Heterogeneous homeroom  G. K: Homogeneous groups; they mix for 30% of instruction  G. 1-4: Heterogeneous homerooms	G. Pre-K: one classroom in the grade  G. 1-4: two classrooms per grade
School C	DLBE	Two language strands: - Spanish-English - Haitian Creole-English	All subjects taught in both languages by the classroom teacher bilingually (i.e. the teacher chooses which language to use for which purpose) Additionally, in G. 5-6, science and foreign language are taught by a specialist in both English and the home language (i.e.: the specialist himself is bilingual or the class is taught in English with home language support from the bilingual classroom teacher)	All grades: Heterogeneous	G. K-6: One dual language classroom per grade level per language strand

Legend: (\*) Homerooms grouping: Students from different home language backgrounds and levels of English proficiency are mixed in each homeroom. Homogenous grouping: students' homerooms are organized by level of English proficiency and home language. (\*\*) The district's Kindergarten dual language bilingual program is in another school.

## Transitional Bilingual Education Programs

Six schools offer TBE programs. There are two ways in which the TBE programs have been implemented in these schools: the traditional model and what the research team would call the developmental maintenance model. (See Table 6 as well as the schools' profiles in Appendix A for more details.)

### *TBE: Traditional Model*

Three schools have a traditional view of TBE where the focus is on using the students' home language to support the acquisition of English (P.S. 25 and School A in English and Spanish and P.S. 42 in Chinese and English). The balance of home language and English instruction depends on the students' English proficiency, with the amount of home language instruction decreasing as English proficiency increases. In this model, once the students pass the NYSESLAT exam, they exit the TBE program. One exception is P.S. 42 where parents have the option to keep the students in the program after passing the NYSESLAT.

### *TBE: Developmental Maintenance Model*

Three schools offer TBE programs that go beyond using students' home language to support English development on a temporary basis. These TBE programs resemble more a developmental maintenance model of bilingual education, which means that although the use of students' home languages decreases over time, bilingualism and biliteracy continue to be developed. Once students pass the NYSESLAT exam, they often remain in the program.

Gregorio Luperón's TBE program serves high school newcomer Spanish-speakers, many of whom are students with interrupted formal education (SIFE). In 9<sup>th</sup> grade, the school does 60% of instruction in Spanish; after that, Spanish instruction decreases as students advance, but never disappears. Gregorio Luperón maintains students' home language by offering advanced placement courses in Spanish such as Spanish Literature and Biology.

In the TBE program at JFK, an elementary school, instruction in kindergarten is done almost exclusively in Spanish. Kindergartners learn basic literacy in Spanish and, though English is used very little, there is some transition to English by the end of the school year. The beginning of 1<sup>st</sup> grade looks much like kindergarten, in that most of the instruction is in Spanish. However, as students gain English proficiency, more and more English is introduced throughout the year. While new content continues to be introduced in Spanish, students read books, discuss content, and work on writing in both languages. This continues in 2<sup>nd</sup> and 3<sup>rd</sup> grade, with more and more English introduced each year. By 4<sup>th</sup> and 5<sup>th</sup> grade, much of the classroom instruction occurs in English, although new content continues to be introduced in Spanish.

In School C, the TBE programs are offered in 7<sup>th</sup> and 8<sup>th</sup> grade and are a continuation of the school's DLBE program from K through 6<sup>th</sup> grades. All students who were enrolled in the DLBE program (most of whom have already passed the NYSESLAT by 6<sup>th</sup> grade) continue into the TBE programs in 7<sup>th</sup> and 8<sup>th</sup> grade. While the main focus of the program is to strengthen the



development of English to prepare them for the academic rigor of high school, the students' home languages are used for clarification and during home language arts. Students continue to take one period of Language Arts in Spanish or Creole (depending on the strand) as a way to keep developing their home language.

Table 6. Transitional Bilingual Education (TBE) Programs' Characteristics, 2012-2013.

School	Program Model			Student Characteristics	Grade Level
	Program Name	Language of Instruction	Language Allocation Type		
<b>JFK</b>	TBE – Developmental Maintenance	Spanish-English	G. K-1: 80% Spanish-20% English. Spanish decreases as the grades advance.	All students are Spanish-speaking emergent bilinguals (EBLs).	G. K-3: three classrooms per grade level G. 4: two classrooms G. 5: one classroom
<b>P.S. 25</b>	TBE - Traditional	Spanish-English	Spanish instruction decreases as the students' proficiency in English increases	All students are Spanish-speaking EBLs.	G. K-5 one classroom per grade
<b>P.S. 42</b>	TBE - Traditional	Mandarin-English	Spanish instruction decreases as the students' proficiency in English increases (starting from 90% Mandarin and 10% English)	All students are EBLs; most speak Mandarin, though some speak Cantonese and Fuzhounese.	G. K-1: three classrooms per grade G.3- 5: one multigraded classroom G. 4 and 5: one multigraded classroom
<b>Gregorio Luperón</b>	TBE – Developmental Maintenance	Spanish-English	60% Spanish in 9th grade. Spanish decreases as the grades advance. Upper grades: subjects in Spanish	All students that enter the TBE program are Spanish-speaking EBLs. Newcomers 46% SIFE Spanish	G. 9-12
<b>School A</b>	TBE – Traditional	Spanish-English	While students are taught literacy in English, Spanish is used orally as a scaffold to both language and content learning.	All students are Spanish-speaking EBLs.	G. K-1, one per grade
<b>School C</b>	TBE – Developmental Maintenance	Two language strands: - Spanish-English - Haitian Creole-English	All subjects taught in English with clarification in home language Language Arts taught in both English and home language	By 7 <sup>th</sup> and 8 <sup>th</sup> grade, most students are proficient in both English and Spanish or Creole A few students are still considered EBLs	G. 7-8: One classroom per grade per language strand

## English as a Second Language Programs

Two schools in this study offer stand alone ESL programs for their emergent bilinguals (P.S. 1 and School B). The other schools have either DLBE or TBE programs and have ESL as a component of them. In all of these schools, the bilingual teachers are the ones providing the ESL component of the program. In three of the schools with bilingual programs (Archer Street School, P.S. 25 and P.S. 249), ESL teachers pull in or pull out to provide additional supports to students at the beginning level of English proficiency. In seven of the schools with bilingual programs (with the exception of Gregorio Luperón), they also have emergent bilinguals in mainstream classrooms. Therefore, these schools have an ESL program to serve these students, either as freestanding (and one school had a freestanding self-contained classroom), push in (where the ESL teacher works in the classroom alongside the common branch or subject teacher) and/or pull out (where students are pulled out of their classrooms to work individually or in small groups with an ESL teacher).

The two schools that offer only ESL standalone programs (School B and P.S. 1) provide both push in and pull out ESL services. In addition, School B has a freestanding kindergarten classroom for emergent bilinguals where the teacher (certified in both common branch and ESL) stays all day with the students to provide ESL and grade-level content instruction. Below, Table 7 provides more details on the standalone ESL programs in two of the schools and the ESL programs in addition to the ESL component of bilingual programs in another seven schools. The schools' profiles in Appendix A also have a description of these schools ESL programs.

Table 7. Standalone ESL Programs and ESL Programs for Students in Mainstream Classrooms by School, Program Characteristic, Students' Language Backgrounds and Grade Levels, 2012-2013.

Program Characteristics, Student Language Backgrounds and Grade Levels, 2022-2023			
School	ESL Program Characteristics	Student Language Background	Grade Level
Standalone ESL Programs Only			
P.S. 1	Grades K-2: ESL push in	Cantones, Mandarine, Fujianese, Spanish	K-5
	Grades 3-5: ESL pull out		
School B	Grade K: ESL teacher (freestanding)	Chinese, Spanish, Urdu, Bengali	K-5
	Mainstream Grades 1-5: ESL teacher (push in)	Chinese, Spanish, Urdu, Bengali	
ESL Programs in Mainstream Classrooms (in Schools with Bilingual Programs)			
Archer Street School	ESL push in and pull out	Mostly Spanish speakers	K-4
P.S. 249	ESL Freestanding (one class in each grade)	Spanish, Bengali, Chinese, Arabic, Haitian Creole, French	Pre-k-4
School C	Mainstream: EBLs and non-EBLs are mixed and taught by teachers who have both common branch and ESL certifications/extensions.	Haitian Creole or Spanish	7-8
		Haitian Creole, French, Spanish, Arabic	K-8
JFK	Classroom teacher with both common branch and ESL certifications and if not, co-teachers with ESL teachers	Spanish and less than 1 percent Korean and Hindi	K-5
P.S. 25	ESL push in and pull out	French Fulani, Garifuna	K-5

<b>P.S. 42</b>	EBLs are taught either by one teacher who has both common branch certification and ESL certification/extension or by two teachers, one common branch and one ESL. Special education: ESL self contained (multigraded)	Chinese, Spanish	K-5
<b>School A</b>	ESL push-in if teacher is not dually certified or does not have an extension	Spanish, Bengali, Chinese in mainstream classrooms	K-5

## School Practices Supporting Emergent Bilinguals

The analysis of the data collected in 10 schools in New York State that are successfully educating emergent bilinguals suggest that principals, assistant principals, ELL Coordinators, and teachers (and in one case, the district ELL director) view the linguistic and cultural diversity of emergent bilinguals as an asset that they can capitalize on. Regardless of their program type, whether offering a dual language bilingual education program, a transitional bilingual education program, and/or English as a second language program, these educators embrace students' (and their families') bilingualism.

Although these schools had in common their above state average achievement scores, their high percentage of emergent bilinguals and their high poverty index (with at least two thirds of students receiving free or reduced price lunch), each school has a unique way of approaching the education of their emergent bilinguals. Conducting a qualitative analysis of interview and observational data across the 10 schools, the research team identified six larger areas of school practices that support emergent bilinguals: a school-wide culture of collaboration, strong leadership structures, bilingualism as a resource, curriculum and instruction that put emergent bilinguals at the center, organic professional development in support of emergent bilinguals, and partnering with parents of emergent bilinguals. Within each of these areas, we have identified more specific practices that are shared among two or more schools. In these areas, we have also included a few examples of more specific practices so that the reader can have a more clear idea of what these schools are doing. In addition, Appendix A has a profile for each of the schools with more details on their practices that support emergent bilinguals.

### School-wide Culture of Collaboration

One of the most remarkable features of the schools that we have visited is that they all have strong cultures of collaboration that involve various stakeholders in the school community. While collaboration takes different forms in each school, either rooted in formal systemic structures set up by the administration or based on informal, everyday practices, it is a key element in fostering healthy and successful learning communities that support students and families. It is critical that schools, networks, and districts establish a collaborative culture with a systemic view in which everyone is invested in the education of emergent bilinguals, in order to provide a fertile environment for best practices to root, thrive, and be sustained. In analyzing the schools' cultures of collaboration, we have found four different sub-themes: collaboration

between schools and their districts or networks, between school staff and administrators, among students, and among schools, parents, and community members.

### *Collaboration between the School and the District / Network<sup>9</sup>*

One of the ways in which schools increase their resources is through collaboration with their district or network. This collaboration takes the form of shared professional development, study groups, or meetings between principals and teachers of different schools, where they share ideas and discuss issues that they have in common in working with similar populations of students. In one of the schools, the ELL Director<sup>9</sup> has her office in the building and the principal, AP and teachers have created a very close working relationship with the ELL Director.

The Freeport School district supports collaboration between schools. **Archer Street School's** bilingual teachers take advantage of this policy by participating in the district's "Collegial Circles"<sup>10</sup>, which allow teachers from different schools to meet and plan together. For instance, the 2<sup>nd</sup> grade Spanish teachers in three of the schools in the district met during the third quarter of the year to plan lessons for social studies and language arts.

**School A** makes extensive use of its network, Children First. On two different visits, the research team observed teachers working with strategies provided to them through Professional Development (PD) with the network's ELL achievement coaches. These coaches facilitate internal PDs with the whole staff and specifically, with ESL teachers. They also do demo lessons in teachers' classrooms so they can observe and learn new strategies in action.

### *Collaboration between School Administrators and Staff*

Collaboration between school staff members and administrators takes multiple shapes. However, all of the schools have embedded structures that allocate common time for teachers to meet regularly during the day or after school. Many of the schools have teacher inquiry groups that work together in looking closely at the work that they do with students, have planning meetings where the teachers map out curricula, or data meetings where they look closely at student data to collaboratively plan how to work with different groups of students. We found that often, formal structures for collaboration set the stage for informal collaboration between staff members where they do much of the intellectual work that comes along with teaching. In dialogues with colleagues or informal observations, many teachers debrief the day, share practices and concerns about working with emergent bilinguals, and get support from their colleagues.

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<sup>9</sup> Starting in Spring 2010, all NYC schools receive their instructional and operational support from a team called a 'network'. Principals can partner with one of nearly 60 networks that best meets the needs of their students and school communities.

<sup>10</sup> Freeport encourages Collegial Circles as part of teachers' professional development annual plan. With principal approval, teachers can devote up to 4 of their 20 hours of professional development. Collegial Circles are a way for teachers to work on instructional issues (lesson planning, material development, study of a new curriculum) in small groups. When asking for approval, teachers need to have an agenda and a final deliverable.

**P.S. 42** has set up systemic structures within the school to give teachers the opportunity to work together, including teacher teams, inter-visitations (both in and out of school), and study groups. Though, according to an administrator, this kind of collaboration occurs across all curricular planning meetings, and PD, it's the less formal collaboration that makes the school so successful. "The teachers here are very invested, take their work very much to heart, and are willing to go above and beyond the basic requirements to grow...it isn't uncommon for teachers to work until very late in the evening, together, in talks and helping each other set up the [classroom] environments... It's not formally mandated or formally visible, but definitely exists and goes a very long way in our success." (Administrator #1, Personal Communication, March 22, 2013)

At **P.S. 249**, the teachers meet in curriculum teams to plan out the entire year for the grade. "Within the curriculum map, we look at how to differentiate lessons for ELLs. In our team, we have a combination of common branch teachers, bilingual teachers, ESL teachers, and Special Ed. teachers. So everyone gives their input. This year, the curriculum map has been made, but during their common preps, [the teachers] fine tuned it." (Teacher #1, Personal Communication, May 31, 2013) Through the process of writing curricula together, the teachers think about the overall goals for the year, as well as the units that they cover. It ensures that all the teachers in the school are thinking about the different populations in the school, such as emergent bilinguals, and planning the grade wide curriculum with them in mind.

### *Collaboration Among Students*

Another form of cooperation occurs when students work together and support each other. This is vital in the educational experiences of emergent bilinguals who are often adapting to a new country and educational system, while learning a new language and keeping up with the academic demands of school. Whether through group work during classroom activities or formal mentorships set up by teachers, peer collaboration is an invaluable component in building positive relationships between students.

**School B** has a large population of newcomers. Their personnel understand that when these students come to the U.S. United States, they experience a range of emotional and cognitive adjustments. They have often left behind family and friends, as well as their culture and community. The school has set up a system where they pair newcomers with students who speak their languages and who have had similar experiences "The kids can tell [the newcomers], 'I know where you are. Don't be afraid, this teacher is going to help you.' They tell each other, 'You have nothing to worry about.'" (ELL Coordinator, Personal Communication, March 21, 2013)

**Gregorio Luperón** has set up a peer tutoring program where students who have shown excellence in particular academic areas tutor other students who need homework and academic assistance, with supervision from two teachers. The school considers that peer tutoring is particularly beneficial to emergent bilinguals because the student-tutors can relate to their peers' needs and find ways to help them based

on their own experiences. In addition, they can be important role models for students who are new to the country and might be feeling overwhelmed by the academic demands of the U.S. educational system. It also helps the student-tutors to deepen their own knowledge of the subject and provides a boost to their own self-esteem.

Students at **JFK** are encouraged to work in groups during class. For example, the research team observed a 3<sup>rd</sup> grade bilingual classroom where students worked in small groups on various literacy-related tasks. One group read a science book and discussed the main idea of each page. Another group sat in the independent reading corner. Some read silently, but others discussed different books, giving recommendations and retelling elements of the plots. This kind of strategically planned group work is particularly beneficial for emergent bilinguals. Because all students speak Spanish, they are able to converse in the language most comfortable to them in order to make meaning of new content. Additionally, students can pool together their language resources – in both English and Spanish – to best complete the assigned work.

### *Collaboration with the Community*

The schools that we visited do not work in isolation. They have strong ties to parents and to the larger community. Most schools have set up ties with neighborhood and community groups to help support emergent bilinguals and enrich their educational opportunities. Many of these groups bring speakers of the students' home languages either during the school day or after school and weekend programs. For information on how the schools involve parents, see the Theme Partnering with Parents or Emergent Bilinguals.

**P.S. 249** has partnered with the NYC Department of Aging to create a "Foster Grandparents" program. Through this program, elderly people from the community come to the school. "Our grandparents are wonderful. They go on trips with the teachers, [and] they pull [out] groups and work with them." (Teacher #1, Personal Communication, May 31, 2013) Grandparents also provide additional support in the students' home languages. "In [one of] the ESL [classes], there is a volunteer grandparent who speaks Creole. We had a couple of [new] kids that speak Creole, so he was able to support the teacher. He worked with them in a small group with the other Haitian-Creole students." (Teacher #2, Personal Communication, May 31, 2013)

On Saturdays, tutors from the community come to **P.S. 1** to work with emergent bilinguals. The school ensures that each emergent bilingual is matched with a volunteer who speaks the child's home language. Many of the volunteers that come back to help the current students used to be P.S.1 students themselves. This work is done through the partner organization, "APEX for Youth." One of the administrators stated that one of the advantages of working with APEX is that the students can continue to receive mentoring even after they leave P.S.1, through middle and high school.

## Strong Leadership Structures

A strong theme that emerged from this study was the importance of administrators to emergent bilinguals' success in school. At each of the schools we visited, the school leaders –principals and assistant principals – played integral roles in both the day-to-day activities of the school as well as in the broader envisioning of how to best educate emergent bilinguals. Many school leaders served as advocates for emergent bilinguals and made explicit efforts to create a sense of shared responsibility among staff members for their education. Leaders at all schools respected teachers and other support staff as professionals, granting them autonomy, opportunities for leadership, and chances to further educate themselves in their field. Based on data analyses across schools, leadership practices have been organized into two sub-themes: administrators as advocates for emergent bilinguals and administrators' respect and support for teachers.

### *Administrators as Advocates for Emergent Bilinguals*

School leaders at each of the schools we visited took special care with their emergent bilinguals. Despite their program offerings, school leaders made meeting the needs of emergent bilinguals – linguistically, academically, and personally – a top priority. Principals and assistant principals at these schools, many of whom are bilingual themselves, feel proud of the bilingualism of their students, viewing students' multiple languages as resources, rather than problems to be solved. This pride, as well as those school leaders' own experiences being bilingual, has led to a unique advocacy for and understanding of bilingualism and education that respects and, in some cases, actively fosters bilingualism.

As administrators actively advocate for emergent bilinguals, they also create a school community that takes responsibility for successfully educating all students, but especially emergent bilinguals. According to interviewees, administrators successfully engage the entire staff in the education of emergent bilinguals in a variety of ways. Some do so through professional development around teaching emergent bilinguals. Others organize their programming so that all teachers gain experience teaching emergent bilinguals in the classroom. By providing *all* teachers with information about, and strategies for, working with emergent bilinguals, as well as providing structured opportunities for teachers to educate emergent bilinguals, administrators send a clear message: emergent bilinguals are important members of the school community and they are everyone's responsibility.

At **P.S. 1**, administrators use the extended day time to give teachers a chance to work with different populations of students. The principal explained that, "It's important for teachers to work out of the box. It gives them the opportunity to work with children from different ages [and] different types of kids...It's a different mentality and a different way of learning and it challenges the teachers." (Administrator #1, Personal Communication, April 4, 2013) For example, a kindergarten teacher might have 4<sup>th</sup> or 5<sup>th</sup> grade students for the extended day. Most importantly, the principal makes sure that all staff members work with emergent bilinguals during the first eight-week extended day cycle of the year because, not only it is a key moment to get the students up to speed, but also it is part of the philosophy of the school that all staff members need to know how to work with the different populations of the school, including emergent bilinguals.

The principal of **School A** sends out monthly memos to the whole staff that highlight new strategies, professional books, or other resources that could help all teachers engage and better educate emergent bilinguals. These practical memos are a reminder that emergent bilinguals are an important population at the school and should be on the minds of all teachers – even those who do not teach in the ESL or bilingual programs. In addition, whole-school staff development meetings often include workshops on ESL strategies, such as “Integrating New Arrivals in the Classroom,” “Using the Jigsaw Method to Enhance Comprehension in Social Studies and in Science,” and “Strategies for Making Language and Content Understandable.” (Comprehensive Education Plan, 2011-2012)

Administrators also trust that the community of educators – rather than the creators of standardized tests and curricula – knows what’s best for emergent bilinguals. Because of the current educational climate, administrators are under intense pressure to make annual yearly progress (AYP), measured mainly by students’ scores on exams. This emphasis on test scores is also an emphasis on quick acquisition of English. Instead of succumbing to this pressure with a curriculum heavy on test preparation, English-only policies, and rote, test-driven instruction, administrators at these schools trust in their teachers, and in their own instincts as educators, to educate emergent bilinguals in a way that is beneficial to them both academically and personally.

Despite the fact that, many mandates “do not support and relate to what we believe to be good practice,” the principal of **P.S. 42** continues to push teachers to believe that teaching outside the box (and outside the test) will actually lead to better scores and happier students (Administrator #1, Personal Communication, March 22, 2013). By enabling teachers to think creatively and be innovative in their classrooms, the administration upholds the school’s philosophical framework – a belief in the value of bilingualism and that the school must “give kids a happy day with learning” every day (Administrator #1, Personal Communication, March 22, 2013) – even as the school faces tough mandates and difficult standardized tests that emphasize the quick acquisition of English.

At **Gregorio Luperón**, one of the administrators interviewed stressed the need to support newcomer students holistically, attending not only to their academics, but also to their social and emotional needs. In order to do this, they use school resources, as well as community resources that can bring extra services to the school that the students and their families might need. For example, the school started a partnership with the Children’s Aid Society, which has full time Spanish bilingual social workers. According to the administrator, “We send the message to the students and the parents that we have [support in Spanish], because without it they cannot be successful.” (Administrator #1, Personal Communication, March 13, 2013)

Two schools that count bilingualism and biliteracy as their main goals, Archer Street School and JFK, are run by administrators that are willing to go out on a limb to make these goals a reality.

The principal of **Archer Street School** advocates for emergent bilinguals in every district-wide decision. The district wanted to include English phonics every day of the



school year to boost literacy. The principal, in conversation with her teachers and the ELL Director, understood that including English instruction during the dual-language bilingual program's Spanish days was "corrupting the [dual language] model." The principal was willing to fight the district, and now Archer Street School is the only school that does not have English phonics every day. Instead, the school opted to teach Spanish phonics on Spanish days, ensuring that the dual language bilingual program continues to be implemented with fidelity (Administrator # 1, Personal Communication, April 10, 2013).

**JFK's** commitment to bilingualism, biliteracy, and cultural pride is not dampened by what one administrator referred to as the "drum beat for English language proficiency." (Administrator #1, Personal Communication, March 1, 2013) Though the teachers at JFK are aware of, and feel the pressures of standardized testing and mandates for quick English acquisition, it does not lead to what the principal called a "watering down the hopes and dreams of a bilingual class." (Personal Communication, March 1, 2013) Instead, the school aims to maintain the vision of bilingualism for emergent bilinguals *and* help them succeed on standardized testing – what the principal calls "walking in two worlds." (Administrator #1, Personal Communication, March 1, 2013)

### *Administrators' Respect and Support for Teachers*

Administrators at each of the schools we visited saw their teachers as the backbone of the school. Through both interviews and observations, we saw that this positive view of teachers by administrators contributed to a tone of mutual respect, collegiality, and shared accountability. Teachers at these schools were treated as professionals and encouraged to be independent, extend their own education, and share in decision-making that affected the whole school and the education of emergent bilinguals. Part of the reason for the positive relationships between administrators and teachers could be attributed to the principals' and assistant principals' past experiences. Interviewees at four of the schools in our study mentioned that administrators' experiences as paraprofessionals, ESL/bilingual teachers, coaches, staff developers, and ESL Coordinators help them to stay aware of and respectful towards people in different roles.

Administrators encourage teachers to be leaders by being open and flexible and by maintaining high expectations. Rather than sticking to rigid instructional plans or relying on top-down decision making, these school leaders have created communities in which all members feel responsible for their success. This is particularly important for teachers of emergent bilinguals, since "traditional" instruction and planning are not always appropriate for these students. Because of emergent bilinguals' unique academic needs – the combination of strong language and content instruction – teachers have an integral role in their success. By encouraging teachers to use their expertise to help the administration make decisions, school leaders are essentially creating a school of informed and accountable professionals devoted to the achievement of emergent bilinguals.

The administration at **P.S. 25** supports and encourages teacher leadership. For example, the ESL Coordinator wanted to create an exploration center with an emphasis on science that could be used by all teachers. Speaking about the

principal's support, the teacher recalled, "She told me go for it, and she gave me the space to create the 'Indoyard.'" (Teacher #2, Personal Communication, March 19, 2013) Not only did the administration provide the space, but it also encouraged the teacher to provide professional development to support the use of the new exploration center with emergent bilinguals: "I work with the teachers together, I teach them how to incorporate these kinds of tools, habitats, and specimens. I do the lessons so they can see how the students react, how they follow up the lesson, and how a piece of reading becomes so alive." (Teacher #2, Personal Communication, March 19, 2013)

**JFK's** administrators see teachers as leaders within the school. Teachers lead PD, run team meetings after school for which they are not paid, and talk openly with administrators about how their work can be improved. They are constantly thinking about their own practice, a quality that one administrator attributed to the principal. One teacher said that the principal is "constantly asking us to reflect on everything we do, [on] our practices and pushing us to get better." (Teacher #1, Personal Communication, February 28, 2013) The administration's high expectations raise the bar and make it known that teachers are the experts. As an administrator said, "[the administration's job is to] clear the way for our staff." (Administrator #1, Personal Communication, February 28, 2013)

## Bilingualism as Resource

Each school in our study, regardless of the program model offered, values emergent bilinguals' home languages as resources and are very strategic in their programming and instructional choices. In most schools, administrators make an effort - and in some cases, a priority- to hire teachers, clerical staff and other personnel that are bilingual. Schools purchase books and other instructional materials in students' home languages and encourage students to use them. At a couple of schools where bilingualism and biliteracy are goals, administrators (and in one case the district) only purchase commercially available curriculum if they are offered in both English and students' home languages. In many of the these schools, teachers use students' home languages with flexibility, not only to scaffold towards English but also to build a bilingual repertoire to stimulate students' thinking and to help build their sense of community and self-esteem. In the schools that have building bilingualism and biliteracy as goals, school personnel are very strategic in their programming and instructional choices so they can support that.

School practices related to bilingualism as a resource have been organized in five sub-themes: multilingual hiring, multilingual resources, multilingual ecology, translanguaging and flexible language use in the classroom, and programming and curricular choices that encourage bilingualism and biliteracy. Below there is a description of each of the practices based on data collected by the research team followed by some detailed examples from individual schools.

### *Multilingual Hiring*

In all but one school, interviewees mentioned that it was the school's priority to hire bilingual personnel in one of the top languages of the students regardless if they offered a bilingual or ESL-only program. In some schools, the majority of their teachers and support staff is bilingual.

While schools do not find qualified personnel that are bilingual easily, several of them made it a priority and made changes to their hiring practices and/or provided opportunities for existing staff to become certified in bilingual education.

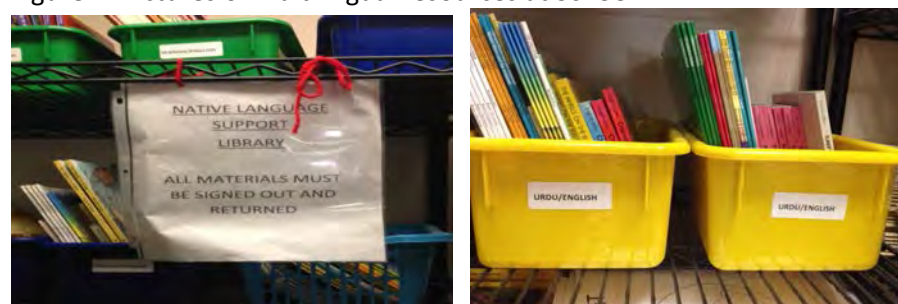
When **JFK** began to shift their programming to a more rigorous bilingual program, the school changed their hiring practices. This meant that, for a period of time and in order to build up the bilingual program, the school focused on hiring qualified bilingual teachers but also encouraged the multilingual teachers at the school to get a bilingual extension. To make the process easier on teachers, JFK partners with Manhattanville College and Long Island University, allowing teachers to get bilingual extensions free of charge.

### *Multilingual Resources*

In some of the schools, interviewees mentioned that one of the elements that support emergent bilinguals is the resources that they have available in the students' home languages. In schools with either ESL-only programs or TBE programs, interviewees reported that teachers and administrators encourage students to read in their home languages and the schools have resources available to support this practice. Schools with TBE or DLBE programs have materials in the target language that are comparable to those in English so students have access to rich texts and materials.

In **School A**, though students' home languages are not used extensively outside of TBE classrooms, an administrator reported that she and the staff always encourage students to bring home language books from home to read during independent reading time. When students don't have books in their home languages, teachers can make use of the school's multilingual resource library, which has books in Bengali, Chinese, Spanish, and Urdu. See Figure 1 for books in Spanish and Urdu.

Figure 1: Pictures of multilingual resources at **School A**.



In two of the schools where bilingualism and biliteracy is the goal, it is a policy of the school (and in one case of the district) to only purchase commercially available programs if they come in both English and Spanish.

The administration at **JFK** knows that teachers can only maintain the shared mission and vision of bilingual education if they are given the appropriate materials. In discussing the school's commitment to bilingual education, an administrator said, "We reached a point where we said...our heart is in it, our head is in it, and we need

materials. We can't cut corners. We put our collective foot down [and] made the effort to put our money where our mouth is and purchased Spanish-language resources." (Administrator # 1, Personal Communication, March 1, 2013) This refusal to go halfway has led to a constant search for relevant and successful Spanish-language resources, including classroom libraries in Spanish and English.

### *Multilingual Ecology*

Some schools in our study promote and display their pride in bilingualism through their environmental print. This means that signs, bulletin boards, announcements, and/or artwork are displayed in the multiple languages of both teachers and students. In addition to print, the sounds of multiple languages being spoken can be heard everywhere in the school. Teachers, students, and other personnel greet and talk to one another in both their home languages and English, moving flexibly among their multiple repertoires. See Figures 2 and 3 for examples of posters and displays that you see at two of the schools (School C and Archer Street respectively).

Figure 2: Welcome signs and classroom signs at **School C**.

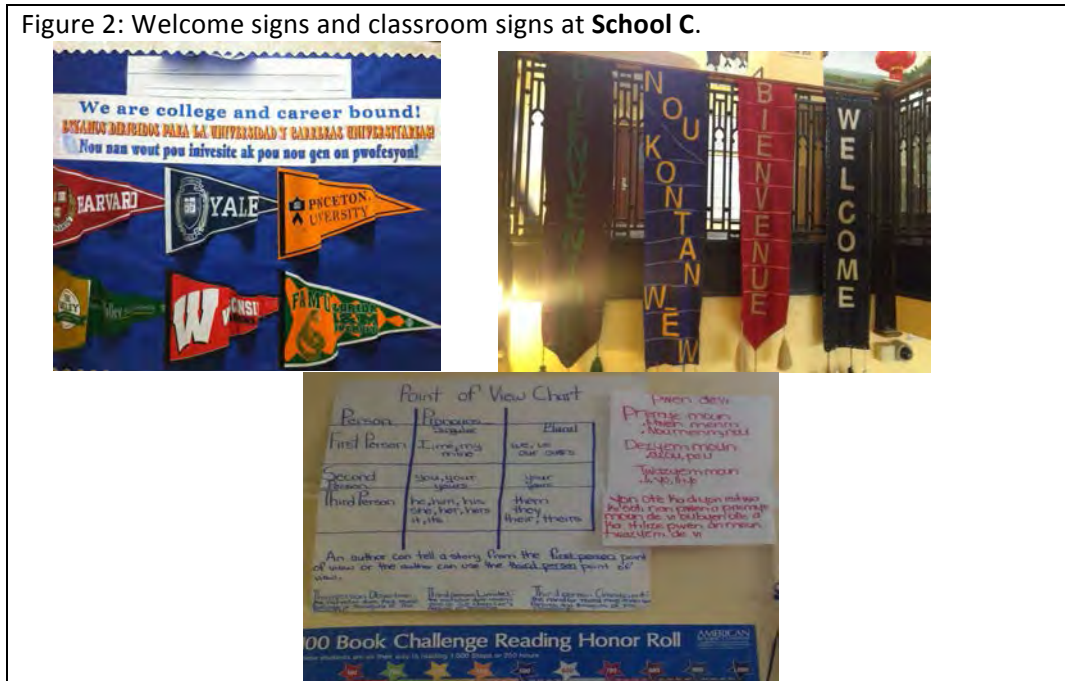


Figure 3: Hallway walls in **Archer Street School**.



### *Translanguaging and Flexible Language Use in the Classroom*

In the schools studied, the use of students' home languages served multiple purposes. In all schools, regardless of the programming offering, students' home languages are used as a scaffold to develop English abilities. Many teachers and students use English and other home languages with flexibility in an effort to use the students' entire linguistic repertoire not only to ensure that content is understood but also to build their English proficiency.

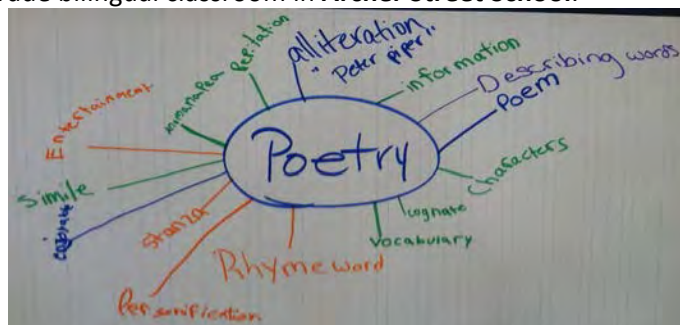
In a 2<sup>nd</sup> grade bilingual classroom in **P.S. 42**, students' Chinese home languages were used to support and reinforce content presented in English. After the common branch teacher discussed new vocabulary with the whole class, she broke the class up into two small groups – one that was more English-dominant and another that needed more home language support. Then, the bilingual teacher sat with the latter group to reinforce the meaning on one vocabulary word, “responsible,” in Mandarin. Students turned and talked about the word in Mandarin (and some did so in Cantonese or Fuzhaonese) and then the whole group came up with a collaborative definition, facilitated by the teacher. Afterwards, students drew pictures that represented the word “responsible,” negotiating and talking with one another in their home languages.

In a TBE math classroom in **Gregorio Luperón** that focused on finding integrals by substitution, our research team observed translanguaging as scaffold in different occasions. During the “Do Now” activity, the teachers asked the students to show how they solved the problem. One of the students started to explain in English but got stuck, so the teacher said he could explain it in Spanish if it would be easier. The student then explained the process that he followed to solve the problem to the rest of the class in Spanish. At another point, the teacher did a mini lesson in English and then asked a student if he could explain in Spanish. During the rest of the class, the students solved new problems in small groups. Negotiating within their small groups, they used English or Spanish.



In a 4<sup>th</sup> grade bilingual classroom in **Archer Street School**, students were working on poetry (in English) and were brainstorming the characteristics of poetry. Students gave ideas such as “repetition” or “alliteration” and the teacher followed up by asking to explain the meaning of those words. All students were speaking in English but one student brainstormed the word “actores.” The teacher switched to Spanish and gave the student the English word “personajes” (characters). And the student went to the chart paper and wrote the word in English (see Figure 4). In the same lesson the teacher gave the students an extract of the poem “The Dream on Blanca’s Wall/El Sueño Pegado en la Pared” by Jane Medina in both Spanish and English and asked students to work on the English version but use the Spanish version when needed.

Figure 4. 4<sup>th</sup> grade bilingual classroom in **Archer Street School**.



In several of the schools, the use of students’ home languages go beyond scaffolding to build a bilingual repertoire that stimulates students’ thinking, to show what students know and can do, to enrich conversations around content, and to analyze and discuss content more critically and make deeper connections.

In a 1<sup>st</sup> grade bilingual classroom in **JFK**, the teacher broke her students up into leveled reading groups to read books in both Spanish and English. One group worked independently, reading and answering questions about what they read. The book was in English, but students discussed how to answer the questions in both Spanish and English. A second group read a book in Spanish, but a reading interventionist facilitated a conversation about it in both languages. A third group read an English book and practiced re-telling the story in both words and pictures. Though the book was in English, the re-tell was in Spanish and students negotiated the re-telling process in both languages. A fourth group read one short book in Spanish and another short book in English; discussing the characters in both books in both languages a fifth group sat at a row of computers doing an activity that helped them practice listening in English.

This year **P.S. 1** received a newcomer 4<sup>th</sup> grader from China half way through the year. The class was working with a poet from the “Poets’ House”, creating poems that were going to be published in a book. The child wrote a poem in Chinese that was included in the publication. The principal explained that what was important is that the student was able to write a poem in whichever language she was comfortable in, whether it was Chinese or a mix of Chinese and English.

In a 6<sup>th</sup> grade math class at **School C**, a bilingual classroom teacher and her students moved fluidly between English and Haitian Creole throughout the lesson. The teacher had students summarize an earlier lesson, saying, “Someone tell me in English what we learned this morning.” After the student had successfully summarized, she said, “Now someone tell me in Creole.” She also had students answer in whatever language they chose and then had other students translate what the speaker said into the other language. The projected lesson plan was all in English, but the teacher had students orally translate important parts into Creole. Later, when students started doing group work on several math problems, they spoke mostly in English, but some had discussions and negotiated answers in Creole.

In some schools, interviewees mentioned that they highlight students’ home languages to help them build a sense of community and their own self-esteem.

In a kindergarten class in **P.S. 1**, the children began the day by singing a good morning song in English, Cantonese, and Spanish. The kindergarten teacher explained that this was an important ritual in her class: “We try to reflect all the cultures that we have in the classroom. We have Hispanic children, children that speak English, and Chinese children, so we sing all three songs. It builds community.” (Teacher # 1, Personal Communication, April 4, 2013)

In a 6<sup>th</sup> grade bilingual Spanish class at **School C**, students had recently completed a writing assignment on the importance of bilingualism in their lives. The writing assignment, entitled “Why is bilingual education important to you?” asked students to write about their own experiences with bilingual education and with being bilingual. This assignment, part of a social studies unit, asked students to think metacognitively about their own language use, validated students’ own bilingualism, and had them think deeply about an educational topic that has been threatened in our society. The student work was written in English and in Spanish (see Figure 5).

Figure 5. Student work in **School C**.



### *Programming and Curricular Choices that Encourage Bilingualism and Biliteracy*

While all schools in this study use emergent bilinguals’ home languages as resources, five schools had the explicit goal of these students becoming bilingual and biliterate in English and either Spanish or Haitian-Creole. As explained in the School Programs for Emergent Bilinguals

section of this report, three schools have DLBE programs that promote bilingualism and biliteracy. Of the six schools that have a TBE program, two of them build bilingualism proactively and use the students' home language (Spanish in both programs) for much more than just transitioning into English. According to interviewees in these five schools, administrators, teachers and other personnel are committed to supporting, developing and sustaining emergent bilinguals' bilingualism and biliteracy, and are very strategic in their programming and instructional choices. These schools are committed to ensuring that their curricular and instructional choices support both languages, despite the context of high stake testing in English.

**Gregorio Luperón** provides advanced-level courses in Spanish not only to their emergent bilinguals but also to those students who have already scored proficient in the NYSESLAT. Moreover, the school continues to provide Spanish support and teaches advanced content in Spanish.

**Archer Street School** personnel took seriously the district's effort to improve their DLBE program to ensure that students with English or Spanish home languages learned both languages. During the second year of implementation of the new DLBE program model district-wide, where one day all instruction is in English and the next day in Spanish (see the school's profile for more details), the central district mandated that all schools in the district had to do a 30-minute English phonics program daily. At Archer Street School, the teachers tried it out and found it disruptive to the program model during the Spanish days. They considered that the district's policy was against the new DLBE program model; English phonics instruction during Spanish days was "corrupting the [dual language] model." (Administrator #1, Personal Communication, April 10, 2013) The principal met with the district superintendent and explained the situation and requested that a Spanish-phonics program that their teachers found were to be used during the Spanish days. While the school district in which Archer is located, Freeport, had another three schools with DLBE programs, Archer Street is the only school that has chosen to do Spanish phonics during Spanish days.

## Curriculum, Instruction and After School Enrichment with Emergent Bilinguals at the Center

While all aspects of a school are important to its success, perhaps none is more important than what goes on classrooms every day – what information and content is taught and how it is taught by teachers. At each of the schools we visited, we saw exciting attempts to cater both curriculum and instruction to meet the specific needs of emergent bilinguals. Some schools have committed their time and energy to finding innovative ways of teaching content. Others encourage both students' and teachers' linguistic flexibility so that language serves not as a barrier, but as a way of digging deeper into the curriculum. Almost every school we visited emphasized that good education is more than academic. Many schools have found ways to educate emergent bilinguals as whole people, moving past test preparation, rote language learning, and watered down curricula towards authentic and life-long learning. Lastly many schools have realized that instruction for emergent bilinguals must extend outside of the regular school day, and have created after-school programs that enrich the curriculum and support students as they learn both new language and new content. Based on the analysis of practices among the study's schools, we



have organized the larger theme of Curriculum and Instruction and After School Enrichment into two sub-themes: curricular and programming decisions with emergent bilinguals at the center and after-school enrichment and support.

### *Curricular and Programming Decisions with Emergent Bilinguals at the Center*

Every school we visited made choices about both the curriculum and instruction that were geared specifically towards emergent bilinguals. School leaders, teachers, and other staff members plan out programming, content and teaching strategies, and support systems that best meet the needs of this student population. While many schools do not have a large set of choices about what they teach, the schools in our study took great care to plan out *how* they would teach mandated content in a way that benefitted emergent bilinguals. For some schools, this means refusing to purchase curricular materials that do not come with an equivalent in students' home languages.

For those schools that have made bilingualism and biliteracy a school-wide goal, choosing curricula can be a difficult task. These schools have made explicit decisions to foster students' multiple languages, which means seeking out – and budgeting for – materials that are multilingual.

At **Archer Street School**, one of the administrators mentioned that it is the district's policy only to purchase commercial programs for language arts, mathematics, science and social studies if the publishers offer them in Spanish. The district does not "shop for programs that don't offer [a] Spanish language bank of resources." (Interviewee #3, Personal Communication, February 26, 2013)

To maintain the integrity of a bilingual program and stick to their curricular and instructional decisions, some schools have had to be creative with their decisions making sure to adapt or create materials in languages other than English.

Like Archer Street School, **JFK** refuses to purchase curricula that do not have Spanish-language equivalents. However, the adoption of the Common Core State Standards has forced the district to choose from a limited number of curricular programs that are in English-only. The staff has met this challenge by translating the CCSS-aligned, English-only curriculum into Spanish themselves. For example, because there is no guided reading program like LitLife (a literacy program aligned with the CCSS) available for Spanish Language Arts, a small group of bilingual teachers created its own, structuring it similarly to LitLife, but with a modified sequence that better suits Spanish-speaking students' needs. The small group then facilitated PD around the use of the program for the rest of the bilingual team, enabling all bilingual teachers to use it.

As mentioned earlier, **School C** offers a DLBE and TBE program in Spanish-English and another one in Haitian Creole-English. An administrator interviewed mentioned that while it is easy to find materials and resources in Spanish, it is very challenging to find them in Creole. In order to support the Haitian Creole-English bilingual programs, the school has a Materials Translation team consisting of Creole-speaking school staff (such as the ELL Coordinator, a psychologist, and teachers). At the

beginning of the year, the team meets regularly with teachers to identify materials and instructional resources in need of translation. They translate those materials or find others to help. They remain in communication with the teachers throughout the year for when they need support.

Many of the schools in our study had flexible attitudes towards language use in the classroom. School leaders and teachers were comfortable with students drawing from their entire language repertoire to best understand and make meaning of new content. At a few schools, this kind of linguistic flexibility was explicitly built into the instructional activities of the classroom. For more on this kind of flexibility in both curriculum and instruction, see theme Bilingualism as Resource.

Some schools supplemented the mandated curriculum with content that was culturally-relevant to the students. At these schools teachers work hard to find connections between what they teach and their students' cultures, families, and home countries.

During an observation at **School A**, the research team observed a 3<sup>rd</sup> grade ESL class, co-taught by a common branch and push-in ESL teacher. Through the use of a culturally relevant topic, the teachers were able to engage students and more effectively teach them literacy and language. The class was in the middle of a "Communities of the World" unit, and the ESL teacher – who had taught abroad in China – included a lesson on Chinese architecture. The class began by watching a short video in which students were taken on a tour of a Chinese hakka house. The ESL teacher then showed students a 3-D model of a hakka house. The teachers then led students through various activities that tied literacy instruction to the topic of Chinese architecture.

Lastly, several schools in our study utilize creative instructional strategies such as project-based learning, hands-on exploration of content, and art to make the curriculum come alive for emergent bilinguals, despite their level of English proficiency. Instead of viewing language as a problem to overcome *before* students can access rigorous content, these schools utilize non-traditional teaching methods that allow students to engage with content at the same time they are acquiring a new language.

At **P.S. 25**, the ELL Coordinator – a former biology major – helps emergent bilinguals develop their language through scientific exploration. The “Indoyard”, as she calls the exploration center, is used by teachers from all grades and has a variety of stations where the students can manipulate materials. The exploration center has desert, rainforest, and sea shore habitats that the students can observe and compare (see Figure 6). It also has animal and insect specimens (see Figure 7), rocks for students learning to classify minerals, and a few live animals (fish and reptiles, including a tortoise). In addition, it has books in English and Spanish for the teachers to read to their students while they explore a topic (see Figure 8).

Figure 6. Specimens 1 at **P.S. 25**.



Figure 7. Specimens 2 at **P.S. 25**.

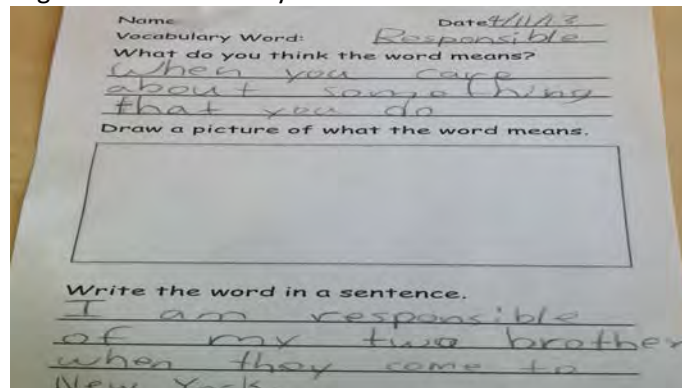


Figure 8. Habitats at **P.S. 25**.



At **P.S. 42**, art is also woven into many basic literacy activities, such as sequential writing, vocabulary acquisition, and narrative writing. Below, students in a 2<sup>nd</sup> grade bilingual Chinese classroom reinforced the meaning of the vocabulary word “responsible” by drawing a picture of the word (see Figure 9). The teacher then had the students share their drawings and explain how they represented the new vocabulary word.

Figure 9. Infusing Art into Vocabulary Instruction at **P.S. 42**.



In addition to using art to make literacy more accessible, P.S. 42 engages students in what the school calls in-depth studies – interdisciplinary, thematic units that culminate in authentic projects. For example, students in 2<sup>nd</sup> grade did an in-depth study of bridges in collaboration with the Center for Architecture Foundation. Students made their own model bridges (see Figure 10) and did research on, took trips to, and created art the depicted famous bridges in New York City. Students in one classroom learned literacy through content as they took on the role of bridge workers and practiced persuasive writing, writing letters to the lead engineer of the Brooklyn Bridge, explaining why they did or did not want to take a job working on the bridge.

Figure 10. Student-made Models of Bridges at **P.S. 42**.



### *After-school Enrichment and Support*

Though many schools receive Title III money to support emergent bilinguals, schools in our study used that money to create interesting and non-traditional after-school programs that both enriched students' learning and supported them as they learned a new language. Some of the schools created academic programs that approached literacy and content in innovative ways. Others partnered with outside agencies and groups that encouraged students to practice a new language through fun extracurricular activities. No matter the program, the schools in our study have been creative in extending students' learning outside of the regular school day.

**P.S. 25** has partnered with the organization ASPIRA<sup>11</sup> to provide an after school program that supports emergent bilinguals. This program uses enrichment to engage and motivate students. They reinforce listening, speaking, reading, and writing skills through the arts and hands on projects. The students in the ASPIRA program receive one-on-one support to complete their homework and work on core academic subjects like reading and math. The program also includes art, music, and recreation programs, as well as technology education.

**P.S. 42** has created an after-school program that "provide[s] a high quality innovative language instruction program which supplement[s] and support[s] existing programs and services" (Comprehensive Education Plan, 2010-2011). After-school classes are taught by bilingual and ESL teachers, as well as by a bilingual Reading Recovery teacher and a bilingual art teacher whose expertise is Chinese cultural art. In order to reach students in new ways, the program brings students to various cultural institutions and businesses in the neighborhood. Students explore their own neighborhoods as they "...videotape, take photographs, draw what they observe, and conduct interviews" of people and businesses in their neighborhood (Comprehensive Education Plan, 2010-11). The explorations culminate in projects such as photo albums, skits, informational texts, and PowerPoint presentations. By allowing students to present their knowledge in multiple modalities (art, technology, writing, video), the school is meeting emergent bilinguals where they are and encouraging them to see learning as a diverse and "real-world" process.

In 2013, **School A** began a new program called Spring Break Academy, which was aimed at the lowest 3<sup>rd</sup> of students (including many emergent bilinguals) and was created to provide support and remediation to struggling students. Over the break, the school partnered with a community science center to teach a non-fiction unit. Instead of providing basic remediation or test prep, School A chose to creatively teach a group of students who needed additional help. By immersing students in an exciting, hands-on unit, School A was able to both support struggling students and provide them with a new and engaging learning experience. The unit culminated in students creating non-fiction books about their scientific observations.

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<sup>11</sup> For more information on ASPIRA, visit: <http://www.aspirany.org/content/out-school-time>

Over the past few years, **P.S. 1** has offered a theatre club for emergent bilinguals. This event is symbolic of how multiple participants in the community are involved in the life of the school. Last year, the emergent bilingual students adapted the book “Fancy Nancy Pajama Day” into a script for a play. Students from the whole school auditioned as actors and/or participated in the design and making of sets and costumes. The teachers offered their expertise in teaching the children how to act, create sets, and dance. The PTA helped the students contact merchants, churches, and after school programs in the neighborhood to sponsor the event and the whole community came to the school to enjoy and celebrate the presentation of the play.

### Professional Development in Support of Emergent Bilinguals

The schools in our study take professional development seriously. Rather than viewed as perfunctory or simply obligatory, both school leaders and teachers see professional development as key to improving the school, their own practice and the learning experience of all students but specifically of emergent bilinguals. All of the schools in the study utilize both internal PD (through the use of network coaches, inquiry groups, and inter-visitations) and external PD (through collaborations with outside agencies or external consultants, participation in various workshops around the city, and attendance to conferences). Many schools also utilize proactive teachers to facilitate professional development for their colleagues. From running teacher teams to educating their peers about new strategies and ideas for teaching emergent bilinguals, these teachers illustrate just how important it is to be invested in their own professional growth and that of their peers. The belief that teaching emergent bilinguals requires training and professional education contributes to the overall success experienced by the schools in our study. When analyzing the schools’ approach to professional development, we identified three sub-themes: professional development as school improvement, internal and external professional development, and teacher-led professional development.

### *Professional Development as School Improvement*

Improving teacher practice and, as such, student learning is key to a school's overall success. The schools in our study saw professional development as an important tool in helping emergent bilinguals to be academically successful. Some schools help teachers to look at specific instructional strategies and content with emergent bilinguals in mind, keeping the focus on their success. Others provide all teachers with PD that is geared towards emergent bilinguals, making it clear that educating emergent bilinguals is every teacher's responsibility. By encouraging teachers to continue their own professional education – and to pass their learning on to their colleagues – the schools are investing in both its teachers and its students.

An administrator at **P.S. 1** explained that it is important to align all the various professional development opportunities to fulfill the goals and the vision of the school. For example, in 2012-2013, "Talk, questioning, and discussion has been a big thing for us in the classroom. ELLs need a lot of oral language practice - to hear and be involved in the conversation - so they can hear and use the language. They had to think about what talk should look like in math, science, and in other content areas, because it looks different in each one of them." (Administrator # 1, Personal Communication, April 4, 2013)

The principal of **School A**, a former ESL teacher herself, emphasizes the importance of educating emergent bilinguals by sending out monthly memos that highlight new strategies, professional books, or other resources that help all teachers engage with, and better educate, emergent bilinguals. In addition, whole-school staff development meetings often include workshops on ESL strategies. The fact that *all* teachers receive these memos and attend these meetings contributes to the inclusiveness of School A. The emergent bilinguals-focused professional development contributes to the shared belief that the education of emergent bilinguals was the whole school's responsibility and would make the whole school better for all students.

### *Internal and External Professional Development*

In order to differentiate professional development around issues of emergent bilinguals, the schools in our study utilized both internal (the use of network coaches, inquiry groups, and inter-visitations) and external (though collaborations with outside agencies or external consultants, participation in various workshops around the city, and attendance to conferences) PD opportunities. Internally, some schools worked closely with a network ELL coach to learn about new strategies and instructional techniques. Others formed inquiry and study groups to explore topics within the fields of bilingualism, bilingual acquisition, and bilingual education.

At **School B**, the ESL Coordinator works closely with both general education and ESL teachers, providing individual support and professional development on an ongoing basis. During an interview, the ESL Coordinator emphasized that she consults with the teachers at the beginning of the year to find out what they want and need in order to determine the kind of professional development to bring into the building.



In addition, she described how teachers come into the school's ESL resource center and consult with her when they need assistance with particular topics or with finding strategies to address the needs of individual or small groups of students.

Every Monday morning at **School C**, all the K-6 teachers in the two strands of the DLBE program (Spanish-English and Haitian Creole-English) meet with the ELL Coordinator for one period. These meetings are intended for teachers to communicate about issues common to the DLBE program but also to provide ongoing professional development. The ELL Coordinator sometimes brings a research article to discuss or a particular instructional strategy for teachers to try. Teachers might share a particular strategy that they are trying. Additionally, those teachers who have been to an external training around issues of emergent bilinguals bring back the information and share it with their colleagues.

Several schools in our study cited their work with the network ELL coach as important to teachers' professional development. Though these coaches are brought in from the outside, they become a part of the school community through their work with teachers and other personnel. At each of the schools, the coaches provide PD to all teachers of emergent bilinguals and also work with teachers in their classrooms to demonstrate and pass on best practices.

**P.S. 1** is in its fourth year of working with its network ELL coach on how to support academic language in classrooms. Two of the teachers from the school, along with the coach, conducted a monthly professional study group on emergent bilingual issues with those teachers involved with the Title III extended day programs. Some of the issues that they addressed included understanding the language development of emergent bilinguals to inform instruction and differentiating and adapting instruction to meet the needs of these students.

The principal of **P.S. 25** highlighted the importance of inquiry groups to the school's culture of "taking action research and really making it happen." (Administrator #1, Personal Communication, March 19, 2013) The teachers meet weekly in small grade-level groups to explore topics such as how to conference with students and how to meet students' multiple needs in the classroom. The teachers in the inquiry groups use data to focus on specific groups of children, including emergent bilinguals. Teachers select samplings of their classrooms and do case studies of specific children. They then analyze student work and review curricula to explore in depth the topic of their individual research. The principal remarked on how, thanks to this kind of inquiry work, the teachers at the schools are very skilled at analyzing the academic and socio-emotional needs of every child. They set goals for individual students and come up with a list of ways for how the students can meet them. Based on their findings, the teachers create units of study and create and modify performance tasks. This kind of focus on the whole child is especially important for emergent bilinguals, whose needs are too often reduced to simply learning English.

Interviewees mentioned that external professional development opportunities can provide important new information to teachers. These kinds of opportunities are provided through



partnerships with local universities or outside groups to introduce teachers to innovative curricular ideas and the newest developments within the profession. By encouraging teachers to leave the school building to seek out ideas and strategies from other professionals, the schools push teachers to continue their own education and bring exciting new concepts into students' learning. This is especially important for teachers of emergent bilinguals, as they are required to address students' linguistic *and* academic needs. Finding new ways of meeting this challenge is highly important to successfully teaching this population of students.

In October 2012, the principal of **P.S. 42** traveled to Italy to be trained in the Reggio Emilia method, which teaches students to be active, creative, life-long learners and is carried out through authentic, real world projects that challenge students to solve problems and think critically. Since returning to from the trip to Italy, the principal has facilitated professional development around this method to the staff. Currently all kindergarteners, 1<sup>st</sup>, and 2<sup>nd</sup> graders are engaged in the Reggio Emilia method of learning. According to both administrators and teachers, this method has proven effective for all students, but especially emergent bilinguals. By engaging students in exciting, hands-on projects, students are able to learn new content despite their level of English proficiency. They also begin learning English through authentic experiences, rather than rote, narrow language instruction.

**P.S. 1** has partnered with Teachers College Reading and Writing Project for 15 years. The teachers work with the university's staff developers, attending Saturday meetings as well as calendar day workshops in various topics. These strategies are then used with emergent bilinguals.

### *Teacher-led Professional Development*

Much of the internal PD at the schools in our study was facilitated by teachers within the school. Teachers regularly facilitate meetings and study groups, and facilitate training and professional development that they have received. This was highly effective, since it both illustrated teachers' buy-in to professional development and fostered a sense of proactivity and curiosity within the staff. At several schools, teachers who both provided and received PD were vocal about their commitment to bringing new ideas about and strategies for teaching emergent bilinguals to their own classrooms and to their colleagues.

At **JFK**, teachers lead two different teams: the bilingual team and the literacy team. At bilingual team meetings, which occur monthly, bilingual teachers discuss topics like new school initiatives, curriculum, assessments like the NYSESLAT, and individual student progress. The literacy team, which meets every Friday afternoon, is made up of the school psychologist, the speech and language pathologists, all special education teachers, interventionists, and a representative from each grade-level (both from the monolingual/ESL and bilingual programs) as well as both the principal and assistant principal. In these meetings, teachers and administrators weigh in on discussions of how to modify and adapt literacy for emergent bilinguals, such as using Spanish-language assessment tools as well as English tools.

Teachers at **P.S. 42** meet in study groups to read professional literature and plan out how to implement new ideas and strategies into the daily life of the classroom. Each year, teachers choose, read, and discuss 3-4 professional books. The books are chosen collaboratively and reflect the school's philosophy regarding project-based learning and bilingualism as a resource. In spring 2013, teachers were reading *The Power of Projects: Meeting Contemporary Challenges in Early Childhood Classrooms-Strategies and Solutions* by Judy Harris Helm and Sallee Beneke. This book has helped to inform the school's use of in-depth studies and projects to more effectively teach content to emergent bilinguals. Though the book is not specifically catered towards emergent bilinguals, teachers adapt the content to meet both the academic and linguistic needs of their student population.

When teachers at **School A** attend PD or work with a network coach within the school, they report back by modeling the PD for the rest of the staff. This kind of modeling occurs at whole-staff meetings, grade-level meetings, and ESL teacher meetings. For example, when individual ESL teachers attended workshops on using "clustering" to develop vocabulary or on sheltered instruction, they presented the new strategies to other ESL teachers during the team's monthly PD. Thus, even if only one teacher attends a PD related to emergent bilinguals, that teacher then facilitates the use of a new strategy or method within the school.

## Partnering with Parents of Emergent Bilinguals

In every participating school, it is a priority to engage parents of emergent bilinguals so that they can all work together for their children's wellbeing. Teachers and administrators view parents and family members of emergent bilinguals as their partners. These schools have created different opportunities to engage parents of emergent bilinguals in their children schooling. Some of the activities involve parents in learning how to support their children academically at home. Others require tapping into parents' expertise and language modeling to support classroom instruction. In other occasions, parents are given opportunities to further their own education by providing ESL and GED programs. Schools are also very sensitive to those families in need and organize food and clothing drives or provide other support needed. When analyzing the schools' experiences Partnering with Parents of Emergent Bilinguals, we have identified four sub-themes: learning how to support their children at home, tapping into parents' expertise, supporting parents' continuing education, and supporting families in need.

### *Learning How to Support their Children at Home*

In all the schools, teachers and administrator — and a parent coordinator<sup>12</sup> for those schools that have one — offer evening workshops for parents to learn the skills and content that their children are developing in the school and identify ways in which they can help their children at home. These sessions are either offered in the parents' home languages or they are translated. In

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<sup>12</sup> In 2002, Chancellor Joel Klein, instituted the Parent Coordinator position in NYC public schools. The Parent Coordinator serves as a direct and immediate support for families and works towards building parent involvement.

addition, many of the schools invite parents to school trips so that they can enrich and compliment their children's curriculum. In many schools studied, teachers and administrators are continually seeking out opportunities to get parents the resources they need to make reading a routine at home. Schools run book fairs with home language books at reduced prices, print out books from webpages for students to take home and read, or lend out books from their own class libraries so that parents and their children can read at home without having to buy books themselves.

PUENTE, a teacher-run program at **Archer Street School** for the past 10 years, is an evening program that is run in Spanish for parents, their children and other family members and is facilitated by teachers in the DLBE and ESL programs four times a year. During the first three meetings of the year, the teachers facilitate activities that mirror those that the children are doing in their classrooms and discuss strategies that parents and their children can try at home. In spring 2013, the research team observed one of the meetings where the focus was on the Common Core State Standards, specifically on using evidence from the text to make inferences. Parents and their children interacted and learned together, and at the end of the meeting, they shared with each other a product that they produced during the meeting. As one administrator put it, "Sometimes the children are teaching the parents; sometimes the parents are teaching the children." (Administrator # 3, Personal Communication, February 26, 2013) The last meeting of the year consists of a potluck dinner and an end of the year celebration.

**School A** facilitates parent workshops on home language read-alouds in Spanish, Bengali, and Chinese three times a year. In spring 2013, the research team observed one of these workshops for Spanish-speaking parents on a weekday morning. The workshop was facilitated by the 1<sup>st</sup> grade TBE teacher, and was done exclusively in Spanish; approximately 20 parents were in attendance. The teacher, as well as the principal who spoke via translator at the beginning of the workshop, emphasized how important it was for parents to read to their children in *any* language – English or Spanish. She told parents that reading in Spanish was beneficial for students' English and Spanish development and would help them succeed in school. The teacher modeled reading a Spanish version of "Three Billy Goats Gruff," pausing throughout to point out opportunities to discuss new vocabulary, make predictions, and ask questions together. After the read-aloud, parents were given Spanish-language books and encouraged to visit the school's library and take out additional books in Spanish. Both the librarian and the parent coordinator were there to help parents choose and take out books.

Schools try to find different ways to overcome the language barrier of their teachers during the parent-teacher conferences. Schools tap into bilingual teachers, administrators or personnel but also bring members of the community to serve as translators.

During **JFK** fall 2011-2012 Parent Teacher Conferences, an ESL teacher, who does not speak Spanish, got a low turnout. The teacher acknowledged parents' hesitancy to attend conferences with a non-Spanish speaker. "Some of the parents... don't want to come, because I don't speak the language...I understand that and I have to start

learning.” (Personal Communication, February 28, 2013) To address this issue, she and the assistant principal, a Spanish speaker, paired up for the spring conferences to try a non-traditional system of translation. They bought a headset system that allowed for simultaneous translation with the assistant principal sitting in the back of the room and translating as the teacher was talking. The teacher commented, “parents said it worked great.” (Personal Communication, February 28, 2013)

### *Tapping into Parents’ Expertise*

In several of the schools, parents are invited to be involved in their children’s classroom activities. In some schools, parents can stop by and support the teacher any time. In others, parents have a specific time where they come and read in their home language or to volunteer in other areas of the school such as the office or the cafeteria.

**P.S. 249** has a parent volunteers program where parents help around the school doing lunch duty, clerical work, and help teachers in the classroom. One of the teachers explains that: “If you tap into the parents, you’d be amazed how much the parents can bring. We are very fortunate. Our parents taught us how to make piñatas, paper mache, flowers made out of paper.” (Teacher #2, Personal communication, May 31, 2013)

On the first Friday of the month, **P.S 25** has the program “Second Cup of Coffee,” where parents are invited to visit their children’s classrooms and read to them. The classrooms have books in both English and Spanish, so the parents can choose to read with their children in the language that they feel most comfortable. When the parents leave the building, they take with them other books so that they can continue reading to their children at home.

### *Supporting Parents’ Needs*

Several schools also provide courses for parents so that they can continue with their own education. They offer ESL programs, citizenship, computer classes, or they can get their GED. In addition, schools are sensitive to the needs of their families and are looking for opportunities to help those families that are in need, setting up food pantries or helping parents navigate bureaucratic tasks.

During a conversation with school administrators at **Archer Street School**, they mentioned how sensitive the school staff is to families in need. This is an extract of this exchange (Personal Communication, February 26, 2013):

Administrator 1: “We give so much support to families that might need certain things. And [this] also helps to strengthen our building.”

Administrator 2: “Most of the parents do know that if they need something, they can ask for.”

Administrator 1: “Anything!”

Administrator 2: “We had a social worker who carried a bed on her back and took it to someone’s house. And when it comes to holidays, the money that comes out of [the school] — that is solicited for family

members from the teachers. And [with that money we buy] gift cards for food or [other things].”

Administrator 2: “[Our relationship with parents] it’s all of this. [They come and say] ‘I need assistance with this’, ‘I need help finding this particular [thing]’”.

Administrator 1: “One of the ESL teacher has taken families to the doctor, to social services.”

## Conclusion

When our visits to the schools in this study started, we had little idea of what we were going to find. The schools seemed to have no characteristics in common. Some were big schools with over 1,000 students; but there were also schools that had between 400 to 550 students. Most schools had predominantly Spanish-speaking students, but there were also two schools that had more Chinese-speaking students than Spanish-speaking students and one school with a very high percentage of Haitian Creole-speaking students. Some had transitional bilingual education programs; others had dual language bilingual education programs, whereas others had only English as a second language programs. In addition, some of the schools had multiple programs for diverse populations. Although most were elementary schools, there was also one school that served K-8<sup>th</sup> grades, and one high school. In addition to the high percentage of emergent bilinguals, perhaps the only other characteristic that these schools shared was that they had a high poverty index, as demonstrated by the fact that in 8 of the 10 schools, over 81% of the students were receiving free or reduced price lunch. In the other two schools over two-thirds of the student body were receiving free or reduced price lunch. What could we possibly find in common then, that would be responsible for their success?

The answer to the question, it turns out, was obvious. What all these schools have in common is a high degree of care for their emergent bilingual students and confidence in their emergent bilingualism. Rather than perceive them as holding other students behind, the emergent bilinguals have been put in the driver’s seat. Other students, including teachers, learn from their different language and sociocultural experiences. Their home languages and cultures are never left behind, but are brought into the classrooms. Teachers often point out to students how they could use their bilingualism to extend their English language academic practices, and to think deeply about topics of lessons.

The multilingual ecology that these schools have been able to develop, however, does not operate in a vacuum. It has been created and nurtured by a talented staff of educators, including a principal who is an advocate of his/her students and their teachers. It also has been constructed collaboratively, with staff, students and community as partners.

The lessons that we have learned from this study could be replicated in other schools, although they require a dedicated school leader and an enlightened teaching staff. The components of success, however, are easy to identify:

- **Collaboration** with others — district, staff, students and community.

- **Strong leadership**, capable of advocating for emergent bilingual students and their teachers.
- **Using bilingualism as a resource** — demonstrated in hiring practices of teachers and staff, in purchasing school resources and materials, in developing a school multilingual ecology, and in using translanguaging as pedagogy.
- **Curriculum and instruction that put emergent bilinguals at the center** and that extend traditional school structures.
- **Organic professional development**, focusing on the education of the schools' emergent bilinguals.
- **Partnering with families** of emergent bilinguals in collaborative teaching.

It is interesting that the program model was not in of itself a factor in the success of these schools. That is, the type of program that emergent bilinguals followed was not in itself a factor, although it is important to point out that all the schools here included, valued and used bilingualism as a resource in different ways. This finding is important because it shows once more that an emphasis solely on teaching English is not what emergent bilinguals need. Rather, these students need, like all students, a solid education, one conducted by teachers who care about them, who can see their strengths and encourage their creativity and critical thinking, and have high expectations. But of course, this can only be achieved if bilingualism enters the school-life, in the curriculum and pedagogy, as well as in the total school ecology. The main lesson we have learned from this study is the following: Only if emergent bilingual students become the source of hope for stronger linguistic and cognitive engagement, and only if bilingualism in itself is considered the strength that has to be tapped in every cognitive and social school-encounter in New York State, will schools succeed in truly educating emergent bilingual students.

## **APPENDIX A: School Profiles**

Appendix A1: Archer Street School – Freeport Public Schools

Appendix A2: John F. Kennedy Magnet School (JFK) – Port Chester Schools District

Appendix A3: P.S.1 – Alfred E. Smith – New York City Schools

Appendix A5: P.S.25 - The Bilingual School – New York City Schools

Appendix A6: P.S.42 – Benjamin Altman – New York City Schools

Appendix A7: Gregorio Luperón High School for Sciences and Mathematics – New  
York City Schools

Appendix A8: School A – New York City Schools

Appendix A9: School B – New York City Schools

Appendix A10: School C – New York City Schools



# APPENDIX A1

## ARCHER STREET SCHOOL

### Profile

### Freeport Public Schools

#### School Demographics

Archer Street School in Freeport Free Union District is a kindergarten through 4<sup>th</sup> grade school. In the year 2011-2012, the school's enrollment was 542 students with 66% receiving free or reduced price lunch. A quarter of the school's population has been identified as emergent bilingual 26%. The majority of emergent bilinguals in the school come from homes where Spanish is spoken. See Table A1.1 for more details on the school's demographic information.

Table A1.1. Archer Street School Demographic Information, 2011-2012\*

Characteristics	Number and/or Percentage
<b>Students in the School</b>	
Total # of students	542
% students receiving free/reduced lunch	66%
<b>Emergent Bilinguals (EBLs) in the School</b>	
% of Student Body	26%
<b>School Staff</b>	
# Administrators	2
# Teachers	26
# Teachers bilingual in 1 or more of the top 5 languages	5**
# Teachers with ESL certification/extension	7**
# Teachers with bilingual certification/extension	4**
# Support staff (part- or full-time)	74**
# Support staff bilingual in 1 or more of the top 5 languages	14**

Legend: (\*)=NYSED Report Card, unless noted with (\*\*) =CUNY-NYSIEB Questionnaire, 2011-2012.

#### Programs for Emergent Bilinguals

Archer Street School offers two programs for emergent bilinguals in 1<sup>st</sup> through 4<sup>th</sup> grade: Spanish-English dual language bilingual education and ESL. This school is one of the four elementary schools in Freeport offering a Spanish-English dual language bilingual education program. The district also has one early childhood school which hosts the district-wide kindergarten dual language program and one middle school which hosts the 5<sup>th</sup> and 6<sup>th</sup> grade dual language bilingual program. In Archer Street School, most Spanish-speaking emergent bilinguals are enrolled in the dual language program. Those students whose parents' have opted out of the dual language program, they attend mainstream classrooms. A handful of emergent bilinguals with other home languages also attend mainstream classrooms. ESL teachers provides putt out or push in support to emergent bilinguals in both the dual language program and in mainstream classrooms. Below, we will describe both programs.

### *The Spanish-English Dual Language Bilingual Program*

As a district, Freeport has had a commitment to providing high quality bilingual education programs, and throughout the years, “it has become almost institutionalized that Freeport offers bilingual programming and strives to make it as effective as possible.” (Administrator # 3, Personal Communication, February 26, 2013) The district started its dual language bilingual program in 1993, with Archer Street School being one of those programs. Freeport’s dual language bilingual programs contain equal numbers of students whose home language is Spanish and whose home language is English. In 2010, the district analyzed district-wide data on the program and found that students in the dual language program were consistently outscoring the state average on English and math standardized measures. However, many students were not meeting program goals with respect to development high level of Spanish language and literacy skills.

The district hired researchers from the Center for Applied Linguistics (CAL) to do an evaluation of their dual language program. The evaluation found that there were structural inequalities that devaluated Spanish and that the program was not following all the principles of dual language programs. The district had a choice to keep the program as it was but change the name to reflect what they were doing. As one administrator said “we could call it ‘Foreign Language in the Elementary School’ or we [could change it and] run a true bilingual program” (Administrator # 3, February 26, 2013). The district decided to re-design their dual language program to ensure that it developed biliteracy and bilingualism in English and Spanish and is currently following CAL’s recommendation of a five-year plan. Among the mayor improvements in the program were i) the provision of professional development to teachers in the dual language program to understand second language teaching and learning, ii) the regrouping of students in mixed language groups, and iii) the provision of one full day of instruction in each language (every other day). See Table A1.2 for more details on the original and new dual language model.

The district is rolling out the new model in stages, following a five-year implementation calendar recommended by CAL. They started the new model in 2011-2012 with 1<sup>st</sup> grade, and then 2<sup>nd</sup> grade in 2012-2013. By 2015, all grade levels will be implementing the new model. At the time of data collection at Archer Street School, 1<sup>st</sup> and 2<sup>nd</sup> grade were implementing the new model and 3<sup>rd</sup> and 4<sup>th</sup> grade the original one. Regardless of the model, teachers in each grade level use the same curriculum in language arts (Trophies in English or Trofeos in Spanish), in math (GO *Math!* in English or Vivan las Matemáticas! in Spanish) and in science (Houghton Mifflin Sciences or Ciencias) as their mainstream counterparts.

#### The Original Model

In 3<sup>rd</sup> and 4<sup>th</sup> grade, students’ are separated by home language. The first 90 minutes of the day, Spanish-speakers do language arts in English and Spanish, alternating days or weeks; English speakers do solely English language arts. The next block is math which is done in Spanish and students are regrouped in mixed language groups. Students are then regrouped again by home language for science and social studies, which are taught in Spanish or English, depending on the group. The final period of the day is second language learning, where students whose home language is English take Spanish as a second language and those whose home language is

Spanish take ESL. Students in 3<sup>rd</sup> and 4<sup>th</sup> grade are currently operating under this model but will transition to the new model in the next year or two.

### The New Program Model

In 1<sup>st</sup> and 2<sup>nd</sup> grade, one teacher is responsible for teaching in English (called the English-side teacher), and in the other classroom the teacher is responsible for teaching Spanish (the Spanish-side or the bilingual teacher). Students are separated into two groups (group A and B), and each group includes half students whose home language is Spanish and half whose home language is English. One day Group A is with the English teacher and Group B with the Spanish teacher and the next day they switch teacher. On days that students are with the Spanish teacher, all teaching and learning occur in Spanish with the exception of art where the cluster teachers have English as their home language. On the English days, all teaching and learning occurs in English. Both teachers in the same grade level teach a parallel curriculum so students continue covering the curriculum no matter what the language of instruction happens to be.

Table A1.2. Freeport's Dual Language Bilingual Program Models: Original and New Models

<b>Program Characteristics</b>	<b>Original Model (1993-2015) In 2012-13: Grades 1 &amp; 2</b>	<b>New Model (2011-onwards) In 2012-13: Grades 3-5</b>
Organization of home rooms	Homerooms separated by students' home languages  During the day, students are grouped by home language and by mixed-home language depending on subject	Each homeroom has equal numbers of students from each home language  Homerooms stay intact during the day.
Subjects / language	Depending on students' home languages:	All subjects are taught in English and Spanish every other day. Students switch teacher (and language) every other day
Language Arts	Home language Spanish: in English and Spanish (alternating days) Home language English: in English	
Math	All students (regrouped in mixed-language groups) in Spanish	
Social Studies and Science	Home language Spanish: In English or Spanish (flexibility) Home language English: in English	
Second language learning	Home language Spanish: Go to the English-side teacher for ESL Home language English: Go to the Spanish-side teacher for SSL	Not as a separate subject: SLL is done through instructional strategies (Spanish-side teacher with students with home language English and vice versa)
Other subjects (arts)	English	English

Source: Interview data.

### *The ESL Program*

Three ESL teachers serve emergent bilinguals in dual language programs and mainstream classrooms. In the dual language program, ESL teachers either push in or pull out to work with students in beginning or early intermediate levels of English proficiency. In the mainstream classroom, ESL teachers work with students at all proficiency levels. In the bilingual program, ESL teachers only serve students during the English portion of the program, during the English days (1<sup>st</sup> and 2<sup>nd</sup> grade) or English time (3<sup>rd</sup> and 4<sup>th</sup> grade). When pulling out, students are grouped either by proficiency levels (sometimes combining students from multiple grades) or by grade level. When pushing in [need information].

### **How Archer Street School Support Emergent Bilinguals**

Archer Street School administrators and teachers have emergent bilinguals as their priority. The school has a collaborative culture that supports teachers' initiative. Students' home languages are viewed not only as a resource but also as a gift that needs to be nurtured and supported. The curriculum and instruction has a foundation in biliteracy and bilingualism. The school community view parents and families partners in their children's education. Based on the data analyzed, Archer School Street practices that support emergent bilinguals are organized in the following themes: collaboration, bilingualism as a resource and instruction, leadership, professional development and partners with parents.

#### *Collaboration*

Archer Street School interviewees mentioned that collaboration is at the forefront of the work around emergent bilinguals. These students "are not a separate entity [in the school]. They are part of the grade; they are part of the building (...) We are all one and we are all together." (Administrator #1, Personal Communication, February 26, 2013) The bilingual and ESL teachers, like all other teachers in the school, attend grade-level meetings and are represented in the school's Site Based Team. ESL teachers are active members of the school's teacher teams, such as the Data Team, which is in charge of analyzing student data, as well as the Instructional Support Team, which is in charge of identifying supports for struggling students and referring those students for special education evaluation. Students in the dual language bilingual program follow the same curriculum than those in the mainstream classroom but in English and Spanish. Freeport Public Schools only chooses commercially available programs for language arts, science, and mathematics if they are offered in both Spanish and English.

It is not uncommon to see ESL teachers co-teaching together; the researchers observed twice how the three ESL teachers were working together with kindergarten students from all proficiency levels. The principal gives ESL teachers the flexibility to co-teach together. In addition, the ESL teachers are in constant communication with the mainstream teachers in order to keep up to date with the curriculum. Teachers in the dual language bilingual program are also constantly communicating with each other. While the dual language bilingual teachers have one formal period of common planning time per week, teachers and administrators interviewed mentioned that these teachers meet almost every free period in one of their classrooms to talk

about students and the curriculum. They understand that in order to make the bilingual program work they need to meet more than the one period a week that they have. Bilingual teachers also communicate with bilingual teachers in the other schools and have four district-wide meetings and also take advantage of the district's Collegial Circles<sup>1</sup> to co-plan and work together. For example, the 2<sup>nd</sup> grade Spanish teachers in three of the schools were approved to do work together on lesson planning for social studies and language arts for the last part of the third quarter.

Interviews with school officials and the ELL director as well as classroom observations conducted showed that when possible, ESL teachers work together to better serve emergent bilinguals. During one of our observations, the three ESL teachers and a pre-service ESL teacher were working with a group of approximately 20 kindergarten students with different English proficiency levels, almost all of whom spoke Spanish at home. One of the ESL teachers was the main facilitator of the activity (about Community Helpers) and students were organized into four small groups for small group work with one ESL teacher each. One of the groups had students in the beginning stages of English learning and the teacher who spoke Spanish encouraged students to use Spanish; in the others' most instruction was in English. One of the administrators interviewed mentioned that these teachers work very well together and are often co-teaching and spending their preparation time co-planning.

Collaboration that supports emergent bilinguals goes beyond the school itself. The principal, assistant principal, ESL and bilingual teachers at Archer Street School have a very close relationship with the district's ELL Director. According to the three administrators interviewed, throughout the years, they came to trust each other and consult with each other when important decisions around the education of emergent bilinguals emerged. Although everyone interviewed mentioned that having the ELL director's office in the same building makes it easier for communicating, they also said that they value the receptivity of the ELL Director and would have reached out to her even if she was located somewhere else. The ELL director felt that this school use of resources to support emergent bilinguals is one of strengths of the school.

### *Leadership*

Interviews with Archer Street School administrators suggest that the school leaders are cognizant of the needs of emergent bilinguals and advocate for them not only within the school but also with school district personnel, parents, community and legislators. At the same time, school leaders trust in the professional capacity of the teachers and provide flexibility for them to do what they need to do.

Administrators interviewed expressed that the principal, the assistant principal, and teachers are strong advocates for emergent bilinguals. The principal arrived to the school approximately 13 years ago and did not have experience with bilingual programs. However, through her relationship with the teachers, she saw how emergent bilinguals were progressing in the dual

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<sup>1</sup> Freeport encourages Collegial Circles as part of teachers' professional development annual plan. With principal approval, teachers can devote up to 4 of their 20 hours of professional development. Collegial Circles are a way for teachers to work on instructional issues (lesson planning, material development, study of a new curriculum) in small groups. When asking for approval, teachers need to have an agenda and a final deliverable.

language program and became a very strong advocate for the bilingual program. “If [the principal] didn’t come to believe that this [dual language program] is one of the best designs these kids have to learn in both languages, she wouldn’t defend it.” (Administrator # 3, Personal Communication, February 26, 2013) According to the ELL director, this principal has become “one of [her] strongest allies.” (Personal Communication, February 23, 2013) At a recent district-wide budget meeting, when analyzing number of students enrolled in each classroom, one of the district administrators signaled that there were fewer upper grade students in the dual language program at Archer. The principal spoke strongly, “oh, please I hope you are not contemplating any cuts to dual language program, this community will go crazy!” (Administrator # 3, Personal Communication, February 26, 2013) The ELL director mentioned that when the district administration hears that message from the principal, it’s different than hearing it from her.

When the PUENTE program needed funding to continue (see section “Partnering with Parents” for details on the PUENTE program), the principal met with legislators and community organizations to find funds. On reflecting about that meeting, the principal said, “You have to fight for what you need.” (Personal Communication, April 10, 2013) The district administrator praised the principal’s commitment to the PUENTE program, stating that “Another principal might have said, ‘No, sorry, we [can’t] make [the district] pay [teachers]’ and that would have been the end of the program (...) [PUENTE] would have not been pushed.” (Administrator #3, Personal Communication, April 10, 2013)

Another example of the principal’s advocacy for emergent bilinguals was around the decision to include Spanish phonics instruction during the Spanish days instead of having daily English phonics including during Spanish days (see Section Bilingualism as Resource and Instruction). Archer Street School is the only school in the district that is not doing English phonics every day. The principal in conversation with her teachers and the ELL director understood that including English instruction during the Spanish days was “corrupting the [dual language] model” and she was willing to fight with district administrators to ensure that the dual language program was implemented with fidelity (Personal Communication, April 10, 2013).

Administrators show respect and support for teachers. The principal expressed that the school “is a family... [Teachers] talk in terms of that.” (Administrator # 1, Personal Communication, February 26, 2013) The principal trusts teachers.

I treat people the way I would want to be treated or I want my children to be treated in their jobs. A teacher can come to me and say, ‘I have a toothache’... Or ‘I need to leave a little earlier’. I never say no because you have to be a human being. And I think the teachers respect that. ... I never felt that I have been taken advantage in all the time I’m here. I trust people and I feel that they trust me and they support me the way I support them and they support each other. (Personal Communication, February 26, 2013)

The principal recognizes that the teachers are professionals and that they know what their students need. If a teacher has a suggestion on how to better work with students, she encourages that teacher to knock on the door and share her new ideas.

I very rarely ever say no. ‘[If] you are willing to try, I’m willing to try. You are willing to take it in another [way], go ahead! And if I feel strongly, go prove me wrong’. I want to

be proven wrong! (...) [Teachers] are in the trenches; they are with the kids all day long. I'm not!" (Personal Communication, February 26, 2013)

A district administrator mentioned that the fact that the ESL teachers have the freedom to co-teach whenever they feel that is purposeful, it is because the principal has allowed them to be innovative. "The principal has given [the ESL teachers] the freedom to do that! Some principals might say, 'Nah, nah. You have your caseload, you have your caseload; I don't want to blur the lines'." (Administrator # 3, Personal Communication, February 26, 2013)

The principal also encourages all the teachers in the school to take part in school-wide decision making. In Freeport, schools are required to have Site-Based Advisory Councils once a month and they consist of one teacher per grade level as well as other school members and parents. This Council has voting privileges. The principal was not convinced that this small group of people should make decisions for the entire school so she opened the forum to everybody in the building. Anyone one can attend the meeting and after the meeting, in addition to participating teachers sharing what was discussed with colleagues, the principal sends the meeting minutes to everybody. "Say that we have to make a 'decision', quote unquote, [the members of the Council] have the voting rights. But it has never come to that. It's more like an open forum." (Administrator # 1, Personal Communication, February 26, 2013) The dual language teachers as well as the ESL teachers have been very active participants in these Site-Based Advisory Councils.

### *Bilingualism as Resource and Instruction*

Archer Street School has several personnel who speak Spanish. In addition to the Spanish-side teachers, a few English-side teachers and two of the three ESL teachers speak Spanish. According to a district administrator, finding Spanish-speaking ESL teachers is a district priority given the high percentage of Spanish-speaking families. If ESL teachers understand Spanish, "they understand every possible complementary opportunity between the languages or [they can understand when there is] a conflict... They can teach similarities and differences. They can speak to the child if tears roll. They can speak to the father, the mother." (Administrator # 3, Personal Communication, February 26, 2013)

While the strengthening of the dual language program is a district-wide initiative, teachers and administrators at the Archer Street School are committed to implementing the program with fidelity. Teachers in 1<sup>st</sup> and 2<sup>nd</sup> grade have noticed a big difference between what students are able to produce in Spanish (under the new model) and what students were doing in previous years. Figure A1.1 shows a math do now of 2<sup>nd</sup> a grade student whose home language is English. Figure A1.2 shows the quality of the writing of 2<sup>nd</sup> grade students in Spanish.



Figure A1.1

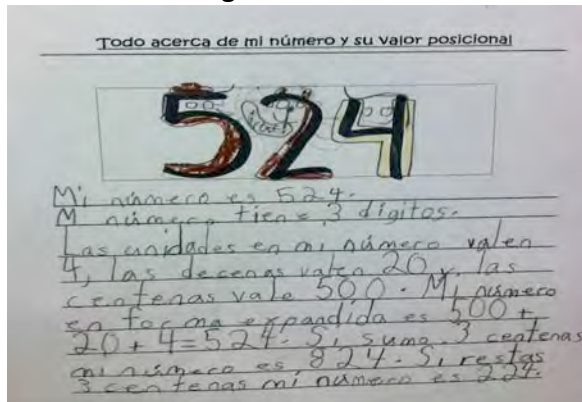


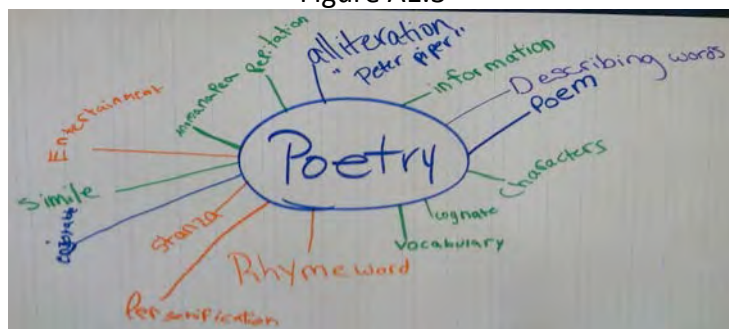
Figure A1.2



When the district mandated that all schools in Freeport do 30 minutes of daily English phonics instruction, the school initially implementing the policy but very quickly realized that it was disruptive to the program model on the Spanish days. Teachers discussed their concerns first with the principal and then with the ELL Director and found a Spanish-based phonics program, “Cancionero,” that could be used during Spanish instruction. The principal met with the Assistant Superintendent and advocated for using Cancionero in her school; they are now the only school with a dual language program in the district that are doing Spanish phonics during Spanish days.

A teacher in the upper grade dual language classroom uses translanguaging in her instruction. This allows students to use the entire linguistic repertoire. The research team observed a class where students were brainstorming the characteristics of poetry in English. Students gave ideas such as “repetition” or “alliteration” and the teacher was asking students to explain the meaning of those words. All students were speaking in English and one student brainstormed the word “actores.” The teacher switched to Spanish and gave the student the correct word “personajes” (characters). The student then went to the chart paper and wrote the word in English (see Figure A1.3). In the same lesson the teacher gave the students an extract of the poem “The Dream on Blanca’s Wall/El Sueño Pegado en la Pared” by Jane Medina in both Spanish and English and asked students to work on the English version but use the Spanish version when needed.

Figure A1.3



The research team visited all dual language bilingual classrooms. All Spanish classrooms had a print-rich environment that included books, wall signs and student work (see Figure A1.4 and

A1.5 for a 2<sup>nd</sup> grade classroom). Interviewees mentioned that the district provides rich materials for both the English and Spanish classrooms. One of the administrators mentioned that it is Freeport's policy to only purchase commercial programs for language arts, mathematics, science and social science if the publishers offer them in Spanish. The district does not “shop for programs that don't offer [a] Spanish language bank of resources.” (Administrator # 1, Personal Communication, February 26, 2013) Teachers at Archer Street School supplement their materials with those they find online. The school's hallways also display work from students in the dual language program in both English and Spanish (Figure A1.6).

Figure A1.4



Figure A1.5



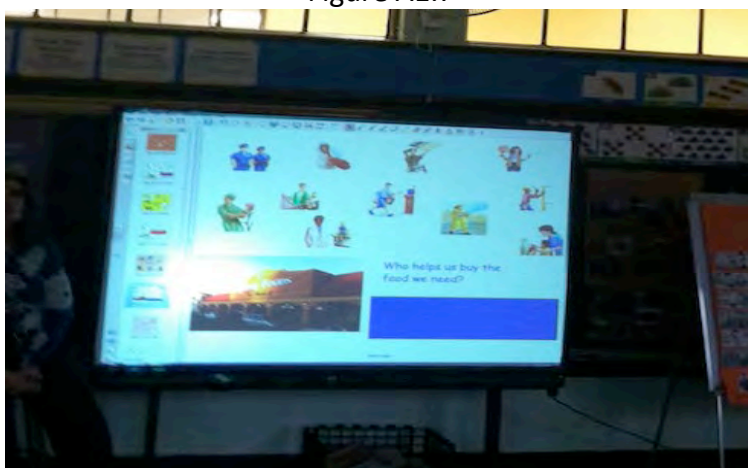
Figure A1.6



All the classrooms in the dual language program as well as the ESL classrooms have SMART boards that teachers and students constantly use. A few years ago the district brought these SMART boards and gave the principals a choice to which teachers they were going to give them. The principal decided to give them to the dual language program teachers so that they could access more visuals and make the instruction more active for these students. A few teachers interviewed mentioned that at the beginning they felt overwhelmed with the SMART boards but they and their students started using them and found how useful and interactive they were and use them in most of the classroom. In all the classrooms in the bilingual program that the research team visited, the teachers and students were using the SMART boards. In the ESL classroom where all the ESL teachers were working together with all emergent bilinguals in

kindergarten, they were using the SMART board to discuss the different professions of people in the community. The question was “Who helps us buy the food we need?” and the SMART board had pictures of different professionals like firefighters, teachers, grocery store workers, mail carrier, etc. Students had to discuss in groups their choices and then one student went to the board and touched on their choice. If the choice was right, the computer gave the name of the professional. If the student’s choice was incorrect, another student came to the board. Figure A1.7 shows the smart board in a Kindergarten ESL classroom.

Figure A1.7



### *Professional Development*

The key to improving the dual language bilingual program at Archer Street School, and in Freeport Public Schools, has been professional development. The 2010 CAL evaluation (see Programs for Emergent Bilinguals section) identified that many teachers in the dual language bilingual program struggled with differentiated instruction and with implementing strategies for emergent bilinguals. In the past few years, the district has provided resources for additional training for teachers in the dual bilingual program on topics such as CAL’s Two-Way Immersion Observation Protocol (TWIOP) strategies, lesson design through SIOP, making connection between language arts/content/English and Spanish, or development home language assessments.

The ELL director has provided professional development on principles of dual language bilingual programs to ensure that teachers implementing the new model are ready for the change. For the past two years, teachers starting in the new model of the dual language program have had an introductory PD session with the District ELL director and an external consultant from Bank Street College in order to prepare them to implement the new model. In addition, during the year, the consultant has provided six full day visits with classroom observations and debriefing in order to help teachers implement the new bilingual program.

Contractually, teachers in Freeport have to do 20 hours of professional development a year and have a document called “My Learning Plan” that details their professional development plans. The document has to be approved by the school’s assistant principal and the principal. One of the options that the district has is Collegial Circles, a small learning community in which teachers work together on a particular issue. The 2<sup>nd</sup> grade Spanish teachers in the dual language bilingual

program in three schools requested a Collegial Circle as part of their learning plan. They got approval to work together after school during three sessions to co-design lesson plans for Spanish language arts and social studies.

### *Partnering with Parents of Emergent Bilinguals*

According to the school leaders interviewed, another highlight of the school is the effort that school personnel makes to connect with parents of emergent bilinguals, the majority of which are Spanish-speaking. For the past 11 years, the school has been organizing a very successful program for parent outreach called PUENTE (Padres Unidos En Tu Educación). The program started as the initiative of a teacher who wrote a grant to host an after school meeting with parents. In the past years, the funding of the program had fluctuated, with teachers volunteering their time for a few years, then with funding from a community organization, and currently with funding from the district. Since the district started providing funding for the program, other schools in the district have used PUENTES as their model.

PUENTE is an evening program (one and a half hours) that is run in Spanish and facilitated by teachers in the dual language bilingual and ESL programs four times a year. The content of the program has changed throughout the years from classes for parents on nutrition and classroom-related issues. For the past few years, PUENTE has had the same structure, where parents and their children are together during the meetings, and it has been identified as successful by the parents, children, administrators and teachers. The During the first three meetings of the year, the teachers facilitate activities that mirror those that the children are doing in their classrooms and discuss strategies that parents can try at home with their children. Parents and their children interact and learn together, and at the end of the meeting, they share with each other a product that they have produced during the meeting. “Sometimes the children are teaching the parents, sometimes the parents are teaching the children.” (Administrator # 3, Personal Communication, February 26, 2013) The last meeting of the year consists of a potluck dinner and an end of the year celebration.

The research team attended the April 2013 PUENTE meeting (the third meeting of the year) where the focus was on the Common Core State Standards, specifically on using evidence from the text to make inferences. Teachers provided copies of a poem and asked participants to find evidence from the text of the author’s intention within the poem. The parents and their children (approximately 20 in total) worked together in groups of 4-6 with a discussion guided by the teachers. Then, each family worked together in creating a drawing representing the author’s intention and by the end of the evening, each child shared in the big group what they have done.

Administrators and teachers interviewed mentioned that they have a large turnout of parents and their children in the PUENTE program, between 20 and 60 families in each meeting. This number is larger than the parent association meetings. “The fact that PUENTE draws more parents than the average PTA meeting is another piece of evidence that Archer supports bilingual learners, not only the kids, their families” (Administrator # 3, Personal Communication, April 10, 2013). This administrator also noted, “The real bread and butter of what the parents are getting and why they feel about the school for their children as they do, it’s because of this kind



of outreach that this school does” (Administrator # 3, Personal Communication, February 26, 2013).

According to the school leaders interviewed, another of the highlights of the school is the constant effort that school personnel make to connect with Spanish-speaking parents outside of PUENTE. A large majority of students come from poor households and the school personnel are very sensitive to the needs of this population (as mentioned earlier, 66% of students receive free or reduced price lunch). The school hosts a food pantry for students’ families. Before the beginning of winter, the school runs a coat drive and there are winter coats available in the main office for when students need them. “Most parents do know that if they need something, they can ask for it.” (Administrator # 2, Communication, February 26, 2013) During the holidays, the school raises money and provides gift cards to families in need. School personnel who speak Spanish have helped parents beyond the school day. “We had a social worker who carried a bed on her back and took it to someone’s house (...) One of the ESL teachers has taken families to the doctor, to social services.” (Administrator # 1, Personal Communication, February 26, 2013) The school personnel are very sensitive to the need for translations during emergencies or weather-related issue. “When we had the early closing for bad weather, everybody knows [what to do], they don’t have to be asked, ‘everybody who speaks Spanish please come to the main office’... Because we know the community, and [they expect] that from us.” (Administrator # 3, Personal Communication, February 26, 2013)

## Conclusion

As shown in this profile, Archer Street School is a place where emergent bilinguals and their families are not only welcomed but also appreciated and supported. The school has a strong culture of collaboration that allows for best practices to occur. The principal, assistant principal and ELL Director are strong advocates for emergent bilinguals pressuring the district when policies that are not meeting their needs arise. Emergent bilinguals at Archer Street School have high levels of achievement, not only in English but also in Spanish. Students and their teachers are proud of their bilingualism. The school actively works with parents of emergent bilinguals so that they can partner in their children’s education.

## APPENDIX A2

### JOHN F. KENNEDY MAGNET SCHOOL (JFK)

#### Profile

#### Port Chester School District

### School Demographics

John F. Kennedy Magnet School is an elementary school serving kindergarten through 5<sup>th</sup> grade in a suburb of New York City. In 2013, the school had 885 students, a number that has remained consistent over the last several years. Almost all emergent bilinguals in the school are Spanish speakers, and many students not labeled emergent bilingual come from Spanish-speaking homes. See Table A2 for more details on the school's demographic information.

Table A2. JFK School Demographics, 2012-2013\*

Characteristics	Number and/or Percentage
<b>Student in the School</b>	
Total # of students	885
% students receiving free/reduced lunch	76%
<b>Emergent Bilinguals (EBLs) in the School</b>	
% of Student Body	52%
By Subgroup:	
% Newcomers (EBLs receiving services for 0-3 years)	34%
% Special education:	8%
% SIFE	0
% EBLs receiving services for 4-6 years:	16%
% Long-term (receiving services for 6+ years)	<1%
Languages spoken (by % of EBLs)	
Spanish	99%
Korean	<1%
Chinese	0
Hindi	<1%
<b>School Staff</b>	
# Administrators	2
# Administrators bilingual in 1 or more of the top 5 languages	1
# Teachers	37
# Teachers bilingual in 1 or more of the top 5 languages	19
# Teachers with ESL certification/extension	10
# Teachers with bilingual certification/extension	15
# Teachers with special education certifications	6
# Support staff (part- or full-time)	28
# Support staff bilingual in 1 or more of the top 5 languages	15

Legend: (\*) Based on information provided by school interviewees.

## Program Offerings for Emergent Bilinguals

John F. Kennedy Magnet School has Transitional Bilingual Education (TBE) in Spanish and push-in English as a Second Language (ESL) with certified interventionists in kindergarten through 5<sup>th</sup> grade. The students in the ESL program are mixed with students not labeled emergent bilingual, thus these sections are referred to by the school as monolingual/ESL. There are 3 sections of TBE and 3 sections of monolingual/ESL in kindergarten, 1<sup>st</sup>, 2<sup>nd</sup>, and 3<sup>rd</sup> grade. There are 2 sections of TBE and 4 sections of monolingual/ESL in 4<sup>th</sup> grade. There is 1 section of TBE and 5 sections of monolingual/ESL in 5<sup>th</sup> grade. According to a school leader, there will be an extra section of TBE added to 5<sup>th</sup> grade in the 2013-2014 school year.

The bilingual program at JFK is not a traditional TBE model. In fact, one school leader referred to the school's model as "transitional bilingual education without transitioning." (Administrator #2, Personal Communications, April 3, 2013) This means that even when students pass the NYSESLAT, they are not removed from the bilingual program. They continue to receive instruction in both languages, although the language of the classroom does transition to English as students advance. The school implemented this kind of TBE program 7 years ago, when the town where the school is located started changing demographically. More and more Latino families were moving to the town, which led some teachers to advocate for increased bilingual education. The principal, with the help of a few teachers and a curriculum specialist, decided "to change the model completely because we knew we could do better." (Administrator #2, Personal Communication, February 28, 2013) From then on, school leaders hired more bilingual teachers, interventionists, special education teachers, and reading specialists and made bilingualism central to the school's philosophical framework.

JFK's kindergarten screening process is done in both Spanish and English. The screening, which, according to a teacher, takes about 1-2 hours per child, determines whether emergent bilinguals are programmed for TBE or ESL. To determine what the school calls "dominance" in either English or Spanish, and thus to determine program placement, the screeners utilize several bilingual screening tools. Once students have been screened, the school and the students' parents make programming decisions. According to a school leader, parents almost always go along with the school's program recommendation. In fact, some parents want their students in the bilingual program even if their child is not Spanish dominant (or Spanish speaking).

Instruction in TBE kindergarten is done almost exclusively in Spanish. It is, in effect, an NLA kindergarten program. Kindergartners learn basic literacy in Spanish and, though English is used very little (the official breakdown is 80% Spanish, 20% English), there is some transition to English by the end of the school year. The beginning of 1<sup>st</sup> grade looks much like kindergarten, in that most of the instruction is in Spanish. However, as students advance and gain English proficiency, more and more English is introduced throughout the school year. While new content continues to be introduced in Spanish, students read books, discuss content, and work on writing in both languages. This continues in 2<sup>nd</sup> and 3<sup>rd</sup> grade, with more and more English introduced each year. By 4<sup>th</sup> and 5<sup>th</sup> grade, much of the classroom instruction occurs in English, although new content continues to be introduced in Spanish. Though the majority of classroom talk and instruction occurs in English, Spanish is, as one teacher put it, "always present." Students speak



Spanish informally with one another and with their teachers, read independently in Spanish, and engage with content in both languages. In addition, when new students arrive who are categorized as either beginner or intermediate ELLs, the school's bilingually certified teachers support and group those students in their NLA classrooms.

Students placed in monolingual/ESL are placed in kindergarten with other non-emergent bilingual students and receive kindergarten instruction in English. Teachers use ESL strategies to focus on building students' literacy and content knowledge. Many teachers have both common branch and ESL certifications, but those who do not co-teach with certified ESL teachers or interventionists (i.e.: literacy coaches, special education teachers, math specialists, etc.). This means that all students are taught literacy skills and content using ESL strategies and methods. As a school leader said, "ESL teaching is just good teaching." (Administrator #2, Personal Communication, February 28, 2013)

The school has a full inclusion model, thus the small population of special education students are placed in either the TBE or ESL program along with all other students. According to a school leader, the small percentage of special education students (8% in 2012-2013) can be attributed "to the fact that we have bilingual classes where we're teaching NLA." (Administrator #2, Personal Communication, February 28, 2013) By teaching basic literacy skills to students in their home language, teachers are able to "weed out what's really going on" and can determine whether the learning issue is language-related or not (Administrator #2, Personal Communication, February 28, 2013). To make sure that students receive appropriate support, there are six special education teachers – five provide services across all grade levels and one teaches a 4<sup>th</sup>-5<sup>th</sup> grade bridge class that supports special education students. According to an administrator, this model will be revised for the 2013-14 school year, as the school plans to align, through master scheduling, specific interventionists to particular grade levels.

## **How JFK Supports Emergent Bilinguals**

Administrators and teachers at JFK see their students' bilingualism as a respected and valued resource. Emergent bilinguals' multiple languages are seen as interconnected and integral to students' academic success and social-emotional development. The staff works hard to ensure that students learn in both Spanish and English, fostering bilingualism and biliteracy. This means that students at JFK have extensive access to bilingual teachers and resources, which encourages them to draw from both languages to learn. Emergent bilinguals are also supported by the proactive and passionate staff, many of whom are bilingual themselves. Teachers and administrators at JFK work tirelessly for their students and have created a community that welcomes emergent bilinguals and their families. Because of their hard work and the inclusive nature of the community, emergent bilinguals perform as well as (and in some cases out-perform) their peers. JFK's prevailing attitude – that "we can do better, we can be better" – helps all students, but especially emergent bilinguals, to find success (Administrator #1, Personal Communication, July 12, 2013).

## *Collaboration*

Whether it is between administrators and teachers, teachers and students, or students and their peers, collaboration is an important part of what makes JFK a successful school for emergent bilinguals. Because JFK utilizes a unique approach to language instruction and programming, there are very few models present in the school district for teachers and administrators to turn to for advice. As such, they have taken responsibility as a community for pushing forward, refining, and reflecting upon the school's educational mission and vision. This shared sense of accountability for the success of the school is demonstrated by the staff's commitment to collaboration as well as students' openness and sense of shared learning.

An administrator interviewed mentioned that a “non-negotiable” at JFK is that that all teachers must teach the same curriculum in every grade and in every language program (Administrator #2, Personal communication, February 28, 2013). This means that students in 1<sup>st</sup> grade, for example, are learning the same content, regardless of whether they are in a bilingual or a monolingual/ESL classroom. Aligning the curriculum within each grade encourages teachers to collaborate and at the grade level as well as take responsibility for all students' learning, not just those students in certain language programs.

According to an administrator, most professional development is given across programs, which means that all teachers – no matter what they teach – receive the same information and opportunities to learn and build a unified community. In addition to whole-school PD around issues like the Common Core State Standards, assessments, best practices, and using data to inform instruction, JFK has several teacher teams that encourage both professional development and collaboration. The bilingual team at JFK meets monthly to discuss topics like new school initiatives, curriculum, assessments like the NYSESLAT, and individual emergent bilinguals' progress. They are constantly looking for ways to improve the bilingual program and to push forward the school's mission of bilingualism and bi-literacy. In these meetings, teachers grapple with mandates handed down by the state and how they would work on the local level with their students. By meeting together, discussing issues of instruction and curriculum as well as issues of politics and mandates, the school is able to meet the challenges of bilingual education head-on and stay united as a community. The literacy team, which meets every Friday afternoon, is made up of the school psychologist, the speech and language pathologists, all special education teachers, interventionists, and a representative from each grade level (both from the monolingual/ESL and bilingual programs) as well as both the principal and assistant principal. In these meetings, teachers and administrators weigh in on discussions of how to modify and adapt literacy for emergent bilinguals, such as using Spanish-language assessment tools as well as English tools. These team structures make it clear that all teachers are united around a common goal – how to best educate all students, including emergent bilinguals – and feel accountable for the school's success.

Students at JFK are constantly working in groups, conversing, and collaborating to make meaning of content. For example, the research team observed a 3<sup>rd</sup> grade bilingual classroom where students were working in small groups on different literacy-related tasks. One group read a science book and discussed the main idea of each page. Another group sat in the independent

reading corner. Some read silently, but others discussed different books, giving recommendations and retelling elements of the plot. A third group sat with the teacher, who was doing guided reading and encouraging students to talk to one another about what they were learning. In a 2<sup>nd</sup> grade bilingual classroom observed, students were doing partnered reading with books in both Spanish and English. They sat together, taking turns reading page by page and discussing what they read. In a kindergarten ESL classroom, students read and discussed a book as a whole class and then sat with partners and re-told the story that they had just read. After discussing and re-telling the story, students chose new books and read those together, alternating page by page, asking one another questions and pointing out details in the pictures. These are just a few examples that the research team observed that illustrate the spirit of collaboration that lives in every classroom at JFK. Students are not just independent learners, but members of a community.

The school has a strong commitment to forming partnerships with outside agencies and organizations, such as The Jacob Burns Film Center, IBM, Stone Barns, The National Chess Foundation, Open Door Family Medical Center, Verizon, Clay Arts Center, and Rye Arts Center.

### *Leadership*

The principal and assistant principal at JFK set the tone for the school's strong commitment to bilingual education. The principal, who has led the school for over 10 years, is deeply committed to both his staff and his students. He attends every teacher meeting, though much of the time he does not lead these meetings. He sits in, facilitates at times, gives input, and steps back to let teachers take charge. He is constantly walking around the school – he pops into classrooms, travels between the school's three campuses, and talks informally with both students and staff. In fact, when the school needed more room for small group tutoring, the principal gave up his office – which is now used for small-group instruction – and set up a portable desk and a laptop, which he moves depending on where he is needed throughout the day. This anecdote is illustrative of the principal's commitment to being a visible presence in the school.

The assistant principal, who took the position at the start of the 2012-2013 school year, was a bilingual special education teacher at JFK for 6 years. An expert in bilingual education and literacy instruction, she facilitates most of the school's PD along with the teacher teams. Though she is now in an administrative role, the AP's relationship with the staff is relaxed and collegial. It is clear that her transition from teacher to administrator has been smooth and that the entire staff has great respect for her expertise in the field on bilingual education. Like the principal, the AP travels between the three campuses, though most of her time is spent at the Early Learning Center (or ELC, which houses kindergarteners and 1<sup>st</sup> graders). Though her role is now administrative, she is still heavily involved in decisions about and conversations around instruction, assessment, and curriculum.

Interviewees mentioned that when the population of JFK and the surrounding town began to change, the school knew it had to take action. As more and more Latino families moved to the area, the school shifted to a bilingual model to better serve the community. As one administrator said, the principal decided they had “to change the model completely because we knew we could do better.” (Administrator #2, Personal Communication, February 28, 2013) The principal

admits that before the shift occurred, he was not an expert in bilingual education. Thus, he relied on a small group of teachers to work with him to change the entire structure of the school. As described earlier, one of the major shifts occurred with respect to hiring highly qualified bilingual teachers and asking multilingual teachers to obtain bilingual extensions. This resulted in a strong, bilingual staff that continues to grow.

Both administrators and school staff are truly advocates for both bilingual education and for continuing to improve the school. The idea of “hopes and dreams” is referenced constantly by the principal, the AP, and the teachers. Each staff member has hopes and dreams for the school and for the students – this sense of shared responsibility for making the school better is maintained by the administration. In an interview with a group of teachers, the principal sat in, listening to the teachers share their pride, constructive criticism, and “hopes and dreams” for the school. He asked each teacher in the group, “What is one thing you’d like us to do better, that you know we could do better?” The teachers took the question seriously and answered thoughtfully. It was clear that their answers mattered and that their ideas and thoughts would be taken up by the principal in an effort to continue advocating for them and for their students.

According to an administrator, the principal opens up opportunities for the staff to speak about “not just how we can make the school better, but to be proactively involved in making the school better and having the expectation like, ‘you are all leaders; I want and expect you all to be leaders’.” (Administrator #2, Personal Communication, February 28, 2013) This emphasis on teachers being school leaders has truly been taken up by the staff. Teachers lead PD, attend meetings after school for which they are not paid, and talk openly with administrators about how their good work can be made even better. The same administrator shared an anecdote that illustrated this proactivity on the part of teachers. She told me that one teacher has texted her in the evenings with ideas for how to make the curriculum better or how to make her own instruction more efficient. Teachers are constantly thinking about their own practice, a quality that the administrator attributed to the principal. She said that the principal is “constantly asking us to reflect on everything we do, [on] our practices and pushing us to get better.” (Administrator #2, Personal Communication, February 28, 2013) The administration’s high expectations raise the bar at JFK and make it known that the teachers are the experts. In a telling comment, the administrator said that the administration’s job was to “clear the way for our staff.” (Administrator #2, Personal Communication, February 28, 2013) This sentiment, in addition to “shared decision making and a lot of empowerment” (Administrator #2, Personal Communication, February 28, 2013) makes JFK a school of dedicated professionals, intent on the success of both their students and the school overall.

When asked what made the school special, one teacher said, “proactive spirit of the principal – he allows us to meet and grow, [and] to get the materials that we need; I think that’s #1 for us.” (Teacher #2, Personal Communication, February 28, 2013) This comment – repeated in different ways by both teachers and other administrators – illustrates the importance of understanding and trying to meet teachers’ needs. The administration at JFK knows that happy teachers means happy students and tries its best to keep their teachers engaged and informed. The administration also knows that teachers can only maintain the shared mission and vision of bilingual education if they are given the appropriate materials, which has led to the constant search for relevant and successful Spanish-language resources for teachers in the bilingual program (see Multilingual

Resources section). The administrators support the teachers' decision never to use any curricula that does not have a Spanish language equivalent and provide funds for the curricula that they feel will most benefit their students. By putting their money (and support) where their mouth is, the administration at JFK is helping teachers push forward the school's mission of bilingualism and bi-literacy. By understanding and doing their best to meet teachers' needs, they are also ensuring that students will get the very best that teachers have to offer.

### *Bilingualism as Resource*

When JFK began to shift their programming to a more rigorous bilingual program, one of the major changes that occurred was related to hiring. The principal and a small group of teachers decided that in order for the program to get a strong start, and to meet the needs of the growing school (the school grew from 450 to approximately 900 students), the school had to hire strong bilingual teachers (Administrator #1, Personal Communication, July 12, 2013). As the principal said, "We had integrity with respect to hiring...for a period of time, [we said] we're going to hire bilingually-certified teachers...we changed our hiring practices." (Administrator #1, Personal Communication, March 1, 2013) This meant that, for a period of time, the school passed on hiring monolingual teachers – despite their qualifications – in order to build up the bilingual program and instead sought out qualified bilingual teachers and encouraged the multilingual teachers at the school to go and get a bilingual extension. To make the process easier on teachers, JFK partners with Manhattanville College and Long Island University, allowing teachers to get bilingual extensions free of charge. This has resulted in a strong bilingual staff that has grown over the years. The teachers who began the program – as well as those hired in the early years – continue to drive the school's commitment to bilingual education and help set the tone for newer hires. This strategic approach to hiring bilingual teachers has had strong results: approximately 75% of all teaching staff possesses either a bilingual certification, an ESL certification or both (Administrator #1, Personal Communication, July 12, 2013).

The choice to hire multilingual teachers has led to the school's deep passion for fostering multilingualism in its students. In a conversation with classroom teachers, several teachers revealed the shame and embarrassment they felt about speaking Spanish when they were younger. One teacher shared that in 5<sup>th</sup> grade she was reprimanded by her teacher for speaking Spanish and another shared that his teachers changed his name from Enrique to a more Anglo pronunciation of Henric. A third teacher said, "I became a bilingual teacher because I didn't have Latina role models in my school...I want these children to know that my parents were housekeepers so that they know that [success] is possible. It's a validation. You can have teachers who speak Spanish and teach Spanish, but if you don't commit to it and live [bilingualism], it's not the same as what we have here." (Teacher #4, Personal communication, March 1, 2013) The impact of these personal stories as well as the passion for bilingualism that runs through the administration and staff of JFK sets the tone for students' views of their own bilingualism. Teaching students that bilingualism is a "gift" is the underlying philosophy of the entire school. As an administrator said, "The gift of being able to speak a second language, and all that that means, the kind of intelligence that you have to have to transfer and translate" is what the school hopes to instill in its bilingual students (Administrator #1, Personal Communication, March 1, 2013).

JFK's commitment to bilingualism, bi-literacy, and cultural pride is not dampened by what one administrator referred to as the "drum beat for English language proficiency." (Administrator #1, Personal Communication, March 1, 2013) Though the teachers at JFK are aware of and feel the pressures of standardized testing and mandates for quick English acquisition, it does not lead to a "watering down the hopes and dreams of a bilingual class." (Administrator #1, Personal Communication, March 1, 2013) According to the same administrator, those who lose sight of the bigger pictures – of a school's mission and vision – are not able "to walk in both worlds." In JFK's case, this means that the whole staff works to be successful at both fostering true bilingualism and bi-literacy and helping students to pass standardized exams and be successful. In order to both maintain the integrity of the school's vision and meet the demands of today's climate of standardized testing, administrators and staff at JFK work tirelessly to make choices that support bilingualism and bi-literacy for students. These choices aren't easy and require strength in the face of budget cuts and skepticism on the part of the district. As one teacher put it, "[True bilingual education] takes a lot of planning, it takes a lot of leadership, teamwork, materials; it's not easy to develop a program like this. It takes time. You can't just unload this...when we first started, this didn't exist. It takes time. You have to make a commitment...and when things start to get cut, you have to say, 'no, this is sacred'." (Teacher #1, Personal communication, March 1, 2013) An administrator added, "In the face of all the challenges, budget-wise, we haven't gone backwards." (Administrator #1, Personal communication, March 1, 2013) Instead, interviewees mentioned that school has been creative with its funds and with its planning to ensure that the right materials and resources are procured for both teachers and students.

This idea of walking in both worlds has also led teachers to embrace linguistic flexibility within the bilingual program, which helps students to draw from their whole linguistic repertoire in order to make meaning in school. This flexibility is important especially in 3<sup>rd</sup> through 5<sup>th</sup> grade, when students are preparing for standardized tests in English. As previously mentioned (see Demographic and Program Information section), students in bilingual kindergarten and 1<sup>st</sup> grade receive the majority of their instruction in Spanish. By 2<sup>nd</sup> grade, more English has been introduced, but Spanish is still highly present. In 3<sup>rd</sup>, 4<sup>th</sup>, and 5<sup>th</sup> grade, however, teachers are under pressure to prepare students for English exams. Thus, much of the instruction in these grades is carried out in English. As a 3<sup>rd</sup> grade teacher said, "We do transition the instruction to English. We have to...but Spanish is still alive in the room." (Teacher #1, Personal Communication, March 1, 2013) In observations of these early grades, the research team observed that translanguaging is used in a variety of ways. First, it is used as a scaffold to new content in English. No matter what grade, new content is delivered first in Spanish. Once students have built background and become familiar with the content, the teacher begins to shift instruction from Spanish to English.

Translanguaging is also used to enrich conversations around content. Students move flexibly between Spanish and English with one another and with the teacher in order to ask questions, analyze and discuss content more critically, and make deeper connections. For example, the research team observed that a 1<sup>st</sup> grade teacher broke her students up into leveled reading groups to read books in both Spanish and English. One group worked independently, reading and answering questions about what they read. The book was in English, but students discussed how to answer the questions in both Spanish and English. A second group read a book in Spanish, but

a reading interventionist facilitated a conversation about it in both languages. A third group read an English book and practiced re-telling the story in both words and pictures. Though the book was in English, the re-tell was in Spanish and students negotiated the re-telling process in both languages. A fourth group read one short book in Spanish and another short book in English, discussing the characters in both books in both languages. A fifth group sat at a row of computers doing an activity that helped them practice listening in English. Leveled reading groups in this classroom moved past the traditional structure of English-only literacy, encouraging students to utilize their entire linguistic repertoire to make meaning and comprehend what they read. This classroom illustrated that, while the content and structures are the same, the flexible and fluid languages of instruction allowed the first graders to thrive and excel.

This affordance for linguistic flexibility illustrates JFK's comfort with authentic bilingual talk – the school knows and understands that bilingual people move in and out of languages fluidly without necessarily “mastering” either one. Interviews and observations reveal that the very idea of “mastery” or achieving “native fluency” does not concern teachers – it is the process that counts. As one teacher said, “We try to teach these children [that] they may not read and write perfectly in Spanish, they may not read and write perfectly in English” but that they should “love their culture, love who they are, love being bilingual, and value it and appreciate it... If they value being bilingual, then we did our job.” (Teacher #1, Personal Communication, March 1, 2013) By 5<sup>th</sup> grade, students clearly illustrate that teachers are, in fact, doing their jobs well. Students in both bilingual and monolingual/ESL programs have made great strides in literacy and most students who have been in JFK's bilingual program since kindergarten are highly fluent in English.

The administration at JFK knows that teachers can only maintain the shared mission and vision of bilingual education if they are given the appropriate materials. In discussing the school's commitment to bilingual education, an administrator said, “We reached a point where we said...our heart is in it, our head is in it, and we need materials. We can't cut corners. We put our collective foot down [and] made the effort to put our money where our mouth is and purchased Spanish-language resources.” (Administrator #1, Personal Communication, March 1, 2013) This refusal to go halfway has led to a constant search for relevant and successful Spanish-language resources for teachers in the bilingual program. It has also led to a refusal to purchase curricula that do not have Spanish-language equivalents. If the school is forced to choose an English-only curriculum, bilingual teachers often translate materials themselves so that students' can access the new material in both languages. The administration supports this decision and provides funds for the curricula that teachers feel will most benefit their students. They also support bilingual teachers by buying Spanish-language books for all classroom libraries, which ensures that students can read independently in both English and Spanish. By putting their money (and support) where their mouth is, the administration helps teachers push forward the school's mission of bilingualism and bi-literacy.

### *Curriculum and Instruction; After-school Enrichment*

Because of JFK's unfailing commitment to bilingualism, no curriculum is chosen that does not have a Spanish equivalent. Hence, if teachers are able to choose a program or textbook, they will only choose those that have Spanish versions. This careful vetting of academic resources ensures



that all students can learn the same content in two languages. However, the adoption of the Common Core State Standards has forced the district to choose from a limited number of curricular programs that are in English-only. JFK's proactive and dedicated staff has met this challenge by translating the CCSS-aligned curriculum into Spanish themselves. For example, because there is no guided reading program like LitLife (a literacy program aligned with the CCSS) available for Spanish Language Arts, a small group of bilingual teachers created its own, structuring it similarly to LitLife, but with a modified sequence that better suits Spanish-speaking students' needs. The small group then facilitated PD around the use of the program for the rest of the bilingual team, enabling all bilingual teachers to use it. This creativity arises out of necessity. As an administrator said, "We have no real resources to go to or people to say 'you're on the right track,' ...so we make it up as we go along." (Administrator #2, Personal communication, February 28, 2013)

Individual classrooms illustrate this kind of creativity as well as the school's commitment to bi-literacy and bilingualism. Though all students are learning the same skills, bilingual teachers teach and reinforce those skills in the language students are most comfortable using – Spanish. In a 1<sup>st</sup> grade classroom, a teacher broke her students up into leveled reading groups to read books in both Spanish and English. One group worked independently, reading and answering questions about what they read. The book was in English, but students discussed how to answer the questions in both Spanish and English. A second group read a book in Spanish, but a reading interventionist facilitated a conversation about it in both languages. A third group read one short book in Spanish and another short book in English, discussing the characters in both books in both languages (see Figure A2.1). A fourth group read an English book and practiced re-telling the story in both words and pictures. Though the book was in English, the re-tell was in Spanish and students negotiated the re-telling process in both languages (see Figure A2.2). A fifth group sat at a row of computers doing an activity that helped them practice listening in English. Leveled reading groups in this classroom moved past the traditional structure of English-only literacy, encouraging students to utilize their entire linguistic repertoire to make meaning and comprehend what they read. This classroom illustrated that, while the content and structures are the same, the flexible and fluid languages of instruction allowed the 1<sup>st</sup> graders to thrive and excel.

Figure A2.1

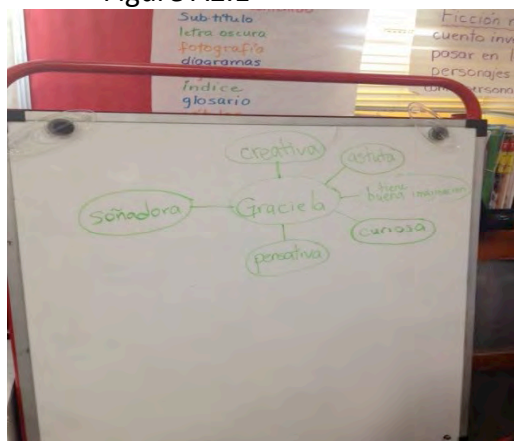


Figure A2.2

<p>Título del libro: <u>El gato con botas</u></p> <p>Elementos del cuento</p>	
<p><b>Personajes</b></p> <p>El gato y el rey y la princesa el ogro.</p>	<p><b>Lugar o ambiente</b></p> <p>El lugar es en el castillo y en el campo y las tierras.</p>
<p><b>Eventos</b></p> <p>El gato llega a la palacio y el rey estaba al carrito y el rey llega al gato con el gato con botas y cuando llega con...</p>	<p><b>Final</b></p> <p>El gato se cuenta al ogro y gato con botas se dio de un bocado corto con la princesa.</p>

By 5<sup>th</sup> grade, students in both bilingual and monolingual/ESL programs have made great strides in literacy. Apart from recent arrivals, most students who have been in JFK's bilingual program since kindergarten are highly fluent in English. They are also expected to take high-stakes exams in English, graduate, and move on to middle school. It is worth noting that the district does not have a bilingual middle school program. For all of these reasons, the language of instruction in 5<sup>th</sup> grade is usually English. However, as one teacher said, Spanish is always "alive in the room." (Teacher #1, Personal communication, March 1, 2013) New content is always introduced first in Spanish and then reinforced and practiced in English. For example, the corner of the teacher's board showed the outline of an essay, a writing structure that students were continuing to practice. The outline was written in Spanish (Introducción... Conclusión), though students would later write in English (see Figure A2.3). Students are encouraged to read independently in both Spanish and English as well as discuss whole-class topics in both languages (see Figure A2.4 and A2.5). In a discussion on immigration, for example, students wrote what they knew about the topic on post-its and put them on a piece of chart paper (see Figures A2.6 - A2.9). This lesson, possibly aimed at helping students access prior knowledge, encouraged students to draw on all of their knowledge – in both Spanish and English – to participate. Conversations between students and between students and teacher are often bilingual, moving out of one language and into another easily. Thus, even as students become more fluent in English, bi-literacy and bilingualism remain the goals in every curricular and instructional choice.

Figure A2.3

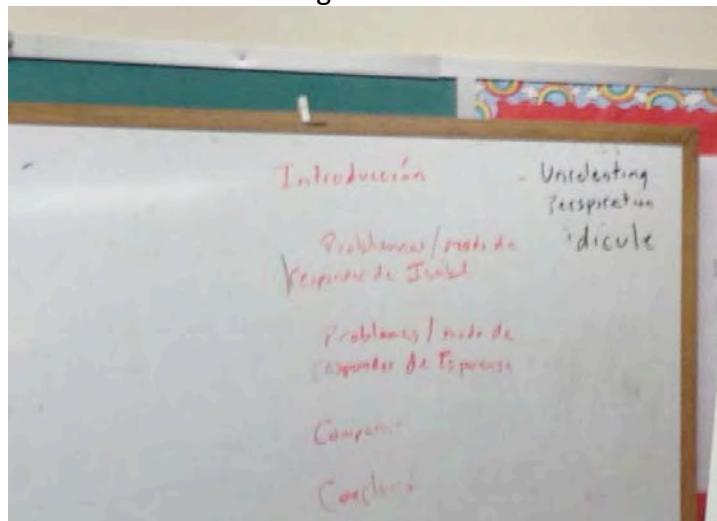


Figure A2.4



Figure A2.5

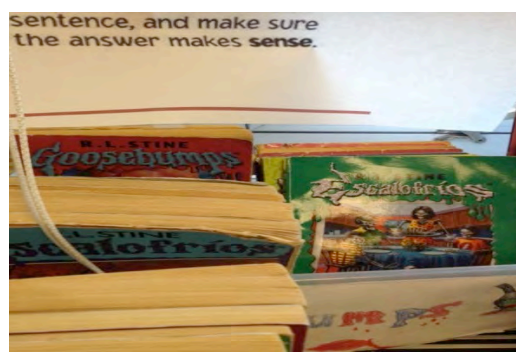


Figure A2.6



Figure A2.7

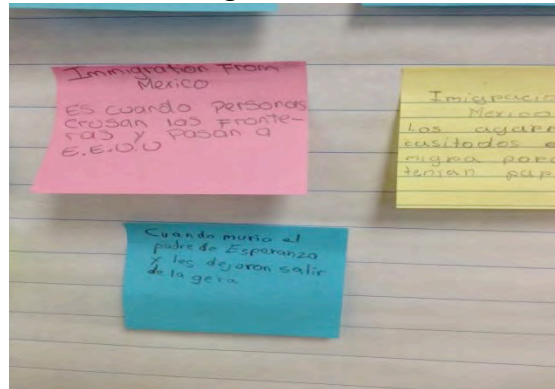


Figure A2.8

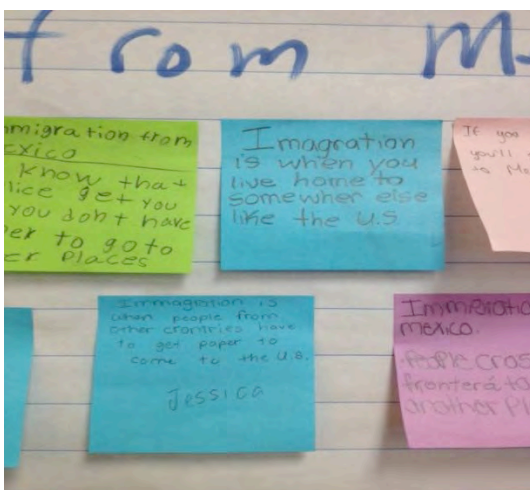


Figure A2.9



## Professional Development

At JFK, the idea of professional development around the needs of emergent bilinguals is key to improving the school overall. Teachers and administrators alike take PD seriously and see it as an integral part of maintaining and extending the school's unified purpose and vision. According to both administrators and staff, one of the things that makes JFK successful is that everyone is

on board with the concept of bilingual education – even those teachers who do not teach in the TBE program. This shared belief in bilingual education does not occur without hard work – teachers and administrators are constantly collaborating, discussing, and reflecting on the work that they do for their emergent bilinguals. In fact, a question one hears often at JFK is “what can we do better?” Among teachers, it is important to help one another to keep on top of new practices, to be creative with curriculum and instruction, and to remain vigilant about the importance of bilingualism in the school. As one teacher said, “We are very united in bilingual ed. and if we seem, some of us, a little shaky [in our practice], we help one another and we try to get everyone on the right road.” (Teacher #2, Personal Communication, February 28, 2013) PD – created and facilitated by the school’s own teachers and administrators – is a highly important aspect of staying on that right road.

For example, the whole staff meets around issues like the Common Core State Standards, assessments, best practices, and using data to inform instruction. In addition to whole-school PD, JFK has several teacher teams that encourage both professional development and collaboration. The bilingual team at JFK meets once a month. Administrators mentioned that although these meetings occur after school and are unpaid, every bilingual teacher shows up to participate. At these meetings, teachers discuss topics like new school initiatives, curriculum, assessments like the NYSESLAT, and individual student progress. They are constantly looking for ways to improve the bilingual program and to push forward the school’s mission of bilingualism and biliteracy. These meetings, also attended by both the principal and AP, illustrate JFK’s commitment to collaborative decision making. At one meeting, the AP was leading a discussion around both this year’s changes to the NYSESLAT exam and the move to incorporate SLOs (Student Learning Objectives) into ESL and bilingual classrooms. The discussion of both the exam and the new assessment tool was lively, professional, and well-informed. Teachers grappled with mandates handed down by the state and how they would work on the local level with their students. One teacher voiced a concern that changes to both the NYSESLAT and other forms of assessment are forcing teachers at JFK to choose between bilingual education and moving to more English-focused instruction. In response, one of the administrators said, “The NYSESLAT doesn’t play a role in where we place our children.” (Administrator #2, Personal Communication, February 28, 2013) By meeting together, discussing issues of instruction and curriculum as well as issues of politics and mandates, and supporting one another, the school is able to meet challenges head-on and stay united as a community.

The literacy team meets once a week. These meetings are attended by teachers from every grade level and every language program, which means that monolingual, ESL, and bilingual teachers come together to discuss students’ literacy progress. At one meeting attended by the research team, teachers were discussing how to best monitor students’ progress with reading, writing, and overall literacy. Facilitated by the AP and attended by the principal, the meeting asked teachers to look at various literacy tools that they use to monitor comprehension and literacy improvement. The teachers discussed whether these tools work for students, if they are sufficient for measuring growth, and what additional tools or resources could be used to improve this monitoring. Both ESL and bilingual teachers weighed in, discussing how the monitoring process had to be modified and adapted for emergent bilinguals, such as using Spanish-language tools as well as English tools. This meeting on learning how to better monitor literacy, of honing the school’s ability to track students’ progress, illustrates the power of teacher collaboration.



Teachers at JFK are invested in the overall improvement of both the school and their students' learning experiences. They work together to create structures that will streamline processes and put student learning at the center. These team structures make it clear that all teachers are united around a common goal and feel accountable for the school's success.

### *Partnership with Parents*

When an administrator at JFK was asked about the school's parent coordinator, she laughed and said, "Do you mean our teachers?" (Administrator #2, Personal Communication, February 28, 2013) Her question illustrates the level of commitment that teachers at JFK have to engaging their students' parents in the education process. Almost every teacher interviewed said that getting parents involved academically was a large challenge. Most parents do not speak English, so, for the ESL and monolingual teachers especially, engaging parents takes hard work and creativity.

An example of the school's commitment to parent involvement occurred during Parent Teacher Conferences in 2011-2012. An ESL teacher who does not speak Spanish got a low turn-out for the fall conferences and wanted to improve attendance that spring. The teacher acknowledged parents' hesitancy to attend conferences with a non-Spanish speaker. She said, "Some of the parents, they don't want to come, you know, because I don't speak the language...I understand that and I have to start learning." (Teacher #3, Personal communication, February 28, 2013) To address the problem in the short term, she and the assistant principal, a Spanish speaker, paired up for the spring conferences to try a non-traditional system of translation. The teacher recalled, "...we got those headphones – the headsets – and [the assistant principal] sat in the back of the room and translated as I was talking...parents said it worked great." (Teacher #3, Personal Communication, February 28, 2013) Buying headsets that allowed for simultaneous translation meant that the teacher and the parents could communicate without a delay, and that a more authentic and open conversation could occur.

Outside of traditional Parent-Teacher Conferences, teachers organize 3-4 workshops per year for parents of emergent bilinguals, all of which emphasize the importance of parents' involvement in their children's academics. These workshops provide parents with strategies and tools that are helpful in supporting and reinforcing their children's linguistic and academic development. For example, one workshop focused on vocabulary and taught parents how to use index cards to practice new words in English with their children. Not only was the strategy modeled for parents, but index cards were given to parents to take home. In addition to workshops, teachers are constantly communicating with their students' families in Spanish. They make phone calls, go outside every day at dismissal to converse with parents, send home weekly newsletters in both English and Spanish, and use the online program ConnectED, which is also in both languages. All teachers at JFK work hard to meet with parents of emergent bilinguals throughout the year to discuss their children's progress outside of high stakes (and high stress) events like Open School Night or Parent-Teacher Conferences. In addition, in the 2012-13 school year, JFK had more than 560 paid PTA members (Administrator #1, Personal Communication, July 12, 2013).

Though these workshops are both important and beneficial, JFK expects families to be partners in children's education. In order for this to happen, JFK emphasizes to parents that reading at

home is beneficial for all students, but particularly for emergent bilinguals. ESL and bilingual teachers let parents know that reading at home in *any* language is beneficial to students' overall literacy development. As such, the school is constantly seeking out opportunities to get parents the resources they need to make reading a routine at home. The school partners with the highly active PTA to run book fairs so that parents can get Spanish-language books at a reduced cost. Teachers print out books in Spanish from Reading A-Z<sup>2</sup>, a website that has hundreds of books online across 27 different reading levels, and gives them to students to take home and read. Other teachers lend out books from their own class libraries so that parents and their children can read at home without having to buy books themselves.

## Conclusion

The teachers and administrators at JFK view students' bilingualism as a valuable quality that must be fostered and developed, an important – but fragile – part of who their students are. At JFK, the staff works hard to help students see the value of their own bilingualism and gives them the tools to grow their multiple languages. When students hone their home languages early on, they build up a strong base onto which new content and new language can be added. Thus, their ability to make connections between and draw from their multiple languages is strengthened. Students at JFK are successful because of this targeted focus on bilingualism and biliteracy, as well as the strong, involved administrators, proactive and passionate teachers, and dedicated support staff. By helping students to view their own multilingualism as important, the school honors who they are and where they come from, as well as where they are going.

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<sup>2</sup> <http://www.readinga-z.com>

# APPENDIX A3

## P.S. 1 -ALFRED E. SMITH

### Profile

### New York City Schools

## School Demographics

P.S.1 is an elementary school with pre-kindergarten through 5<sup>th</sup> grade. In the 2011-2012 school year, the school had 515 students. Approximately 38% of the student body were emergent bilinguals. The school has a number of teachers, and support staff that speak Cantonese, Mandarin, Spanish and other Chinese dialects that are reflective of the students' home languages. See Table A3 for more details on the school's demographic information.

Table A3. P.S.1 Demographic Information, 2012-2013\*

Characteristics	Number and/or Percentage
<b>Students in the School</b>	
Total # of students	515
% students receiving free/reduced lunch	73%**
<b>Emergent Bilinguals (EBLs) in the School</b>	
% of Student Body	38.25 %
By Subgroup:	
% Newcomers (EBLs receiving services for 0-3 years)	33 %
% Special education	5%
% SIFE	0
% EBLs receiving services for 4-6 years	5%
%Long-term (receiving services for 6+ years)	0
Languages spoken (by % of EBLs)	
Chinese	90 %
Spanish	9%
<b>School Staff</b>	
# Administrators	2**
# Administrators bilingual in 1 or more of the top 5 languages	
# Teachers	39**
# Teachers bilingual in 1 or more of the top 5 languages	17***
# Teachers with ESL certification/extension	7
# Teachers with bilingual certification/extension	5
# Support staff (part- or full-time)	10***
# Support staff bilingual in 1 or more of the top 5 languages	8***

Legend: (\*)=Information was obtained from NYCDOE Comprehensive Education Plan 2011-2012 data, unless noted with (\*\*) =NYSED report card, 2011-2012, or (\*\*\*)=CUNY-NYSIEB Questionnaire, 2011-2012.

## **Program Offerings for Emergent Bilinguals**

P.S. 1 offers a stand-alone ESL program for emergent bilinguals. However, the school is planning on opening a Chinese dual language program in the fall of 2013-2014. The ESL models include push in (co-teaching), and self contained, and pull out. All classes are heterogeneously grouped by language proficiency level. The school has seven ESL licensed teachers and five bilingual licensed teachers. In the lower grades (K-2), the school has 6 freestanding ESL classrooms in which the common branch teachers in each classroom are also ESL teachers. In the upper grades (3-5), the school uses a pull out model “because at that age, there is more stigma or shyness from students when other students are in the room.” (Administrator #1, Personal Communication, April 4, 2013)

In every grade, there is a common branch teacher that is ESL licensed. They pull kids from other classrooms and come to that classroom. This ensures that the students do not miss the academic work, according to a school administrator.

The emergent bilinguals in 1<sup>st</sup> grade that are considered “at-risk” for reading failure are eligible for the Reading Recovery Program. The reading recovery teacher, who is also a licensed bilingual teacher, works daily one-on-one with children selected for this program.

The school has extended day cycles that last 8 weeks. For the first extended day cycle, all staff works with small groups of emergent bilinguals. The main goal for working with emergent bilinguals during extended day at the beginning of the year is to provide extra support early so those students can get up to speed.

The principal explained that the school has a model that provides flexibility and allows them to figure out what works for the school each year, depending on the population. For example, during the 2012-2013 year, the beginners were in K-1, so the school hired an early childhood ESL to push in those classrooms.

## **How P.S. 1 Supports Emergent Bilinguals**

P. S. 1 supports emergent bilinguals by involving the whole school community in their work with children. They use a holistic approach that addresses the academic needs of the children as well as their physical and social development through programs during the school day and during after school hours. The school also understands that, in their work with emergent bilinguals, it is important to address the necessities of families, many of whom are immigrants, and provide support to understand the educational experiences of their children and engage with them in this process.

### *Collaboration*

P.S 1 has built in school wide collaborative structures that put the responsibility of the children’s education on all the school personnel, not only the teachers. As the principal stated, “Once a child walks into the building, he or she doesn’t belong to one individual teacher, he or she



belongs to all of us.” (Principal, Personal Communication, April 4, 2013) The emphasis on collaboration between all levels of the school and with the outside community translates into strong relationships that support children, as well as immigrant families, in what is sometimes their first educational experience in the United States.

A way in which school personnel learn about strategies for working with emergent bilinguals is through a research group. A group of teachers and the principal meet monthly with an outside consultant. During these meetings, they create units for their classroom, put them into action, and assess the results. Many of the teachers in the school also participate in inquiry groups where they collaborate and support each other. The principal remarks how teachers not only collaborate during the time that they have common preps, but that they also meet during their personal time, including their lunch period, or after school, because they recognize the value of professional collaboration.

One of the most significant characteristics of the school culture is their strong ties with the surrounding community. There are a number of community organizations that work with the students, during and after school, providing enrichment activities such as music, art, dance, soccer and basketball, as well as tutoring students. For example, on Saturdays, the school offers academic support for 4<sup>th</sup> and 5<sup>th</sup> grade students, with tutors from the community. All the emergent bilinguals in the school participate in this program and the school ensures that each student is matched with a volunteer who speaks the child’s home language. This work is done through the partner organization, “APEX for Youth”<sup>3</sup>. An administrator stated that one of the advantages of working with APEX is that the students can continue to receive mentoring even after they leave P.S.1, through middle and high school. She explained that many of the volunteers that come back to help the current students used to be P.S.1 students themselves.

This year, the school began to offer a program for 1<sup>st</sup> graders, “Reading Empowers”, in which community volunteers work with 1<sup>st</sup> grade students in small groups. The volunteers all speak the students’ home languages. Another way in which community volunteers are involved is during parent-teacher conferences, where they translate in the parents’ home languages.

In the past few years, the school has offered a theatre club for emergent bilinguals (see Figure A3.1). This event is symbolic of how multiple participants in the community are involved in the life of the school. Last year, the emergent bilingual students adapted the book “Fancy Nancy Pajama Day” into a script for a play. Students from the whole school auditioned as actors and/or participated in the design and making of sets and costumes. The teachers offered their expertise in teaching the children how to act, create sets, and dance. The PTA helped the students contact merchants, churches, and after school programs in the neighborhood to sponsor the event and the whole community came to the school to enjoy and celebrate the presentation of the play.

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<sup>3</sup> <http://www.apex-ny.org/>

Figure A3.1



The parent coordinator has a key role in the school and she is in charge of connecting parents to different resources in the community, as well as encouraging parents to participate in school activities and in the PTA. She understands that the educational experiences of the children do not end at school and that it is important to support not only the children, but also the parents and families. In particular, in working with immigrant families, the parent coordinator describes how part of her role is to help caregivers (parents, grandparents and other family members) understand the expectations of the educational system in the United States. She explains that “Parents’ perception of education is that a good student does a lot of homework. They don’t understand that [in the United States] the students need to take initiative, be active participants in discussions, and be attentive in class.” (Parent Coordinator, Personal Communication, April 4, 2013) The parent coordinator does not work in isolation. For instance, the kindergarten teacher highlighted in an interview how essential collaboration with the parent coordinator is in her work with families of children that are coming to school for the first time.

Another way in which the school embraces collaboration is through the work with students. The school supports small group work among students and mentoring. For example, the science coach and science teacher worked with small groups of 5<sup>th</sup> grade beginning and intermediate emergent bilinguals, teaching them how to use technology such as computers, tablets, and search engines, to deepen their understanding of specific topics in their home languages. These students were included later in the Title III extended day program and became mentors for the beginners and new emergent bilinguals in their school. Additionally, upper grade students read to younger students, 5<sup>th</sup> grade students volunteer during lunch and snack time with pre-k and kindergarten, and the upper grade special education students are paired up with the lower grade special education students to accompany them in school trips.

In addition to the collaboration within the school and the school community, the administration works in partnership with other schools through a principals’ group that meets regularly to share ideas and strategies on how to work with the students and families in their community. The group includes three other principals from nearby schools that belong to the same network as P.S. 1. These schools work with similar populations of students and face the same issues. The principals have been meeting for the past five years at least once a month. Some of their studies included training and visiting ICT classes, developing a deeper understanding of mathematics, and learning new strategies for working with emergent bilinguals.

## *Leadership*

One of the salient aspects of P.S.1 is the principal's long term relationship with the school. Because she has been part of the school community in various capacities for 18 years, she has a deep understanding of the different strengths and needs at every level. The principal started at the school as a teacher, then became a staff developer for the district, and came back to the school as the assistant principal. She became the principal 10 years ago. She highlights that there are always ways in which teachers and leaders can continue to learn and to improve the school, and this requires flexibility. While the school has clear and consistent goals and a philosophy for teaching emergent bilinguals, the administration is also aware that they need to be ready for change, in order to address the needs of the different populations of emergent bilinguals that come to the school every year. An administrator described how the organization of the ESL program changes from year to year, depending on the student population. For example, in a given year, there might be a larger concentration of emergent bilinguals in kindergarten than in another grade, so they would allocate extra resources to kindergarten. This flexibility allows the school educators to figure out what works for meeting the needs of the students for each year.

According to our interviewees, collaboration, respect for teachers' independence, and flexibility are at the center of how the school leadership has built structures that support the work of the educators at the school. The school leadership promotes teacher learning, emphasizing the importance of understanding the needs of teachers and respecting their autonomy. For instance, every grade team was allocated two days of planning time at the beginning of the year. Each team determined what they needed to concentrate on. One of the administrators remarked that it is essential for the teachers to have a lot of independence to decide what they need to focus on because "It's important for the teachers' individualities to come out." (Administrator # 1, Personal Communication, April 4, 2013)

In addition, the principal has set up structures that support and challenge teachers in their development as educators. One such structure is school wide participation in collegial inquiry groups. (See Professional Development section). Another strategy is making sure that educators have opportunities to work with different age groups and various learning styles. For instance, the administration uses the extended-day time to give teachers a chance to work with different populations of students. An administrator explained that, "It's important for teachers to work out of the box. It gives them the opportunity to work with children from different ages, different types of kids, etc." For example, a kindergarten teacher might have 4<sup>th</sup> or 5<sup>th</sup> grade students for the extended day. "It's a different mentality and a different way of learning and it challenges the teachers." (Administrator # 1, Personal Communication, April 4, 2013) She also makes sure that all staff members work with emergent bilingual students during the first eight-week extended day cycle of the year because, not only it is a key moment to get the students up to speed, but also it is part of the philosophy of the school that all staff members need to know how to work with the different populations of the school, including emergent bilinguals.

### *Bilingualism as Resource*

As mentioned before, P.S. 1 programming for emergent bilinguals offers ESL in self contained, push in and pull out models. While the emphasis of the school is on students learning English, interviewees mentioned that the students' home languages are celebrated and incorporated as resources for students in their journey as learners. The school makes an effort to hire bilingual staff members and as a result, it has a large population of bilingual teachers and other staff who speak Cantonese, Mandarin, Spanish and other Chinese dialects. The principal speaks Cantonese and the parent coordinator is fluent in Cantonese and Fujianese.

The school recognizes and incorporates the students' linguistic backgrounds in various ways. In a kindergarten class observation, the children began the day by singing a good morning song in English, Cantonese, and Spanish. One of the teachers in the lower grades explained that this was an important ritual in her class: "We try to reflect all the cultures that we have in the classroom. We have Hispanic children, children that speak English, and Chinese children, so we sing all three songs. It builds community." (Teacher # 1, Personal Communication, April 4, 2013)

An administrator also explained that the home language is used when the emergent bilinguals need support in understanding content or a particular concept. The teachers use it as scaffolding so the kids are able to move forward. "You don't want them to be stuck in the mud, when you know that if you explain something in Chinese or Spanish, you might move the child." (Administrator # 1, Personal Communication, April 4, 2013) She also added that, "Best practices look different for every child and every group of kids." This belief is reflected in home language use. For example, this year the school had a 4<sup>th</sup> grade student who was a newcomer and had come to the school in the middle of the year. Her class was working with a poet from the "Poets' House", creating poems that were going to be published in a book. The child wrote a poem in Chinese that was included in the publication. The principal explained that what was important is that she was able to write a poem in whichever language she was comfortable in, whether it was Chinese or a mix of Chinese and English.

P.S. 1 also offers small group interventions for emergent bilingual with beginning levels of Chinese and Spanish proficiency (teacher-student ratio of 5:1). The reading recovery teachers work with 3<sup>rd</sup> through 5<sup>th</sup> grade students whose home language is Chinese whose English language proficiency is at the beginning level. The bilingual licensed music teacher provides daily services in Spanish for all the Spanish emergent bilinguals in kindergarten through 2<sup>nd</sup> grade. The older students are also encouraged and taught to use online resources in their home languages to support their understanding of content.

### *Curriculum and Instruction; After-school enrichment*

The school uses a balanced literacy program and Investigations<sup>4</sup> for math. The principal explained that they work on developing children's oral language through accountable talk. The teachers in the school talk about providing students with experiences through which they learn to

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<sup>4</sup> <http://www.terc.edu/ourwork/elementarymath.html>

question, think, and take risks using a multi-sensory approach. For instance, in a kindergarten classroom observed by our research team, the teacher presented the students with a combination of pieces from a toy construction set and asked the students if the pattern was correct. The students answered that no, it was not correct. As a class, they figured out what needed to change in order for the pattern to be correct. The students in the class built on each other's observations and figured out a solution. After they came to a consensus, one of the students changed the pattern. When he was finished, the class replicated the pattern by standing in line.

In an interview with a lower grade teacher, she highlighted the importance of content study to build a common language for the students in her class. In her Collaborative Team Teaching classroom there are children whose home languages are Mandarin, Cantonese, Fujianese and Spanish. “[We do] a lot of hands on and content study, content study helps them have a common language...and the routine in a common language. When they know how to use them, it becomes easier to converse.” (Teacher #1, Personal Communication, April 4, 2013) During the course of the year, this teacher has done projects such as studying fish, observing seasonal changes, collecting leaves, and planting. The classroom is full of art projects that show some of the themes that the students have explored. Figure A3.2 shows student- created art projects after a unit of study about plants. Figure A3.3 shows kindergarten students’ work expressing what they have learned through art projects. She also explained how important it is for teachers to integrate what they are doing, even during play time, and tap into students’ interests to enrich the curriculum. She described how the students in her class decided to build a road during choice time. She used their interest in building a road to make literacy connections by talking about signage, how signs are written, and what signs did they know. In turn, the students went back to the road that they had built and added signs to it.

The school has a holistic approach to learning that addresses not only the academic needs of children, but also the socio-emotional and physical needs. For instance, during the Title III after school program for emergent bilinguals, they have a program called “Healthy Me”. One of the administrators explained, “the teachers talk to [students] about healthy eating and make a connection to Cookshop<sup>5</sup>, and understanding our bodies, how our muscles work, and in the last 20 or 30 minutes of the program, [students] run. The runners club also talks about being a runner.” (Administrator # 1, Personal Communication, April 4, 2013) Many of the teachers not only work with the students after school, but also volunteer their time to go with the Road Runners<sup>6</sup> clubs during the weekend to the marathon or other activities.

To complement the school curricula, the school offers in school and after school enrichment activities in partnership with organizations such as The National Dance Institute, American Ballroom Dance Institute, ART, Inc., Young Children’s Chorus, Lego Robotics, Cookshop, Swim Program, People's Garden from Cornell University and Asia Society and Asian American Council. As one of the administrators explained, “We look for outside agencies and projects, that fit with our school.” (Administrator # 1, Personal Communication, April 4, 2013)

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<sup>5</sup> Cookshop is a nutrition education program of the Food Bank. For more information see:

<http://www.foodbanknyc.org/our-programs/nutrition-and-health-education/cookshop>

<sup>6</sup> <http://www.nyrr.org/youth-and-schools/young-runners>



Figure A3.2



Figure A3.3



### *Professional Development*

P.S.1 offers a variety of professional development opportunities for teachers that include working with consultants, provision of teacher-mentors who work with those who have taught fewer than three years; and 3) availability of teachers' internal professional development through inquiry groups that focus on specific questions, based on data.

An administrator explained that it is important to align all the various professional development opportunities to fulfill the goals and the vision of the school. For example, this year, "Talk, questioning, and discussion has been a big thing for us in the classroom. [Emergent bilinguals] need a lot of oral language practice - to hear and be involved in the conversation - so they can hear and use the language. They had to think about what talk should look like in math, science, and in other content areas, because it looks different in each one of them." (Administrator #1, Personal Communication, April 4, 2013)

For the past 15 years, the school has partnered with Teachers College. They provide staff developers that work in school with the teachers and provide workshops outside of school. This year, the teachers participated in a Teacher's College series of workshops focused on teaching emergent bilinguals. The school is also in its fourth year of working with Network ELL specialist, Maryann Cucchiara, on how to support academic language in classrooms. Two of the teachers from the school, along with Ms. Cucchiara, conducted a monthly professional study group on emergent bilingual issues. Some of the issues that they addressed included understanding the language development of emergent bilinguals to inform instruction and differentiating and adapting instruction to meet the needs of these students.

P.S. 1 offers special support to those teachers who have been teaching for three or fewer years. Every August the school offers a special training and during the school year there is a support group for them. An administrator explains that "One of the challenges is to find teachers that are qualified... We have to get them up to speed." (Administrator #1, Personal Communication, April 4, 2013)

For their internal professional development the school's literacy coach works with teachers in groups and individually to model best ELL literacy practices. In addition, the science coach

works with new teachers and mentor teachers from each grade to address issues dealing with developing an understanding of science content knowledge and ESL strategies.

An administrator highlighted the different types of work that the teachers do during the inquiry groups. They work in grade teams and across grades, analyzing assessments, and planning for instruction. A staff developer works with teachers of emergent bilinguals to implement strategies to support the children in the classroom. The teachers design a year-long plan for the inquiry teams. The professional developer helps support the inquiry teams by looking at all the data and plotting strategies that they can use to follow up with the inquiries. She checks in with them at the middle of the year and at the end of the year, and the teachers present their inquiries to the rest of the faculty during a staff development day at the end of the school year. The administrator also explained that the data helps them focus on a specific group of kids. For example, two years ago, the teachers looked at the students who were in the bottom 5% and discussed what strategies they could use to help them improve their achievement levels.

The principal stressed that it is important for the teachers to have time during the day to work together. The school has built into the schedule a common preparation period once a week. In addition, this year, each grade had two full days of planning time at the beginning of the year.

### *Partnership with Parents*

One of the most remarkable aspects of P.S.1 is their strong connection to their community. The relationship comes full circle, as many of the teachers and volunteers that work with the students have been students and parents at the school in the past. For example, the parent coordinator in the school, who is a key player in the school's relationship to the community, was a student at the school, a parent of three children that attended P.S.1, and PTO president for seven years before becoming the parent coordinator. She explains, "I came from China, I was an ELL student, I came to the school in 4<sup>th</sup> grade, it was very, very hard for me. I can relate to the ELL students... coming to a different country, learning everything from scratch." (Parent Coordinator, Personal Communication, April 4, 2013)

The parent coordinator mentioned that she has an open door policy and parents stop by her office at any point during the day. She organizes workshops for the parents that address academic topics, like how to help children with school work and middle school applications, as well as other topics, such as health-related issues. The workshops are offered in Cantonese, Fujianese, and English. She also translates the PTA meetings during the meetings.

All parents, including those of emergent bilinguals, are provided with an orientation on State Standards assessments, school expectations, and general program requirements early in the school year, at PTA meetings and in grade specific parent orientation meetings. The parent coordinator works with the literacy coaches and science coach to design and to implement a series of workshops to assist the parents of emergent bilinguals in understanding the school curriculum. During the first two weeks of September, the school schedules parent orientations for each grade so that teachers have the opportunity to meet in their classrooms with the parents to identify needs and expectations.

The school has a Family Room for parents to socialize and meet other parents. As an overall policy, the parent coordinator explains that it is vital for families to feel welcome and to know that there will always be someone available to help them communicate in the school community. One of the teachers explains, “I don’t have too many problems in terms of the parent communication because they have in house translation. . . [We are] lucky because at the kindergarten level, you have to touch base because this is their first experience with school.” (Teacher #1, Personal Communication, April 4th, 2013)

In addition, since the parent coordinator realized that there was an increase in the number of grandparents caring for the young children, they created a monthly support group for grandparents with the support of the DOE Department of Aging.

The work of the school in engaging family members has translated into a high rate of parent participation from the school in the NYC DOE-sponsored ELL Parent Conference. The parent coordinator remarked how important it is for parents to network with other parents and to learn about opportunities and services that are available to their children.

## **Conclusion**

P. S. 1 has a strong leadership that understands the need to support teachers and provide opportunities for collaboration and reflection in order to better serve their large population of emergent bilinguals. In addition, the school capitalizes on the strengths of their community to bring resources to the students and families of emergent bilinguals, enriching their educational experience and providing necessary support to new immigrants.



## APPENDIX A4

### P.S. 25 – THE BILINGUAL SCHOOL

#### Profile

#### New York City Schools

### School Demographics

P.S.25 is an elementary school with pre-kindergarten to 5<sup>th</sup> grade. In the school year 2010-11, the school enrolled 397 students, including 120 students classified as emergent bilinguals. Of these, approximately 90% have Spanish as their home language. The school's principal, the assistant principal, and the ESL coordinator speak Spanish and according to the principal, about 98% of the teachers are bilingual in Spanish. In addition, the ESL teacher is fluent in French. See Table A4 for more details on the school's demographic information.

Table A4. P.S.25 School Demographic Information, 2012-2013\*

Characteristics	Number and/or Percentage
<b>Student in the School</b>	
Total # of students	397
% students receiving free/reduced lunch	100%
<b>Emergent Bilinguals in the School</b>	
% of Student Body	29%
By Subgroup:	
% Newcomers (EBLs receiving services for 0-3 years)	21%
% Special education:	8%
% EBLs receiving services for 4-6 years	6%
% Long-term (receiving services for 6+ years)	<1%
Languages spoken (by % of EBLs)	
Spanish	79 %
<b>School Staff</b>	
# Administrators	3***
# Administrators bilingual in 1 or more of the top 5 languages	3
# Teachers	32***
% Teachers bilingual in 1 or more of the top 5 languages	98 %**
# Teachers with ESL certification/extension	2
# Teachers with bilingual certification/extension	23

Legend: (\*)=Based on information from NYCDOE Comprehensive Education Plan 2012-2013 data, unless noted with (\*\*) = Information provided by school interviewees or (\*\*\*) = NYSED Report Card, 2011-2012.

### Programs for Emergent Bilinguals

P.S. 25 has a transitional bilingual education program in English and Spanish and a freestanding ESL program. In interviews teachers and administrator personnel expressed the strong belief that students acquire literacy most effectively through the language most familiar to them. In the transitional bilingual education program, the common branch teacher provides ESL instruction through the content area, but ESL teachers also push in or pull out students who need additional

support. According to an administrator, every class has a different percentage of language allocation, depending on the students' needs and the results from the NYSESLAT.

The school also provides ESL services for students whose home language is not Spanish. They use a combination of the model of push in and pull out classes. For example, they might have a child who is pulled out once a week but also has an ESL teacher who pushes in twice a week in their classroom. One of the administrators explained that even though the school prefers the push in model, "some students need to be pulled out so they can have some focused time." (Administrator #1, Personal Communication, March 19, 2013)

The school has two ESL teachers that push in and pull out. However, many of the teachers in the bilingual classrooms have either bilingual extensions or dual certifications. Some of the teachers have also taken ESL courses. During the first period of the day, both ESL teachers push in to the classrooms to work with smaller groups.

Emergent bilingual students in the freestanding ESL Program who reach proficiency level on the NYSESLAT are then transferred to a monolingual program with transitional support as mandated by the New York State regulations.

## **How P.S. 25 Supports Emergent Bilinguals**

P.S. 25 has a strong culture of inquiry that drives the work of the teachers. The school stresses the use of hands on experiential learning with emergent bilinguals in order to provide rich experiences that support language development. Additionally, most of the school staff is bilingual in Spanish and English which facilitates communication with students and families.

### *Collaboration*

One of the strengths of P.S.25 is the school-wide collaborative culture. One of the ESL teachers remarked: "Teachers know that they are not alone." (Teacher # 2, Personal Communication, March 19, 2013) She explained that the school administration has a key role in fostering collaborative work between administrators, teachers, aides, parents, and other school community members. In order to support collaboration, the administration set up and supports inquiry teams (for more on this, see Professional Development section). They also encourage collaborative planning between ESL teachers and common branch teachers and have set up structures for the teachers to have at least two common grade-level planning periods per week. Many of the practices, such as collaborative planning, that started embedded in the programmatic structure of the school are now also happening during teachers' personal time, such as meetings during their lunch period or after school, because the teachers see the impact that these practices have on their everyday work.

P.S. 25 also supports group collaboration among the students. One of the 3<sup>rd</sup> grade teachers describes how she groups students strategically. She makes sure that beginner students are grouped with more advanced students to provide them with a more intimate setting in which they can communicate. In addition, the more advanced students become models and provide support for the newcomers. She explained that since in her class students work in groups from the

beginning of the year, they know what the expectations are and are used to collaborating and helping each other. This became clear when our research team observed her class; the students were working in groups to analyze a story that they had read. They took turns speaking, they listened to each other's contributions to the discussion, and they built on each other's ideas without any intervention from their teacher.

Another example of school wide collaboration is in the work that the ESL coordinator has done with the school's new 'Indoyard' Exploration Center<sup>7</sup> (for more, see Curriculum Section). Not only does the ESL coordinator work with teachers, facilitating and planning lessons, but she also engages the students in helping to maintain the center. This year, the 4<sup>th</sup> grade students grew plants as part of a gardening unit and sold them to parents during parent teacher conferences to raise funds to buy materials for the Exploration Center. This science unit about gardening that was co-taught by the 4<sup>th</sup> grade teachers and the ELL coordinator was also a lesson in community engagement and collaboration for the students, who according to the teacher who worked with them, were very proud to have a role in raising funds for their school.

### *Leadership*

The principal's personal experience of moving to New York from Puerto Rico and having to learn English has shaped her understanding of the experiences that immigrant families and children go through in moving to a new home. She commented that she "relates to the children's challenges and struggles." (Principal, Personal Communication, March 19, 2013) She has also worked at many levels in the school system. She started her educational career as a paraprofessional, then became a teacher, a staff developer, assistant principal, and finally principal. Her experience gives the principal a distinctive understanding of the needs of her staff at every level. While she has worked for many years with emergent bilinguals, she stresses how, as a leader, it is essential for her to continue to learn about new theories and practices related to teaching emergent bilinguals, as well as, working with her staff.

The principal describes her vision of the school as a learning institution for teachers and student teachers. Within her school community, she emphasizes a culture of reflection and professional development through teacher action research. In connection with the larger educational community, the school hosts student teachers that come from a number of local colleges, such as Hostos, Touro, Lehman, and Hunter. In this model, not only do the student teachers benefit from working with experienced teachers and participating in school activities, but the host teachers also gain from having extra support in the classroom while working with the students.

The administration made clear that they want all teachers to know how to use strategies to work with emergent bilinguals. The principal and assistant principal also use their experiences as professional developers to work with the teachers in the school. The principal has facilitated professional development sessions on how to develop curriculum using "Understanding by Design"<sup>8</sup>, how to conference with children, how to use rubrics to help students self monitor their

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<sup>7</sup> The school has an indoors exploration center where students and teachers can access hands on materials organized in thematic centers.

<sup>8</sup> [http://www.ascd.org/ASCD/pdf/siteASCD/publications/UbD\\_WhitePaper0312.pdf](http://www.ascd.org/ASCD/pdf/siteASCD/publications/UbD_WhitePaper0312.pdf)

work, and how to analyze and use data. These are all themes that have been relevant to the work of the administration with the teachers as instructional leaders.

The administration supports and encourages teacher leadership. For example, the ESL coordinator wanted to create an exploration center with an emphasis on science that could be used by all teachers. Speaking about the principal's support, the this teacher recalls: "She told me go for it, and she gave me the space to create the 'Indoyard'." (Teacher # 2, Personal Communication, March 19, 2013) Not only did the administration provide the space, but it also encouraged the ESL coordinator to provide professional development to support the use of the exploration center with emergent bilinguals: "I work with the teachers together, I teach them how to incorporate these kinds of tools, habitats, and specimens. I do the lessons so they can see how the students react, how they follow up the lesson, and how a piece of reading becomes so alive. Hands on and visual is number one with the ELLs." (Teacher #2, Personal Communication, March 19, 2013)

### *Bilingualism as Resource and Instruction*

As mentioned earlier, P.S. 25 offers a transitional bilingual education program in Spanish and English and a freestanding ESL program for emergent bilinguals. An administrator explained that the "home language is celebrated every day." (Administrator #1, Personal Communication, March 19, 2013) The school is committed to continuing to foster the home language, so that it supports their language development in English.

Several of the staff members interviewed explained that it is part of the school belief system that the students acquire literacy, as well as content knowledge, most effectively through the language most familiar to them. In the last few years, the school has gotten many students from Spanish speaking Caribbean countries that have interrupted school experiences or no schooling at all. As a consequence, they have very little exposure to literacy in their home language. In such cases, the school first teaches this group of students how to read and write in Spanish in the transitional bilingual education program. As an administrator of the school explained, "some children come in 4<sup>th</sup> or 3<sup>rd</sup> grade with almost no formal education in their native language. So we have to use some intervention because even though the children speak their home language, to even recognize their written name is challenging. We communicate in their native language and we work in basic reading, writing readiness." (Administrator #1, Personal Communication, March 19, 2013)

In order to work effectively with bilingual students and communicate with families, the school makes an effort to hire multilingual staff. At the time of this study, 98% of the school personnel was Spanish-English bilingual. However, the school hired an ESL teacher who is bilingual in French, to support a minority of French speaking students. The school also invests in resources that support bilingualism. All the transitional bilingual classrooms at P.S. 25 have leveled libraries in Spanish and English. The school's Indoyard Exploration Center is equipped with science materials in Spanish and English for teachers and students.

In the transitional bilingual education program, there is explicit instruction in Spanish where the teacher does part of the lesson in Spanish. In addition, the teachers also use the students' home

languages with flexibility. In many cases, they translate or switch to the home language when students need scaffolding in order to understand important concepts. For example, one of the ESL teachers who also provides academic support in Spanish to students explains that she works with students to “build content knowledge in Spanish and transfer that content knowledge to English.” (Teacher #2, Personal Communication, March 19, 2013) She explained that when the students understand the content, then it’s easier for them start developing their vocabulary in English. To support this practice, the teachers have Spanish resources in each content area that are also at the students’ grade level.

There are other examples of how the home languages are used to support language development in English. A transitional bilingual education teacher describes how she uses cognates awareness as a tool for understanding second language. “All my students know what cognates are. They know that, for example, if I am talking about science, I will say ‘this word is a cognate.’ So they immediately start making that connection.” (Teacher #1, Personal Communication, April 9, 2013) For Spanish-speaking emergent bilinguals, cognates are a straightforward bridge to the English language. She explains how this strategy helps her students to figure out the meaning of words in English. It also helps them transfer this strategy to contexts outside the classroom.

Interviewees also mentioned that the school has a strong philosophy of embracing the multicultural backgrounds of the students. This is embodied in the everyday practices of the teachers. During an observation in a 3<sup>rd</sup> grade class, the students were reading a text that had Spanish words embedded in it. The teacher asked the students to describe the meaning of the words. Since the students come from various countries, she asked them to describe how they would say the same thing in their country and then made connections to how the various Spanish countries use different words to convey the same concept. She later explained that, “Making references to their background, allowing them to make that connection, is very important for students to excel and leave that shyness away.” (Teacher #1, Personal Communication, April 9, 2013)

### *Curriculum and Instruction; After-School Enrichment*

One of the highlights of the curriculum at P.S. 25 is the strong emphasis on using hands on exploration and technology to develop language. All classrooms have SMART boards and the teachers use them with emergent bilinguals to provide visual imagery that supports language learning, as well as opportunities for interaction.

The transitional bilingual education and special education classes use a computer-based program called “Imagine Learning”<sup>9</sup> that differentiates based on student need and ability. This program provides teachers with benchmarks for small group instruction, where teachers can then address student needs through small group strategy lessons and guided reading, as well as individual student-teacher conferences (Comprehensive Education Plan, 2011-2012).

The school ELL coordinator was a biology major in college before she decided to become an ESL teacher. She capitalized on her interest and knowledge of science to help emergent

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<sup>9</sup> <http://www.imaginelearning.com/>

bilinguals develop their language through scientific exploration. “I use science as a tool to develop language, but also from there, we develop all the other content areas.” (Teacher #2, Personal Communication, March 19, 2013) This teacher promotes work in science and technology by offering her colleagues workshops, helping them to design curricula, and conducting lessons with students, as well as, supporting them in their work at the exploration center to incorporate hands on investigation into their classes.

The “Indoyard” Exploration Center has a variety of stations where the students can manipulate materials. Teachers from all grades use it during the course of the day. Most of the materials come from donations from the teachers in the school. The Indoyard Exploration Center has desert, rainforest, and sea shore habitats that the students can observe and compare (see Figure A4.1). It has animal specimens (see Figure A4.2), rocks for 2<sup>nd</sup> and 4<sup>th</sup> grade students to learn to classify minerals, insects (see Figure A4.3), and a few live animals (fish and reptiles, including a tortoise). In addition, it has books in English and Spanish for the teachers to read to their students while they explore a topic. The ESL coordinator is also working on developing social studies centers.

Figure A4.1



Figure A4.2



Figure A4.3



The ESL coordinator explained that in manipulating specimens, the students need to make observations, describe what they see, and make inferences to create hypotheses, all the while learning new ideas and concepts through science exploration. When students are able to touch specimens and make direct observations, such as comparing the jaws of an herbivore and a carnivore, “the ELL’s internalize the concepts they won’t forget.” (Teacher #2, Personal Communication, March 19, 2013)

Every science project incorporates multiple components that involve written and oral communication. For example, in a soda can rocket building project, 4<sup>th</sup> and 5<sup>th</sup> grade students began by reading non-fiction books about the science of rockets to develop their literacy skills and strategies in reading non-fiction. The next step was to design a rocket and then build a giant model, using recycled cans. They learn about recycling at the same time that they learn about rocket science. One of the teachers stressed how important it is for emergent bilinguals to use the knowledge that they have “to build something with a purpose, with a goal.” (Teacher #2, Personal Communication, March 19, 2013) The Indoyard Exploration Center is an example of how P.S 25 uses creativity to create resources that enrich their curriculum and promote hands on experiential learning. One of the teachers explained that “sometimes we don’t have money to take the students on a trip, but we now have this in house.” (Teacher #2, Personal Communication, March 19, 2013)



P.S. 25 also provides strong support for emergent bilingual students with Individualized Education Plans (IEPs). These students are seen in small targeted strategy groups by the special education specialist and the resource room teacher. Long term emergent bilinguals, as well as special education students receive intensive support during after school hours (Comprehensive Educational Plan, 2011-2012).

The school has partnered with the organization “ASPIRA”<sup>10</sup> to provide an after school program that supports emergent bilinguals. This program uses enrichment to engage and motivate students. They reinforce listening, speaking, reading, and writing skills through the arts and hands on projects. The students in the ASPIRA program receive one on one support in completing their homework, since parents of emergent bilinguals are often unable to help their children at home. The program includes art, music, and recreation programs, and technology education. The program is designed to reinforce and complement the regular academic program of participating students. It also provides tutorial services on core academic subjects, such as reading and mathematics. The organization offers a summer program at the school based on a similar model. In addition, the school has a mandated ‘Literacy Saturday Academy’, where the emergent bilinguals work in small groups (ten students or fewer). The program emphasizes reading comprehension and vocabulary development.

### *Professional Development*

P.S. 25 provides a multilayered approach to professional development. One of the administrators describes their approach as tiered and differentiated: “It’s based on different needs. Just like I expect teachers to understand their children and to differentiate learning, we have to do the same thing and differentiate the adult learning styles of teachers. Not just their learning styles, but also their needs. Some teachers are great at having conferences with students during their reading or writing time, but some may not be.” (Administrator #1, Personal Communication, March 19, 2013)

The school participates in the Teacher Effectiveness Program<sup>11</sup>, in which the teachers self-reflect and decide in what areas they need to grow. In addition, all the teachers are part of professional development that addresses school wide goals that speak to the needs of emergent bilinguals, such as classroom strategies for working with emergent bilinguals, how to accomplish and assess everyday language objectives, coherent and cohesive ways of recording conferences with students, how to best use media and technology to work with emergent bilinguals, how to provide multiple entries in a lesson, and how to encourage students to solve problems in multiple ways.

The ESL Coordinator, who is also the United Federation of Teachers (UFT) Teachers Center Instructional Specialist, provides workshops and resources for all teachers that focus on academic achievement, language, and social development through the use of instructional

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<sup>10</sup> ASPIRA is a national Hispanic organization dedicated to developing the educational and leadership capacity of Hispanic youth. For more information on their after school programs, go to: <http://www.aspirany.org/content/out-school-time>

<sup>11</sup> <http://schools.nyc.gov/Academics/CommonCoreLibrary/ProfessionalLearning/TeacherEffectiveness/default.htm>



methods in reading, writing, speaking, listening, and cultural awareness for emergent bilinguals. In addition, she assists teachers in planning lessons and works with them in the classroom, modeling different strategies. Much of her work focuses on inquiry in science to develop language among emergent bilinguals. On-site professional development is also provided by consultants that come from outside organizations and universities.

Another strength of the school that interviewees mentioned is the school-wide inquiry groups. The principal and AP facilitated the first inquiry group five years ago with a small group of teachers and now they have become a school wide practice in which all teachers participate. An administrator highlights the importance in the school culture of “taking action research and really making it happen.” (Administrator # 1, Personal Communication, March 19, 2013) The teachers meet weekly in small grade level groups to explore topics such as “how to have conferences with kids” and “how to look at specific groups and meet the multiple needs in the classroom”. The teachers in the inquiry groups use data to focus on specific groups of children. Each teacher selects a sampling of his/her classroom and does case studies of specific children. They analyze students’ work and review curricula to explore in depth the topic of their individual research.

The principal remarked how, thanks to this kind of inquiry work, the teachers at the schools are very skilled at analyzing the academic and socio-emotional needs of every child. They set goals for individual students and come up with a list of ways for how the students can meet them. Based on their findings, the teachers create units of study and create and modify performance tasks. After five years of having inquiry groups in the building, many of the teachers use their own time in addition to the scheduled time to continue this work: “Part of the culture that has developed is that teachers want to be able to share ideas or learn from each other, meet, and do intervisitations” (Administrator # 1, Personal Communication, March 19, 2013).

### *Partnering with Parents of Emergent Bilinguals*

The Parent Coordinator of P.S. 25, who is bilingual in Spanish, has a pivotal role in organizing programs that involve the parents of the schools in various capacities. While they work with many community partners, one of the key collaborations is with ASPIRA. In addition to running the after school programs, ASPIRA also provides services for Spanish-speaking parents. The school provides a number of services that are tailored to immigrant parents. One of the ESL coordinator teaches an ESL class for parents that meets twice a week and is sponsored by ASPIRA.

The school has also implemented the “Parents as Partners in Achievement” program, where they offer workshops for parents two or three times a month, in English and in their home language, that address different ways in which parents can support their children as learners. This year, they have offered workshops on how to help children learn reading, writing, and math, as well as how to transition to kindergarten. The workshops are offered in English and Spanish. The parent coordinator explained that they also address the physical and emotional health and practical needs of the families at the school. For example, they offer workshops on self-esteem, computer literacy, and where to find resources for students. Some of the workshops are facilitated by the school staff and many are done through partnerships with community organizations, such as

Lincoln Hospital (health related workshops), NY Fire Department (CPR workshop), and Viva Mujer (cancer prevention). The parent coordinator also helps the parents fill out applications for housing, food stamps, employment, and anything else that they need help with. The parents are welcome to come to her office to receive support at any time of the day.

P.S. 25 parents are considered by school personnel as partners in their children's education and are invited to volunteer at the school during the day. On the first Friday of each month, the school has a program called "Second Cup of Coffee", where the parents visit their children's classrooms and read to them. The classrooms have books in both English and Spanish, so the parents can choose to read with their children in the language in which they feel most comfortable. The parents that participate get books in both English and Spanish to take home to continue to read to their children. The school also has a volunteer program, where parents help in the classroom during the day.

## **Conclusion**

P.S. 25 is a school where a strong culture of collaboration has created a community in which emergent bilinguals and their families are supported through academic and enrichment activities. The school celebrates families' cultural and linguistic backgrounds, using them as a resource in the everyday life of the school. The school's emphasis on using hands on experiential learning translates into a rich curriculum that supports language development.

# APPENDIX A5

## P.S. 42 – BENJAMIN ALTMAN

### Profile

### New York City Schools

#### School Demographics

P.S. 42 is an elementary school serving kindergarten through 5<sup>th</sup> grade in a large urban city in New York State. The school has approximately 800 students, which has stayed relatively consistent since 2010. A large proportion of students (94%) qualify for free and reduced lunch. Located in a historically Chinese area, many of the school's students come from families that speak languages other than English. In addition to a large Chinese-speaking population, the school has a large number of Spanish speakers. See Table A5 for more details on the school's demographic information.

Table A5. P.S. 42 School Demographics, 2012-2013\*

Characteristics	Number and/or Percentage
<b>Students in the School</b>	
Total # of students (including pre-K students)	807**
% students receiving free/reduced lunch	~90%
<b>Emergent Bilinguals (EBLs) in the School</b>	
% of Student Body	35%**
By Subgroup:	
% Newcomers (EBLs receiving services for 0-3 years)	89%
% Special education	29%**
% SIFE	N/A
% EBLs receiving services for 4-6 years	10%
% Long-term (receiving services for 6+ years)	N/A
Languages spoken (by % of EBLs)	
Chinese	~95%
Spanish	~5%
Arabic	<1%
<b>School Staff</b>	
# Administrators	2***
# Administrators bilingual in 1 or more of the top 5 languages	2***
# Teachers	52
# Teachers bilingual in 1 or more of the top 5 languages	36
# Teachers with ESL certification/extension	7
# Teachers with bilingual certification/extension	12
# Teachers with special education certifications	11
# Support staff (part- or full-time)	19
# Support staff bilingual in 1 or more of the top 5 languages	18

Legend: (\*)=Based on information provided by school interviewees, unless noted with (\*\*) =NYCDOE Comprehensive Education Plan 2012-2013 data, or (\*\*\*)=NYSED Report Card, 2010-2011.

## Program Offerings for Emergent Bilingual

P.S. 42 has Transitional Bilingual Education (TBE) in Mandarin and free-standing, push-in, and self-contained English as a Second Language (ESL). The TBE program has been in existence for over 20 years. Though there is both TBE and ESL in all grades (K-5), the number of students in each program, and in each grade level, varies depending on the population of students during a given school year. In the year 2012-2013, there were 6 sections of kindergarten, including 3 TBE sections (including 1 section of bilingual ICT), 1 section of self-contained ESL, and 2 sections of monolingual. Even though these two classrooms are “monolingual,” most of the students come from homes where a language other than English is spoken. In 1<sup>st</sup> grade, some students move from the bilingual to the ESL program. The sections of 1<sup>st</sup> grade are determined by the movement of students from bilingual to ESL and from ESL to general education. In 2<sup>nd</sup> to 5<sup>th</sup> grade, the numbers of emergent bilinguals begins to decrease. There is a 2<sup>nd</sup>/3<sup>rd</sup> grade bridge section of ICT ESL, which is taught by 1 ESL and 1 special education teacher. There is a 3<sup>rd</sup>/4<sup>th</sup>/5<sup>th</sup> grade self-contained bilingual Chinese section, which is taught by a bilingual Chinese special education teacher. There is 1 4<sup>th</sup>/5<sup>th</sup> grade bridge section of ICT ESL and 1 4<sup>th</sup>/5<sup>th</sup> grade bridge section of bilingual Chinese. The other sections of 2<sup>nd</sup> through 5<sup>th</sup> grade are “general education,” but those students who need continuing support receive it from both push-in and pull-out ESL teachers.

As mandated by NYSED, students screened for kindergarten are assessed using the LAB-R and older students are assessed using the NYSESLAT. If a student is identified as an emergent bilinguals, the school recommends either TBE or ESL, depending on the child’s level of English proficiency. When asked what program students’ parents usually choose, one interviewee said,

We find that normally parents concur with what we traditionally believe is most helpful to kids, and that is that they are at the early levels of learning English that the bilingual program is desirable to give the children support in the native language and help them feel a sense of involvement...they don’t have to put their inquisitive nature and cognitive ability on hold because they’re struggling in English. As they learn more and more English, where they can navigate the English language...they can fend more in the ESL classes (Administrator #1, Personal Communication, March 22, 2013).

The interviewee also mentioned that students at the early stages of English proficiency, as well as their parents, feel more comfortable with a teacher who speaks their language. Additionally, the school’s philosophy informs the advice they give to parents about programming. As a school leader said, “The over-riding philosophical framework of the school is that we value bilingualism, and so we make that message clear that speaking Chinese doesn’t interfere with learning English and that speaking Chinese shouldn’t be taboo because you’re learning English.” (Administrator #1, Personal Communication, March 22, 2013) The school has found that the majority of parents of emergent bilinguals opts for bilingual education, especially if the parents are at beginning levels of English proficiency themselves (Comprehensive Education Plan, 2011-2012).

Though emergent bilinguals are placed in either TBE or ESL, programming at P.S. 42 is flexible. For example, instead of immediately transitioning a student out of TBE or ESL once he or she

has passed the NYSESLAT, the teachers and school leaders informally assess the student for what one interviewee called “the nuances of the language” and work together to determine whether that student still needs additional support. Hence, students are often given extended ESL services, which provide continued support and an even stronger literacy base.

Lastly, P.S. 42 combines all of their students – those who receive language and special education services and general education students – in what the school calls in-depth units of study. According to a school leader, these units challenge students to “engage in exploration” around an authentic learning topic (Administrator #1, Personal Communication, March 22, 2013). These units, planned by grade level teams and often in collaboration with outside agencies, are project- and inquiry-based and vary by grade. This kind of grade-based shared learning enables both students and teachers to collaborate with and learn from one another. It also enables students of all language groups and at all levels of proficiency to, as a school leader said, “mingle” and work together (Administrator #1, Personal Communication, March 22, 2013).

### **How P.S. 42 Supports Emergent Bilinguals**

P.S. 42 is committed to teaching emergent bilinguals to be excited, engaged, lifelong learners. Students at the school build their content knowledge and develop their English proficiency through free play, projects, trips around the city, and art. Rather than focus on rote language learning or using a lifeless scripted curriculum for emergent bilinguals, P.S. 42 focuses on developing learners and critical thinkers, knowing that language is developed more authentically when students are actively engaged in their own education. P.S. 42 is also committed to welcoming emergent bilinguals into a new city through its connection to the city itself. Through classroom projects and partnerships with organizations around the city, emergent bilinguals are not only introduced to both the culture and everyday life of New York, but encouraged to become active citizens in their new home.

#### *Collaboration*

P.S. 42 views instruction, curriculum, leadership, and learning through the lens of collaboration. The kind of collaboration one sees at P.S. 42 goes above and beyond the state and city mandates that push teachers and administrators to work together – collaboration informs the choices that administrators and teachers make each and every day and contributes greatly to the overall success of the school. Because everyone – teachers, administrators, students, parents, and community members – works together, P.S. 42 has become both a school and a community center whose doors are always open and whose shared mission drives the work.

Teachers at P.S. 42 meet constantly to plan and share ideas. Systemic structures within the school give teachers the opportunity to work together. This includes working in teacher teams, freeing teachers from a typical instruction day or half day for the purpose of working together, inter-visitations (both in and out of school), going to workshops at colleges, meeting in study groups where teachers have “all kinds of discussions around teaching and learning and professional literature.” (Administrator #1, Personal Communication, March 22, 2013) These structures have helped teachers to adopt a flexibility that enables them to best meet the needs of their students. As one teacher said, “We’re open to learn, we’re open to ideas, and we bring our

ideas to our colleagues and the administration to see what works and what doesn't. Every year...teachers come together and tweak [the curriculum]...We're open and we're flexible." (Teacher #1, Personal Communication, April 11, 2013) Though this kind of collaboration occurs across all curricular planning, meetings, and PD, according to an administrator, it's the less formal collaboration that makes the school so successful. According to the principal, it's the less formal collaboration that makes the school so successful. She said, "the teachers here are very invested, take their work very much to heart, and are willing to go above and beyond the basic requirements to grow...it isn't uncommon for teachers to work until very late in the evening, together, in talks and helping each other set up the [classroom] environments...it's not formally mandated or formally visible, but definitely exists and goes a very long way in our success." (Administrator #1, Personal Communication, March 22, 2013)

A more formal structure that aids in this kind of openness and flexibility among ESL, bilingual, and common branch teachers, as well as students, is the grade level in-depth studies. These studies, which occur across all grade levels, challenge students to inquire into one theme or topic in many different ways. This means that content across all disciplines is organized thematically according to the topic of the in-depth study. For example, when students in a 1<sup>st</sup> grade class did an in-depth study of animals, they kept a class pet – a hamster named Muffin – and measured and weighed it, compared its needs to those of humans and other animals, discussed and wrote about its ecosystem and nutrition, and read information texts about hamsters. Not only do these in-depth studies allow students to see connections across the content areas, they allow them to collaborate with one another to learn about a new and exciting topic. During the in-depth studies, students in all language programs – ESL, bilingual, and monolingual – work together to research, read, write, and participate in related trips and events that enrich their understanding of the topic. For example, all 3<sup>rd</sup> graders, who were studying birds, took a trip to Central Park to go bird-watching. 2<sup>nd</sup> graders, who were studying bridges, went on excursions to the city's most iconic bridges. These in-depth studies break down the barriers that often exist when students speak different languages at different levels of proficiency. All students, no matter how well they spoke English, learn from one another and have the opportunity to collaborate around one topic of study. For teachers, too, these studies provide an opportunity to collaborate and work together. All grade-level teachers are engaged in the same study, whether they teach ESL, special education, bilingual, or monolingual classes. This lends itself to grade-level planning that helps teachers to share strategies and best practices as well as plan units that meet the needs of all children. According to both administrators and several teachers, doing in-depth studies by mixing students of all levels of language proficiency has gone extremely well.

The openness and flexibility expressed by Teacher #1 earlier is further fostered through P.S. 42's wide range of collaborations and partnerships with outside agencies from around the city. As another teacher said, students learn more when teachers step back and allow other voices and knowledge to come into the classroom. She said, "...[students] take what they learn [from these partnerships] and take it with them...and that's what learning is...it's not just us sitting there teaching them...we want our kids to thrive, so we have to give up that control." (Teacher #2, Personal Communication, April 11, 2013) Not content to be the only source of knowledge, teachers recognize that these partnerships also allow for students to bring their own knowledge of different topics into the classroom. This makes for a democratic and equitable, rather than top-down, learning experience for all. The organizations that partner with the school, such as the

Guggenheim Museum, the Center for Architecture Foundation, Studio in a School, Midori & Friends, the Audubon Society, and the New York Historical Society, to name only a few, send teaching artists or experts to work with students on both the in-depth studies mentioned previously as well as other project-based units. Some of these organizations help teachers infuse the arts into the curriculum. Others bring valuable expertise that enriches the content studied within the curriculum. All interviewees said that these partnerships and collaborations make teaching and learning at P.S. 42 a rich and exciting experience for everyone.

P.S. 42's commitment to collaboration has made it as much a community center as a school. To maintain this sense of community, P.S. 42 has established relationships with the following community and neighborhood institutions (Comprehensive Education Plan, 2011-2012):

- The University Settlement – provides English Instruction to students and their families
- NYU Dental School – provides free dental check-ups to students
- YMCA – provides free social services to families
- Immigrant Social Services
- Chinatown Planning Counsel
- NY Downtown Hospital – provides free hearing and vision screenings for students in 3<sup>rd</sup>, 4<sup>th</sup>, and 5<sup>th</sup> grade (the DOE covers screenings in K, 1<sup>st</sup>, and 2<sup>nd</sup> grade)
- Henry Street Settlement – provides early childhood development
- Charles B. Wang Community Health Center – provides classes in women's health for parents
- Together in Dance – brings children, families, and schools together through dance

These partnerships help to create an environment that brings emergent bilinguals and their families into the school community while providing them with important social and health-related services. By focusing on partnering with neighborhood organizations, P.S. 42 has become a staple of the community. By helping students' families – especially those that are recent immigrants and are struggling to succeed in a new city – P.S. 42 is ensuring that students themselves will feel supported both academically and emotionally. This is just one more example of P.S. 42's commitment to providing for and educating not just the student, but the whole child (and his/her family).

### *Leadership*

When asked what challenges the school faces, an administrator discussed the fact that what the school believes to be best practices – including project-based learning, infusing art into the curriculum, and teaching the whole child – is “in contradiction with some of the mandates and the testing program.” This contradiction, as well as the fact that the school is judged by students' scores on these standardized tests, “is an incredible anxiety-provoking feeling for all of us,” she said. However, in addition to discussing the challenges the school faces, the administrator also discussed its philosophical framework, which informs everything that P.S. 42 does: a belief in the value of bilingualism and a belief that the school must “give kids a happy day with learning.” every day (Administrator #1, Personal Communication, March 22, 2013)



Despite these state mandates and standardized tests that emphasize the quick acquisition of English, the principal remains an advocate of project-based learning and quality over quantity in terms of instruction. The students engage in thematic units, all of which infuse the arts and culminate in large interdisciplinary projects, which emphasize that depth, rather than breadth, is what helps emergent bilinguals to best understand, retain, and enjoy what they learn. Despite the fact that, as the principal said, many mandates “do not support and relate to what we believe to be good practice,” she continues to push teachers to believe that teaching outside the box (and outside the test) will actually lead to better scores and happier students (Administrator #1, Personal Communication, March 22, 2013). According to one teacher, what accounts for P.S. 42’s success is the “support of administration...it has to come from that support and the ideas they support.” (Teacher #1, Personal Communication, April 11, 2013) By enabling teachers to think creatively and be innovative in their classrooms, the principal upholds the philosophical framework even as the school faces tough mandates and difficult standardized tests. The principal herself leads by example, demonstrating her belief in holistic teaching and learning over teaching to the test. For instance, in October 2012, the principal traveled to Italy to be trained in the Reggio Emilia method<sup>12</sup>. This method, which was started in Italy after World War 2, respects children’s rights and sees children as equal partners in their own learning. Some of its core beliefs include the child as an active participant in learning, the significance of environment (i.e.: the classroom should contain tools that help students express themselves, like art supplies, blocks, clay, etc.), the teacher, parent, and child as collaborators in the process of learning, and making learning visible (i.e.: through portfolios, quotes from the child, examples of the child’s work, etc.). Reggio Emilia teaches students to be active, creative, life-long learners and is carried out through authentic, “real world” projects that challenge students to solve problems and think critically. Since returning to P.S. 42 after the trip to Italy, the principal has conducted in-school professional development around this method. Currently all kindergarteners, 1<sup>st</sup>, and 2<sup>nd</sup> graders are engaged in the Reggio Emilia method of learning. Because so many schools worry that their emergent bilinguals will not pass standardized exams – and hence will put the school in jeopardy - they limit students’ exposure to art, music, and other creative outlets in exchange for test-driven ELA and math prep. The principal of P.S. 42 refuses to let these current trends shape the school’s philosophy, instead staying true to what she and her staff knows to be true about teaching and learning.

### *Bilingualism as Resource*

P.S. 42 sees students’ bilingualism as an important part of their identity. Although the school has both an ESL and a transitional bilingual program, which means that the goal is to move from the home language to English, a respect for and a value of bilingualism informs many of the school’s decisions and beliefs. For example, when new students come to the school and are found to be in need of language services, the school provides parents with their options – they can opt for either ESL or TBE. Though some parents initially choose ESL, thinking that immersion in an English-only classroom is more beneficial, the school carefully explains that TBE is often more helpful for both parents and students. As an administrator said, “The over-riding philosophical framework of the school is that we value bilingualism, and so we make that message clear that speaking Chinese doesn’t interfere with learning English and that speaking Chinese shouldn’t be

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<sup>12</sup> [http://www.education.com/magazine/article/Reggio\\_Emia/](http://www.education.com/magazine/article/Reggio_Emia/)

taboo because you're learning English.” (Administrator #1, Personal communication, March 22, 2013) The school helps parents to see that a classroom that utilizes students' home languages will help students to be more successful in acquiring English, more likely to build their skills and enable them to excel academically, and more likely to hold on to their home language as they learn a new language at school.

In order to realize the school's belief that bilingualism is a quality to be valued and respected, the school makes an effort to hire multilingual staff. Both the principal and the assistant principal are bilingual – the former in Italian and Spanish and the latter in Cantonese –which enables them to discuss important issues with students' parents. Additionally, the high number of bilingual staff members – 18 members of support staff and 36 teachers are bilingual in one of the school's top 5 languages – helps the school maintain meaningful communication with parents. Those who work in the main office are constantly talking with parents and other family members, answering questions, giving them appropriate information about school events, and making them feel welcome. The parent coordinator, who is a Mandarin and Cantonese speaker, was purposefully hired so that she could communicate with students' families in a way that would meet their needs and make them feel like a part of the community. The parent coordinator runs many parent workshops in both Mandarin and Cantonese that address parents' needs both in and out of the school. She also helps all parents to understand the language and academic services that their children receive at P.S. 42. This keeps parents of emergent bilinguals actively involved in and accountable for their children's education.

Though most official instruction is delivered in English, there is linguistic flexibility in many classrooms at P.S. 42. According to the principal, all classroom teachers – those that teach in the TBE program and those who do not – encourage students to draw on their home languages to make meaning of English content. This means that students can talk with one another or with a teacher or staff member who shares their home language to clarify or more fully understand content presented or work being done in English. For example, a member of the research team observed that in a 2<sup>nd</sup>/3<sup>rd</sup> grade ESL classroom, students were working to write formal letters in English to the engineer of the Brooklyn Bridge. Playing the role of bridge workers, the students had to write the letter in order to either accept or decline the offer to work on the Brooklyn Bridge. Students had to back up their choice to either accept or decline using evidence and details about the history of the bridge. Though the letter was in English, students sat in groups and spoke their home languages to negotiate how to best write the letter. In a 2<sup>nd</sup> grade bilingual classroom, students' home language of Mandarin was used to support and reinforce content presented in English. After the common branch teacher discussed new vocabulary with the whole class, she broke the class up into two small groups – one that was more English-dominant and another that needed more home language support. Then, the bilingual teacher sat with the latter group to reinforce the meaning on one vocabulary word, “responsible,” in Mandarin. Students turned and talked about the word in Mandarin (and some did so in other Chinese languages like Cantonese or Fuzhaonese) and then the whole group came up with a collaborative definition, facilitated by the teacher. Afterwards, students drew pictures that represented the word responsible, negotiating and talking with one another about the assignment in their home languages.

### *Curriculum and Instruction; After-school enrichment*

Like all schools in New York City, P.S. 42 is under intense pressure to help their emergent bilinguals learn English, meet rigorous standards, and perform well on high-stakes exams. However, this pressure has taken away from P.S. 42's commitment to project- and inquiry-based learning and the arts. As mentioned earlier (see the Collaboration section), the school partners with arts organizations to infuse visual art, dance, and music into all part of the curriculum as well as with other institutions that help students explore academic topics in exciting new ways. Both administrators and teachers at P.S. 42 believe that students will learn English and academic content if they are fully engaged and excited by the work. In their eagerness to explore, students will learn the skills – including English – that will also make them successful academically. Thus, instead of focusing on test prep and narrow curricula, P.S. 42 stays true to the idea that education occurs when students guide their own learning and are engaged in authentic, real-world tasks.

Decisions about curricula are made with the whole child in mind. All students – including emergent bilinguals – are engaged in exciting projects and inquiry-based learning that bring life to the content. This is achieved through the arts and through the school's in-depth studies. The combination of art and authentic and inquiry-based learning makes the classrooms at P.S. 42 lively, inviting, and rich in both language and content. Thematic and interdisciplinary instruction is very beneficial for emergent bilinguals, helping them to see the “big picture” and to find connections in what they're learning. This use of art gives them non-linguistic access into the content and encourages them to think critically and stay engaged as they learn a new language.

Art pervades the school building, making for a colorful and inviting environment. The students' art – all of which is created with teaching artists from various organizations – is both content-related and purely aesthetic. It is also culturally-relevant and connected to artistic tradition in students' home countries. On one visit, the research team observed that students' Chinese vase and bamboo collages, created to enrich 3<sup>rd</sup> graders' study of China, lined the hallway near the main office (see Figure A5.1). Art is also woven into many basic literacy activities, such as sequential writing, vocabulary acquisition, and narrative writing. For example, below, students in a 2<sup>nd</sup> grade bilingual Chinese classroom reinforced the meaning of the vocabulary word “responsible” by drawing a picture of the word. The teacher then had the students share their drawings and explain how they represented the new vocabulary word (see Figure A5.2).

Figure A5.1



Figure A5.2

A worksheet for a vocabulary activity. The student has written "Responsible" as the vocabulary word and drawn a picture of a person holding a sign that says "I am responsible". The student has also written a sentence: "I am responsible of my two brother when they come to New York."

In addition to using art to enrich content learning, P.S. 42 engages students in in-depth studies, interdisciplinary and thematic units that culminate in real-world tasks. As mentioned in Theme 1: Collaboration, students in every grade participate in these in-depth studies, work together to learn new content despite their English language proficiency. In the 2012-13 school year, kindergarteners did an in-depth study of the postal service. They partnered with the local post office, took trips, and then made their own mailboxes which are used around the school. As they learned about the postal service, they also practiced writing, asking questions, and making predictions. When making the mailboxes for the school (which the school uses to send inter-school mail), students also learned about sequential writing. The visit to the post office also introduced newcomer emergent bilinguals to the neighborhood and to a basic cultural practice. By walking around the city and talking to members of the community, emergent bilinguals learned both academic and interpersonal skills.

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<sup>13</sup> [www.studioinaschool.org](http://www.studioinaschool.org)

<sup>14</sup> <http://www.cfafoundation.org/>

<sup>15</sup> <http://www.audubon.org/>

<sup>16</sup> <http://www.nyhistory.org/>

<sup>17</sup> <http://www.guggenheim.org/>



Figure A5.3

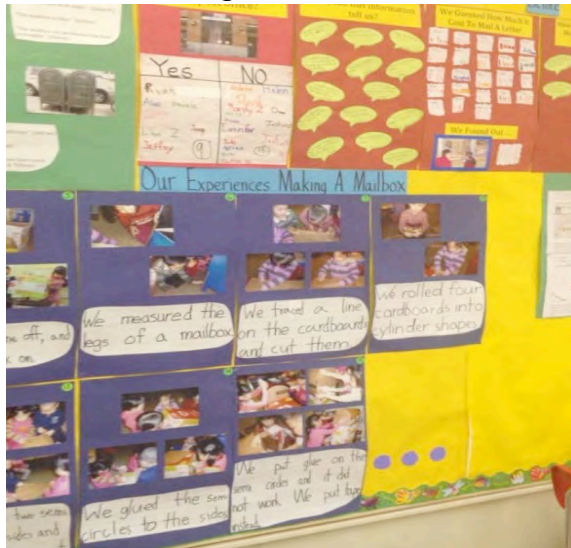


Figure A5.4



Figure A5.5



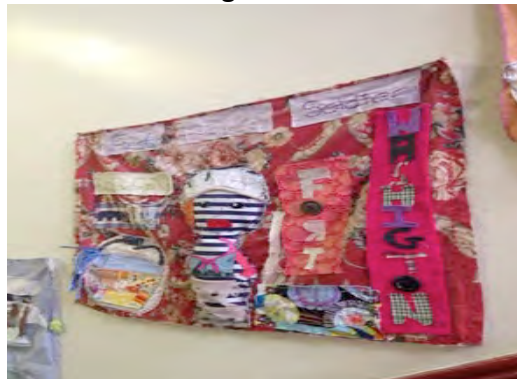
Figure A5.6



Figure A5.7



Figure A5.8



In addition to the use of art and interdisciplinary learning, teachers utilize TESOL strategies in every classroom. Also, though students' home languages are not necessarily used in every ESL classroom, "Chinese-speaking and Spanish-speaking teachers, as well as native language-speaking specialty area teachers and service providers, use native language support for individual students when needed" (Comprehensive Education Plan, 2010-2011). No matter what the language, all teachers encourage "active, rather than passive" learning (Administrator # 1, Personal communication, April 11, 2013). This means that communication and critical thinking are heavily emphasized in all classrooms. For example, in a 4<sup>th</sup>/5<sup>th</sup> grade ESL ICT class, students read a piece of informational text and learned how to cite text evidence to support their opinions by turning and talking to a partner about their thoughts. Teachers explicitly taught students how to build on one another's ideas so that they could come to the best conclusions. In addition to teaching an important literacy skill, teachers were also encouraging emergent bilinguals to communicate with one another. Researchers observed that students were eager to express their opinions about an interesting scientific topic and were able to use text evidence in their conversations to support those opinions.

Realistically, many emergent bilinguals need extra support as they learn both new language and new content in their classrooms. To keep up with their peers, many schools use Title III money they receive to create after-school programs for emergent bilinguals. Too often these after-school programs are used to help students prepare for high-stakes exams and amount to tiring extra hours of school. P.S. 42, however, has created a Title III after-school program that "provide[s] a high quality innovative language instruction program which supplement[s] and support[s] existing programs and services" (Comprehensive Education Plan, 2010-2011). This creative program, which meets twice a week for two hours, is described as follows:

The programs will immerse students in authentic learning experiences which stress oral communication and reading and writing in various genres, particularly in non-fiction. The program will be content area-based and integrated around topics or themes. It will use neighborhood resources, visual arts, performing arts and hands-on activities to deepen understanding of the topics studied during the P.S. 42ay and build vocabulary. It will use a multi-sensory approach in order to facilitate comprehension and promote expression and cooperative learning. It will be child-centered and focused on individual interests, strengths and needs (these needs will be determined by review of results on the LAB for newly admitted students and the NYSESLAT). Differentiation will be more readily achieved because of the small group size-not more than 12 students per class (Comprehensive Education Plan, 2010-2011).

After-school classes are taught by bilingual and ESL teachers, as well as by a bilingual Reading Recovery teacher and a bilingual art teacher whose expertise is Chinese cultural art. In order to reach students in new ways, the program brings students to various cultural institutions and businesses in the neighborhood. Parents are also invited to attend these trips. Students explore their own neighborhoods as they

Videotape, take photographs, draw what they observe, and conduct interviews. They will prepare skits and other musical presentations that reflect the different cultures of the community. They will construct alphabet books, photo albums, and informational text of varying genre. They will create skits, puppets and props that dramatize the topics they are

learning i.e. – in Kindergarten – the family, in 1<sup>st</sup> grade – the community, in 2<sup>nd</sup> grade – New York. Upper grade students (3 to 5) will also use technology to prepare pictorial documentation, including PowerPoint presentations (Comprehensive Education Plan, 2010-2011).

Instead of using the Title III after-school program for test prep or traditional remediation, School C has found a way to engage those students who need extra support. By allowing students to present their knowledge in multiple modalities (art, technology, writing, video), the school is meeting emergent bilinguals where they are and encouraging them to see learning as a diverse and “real-world” process.

### *Professional Development*

Having an informed and enthusiastic staff is part of what P.S. 42 leaders see as the school’s overall success. As such, all teachers across all grade levels collaborate and share ideas about how to best educate emergent bilinguals, using research and professional literature to inform their practice. ESL and bilingual teachers, as well as common branch teachers, receive ongoing professional development from in-school workshops, network-facilitated presentations, inquiry groups, and collaborations with local universities (NYU, CCNY, Brooklyn College, and Hunter College) and cultural institutions (Guggenheim Museum, Museum of Chinese in American, Eldridge Street Synagogue, Studio In a School, Midori & Friends, American Ballroom Theater, H.T. Chen Dancers, and Lower East Side Tenement).

The school’s Title III program provides “teachers who are serving ELL’s the opportunities to learn effective teaching practices and strategies that meet children at their linguistic, academic, social, and cultural entry points” (Comprehensive Education Plan, 2010-2011). Teachers are immersed in best practices for emergent bilinguals by participating in both in-school and off-site inter-visitations, TESOL conferences, and professional development that focuses on “interactive and challenging learning activities that address the whole, individual child while fostering community” (Comprehensive Education Plan, 2010-2011). Teachers work with two part-time literacy coaches and one math coach, all three of whom are experts in the fields of TESOL. These coaches work in classrooms with the teachers, conduct workshops and study groups, and coordinate the inter-visitations (Comprehensive Education Plan, 2010-2011).

Additionally, teachers at P.S. 42 meet in study groups to read professional literature and plan out how to implement new ideas and strategies into the daily life of the classroom. Each year, teachers choose, read, and discuss 3-4 professional books. The books are chosen collaboratively and reflect the school’s philosophy regarding project-based learning and bilingualism as a resource. For example, in the past teachers have chosen to read *My Trouble is my English: Asian Students and the American Dream* by Danling Fu and *Scaffolding Literacy Instruction* by Adrian and Emily M. Rogers, two books that specifically address the needs of emergent bilinguals. Teachers are currently reading *The Power of Projects: Meeting Contemporary Challenges in Early Childhood Classrooms--Strategies and Solutions* by Judy Harris Helm and Sallee Beneke. This book has helped to inform the school’s use of in-depth studies and projects to teach content. All students, but particularly emergent bilinguals, benefit from the kind of experiential learning promoted in the book and in inquiry-based project work. According to the principal, all



professional reading and professional development upholds and fosters the school's "philosophical framework," which is the belief that bilingualism is valued and respected by everyone. Having all teachers read one professional book together not only aids in forming a unified mission and vision, but also fosters a collegial tone among the staff. When teachers are constantly in conversation about their practice, they are more likely to bounce ideas off one another, plan collaboratively, and reflect on ideas for improvement. Other books chosen by teachers at P.S. 42 include *A Place of Wonder* by Georgia Heard and Jennifer McDonough, *Words, Shadows, and Whirlpools: Science in the Early Childhood Classroom* by Karen Worth and Sharon Grollman, and *Talk About Understanding: Rethinking Classroom Talk to Enhance Comprehension* by Ellin Oliver Keen.

### *Partnership with Parents*

To keep parents and families involved in the school community, P.S. 42 organizes many different events and workshops. The Parent Coordinator, who speaks both Mandarin and Cantonese, was once the Parent Coordinator for all of the district's schools. According to an administrator, she was strategically "sought out" and brought on staff, which has made P.S. 42's communication and engagement with parents even stronger (Administrator #1, Personal Communication, April 11, 2013). The Parent Coordinator has organized workshops around health, nutrition, and technology, taught ESL classes, set up visits to cultural institutions for special events, and has engaged parents in interactive early childhood strategies with their children. Additionally, the active PTA is constantly at the school organizing events and get-togethers that build the school community. For example, in May 2013 the school invites parents to a Family Day, where they are encouraged to bring food and talk with both teachers and other families informally. These kinds of events, which are multicultural and multilingual, encourage families to become a part of the P.S. 42 community, despite their level of English proficiency.

### **Conclusion**

By keeping its attention on *learning*, rather than on simply *learning English*, P.S. 42 encourages students to grow as critical thinkers, artists, active citizens, and engaged lifelong learners. When students are excited about their learning – and feel that their work in school is related to the world outside of school – they actively seek and learn the language to express their enthusiasm, share their thinking, and connect with peers. This kind of education does not have a standardized test as its end goal. Instead, the kind of education that takes place at P.S. 42 is one that respects students, their languages, and their cultures, welcomes them to a new home, and helps them to feel safe. When students take part in this kind of education, they grow both as bilinguals and as people.

## APPENDIX A6

### P.S. 249 - THE CATON

### Profile

### New York City Schools

#### School Demographics

P.S. 249 is a pre-kindergarten through 4<sup>th</sup> grade school that has a diverse population of emergent bilinguals that have consistently constituted a quarter of the student body. While the largest group is compiled of Spanish speakers the school also have students whose home languages are Haitian-Creole, Arabic, Bengali, Vietnamese, Chinese, French. See Table A6 for more details on the school's demographic information.

Table A6. P.S. 249 Demographic Information, 2012-2013\*

Characteristics	Number and/or Percentage
<b>Students in the School</b>	
Total # of students	797**
% students receiving free/reduced lunch	82%**
<b>Emergent Bilinguals (EBLs) in the School</b>	
% of Student Body	28%**
By Subgroup:	
% Newcomers (EBLs receiving services for 0-3 years)	27%
% Special education	1%
% SIFE	0
% EBLs receiving services for 4-6 years	<1%
% Long-term (receiving services for 6+ years)	0
Languages spoken (by % of EBLs)	
Spanish	39%
Haitian-Creole	11%
Arabic	4%
Bengali	1%
French	1%
<b>School Staff</b>	
# Administrators	3
# Administrators bilingual in 1 or more of the top 5 languages	3***
# Teachers	47**
# Teachers bilingual in 1 or more of the top 5 languages	20***
# Teachers with ESL certification/extension	4
# Teachers with bilingual certification/extension	8

Legend: (\*)= Information was obtained from NYCDOE Comprehensive Education Plan 2012-2013 data, unless noted with (\*\*) = NYSED report card, 2011-2012, or (\*\*\*)= Information provided by school interviewees.

## Program Offerings for Emergent Bilinguals

P.S. 249 has a Spanish-English dual language bilingual education program and an ESL self-contained program for emergent bilinguals.

The dual language bilingual education program has a self-contained classroom for pre-kindergarten students. The instruction in English and Spanish alternates. Kindergarten to 2<sup>nd</sup> grade follows a side-by-side co-teaching model in which one teacher teaches in English and another teaches in Spanish. Their program model has a Spanish-English ratio of 70/30 in kindergarten, changing to 50/50 in 1<sup>st</sup> through 4<sup>th</sup> grade. Students in 3<sup>rd</sup> and 4<sup>th</sup> grade are in self-contained classrooms in which one teacher provides instruction in both Spanish and English.

In the dual language bilingual education program in kindergarten students are grouped by home language (in one group, students that have Spanish as their home language and in another, students who are English proficient). The students switch back and forth between classrooms. “[Students] know what to do. They are divided by groups... most teachers will have two groups. They’ll have, for example, Jaguars and Lions. So the Jaguars know that this is their time to go to [Spanish] class and the Lions know when they are switching over.” (Teacher #2, Personal Communication, May 31, 2013) During the instructional day, the integration of varies by grade. In kindergarten, for 30% of the day, all students are integrated for math, science, and social studies. Language arts are taught separately, “We try to give [Spanish speakers] the opportunity to own their own language, and we are very in tune with keeping their mother language.” (Teacher #2, Personal Communication, May 31, 2013) In 1<sup>st</sup> through 4<sup>th</sup> grade, for the entire instructional day, all students are integrated in all content areas and both languages are taught in all content areas.

In the dual language bilingual education classes, the beginner and intermediate students receive a minimum of two 45 minute periods of home language instruction, for a total of 450 minutes a week, which exceeds the NY state mandated 360 minutes of NLA instruction. Advanced students receive a minimum of one 45 minute period per day of NLA instruction, for a total of 225 minutes a week, exceeding the mandated 180 minutes of NLA instruction. All students participate in a 120 minute daily literacy block, which incorporates the components of the balance literacy program. Native Language Arts (NLA) and ESL instruction are embedded into the literacy block. Students in the dual language bilingual education program receive the ESL component by their bilingual education teacher.

The school also offers an ESL program. Even though the school has a Spanish dual language education program, parents whose home language is Spanish can also choose to place their children in the ESL program: “We give parents a choice of the program. Most of the parents want their children in the dual language class.” (Teacher #2, personal communication, May 31, 2013) The teachers in the ESL classes have dual certifications in ESL and common branch.

Students in the ESL self-contained model receive all instruction in English across all content areas, with native language support in each child’s home language that includes bilingual dictionaries, technology, a buddy system, and classroom libraries.

## How P.S. 249 Supports Emergent Bilinguals

PS 249 emphasizes the importance of supporting students' biliteracy and biculturalism. The school draws on the students' bilingualism in their dual language bilingual education program, as well as in their ESL self-contained classrooms, by bringing volunteers into the school and hiring staff with diverse linguistic backgrounds. They have a rich curriculum that is tailored to the needs of emergent bilinguals, combining academic rigor with enrichment activities that are offered during and after school.

### *Collaboration*

At P.S. 249, the teachers and administrators have many opportunities to collaborate and work with each other. The school has ongoing teacher teams, including grade level teacher teams, a math teacher team, an ESL/Special Education vertical teacher team, and a dual language bilingual education vertical teacher team. "Not teaching in isolation, but teaching as a grade, that's [what] I believe works for our school and each year is getting stronger and stronger because there is a lot to learning and getting feedback from each other." (Teacher #1 Personal Communication, May 31, 2013)

The grade level curriculum teams plan out the entire year for the grade. "Within the curriculum map, we look at how to differentiate lessons for ELLs. In our team, we have a combination of common branch teachers, bilingual teachers, ESL teachers and special ed. teachers. So everyone gives their input. This year, the curriculum map has been made, but during their common preps, [the teachers] fine tuned it." (Teacher #1, Personal Communication, May 31, 2013) The curriculum maps are posted around the school so all teachers can tell what someone else in the school is doing at a given time of the year. This serves a reference for teachers and parents (See Figure #A6.1)

Figure A6.1



P.S. 249 also uses the community as a resource, inviting community members to participate in "community read alouds" or "career day". They also highlight the value of community service and giving back to the community. For example, select classes participate in a literacy circle that includes visiting a community nursing home and reading to the residents. Also, the cluster

teachers, such as for dance, art, and drama, bring selected classes to perform or to present exhibitions at the nursing home.

Another form of community involvement is through a partnership with NYC Department of Aging in a “Foster Grandparents” program. Through this program, elderly people from the community come to the school. “Our grandparents are wonderful. They go on trips with the teachers, they pull groups [in the classrooms] and work with them” (Teacher #1, Personal Communication, May 31, 2013) Grandparents also provide additional support in the students’ home languages. “In [one of] the ESL [classes] there is a volunteer grandparent who speaks Creole. We had a couple of [new] kids that speak Creole, so he was able to support the teacher. He worked with them in a small group with the other Haitian-Creole students. Everything was in English with the support of Creole.” (Teacher #2, Personal Communication, May 31, 2013)

There are grandparents in every class from pre-k to 3<sup>rd</sup> grade. They assist the teacher with academic talks, as well as bringing enrichment opportunities to the classrooms. “Grandparents come from all over the world...we have a Russian grandfather and he is a great chess player and he has taught the kids in his class how to play chess. He was also a mathematician in Russia so he works with the kids in math. He will say, ‘This question is giving the children trouble. Can we think of another way?’” (Teacher #2, Personal Communication, May 31, 2013)

### *Bilingualism as Resource*

P.S. 249’s student population has a range of home languages. In their hiring of staff, the administration has made an effort to reflect the linguistic diversity of the school. In addition to having teachers with bilingual certifications or extensions that teach in the Spanish-English dual language bilingual program, the school also has two teachers that speak Haitian-Creole (the third most spoken language in the school, after English and Spanish) and there are staff members that speak Vietnamese, French and Arabic.

As mentioned earlier, students in the dual language bilingual education program receive instruction in English and Spanish across all content areas. The school uses a balanced literacy approach. The teachers use the Teachers College Workshop model in both languages, doing mini-lessons and guided, shared, and independent reading. In English, they use Reading Reform<sup>18</sup> for phonics and Abre Palabra for Spanish. Figures A6.2 and A6.3 show a dual language education classroom wall displays. Figure 4 shows a students’ non-fiction book.

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<sup>18</sup> [http://www.readingreformny.org/the\\_approach](http://www.readingreformny.org/the_approach)

[illegible]

The collage features several educational posters and materials. At the top, there is a large poster titled 'Vocabulary' with a tree illustration. Below it, there are smaller posters, including one titled 'Stop and let' and another titled 'Vocabulary'. The posters contain various text, diagrams, and illustrations, such as a tree, a person, and a car. The materials are arranged in a way that they overlap and are partially visible, creating a layered effect.

un lagarto comido.

The choice of student grouping is also very deliberate in the dual language program in a way that supports the development of bilingualism. Students in the dual language program are in heterogeneous group by their home language “We want the intermingling [of students from different home languages] to go on... If we put [students with the same home language] together they are going to speak in their own language.” (Teacher #2, Personal Communication, May 31, 2013)

The school considers that assessment is key to help develop bilingualism. All the school assessments for the dual language bilingual education program are in English and Spanish languages. The school does a lot of in-house assessments before, during, and at the end of a unit of study. The staff at the school translates all of the assessments so they can be done in both languages.

In addition, the school has a Math specialist who works with small groups of 10 students, grouped according to their skill level. She works with the students in both English and in Spanish, depending on which program they are part of. “[If the students are in the dual language program] I will teach the math lesson in Spanish. I will cater my lesson in Spanish, work, vocabulary, etc.”

Appendix A6 5



time, then whoever can speak to them will.” This is particularly important in the ESL self-contained classrooms, where there are students who speak a number of different languages. Additionally, the school library, the dual language classrooms, and the ESL classrooms have materials for teachers and students in Spanish and other home languages represented in the school.

### *Leadership*

The administration of the school has made it a priority to provide various programming for the different populations of emergent bilinguals that attend the school. However, they stress the need for all students in each grade to have the same curriculum that is fitted to the program that the students are in. “If you visited all the classrooms, you wouldn’t be able to identify which one is the dual language, which one is the ESL or special education or mainstream.” (Teacher #1, Personal Communication, May 31, 2013) In an interview with our research team, one of the teachers explained that the policy of the school is that, “It doesn’t matter the program, but how you execute it, and also your population. You have to take [the population of the school] into consideration. We have about 240 ELLs, we use a lot of ELL strategies, we believe that a lot of the ELL strategies can be used with everyone. So not only the dual language or self contained classes are using them, but all classes [are using them]. It goes beyond classroom teachers. The cluster<sup>19</sup> teachers use [strategies for emergent bilinguals] too.” (Teacher #2, Personal Communication, May 31, 2013)

One of the ways in which the administration ensures that all the teachers in the school are on the same page is by providing the time and support for teachers to work collaboratively in curriculum mapping for each grade. In addition, the school has a strong focus on providing professional development for teachers that addresses the needs of emergent bilinguals. The administration hosts faculty conferences once a week. During some of the faculty conferences, the ELL coordinator provides workshops to all teachers in the school on how to work with English language learners. Because they believe that strategies for second language acquisition are useful and important to master for all teachers, regardless of whether they have emergent bilinguals in their classroom or not, when a teacher goes to a professional development workshop, they make sure that they share what they have learned with their colleagues. “The administration sends the teachers out and they return to their grade, they have common preps meeting and share the information. Every week the teachers have two periods that the teachers have common prep within a grade.” (Teacher #1, Personal Communication, May 31, 2013)

### *Curriculum, Instruction and After-school Enrichment*

P.S. 249 offers a rich, vibrant environment where the students’ academic development is as important as their artistic and physical growth. When our research team visited the school, the entire school was participating in a soccer tournament organized by one of the teacher aides. “One of the paras is a soccer fanatic and he has two additional assistant teachers that work with him... Each team works once a week, whether it’s during lunch time or another time. It doesn’t

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<sup>19</sup> The cluster teachers in the school include: dance, drama, art gym and Spanish as a world language.



matter whether they are English language learners or anything else, they are all soccer players.” (Teacher #2, Personal Communication, May 31, 2013)

The school hallways are populated with art installations that the students made in preparation for an arts festival in which parents and community members were invited to participate. Figure A6.5 shows 3<sup>rd</sup> grade Mexican papercuts and Figure A6.6 student-made drums.

Figure A6.5



Figure A6.6



In addition to their dual language bilingual and ESL program to support emergent bilinguals, the school uses Title III funds to offer after school programming that targets specific needs of emergent bilinguals. ESL teachers and dual language bilingual education teachers also provide academic support to emergent bilinguals in the after school program. In this way, teachers get to know all emergent bilinguals in the school, not only the ones that they teach during the school day. The school also has a Saturday program (ELLA) which prepares students for the NYCESLAT.

During the school day and after school, the children participate in enrichment activities with partnering organizations, including African drumming and dancing, string programs for selected students from the whole school, ballet, and Cookshop<sup>20</sup>.

The administration of the school also celebrates the cultural heritage of the students in the school. Each classroom has a flag at the entrance representing a different country, symbolizing the diversity of the student body. The school sponsors many celebrations where parents are invited, such as Cinco de Mayo and their own Multicultural Festival, all of which are conducted in both Spanish and English.

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<sup>20</sup> This is a monthly nutrition education workshop that is part of the Cookshop program from the Food Bank of New York. For more information see <http://www.foodbanknyc.org/our-programs/nutrition-and-health-education/cookshop>

### *Professional Development*

The professional development at P.S. 249 is differentiated based on teachers' self-assessments, surveys, and recommendations from the administrators. Topics have included components of Balanced Literacy, Principles of Learning, Writers Workshop, Effective Lesson Planning, Common Core Standards, Differentiated Instruction, and Analyzing Student Data. In addition, teachers participate in a variety of ongoing professional development workshops offered by NYC Office of English Language Learners, the Bilingual/ESL Technical Assistance Center<sup>21</sup>, Fordham, and Long Island University.

The ELL coordinator and the math specialist host "Lunch and Learn" meetings periodically during the teachers' lunch periods. The teachers bring their lunch and the coaches provide dessert and drinks as a way to encourage participation. "The Lunch and Learn is optional but most of the teachers come. The workshop is open to all." (Teacher #1, Personal Communication, May 31, 2013) In order to reach all of the teachers, they do the meetings during the three different lunch periods. Some of the topics that they've addressed are how to use ESL strategies in math, in reading, in writing, science, and social studies, as well as how to link the curriculum for emergent bilinguals to the Common Core Standards. "Recently, I held a Lunch and Learn. We reviewed the new editions of the NYSESLAT. I gave them examples of what are some test questions and how within our curriculum, [...] a lot of the elements have already been embedded to the day to day planning, so it wasn't outside of the box." (Teacher #1, Personal Communication, May 31, 2013)

The school also has an extended day for the teachers and paraprofessionals every Wednesday. At the beginning of the year, the staff engaged in inquiry groups that explored how to use rubrics to create assessments. At the time when the research team visited the school, the meetings were used for a whole staff book club in which they were reading "What Really Matters for Struggling Readers: Designing Research-Based Programs" by Richard L. Allington. "We discuss books that we are reading, tapping ideas, we reflect on our teaching and seeing what we can do different, what support we already have, and what to change." (Teacher # 2, Personal Communication, May 31, 2013)

The school's Instructional Leader also hosts a new teacher meeting every Friday. The meetings are an opportunity for the new teachers to receive support and to be exposed to targeted workshops facilitated by the math specialist, ELL coordinator, data specialist, and outside consultants, such as Teachers College Writing Project.

### *Partnership with Parents*

P.S. 249 has made family participation a vital part of life in the school. While most of the activities are targeted to all parents in the school, the school personnel highlight the importance of reaching out to parents of emergent bilinguals in order to make sure their families take a vital role in the life of the school community. The school offers a number of workshops arranged at

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<sup>21</sup> <http://www.hunter.cuny.edu/nycbetac/>

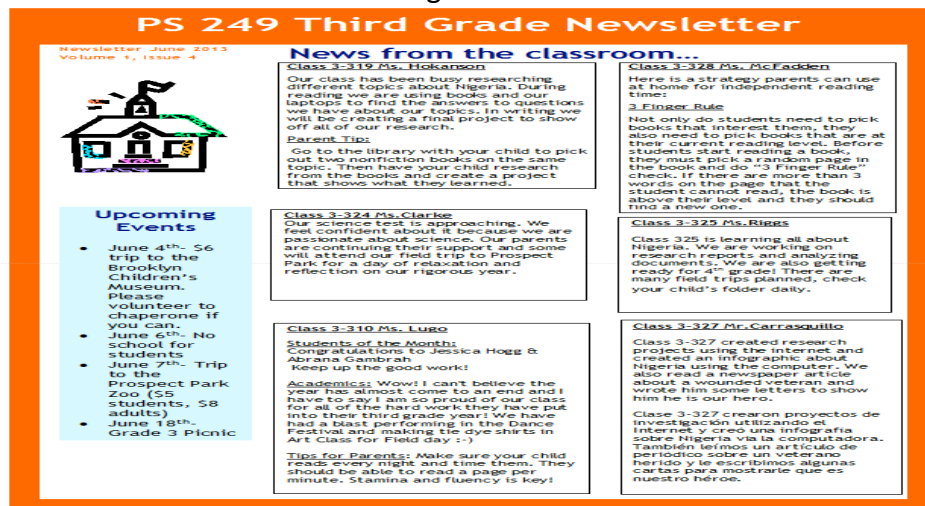
various times so that all parents can participate. The workshops are taught by school staff members, as well as outside organizations. They include literacy, mathematics, technology, homework help, Common Core Learning Standards, health, Cookshop and life skills. The parents are also invited to participate in activities, including curriculum night, parent orientations (in the fall and spring), assembly programs, and field trips. The school also promotes “Family Days”, in which the parents visit their child’s classroom and participate in activities reflecting the curriculum.

The school sets a tone to encourage communication with families early on in the year. “At the beginning of the year, we have a ‘Meet the Teacher’, so they don’t have to wait until open school night. So the parents can meet the teacher and we talk about the classroom looks like, expectations, and any questions that they might have about what they will be.” Many of the teachers send newsletters to the parents so they know what’s happening for science, math, language arts, and social studies. In the dual language program, the newsletter is often also translated to Spanish.

The school has a parent volunteers program where parents help around the school doing lunch duty, clerical work, and help teachers in the classroom. “If you tap into the parents, you’d be amazed how much the parents can bring. We are very fortunate. Our parents taught us how to make piñatas, paper mache, flowers made out of paper.” (Teacher #2, Personal communication, May 31, 2013)

All parental correspondence (letters, notices, fliers, permission slips, consent forms, and parent handbooks) are translated by school staff members who read, write, and speak Spanish and Haitian Creole. The school offers oral translation for Spanish, French, Vietnamese and Haitian Creole. “We do whatever we have to do. We translate homework sometimes for the parents. The teachers are very flexible. We send newsletters home weekly. We have homework sheets, so the teachers themselves will give little blogs or tips that will assist the parents in completing the homeworks” (See Figure A6.7). In an effort to make sure that the parents are informed about the activities in their children’s classes, each grade creates a newsletter that is printed and sent home and is also available in the school’s website. The newsletter includes information in Spanish for the parents in the dual language program. This ensures that the parents know what is going on in their children’s lives at school and are aware of upcoming events that students and families can participate in.

Figure A6.7



## Conclusion

P.S. 249, The Caton School, has developed a culture of collaboration that is at the core of the school's ability to sustain a diversity of programs for emergent bilinguals. The staff's collaboration in curriculum mapping that addresses the needs of different populations, as well as the "lunch and learn" meetings where teachers learn new strategies and discuss ideas on how to work with their students, are the blueprints of the intellectual work that drives the school. The school fosters students' pride in their linguistic and cultural backgrounds through celebrations, art projects, and performances.

# APPENDIX A7

## GREGORIO LUPERÓN HIGH SCHOOL FOR SCIENCE AND MATHEMATICS

### Profile

### New York City Schools

#### School Demographics

Gregorio Luperon High School for Science and Mathematics has students from 9<sup>th</sup> through 12<sup>th</sup> grade. All of the emergent bilinguals are Spanish speakers and there is a sizable population of students with interrupted formal education. The principal and assistant principals all speak Spanish, as well as do a large number of the faculty. See Table A7 for more details on the school's demographic information.

Table A7. Gregorio Luperón Demographic Information, 2012-2013\*

Characteristic	Number and or Percentage
<b>Students in the School</b>	
Total # of students	490
<b>Emergent Bilinguals in the School</b>	
% of Student Body	90. %
By Subgroup:	
% Newcomers (EBLs receiving services for 0-3 years):	59%
% Special education:	<1 %
% SIFE	62%
% EBLs receiving services for 4-6 years:	3 %
%Long-term (receiving services for 6+ years):	<1%
Languages spoken (by % of EBLs)	
Spanish	100%
<b>School Staff</b>	
# Administrators	4**
# Administrators bilingual in 1 or more of the top 5 languages	4***
# Teachers	28 ****
# Teachers bilingual in 1 or more of the top 5 languages	19 ***
# Teachers with ESL certification/extension	8
# Teachers with special education certifications	1****

Legend: (\*)= Information was obtained from NYCDOE Comprehensive Education Plan 2012-2013 data, unless noted with (\*\*) = Information provided by school interviewees, (\*\*\*)=CUNY-NYSIEB Questionnaire, 2011-2012, or (\*\*\*\*)=NYSED report card, 2011-2012.

## Program Offerings for Emergent Bilinguals

Gegrorio Luperón's webpage<sup>22</sup> describes its mission as:

“To nurture, challenge and prepare newly-arrived English Language Learner high school students to achieve high standards of scholarship and leadership in both Spanish-and English speaking society. While the school is dedicated to achieving this goal, we place special emphasis on fostering intellectual achievement in mathematics and the sciences. We strive to educate our young people to be successful in their new cultural and linguistic environment so they may transfer these skills to any new environment in which they may find themselves and become true citizens of the globe.” (Retrieved April 15, 2013)

The school offers transitional bilingual education classes in the core subjects for 9<sup>th</sup> through 12<sup>th</sup> grades. Within the program the students have freestanding ESL classes. The 9<sup>th</sup> grade students have a larger proportion of subject classes in their home language. As they move up in the grade, the percentage of classes taught in English increases. The classes for 9<sup>th</sup> grade students cover 60% of the content in the home language, with the remainder in English. As the students move up to intermediate and advanced levels, the percentage of Spanish used in the classes diminishes and the percentage of English increases. Even when the students score proficient in English, the school still provides support in home language for two more years. The school also offers a program for SIFE students the school that need the most support.

## How Gregorio Luperón H.S. Supports Emergent Bilinguals

Gregorio Luperón supports newcomer students in their acquisition of English and in the development of their home language through a late exit transitional bilingual program. The school uses a translanguaging pedagogy in which students' home language practices are part of the everyday classroom instruction. The faculty and administration have high academic standards for the students that translate into courses that challenge them as they build content knowledge and literacy skills in English as well as in Spanish. The school also understands that is important to provide socio-emotional support for new immigrant students.

### *Collaboration*

The history of Gregorio Luperón is one of collaboration between teachers, administrators, and community. The school was created when a group of Latino teachers from Washington High School wrote a concept paper to create a school solely for Latino students. The current principal and several of the current faculty were among this group who founded the school. When the school first opened, in 1994, it had a provisory building in a converted warehouse in Washington Heights that did not meet the needs of the school. Parents, teachers, staff members, students, local community members, and politicians joined forces to advocate for the school, circulating

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<sup>22</sup> The school's webpage is: [luperonhs.org/?page\\_id=36](http://luperonhs.org/?page_id=36)

petitions and holding protests, resulting in the school getting new facilities that opened in the 2008-2009 school year (Bartett & Garcia, 2011.)<sup>23</sup>

The history of the school has shaped its environment. The school started as a two year transitional program, but the school community realized that the population of students that come to Luperon would benefit from being in a program that offered the option of staying in the program until the end of high school, so in 2001, Gregorio Luperon became a four year high school. As one of the administrators explains, “We have a school, even though we call it a school, we are a community. When you are here you are a Luperonean. We are different, you have to be here to feel it and understand it.” (Administrator #1, Personal Communication, March 13, 2013)

Gregorio Luperon’s collaboration is aided by the administration’s emphasis on providing a space for teachers and administrators to meet as teams. They meet after school for 2 hours every week, alternating between department and grade meetings. In addition, the school has small working groups that get together for specific tasks. The accreditation team, composed of the principal, the guidance counselors, the social worker, the senior and class advisers, and the data specialist meet to discuss the specific issues about the senior students in the school. One of the issues that this team has worked on has been the “Long Term ELs”. At the beginning of the school year, the team identifies which students fall in that category and lay out a plan to support them. Later in the year, the accreditation team gauges their progress.

Luperon also has data meetings in which teachers and administrators analyze the data by cohort. (Students who were admitted into high school the same year.) Every administrator in the school is in charge of one cohort. Although data teams are a district requirement, the school has taken advantage of this structure and the faculty find these meetings useful because they help the school think about where each group of students is and how, as a community, they can support those students. Some of the issues that the data team has looked at are: cohort movement, students that are on track, and students that need to take certain Regents exams. “We discuss who is on track and who is not and why? ... The social worker might have an issue about certain kids in the cohort and we might discuss them. We talk about discharges, absences, changes in the state level that may affect that group.” (Administrator #1, Personal Communication, March 13, 2013)

The school has a strong philosophy of working with students and empowering them to be active participants in the school community. One of the administrators explains, “We give the students the freedom to ask questions, [if] they have doubts, they don’t believe in something, they can express it. We also teach them how to. We challenge them, teach them how to be open, how to be honest, how to challenge, how to question, they cannot take anything if they don’t believe in it. The same thing that we believe for the adults, we have to model and teach the kids.” (Administrator #1, Personal Communication, March 13, 2013)

The school has an active student government that is open to all students as non-voter participants, but with a selected group that has been elected by their peers and represents the

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<sup>23</sup> For more on the history of Gregorio Luperón High School see Leslie Bartett & Ofelia Garcia’s (2011) “Additive Schooling in Subtractive Times”, Vanderbilt University Press.



voices of their classmates. In addition to group work during class time, the school has a peer tutoring program where students who have shown excellence in some particular academic areas tutor other students who need homework and academic assistance, with supervision from two teachers.

### *Leadership*

Luperon has a strong sense of community and encourages participation from students, families, and local organizations at multiple levels. According to one of the administrators, an environment that fosters this kind of participation requires a conscious effort from the administration. “You have to create a community, and that comes from top down; that’s the only thing that needs to come from top down. If you don’t send a message that you are a community, people are not going to buy into anything you say, the program, the social emotional aspect, the high expectations.”

For example, one of the administrators interviewed stressed the need to support newcomer students holistically, attending not only to the academic requirements, but also to their social and emotional needs. In order to do this, they use school resources, as well as community resources that can bring extra services to the school that the students and their families might need. For example, the school started a partnership with the Children’s Aid Society<sup>24</sup>, which has full time Spanish bilingual social workers. According to one of the administrators, “We send the message to the students and the parents that we have [support in Spanish], because without it they can not be successful.” (Administrator #1, Personal Communication, March 13, 2013)

The administration encourages teachers to develop programs and courses that they are interested in teaching. “If the teachers want to do something, we support them. If the kids want something and they have an adult that can help them, we go for it.” (Administrator #1, Personal Communication, March 13, 2013) This policy comes alive in the after school program where many of the teachers choose to teach classes in topics in which they have talents or interest, such as hiking or movie making.

### *Bilingualism as Resource*

The school makes an effort to hire bilingual staff as well as teachers. Five out of seven clerical staff speak Spanish, the school’s social worker speaks Spanish, and out of twenty-nine classroom teachers, nine have bilingual certifications. This is vital, given that 100% of the parents in the school are Spanish speakers and a large percentage of the Latino families that the school serves are newly-arrived to this country and to the NYC educational system. The school emphasizes the need for having personnel who can communicate in the families’ home language. “In order for us to make Luperon a place where they [families] can feel welcomed, we have fostered an environment of mutual respect and understanding that begins by recognizing the importance of communicating with them in their native language. Therefore, our meetings are conducted in Spanish; furthermore, all written materials are made available in both English and Spanish.” (Comprehensive Education Plan, 2011-2012)

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<sup>24</sup><http://www.childrensaidsociety.org/>

At Gregorio Luperon, most of the 9<sup>th</sup> grade students entering the school are newcomers; all of them have Spanish as their home language. “When [students] first arrive [to the school], most of them don’t speak English”. (Administrator #1, Personal Communication, March 13, 2013) In addition, 46% of the overall population has been identified as Students with Interrupted Formal Education (SIFE)<sup>25</sup>.

The school offers a transitional bilingual program with an ESL component. In addition, the school has a SIFE program that has been designed to address the issues concerning this population. The 9<sup>th</sup> grade bilingual classrooms have a large proportion of subject classes in Spanish. As students advance in grades, the proportion of classes in English increases. The teachers need to be able to teach the subjects in both languages. Even when the students score proficient in English, the school still provides support in home language for two more years. The school offers advanced placement Spanish classes for all the SIFE students that are seniors and English proficient. The students that are not in the SIFE program take a Spanish Literature course: “[The students] are still getting the Spanish language support but at very high academic standards and vocabulary.” (Administrator #1, Personal Communication, March 13, 2013)

Bartlett and Garcia (2011) studied the languaging practices used at Luperon and found that teachers use Spanish and English with flexibility and in relationship to each other to promote students’ ability to use both languages to varying degrees for distinct purposes. Our research team observed a transitional bilingual math class in which the students were working on finding integrals by substitution. At the beginning of the class, the students were doing six problems as a “do now” activity. The teachers asked the students to show how they solved the problem. One of the first students started to explain in English but got stuck, so the teacher said he could explain it in Spanish if it would be easier. The student then explained to the rest of the class, in Spanish, the process that he followed to solve the problem. During the rest of the class, Spanish and English were used at different points in the lesson, but the choice of language was guided by the teacher to negotiate different situations. For example, he did a mini lesson in English and then asked a student if he could explain in Spanish what he understood from the lesson. This switch served two purposes: It allowed the student to firm up what he had learned, by having to process it and explain to his peers. It also helped ensure that other students that were not as confident in English really understood the concepts. During the rest of the class, the students solved new problems in small groups. Negotiating within their small groups, they used English or Spanish. Using this approach to language practices also ensured that the students become comfortable with mathematical discourse in both languages.

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<sup>25</sup> NYSED defines the SIFE population as those emergent bilinguals who: “Come from a home in which a language other than English is spoken and enter a school in the United States after 2<sup>nd</sup> grade; and, · Have had at least two years less schooling than their peers; and, · Function at least two years below expected grade level in reading and mathematics; and, · May be preliterate in their native language” Retrieved on June 10, 2013 from <http://www.p12.nysed.gov/biling/docs/NYSEDSIFEGuidelines.pdf>.

### *Curriculum and Instruction; After-school enrichment*

Because in Luperon, all students are EB with Spanish as their home language, all their curricular choices are geared towards supporting this population. In an interview with our research team, an administrator told us that, even when students test out of ESL classes, they still need support in their home language as well as in English.

For the students in SIFE classes, the Native Language Arts (NLA) and ESL classes use Reading Instructional Goals for Older Readers (RIGOR)<sup>26</sup>. This program is designed for Emergent Bilinguals (ELLs) who read at a pre-literate or early-grade reading level in English and/or their home language.

The ESL lower and intermediate classes use a Whole Language approach with the understanding that students need to learn language that involves real communication and meaningful tasks that promote learning (Communicative Language Teaching). In the higher intermediate and advanced classes, emphasis on functional communication and literature is promoted in the classrooms. The school offers Advanced Placement classes in Math, Science, and Government. SIFE students who are in the 9<sup>th</sup> grade are placed in a special program, which has Science, NLA, and ESL components. These classes are extended to two hours of Spanish and two hours of Science on Saturday, as well as two hours of after school twice a week. The SIFE classes continue to Spanish Level Five and end with the Advanced Placement Spanish Language examination.

The school provides a wide array of programs for EBs that are academically demanding but with support for this population. They include ESL, Math, and History classes, after school and on Saturdays. They also have enrichment classes such as baseball, basketball, cheerleading, arts classes, music classes, a book club, a movie club, hiking, and running. Many of these classes are offered in both English and Spanish. In addition, the school has partnered with three different college prep programs that help students in the process of selecting and applying to colleges.

One important aspect of the school is that they not only focus on academics, but that they also attend to other needs of immigrant youth. “We try to understand - and we do understand - because many of us are English language learners ourselves and we all came when we were older. So the transition for teenagers from where they come from and to leave everything behind to come to a new city, new school, a new country, new language, new everything, [what] we try to give them is social emotional support.” (Administrator #1, Personal Communication, March 13, 2013) One of the ways in which the school addresses these needs is by having assemblies that meet by grade, “so the students know that they belong to a cohort.” (Administrator #1, Personal Communication, March 13, 2013) This year, in one of the 9<sup>th</sup> grade assemblies, they discussed AIDS and sexually transmitted diseases. In another assembly for the 11<sup>th</sup> grade,

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<sup>26</sup> Reading Instructional Goals for Older Readers (RIGOR) is designed for English Language Learners (ELLs) who read at a pre-literate or early-grade reading level in English and/or their home language. The program is available in Spanish and English. The program is organized in a five-step process that aims to build academic language and literacy. For more information go to <http://www.margaritacalderon.org/>

they divided the students into five groups, each led by an adult, and discussed their transcripts and where each of them was in terms of graduation. At other times, they also had assemblies where they talked about relationships or about options for various professions. The 9<sup>th</sup> grade assemblies are in Spanish, but for the other grades, they are held in English.

### *Professional Development*

One of the key aspects of the work at Gregorio Luperon is how professional development is tailored to support the teachers in working with emergent bilinguals. The school has provided numerous opportunities for professional development and collaborative planning. For example, last year a team of teachers started to work on curriculum mapping. This year, the complete staff is involved in curriculum mapping, with the aim of promoting integration across subject areas, skills, and standards alignment, as well as to support language acquisition across subjects. The teachers meet bi-weekly for two hours after school to work on the alignment of the Common Core State Standards within the curriculum mapping.

The teachers working with emergent bilinguals received ongoing professional development in differentiation of instruction and Quality Teaching for English Learners (QTEL).<sup>27</sup> The meetings and professional development are often held outside of school time, but the teachers still get paid for those hours because the administration strongly believes in the importance of investing in teachers' professional development. In addition, the teachers in the school receive training to run three different college preparation programs, one of which, "College Bound", specifically targets emergent bilinguals.

### *Partnering with Parents of Emergent Bilinguals*

The Parent Coordinator, together with the PTA, plans and organizes monthly workshops focusing on topics such as self-esteem, anger/stress management, immigration, domestic violence, college awareness, and using technology, in addition to teaching parents about the school curriculum. The school also offers classes for parents in English as a Second Language (ESL), citizenship, and GED prep, in conjunction with CBO's. The school has set up ties with many neighborhood and community groups, such as Alianza Dominicana, Children's Aid Society, Washington Heights-Inwood Coalition, and Dominican Women Development Center which provide services for students and parents.

The school's Parent Coordinator works organizes parents to volunteer in their children's classrooms, at parent-teacher nights, school trips, graduation, and to do outreach to the parents of seniors and juniors.

## **Conclusion**

The leadership's open door policy of Gregorio Luperon H. S. has shaped a school community where students and teachers are empowered to participate actively. They support the teachers in

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<sup>27</sup> For more information on QTEL see <http://qtel.wested.org/cs/tqip/print/docs/qt/professional-development.html#core-content>

the school by providing multiple venues for professional development and collegial reflection. The school involves the parents and community in activities during school and after school in order to address the academic and socio-emotional needs of the students. Fostering participation and supporting the various stakeholders in the school is at the heart of the philosophy and practices and underlies their success with emergent bilinguals.

# APPENDIX A8

## SCHOOL A

### Profile

### New York City Schools

## School Demographics

School A is an elementary school serving kindergarten through 5<sup>th</sup> grade in a large city in New York State. In 2010, the school had approximately 1290 students. According to the principal, the population of School A grew substantially about ten years ago, but has stayed consistent since then. The school has a large population (almost 90%) of students who receive free and reduced lunch. These students – both emergent bilingual and non-emergent bilingual – are overwhelmingly multilingual. In fact, students in the entering 2013-2014 kindergarten class speak 15 different languages. In the past five years, the Bengali-speaking population has grown significantly. To illustrate this fact, there are 35 incoming Spanish speakers and 34 incoming Bengali speakers in the new kindergarten class (Personal communication, May 1, 2013). These shifts in population illustrate the diverse and fluid nature of the community of School A. See Table A8.1 for more details on the school's demographic information.

Table A8.1. School A Demographic Information, 2012-2013\*

Characteristics	Number and/or Percentage
<b>Students in the School</b>	
Total # of students	1200-1300
% students receiving free/reduced lunch	80-90%
<b>Emergent Bilinguals in the School</b>	
% of Student Body	20-30**
By Subgroup:	
% Newcomers (EBLs receiving services for 0-3 years)	80-90%
% Special education	10-20%
% SIFE	0-51%
% EBLs receiving services for 4-6 years	10-20%
% Long-term (receiving services for 6+ years)	0-5
Languages spoken (by % of EBLs)	
Spanish	40-50%
Chinese	10-20%
Bengali	10-20%
Urdu	0-5%
Korean or Punjabi	0-5% each
Other (includes Tibetan, Indonesian, Polish)	20-30%
<b>School Staff</b>	
# Administrators	5-10
# Teachers	80-90
# Teachers bilingual in 1 or more of the top 5 languages	5-10
# Teachers with ESL certification/extension	10-15
# Teachers with bilingual certification/extension	5-10
# Teachers with special education certifications	5-10

# Support staff (part- or full-time)	5-10
# Support staff bilingual in 1 or more of the top 5 languages	0-5

Legend: (\*)=All numbers and percentages are presented in a range to ensure the school's confidentiality. Based on information provided by school interviewees, unless noted (\*\*) =NYCDOE Comprehensive Education Plan 2012-2013 data.

## Program Offerings for Emergent Bilinguals

School A has Transitional Bilingual Education (TBE) in Spanish in K and 1<sup>st</sup> grade and English as a Second Language (ESL) in K through 5<sup>th</sup> grade. Students in the ESL program are mixed with students not labeled emergent bilingual, and are thus programmed for the same sections. There is one TBE section and 8 ESL/monolingual sections in kindergarten. The eight sections include one ICT section and 1 self-contained section. There is one TBE section, four ESL/monolingual sections (including 1 ICT section), and two monolingual sections in 1<sup>st</sup> grade. There are four ESL/monolingual sections (including one ICT section and one self-contained section) and four monolingual sections in 2<sup>nd</sup>, 3<sup>rd</sup>, and 4<sup>th</sup> grade. There are three ESL/monolingual sections (including one ICT section) and five monolingual sections in 5<sup>th</sup> grade.

School A follows the mandated screening process for incoming kindergartners as outlined in the Language Allocation Program requirements and Assessment Memorandum. This includes the use of the Home Language Identification Survey (HLIS), Native Language HLIS forms (in high incident languages), and Language Battery Test (LAB-R) in both English and Spanish. According to an administrator, each student is screened by a licensed pedagogue to ensure accurate placement (Administrator #1, Personal Communication, May 1, 2013). Parents of students found to be emergent bilinguals attend two orientations, one in June and one in late September/early October to review the different programs that are offered. Interpreters are hired to assist with translations at these meetings (Comprehensive Education Plan, 2011-2012).

School A's ESL program is push-in only. Emergent bilinguals are mixed with non-emergent bilinguals and receive support from either a push-in ESL teacher or a common branch teacher who is either dual-certified or has an ESL extension. The school's principal moved the ESL program away from the pull-out model 7 years ago in order to make the large school more inclusive of emergent bilinguals and to ensure that all students received rich content-area instruction. According to a school leader, there was some push back from ESL teachers when the school shifted away from the pull-out model. These teachers were "more traditional" in their thinking thought of pull-out ESL as a "shelter" for students (Administrator #1, Personal Communication, February 2, 2013). However, by slowly hiring more ESL teachers and changing the structure of ESL classes year by year, the attitude of the staff began to change. Now, according to a school leader, the staff shares an understanding of push-in ESL and has embraced the structure as a best practice for emergent bilinguals. According to the Comprehensive Education Plan (2011-2012), the following goals have been identified for all classrooms that contain emergent bilinguals:

- Provide academic subject area instruction in English using ESL strategies and methodologies.
- Incorporate ESL strategic instruction in every lesson and within content areas.
- Assist students in achieving the state-designated level of English proficiency for their grade.



- Help ELLs meet or exceed NYS and City Standards

To meet these goals, common branch and push-in ESL teachers plan and work together to ensure that all students are receiving both rich content and literacy support. “The push-in teacher contributes to the common branch teacher’s lesson by clarifying vocabulary and by using sheltered instructional ESL strategies. The ESL push-in teacher is consistently amplifying instruction, assessing and conferring during the lesson” (Comprehensive Education Plan, 2011-2012).

School A’s TBE program serves a small population of Spanish-speaking students. Students use Spanish orally, but do most reading and writing in English. As a teacher explained, the students are expected to read and write in English by 2<sup>nd</sup> grade, so the TBE teachers do their best to prepare students for the monolingual English classroom. Students do receive a period every day in Native Language Arts (NLA) instruction, during which they read and discuss books in Spanish. According to the principal, the number of students in the TBE program has decreased in the past five years. Five years ago, there were “too many” families who wanted their children in TBE, but now there aren’t enough. This is due to both the smaller number of newcomer Spanish speakers to the school as well as a decrease in Spanish-speaking students in general (Administrator #1, Personal Communication, May 1, 2013).

## How School A Supports Emergent Bilinguals

School A ensures that all emergent bilinguals are taught rigorous content while successfully learning a new language. While some Spanish-speaking emergent bilinguals learn in a transitional bilingual education setting, most students are placed in ESL classes, taught by teachers who work together – through collaborative planning, team meetings, and extensive professional development – to ensure that the needs of all emergent bilinguals are met. Because the population of School A is so diverse, teachers and administrators are constantly on the lookout for strategies, topics, and texts that are culturally-relevant to and engaging for students from different backgrounds. School A also engages parents of emergent bilinguals, ensuring that they have the tools – in both English and their own home languages – to encourage their children to learn and excel in school.

### *Collaboration*

Much of School A’s success can be attributed to its commitment to create a collaborative and unified community both within and outside the walls of the school. Teachers and administrators work cooperatively with parents and the school network to support, care for, and educate students who are new to the language, the school, the country, and the culture. This cooperation occurs on a number of levels.

First, an important programming choice that School A has made is mandating that all students follow same curriculum. This encourages teachers across language programs to plan together, a goal which is supported by common prep periods for ESL and common branch teachers. During these prep periods, teachers discuss units and individual lessons in terms of modifications, differentiation, and specific strategies that will support emergent bilinguals. Because these

strategies are supportive of general literacy and help students build academic language, interviewees mentioned that *all* students are able to benefit from the differentiation and new strategies provided by the ESL teacher. In addition to co-planning and co-teaching, many teachers – ESL and common branch – at School A are part of the Vertical Alignment Team. This team works to align curriculum, instruction, and assessment across all grade levels, making sure that kindergarten teachers know exactly what 1<sup>st</sup> grade teachers will expect academically, linguistically, and socially, 1<sup>st</sup> grade teachers know what 2<sup>nd</sup> grade teachers expect, and so on. The Vertical Alignment Team also created a Progress Report, which follows every student as he/she advances through the grades. The Progress Report starts in kindergarten, when a teacher records each student's progress, focusing on language acquisition *and* content knowledge as well as skills, and then passes that record on to each student's 1<sup>st</sup> grade teacher at the end of the school year. This process is repeated all the way through 5<sup>th</sup> grade, which increases communication and awareness, and encourages the use of differentiated instruction and collaboration, among grade level teachers (Teacher #1 and #2, Personal Communication, May 1, 2013). The staff also participates in inter-visitations. Each year, every teacher is required to visit 1 classroom outside his or her own. They then write a reflection on their visit, including what they would incorporate from what they saw into their own practice. The principal encourages common branch teachers to visit ESL teachers and vice versa. This enables common branch teachers to pick up more strategies that work for emergent bilinguals and ESL teachers to see how rich content is taught to all students. This helps all teachers to be better informed about both the linguistic and academic needs of all students, but especially emergent bilinguals.

School A has recognized that additional support systems are necessary for students and has collaborated with and established several community and neighborhood partnerships. These collaborations illustrate School A's commitment to providing both academic and socio-emotional support and education to its emergent bilinguals. School A partners with the Queens Child Guidance Outreach Guidance Center which provides students and their families with counseling services to support their social, emotional, and academic growth (Comprehensive Education Plan, 2011-12). The school also partners with the Maspeth Town Hall<sup>28</sup> program, a local community center that pairs multilingual college students with emergent bilinguals at the school. This free after school program, part of Mayor Bloomberg's Out of School Time (OST) Program, is tutorial, but also provides a fun environment for the students to play and relax. The program also aids in translating for parents during conferences and meetings at School A. Outside of its partnership with School A, Maspeth Town Hall opens its doors to all children, "providing a variety of services including a preschool and a toddler group, cultural and recreational activities, exercise classes, a drama club for teens, Children's Art Classes, Adult Craft classes...One-Stroke Painting, Summer Camp, Senior Seminars in Art, Chair Yoga and Tai Chi and more.

School A also makes extensive use of its network, Children First. On two different visits, the research team observed teachers working with strategies provided to them through PD with the network's ELL achievement coaches. These coaches facilitate internal PDs with the whole staff and specifically with ESL teachers as well as do demo lessons in teachers' classrooms so they can observe and learn new strategies in action. On one visit, teachers were facilitating an activity in which students had to deconstruct a long, multi-clause sentence. This activity came from a

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<sup>28</sup> [www.maspethtownhall.org](http://www.maspethtownhall.org)

network workshop that common branch and ESL teachers had recently attended together. The teachers had written the complex sentence – which the network coach had called a “juicy sentence” – on 1 very long strip of paper. By ripping up the long strip in several shorter strips, students practiced finding the main clause and then all of the descriptive clauses within the sentence. Then, after mixing them up, students had to reconstruct the sentence by putting themselves (holding different parts of the long sentence strip) in the right order. On another visit, a network achievement coach was doing a demo lesson on writing descriptive paragraphs using pre-writing thinking maps in a 5<sup>th</sup> grade ESL/monolingual classroom as several ESL teachers observed (for more, see Professional Development section).

### *Leadership*

The principal of School A started out as an ESL teacher. After becoming assistant principal, and later principal, the needs of emergent bilinguals have remained a top priority in her mind. This has led to the school’s shared feeling of responsibility for the education of emergent bilinguals. The principal’s advocacy for the needs of emergent bilinguals is manifested in several ways. First, she sends out monthly memos to the whole staff that highlight new strategies, professional books, or other resources that could help all teachers engage and better educate emergent bilinguals. These practical memos are a reminder that emergent bilinguals are an important population at the school and should be on the minds of all teachers – even those who do not teach in the ESL or bilingual programs. Second, the principal has helped the school create a “Book of the Month” program. When the staff chooses a book of the month, each classroom gets copies and reads it together, targeting vocabulary and overall literacy. The books – which are often representative of emergent bilinguals’ home cultures – not only help all students to focus on literacy, but bring emergent bilinguals’ cultures to the forefront and help the whole school to be aware of and to celebrate the diversity of the student body. Lastly, the principal’s emphasis on professional development for ESL and bilingual teachers illustrates her commitment to maintaining a well-informed and expert staff of educators. She not only encourages teachers to seek out PD opportunities outside the school, but also actively looks for PD opportunities for the staff. When teachers attend outside PD, they come back to the school and “turnkey” new strategies or practices for the rest of the staff (Administrator #1, Personal Communication, February 14, 2013). This helps all staff members stay up to date on new developments in the field, keeping them engaged and curious about how to become better teachers of emergent bilinguals.

### *Bilingualism as Resource*

Though there is a small transitional bilingual education (TBE) program in kindergarten and 1<sup>st</sup> grade, School A approaches the education of emergent bilinguals from an ESL/TESOL perspective, which means that content is presented in English through activities and strategies that emphasize literacy and learning language through content. Thus, outside of TBE, students’ home languages are not used extensively in classrooms at School A. This is partly due to the school’s diversity. For instance, the incoming 2013 kindergarten class will speak 15 different languages, which interviewees mentioned makes using students’ home languages in strategic ways a challenge. Despite this challenge, administrators and teachers view students’ bilingualism as a resource to be “celebrated and applauded.” (Administrator #1, Personal Communication,

February 14, 2013) In order to make this sentiment tangible, teachers encourage students who are new to learning English to read books in their home languages, provide supplemental materials from the school's Native Language Support Library (see next section), and push students to draw from their home language to better understand both new language and new content.

As mentioned above, although students' home languages are not used extensively outside of TBE classrooms, an administrator reported that she and the staff always encourage students to bring native language books from home to read during independent reading time (Administrator #1, Personal Communication, February 14, 2013). When students don't have books in their home languages, teachers can make use of the school's multilingual resource library, which has books in Bengali, Chinese, Spanish, and Urdu (Figures A8.1-A8.4). In addition to home language resources available to teachers, students and their families are encouraged to visit the school's library to take out bilingual books and books in students' home languages.

Figure A8.1

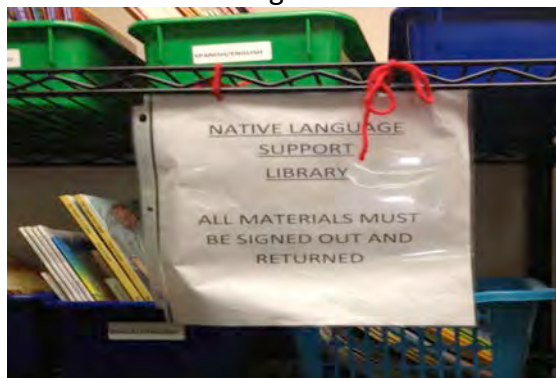


Figure A8.2



Figure A8.3



Figure A8.4



### *Curriculum and Instruction; After-School Enrichment*

At School A, students in all classes – regardless of language program – learn the same content at the same time. As an administrator said, teachers at the school “differentiate strategies, not the curriculum.” (Administrator #1, Personal Communication, May 1, 2013) This ensures that all students receive the same rich content knowledge, and thus have the same opportunities to succeed both in their classes and on exams. In order to guarantee effective teaching at all levels

and in all programs, ESL and common branch teachers have common planning time every week to plan and differentiate lessons, scaffold new material, and share strategies and best practices. In addition, and as mentioned earlier, the school has a Vertical Alignment Team, which includes both ESL and common branch teachers. This team, which plans for student support as they move vertically through the grades, created the Progress Report, which follows students as they advance through the grades. Teachers in kindergarten record students' progress, focusing on language acquisition *and* content knowledge and skills for emergent bilinguals, and pass that record on to 1<sup>st</sup> grade teachers at the end of the school year. This process is repeated all the way through 5<sup>th</sup> grade, which increases communication and awareness, and encourages the use of differentiated instruction, among grade level teachers (Administrator #1, Personal Communication, May 1, 2013).

A variety of instructional materials are used to support emergent bilingual instruction in literacy and in the content areas. All materials are chosen based upon their capacity to provide maximum scaffolding support (Comprehensive Education Plan, 2011-2012). Teachers also create structures across both grade levels and the whole school that support emergent bilinguals' learning. For example, teachers found that emergent bilinguals were struggling to learn new vocabulary, which limited their ability to read and engage with complex, grade appropriate texts. To help students meet this challenge, School A created the "Book of the Month" program, which makes literacy and vocabulary acquisition a school-wide priority, not just a priority for emergent bilinguals. These books are in English, but are often culturally relevant to students in the school. Some of these culturally relevant books include *The Sandwich Swap* by Queen Rania Al Abdullah, *The Name Jar* by Yangsook Choi, *One* by Kathryn Otoshi, *This Next New Year* by Janet S. Wong, and *Two of Everything* by Lily Toy Hong. In the program, "every classroom receives a copy of the same book with targeted vocabulary words. These words then become 'Vocabulary Words of the Month' which are displayed in our school lobby. The entire school community makes these vocabulary words a priority to know and use with students. Additionally, our coaches design differentiated vocabulary lessons to use with these words" (Comprehensive Education Plan, 2011-2012). The school has compiled these differentiated vocabulary lessons and strategies into a handbook of best practices for both emergent bilingual and non-emergent bilingual students alike.

Because of the school's diverse population, teachers strive to include culturally relevant topics in the curriculum. On one visit, the researcher observed a 3<sup>rd</sup> grade ESL/monolingual class, taught by a common branch and push-in ESL teacher. Through the use of a culturally relevant topic, the teachers were able to engage students and more effectively teach them literacy and language. The class was in the middle of a "Communities of the World" unit, and the ESL teacher – who had taught abroad in China – included a lesson on Chinese architecture (specifically "hakka houses"). The class began by watching a short video in which students were taken on a tour of a hakka house. Then, using sentence starters (i.e.: "I noticed that..."), students turned and talked to a partner about their observations. Students then shared some of their observations with the whole class. After sharing out, the ESL teacher showed students a 3-D model of a hakka house. The teachers then led students through a kinesthetic vocabulary activity, where students had to mimic the teachers' pantomime of each word (i.e.: for the word *combine*, the teachers and students acted out putting different vegetables into a salad). Next, as mentioned earlier under Theme 1, teachers facilitated an activity learned from a network coach that asked students to



deconstruct a long, multi-clause sentence about the hakka house. The teachers had written the sentence on a very long strip of paper. By ripping up the long strip in several shorter strips, students practiced finding the main clause and then all of the descriptive clauses within the complex sentence. This combination of culturally relevant pedagogy and ESL best practices created a tone of engagement and enthusiasm among the students.

School A works hard to ensure that all students succeed, despite their level of English proficiency. To do this, teachers and administrators have created several before- and after-school programs that provide additional support, enrichment, and, when necessary, remediation. The school has several after-school programs, including both a Title I and Title III-funded after-school program. There is also an after-school program that partners students with multilingual college students run through Maspeth Town Hall (for more, see Commitment to Community Section). Though the program provides tutoring, it also provides emergent bilinguals and other students with an opportunity to have fun and relax after school. Before school, there is a Morning Tutorial program for emergent bilinguals in 1<sup>st</sup> through 5<sup>th</sup> grade. There is also a Newcomer Group for those students who have been in the country for less than a year which is taught by ESL teachers who use thematic instruction to build students' skills and familiarize them with a new environment. Lastly, there is Test Prep Academy for students in 3<sup>rd</sup> through 5<sup>th</sup>, which meets twice a week for three months. Here, teachers expose students to testing formats using the I-ready computer program<sup>29</sup>, which is aligned to the Common Core and helps teachers track students' growth. According to an administrator, there are up to 500 students in attendance to this program, all of whom work hard with teachers to prepare for high-stakes exams. In 2013, the school began a new program called Spring Break Academy, which was aimed at the lowest 3<sup>rd</sup> of students (including many emergent bilinguals) and was created to provide support and remediation to struggling students. Over the spring break, the school partnered with a community science center to teach a non-fiction unit. Instead of providing basic remediation or test prep, School A chose to creatively teach a group of students who needed additional help. By immersing students in an exciting, hands-on unit, and engaging them in an authentic, project-based assessment (students wrote non-fiction books about their observations), School A was able to both support struggling students and provide them with a new and engaging learning experience.

### *Professional Development*

In talking with teachers and administrators at School A, one thing becomes clear: the entire school community is committed to developing themselves as professionals, improving their craft, and staying on top of new advances in the field. Teachers constantly attend workshops both in and out of school. As described earlier, the school makes use of its network to bring in coaches that specialize in the teaching of emergent bilinguals. Administrators encourage teachers to incorporate their PD into their own classrooms through written reflections and in-person conversations. In a telling example, two teachers from School A heard that one of the researchers taught a TESOL methods course at a CUNY institution and approached her about sitting in. The teachers attended the evening class – after a full day of teaching – and were active participants. They took notes, shared their ideas, and asked the researcher questions about the readings for the

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<sup>29</sup> [www.curriculumassociates.com](http://www.curriculumassociates.com)

session. It was clear that these two teachers – like many teachers at School A – took advantage of any and all opportunities to learn more about how to successfully educate emergent bilinguals.

Overall, the importance of educating emergent bilinguals pervades culture of School A. The principal, a former ESL teacher herself, emphasizes this importance by sending out monthly memos that highlight new strategies, professional books, or other resources that help all teachers engage with and better educate emergent bilinguals. In addition, whole-school staff development meetings often include workshops on ESL strategies. According to the Comprehensive Education Plan (2011-2012), School A’s monthly staff development meetings included (Table A8.2):

Table A8.2. School A’s Monthly Staff Development Meetings and Topics, 2011-2012.

Meeting Month	Staff Development Meeting Topic
October	The Role of the ESL Push-In Teacher and Using Data to Identify Students for ESL Inquiry work
November	ESL Best Strategies for Building Academic Oral Language Skills through Communicative Games
December	Strategies for Making Language and Content Understandable
January	Using a Dictogloss to Enhance Learning in the Content Areas
February	Focused Listening Activities to Improve Comprehension in the Content Areas
March	Writing for Success on the NYSESLAT
April	Integrating New Arrivals in the Classroom
May	Modeling through Questioning Techniques
June	Using the Jigsaw Method to Enhance Comprehension in Social Studies and in Science

Source: School A’s Comprehensive Education Plan, 2011-2012

The fact that *all* teachers receive these memos and attend these staff development meetings contributes to the inclusiveness of School A. Both teachers and administrators said many times that emergent bilinguals were treated exactly the same as “mainstream” students. The emergent bilingual-focused professional development contributes to the shared belief that the education of emergent bilinguals was the whole school’s responsibility and would make the whole school better for all students.

In addition to school-wide memos and staff development meetings, in-school professional development is often related to emergent bilinguals. Both common branch and ESL teachers attend these PDs, which ensures that all teachers receive the training and resources necessary to teach emergent bilinguals. In some cases, the administration utilizes the network’s achievement coaches, who specialize in ESL. The coaches do PD with all teachers of emergent bilinguals and also work with teachers in their classrooms to demonstrate best practices. For example, on one occasion, the network’s achievement coach was doing a model lesson on writing descriptive paragraphs using pre-writing thinking maps in a 5<sup>th</sup> grade mixed ESL/monolingual classroom. As the coach modeled the lesson, five ESL teachers sat in the back, taking notes and observing. Later, the coach, the five ESL teachers, and an administrator sat together and debriefed what they saw, asked questions, and shared ideas for modifying the strategy to fit the needs of School A’s population. In the coming days, the five ESL teachers would share this new strategy with other ESL and common branch teachers in other grades.

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This sharing of new strategies and ideas is typical of teachers and administrators at School A. Committed to the success of all teachers, those who attend outside PD take the new strategies they learned and bring them back to the whole staff (Administrator #1, Personal communication, May 1, 2013). Each time teachers attend PD (or work with a network coach within the school), they report back by modeling the PD for the rest of the staff. For example, when individual ESL teachers attended workshops on using "clustering" to develop vocabulary (Figure A8.5) or on sheltered instruction (Figure A8.6), they presented the new strategies to other ESL teachers during the team's monthly PD. Thus, even if only one teacher attends a PD related to emergent bilinguals, that teacher becomes an "expert," facilitating the use of a new strategy or method within the school. Less formally, ESL teachers at School A utilize Webinars and read articles on best practices for emergent bilingual students in their meetings (Figure A8.7).

In addition to passing along outside PD to colleagues, teachers write reflections on their learning, which they submit to the principal. These reflections not only outline the content of the PD, but highlight what an individual teacher will take from the PD into his/her own practice (Figure A8.8). The emphasis on the practical applications of PD – both in and out of school – has clearly become an embedded part of School A's culture. The researcher had conversations with several teachers who spoke enthusiastically about how their instruction and practice with emergent bilinguals had been influenced by professional development. They also spoke highly of the school's inter-visitation system, which requires each teacher to visit one classroom within the school per year. Interviewees mentioned that this informal PD not only encouraged teachers to learn from their peers, but also fostered a collegial atmosphere within School A.

Figure A8.5

**ESL Professional Development**  
**September 2012**  
**\*Using Clustering to Develop Vocabulary in Context**

Assist English Language Learners with developing their vocabularies by teaching them to guess a word's meaning by the context of its use.

- Display a transparency page of a book that your class is reading.
- Omit vocabulary words that you feel your students may not know.
- Ask your students to guess what word would fit in the first blank space.
- Place a circle web on the Smart Board or Dry Erase Board to designate the unknown word.
- Surround the unknown word with students' encircled guesses.
- When the children have completed their guesses, place the unknown word in the center circle of the cluster.
- Point out the words in the cluster that are synonyms for the unknown word.

This strategy will help your students to gain confidence in their guesses in addition to providing your students with synonyms for new and difficult words. It also provides your students with a reading strategy that promotes independence in reading.

Example: *Social Studies Passage about the Lewis and Clark Expedition*  
 New Word: *Expedition*

\*Reading, Writing, and Learning in ESL by S. Peregoy and O. Boyle, 2005

Figure A8.6

**English as a Second Language Professional Development**  
**November 2012**  
**Sheltered Instruction**

Sheltered subject-matter teaching is a form of communication-based ESL instruction in which the focus is on academic content such as science, social studies, and math. The academic content is taught in a way that is comprehensible for students with limited English.

- The goal of sheltered instruction is mastering the subject matter, not particular rules of grammar or vocabulary
- Students absorb academic English naturally and incidentally, while learning useful knowledge
- If students are tested, they are tested on subject matter, not language
- Sheltered instruction is especially appropriate for intermediate ELLs that have acquired some conversational English competence
- To make the content comprehensible the teacher uses realia (real objects) and visuals

An Example of Sheltered Instruction in the Fourth Grade:

"Yesterday, we visited the Natural History Museum and we saw a diorama of the life cycle of owls. We wanted to know more about what owls eat. So, I promised you that I would give you a chance to investigate, or find out for yourselves. At your table, you have something wrapped in foil. (Teacher holds up an example). This is called an owl pellet, an owl pellet. After an owl finishes eating, it regurgitates the pellet, or throws it out of its mouth. (Teacher dramatizes with a hand gesture). After everyone understands what to do, I want you to take the pellet apart, examine it carefully, and together with your groups decide what information you can figure out about what owls eat. I want you to look, to talk together, and to write down your ideas. Then each group will share back with the whole class."

This example of Sheltered Instruction includes:

- Organization of instruction around cognitively demanding content
- An explanation of the lesson's purpose, with attention to understanding what was to be done
- Building background for lesson content by visiting a museum
- Careful use of instructional language, including definition and repetition of key words like *owl pellet* in context, developing meaning through direct experience with the actual object
- Acting out or paraphrasing the meaning of words like *regurgitated*
- Use of direct experience when examining the owl pellets
- Opportunities for students to help each other through learning groups

\*Reading, Writing, and Learning in ESL by S. F. Peregoy and O. F. Boyle, 2005  
 \*English Language Learners in American Classrooms by J. Crawford and S. Krashen, 2007

Figure A8.7

**Thursday Teacher Teams  
ESL Teachers  
February 2013**

February 7<sup>th</sup>

- Read and discuss the attached article, *Text Complexity and English Language Learners*. Why is vocabulary development the primary means of increasing a student's capacity to understand complex texts? Discuss how instruction in particular types of vocabulary (picturable and compound words) can lay a foundation for reading many complex texts.

February 14<sup>th</sup>

- Discuss the progress of your Stalled Inquiry Groups. Are you tailoring your instruction so that these students are able to respond appropriately to complex texts? What are some best practices?

February 21<sup>st</sup>

- Review the attached NYSESLAT Teaching Points. How can these teaching points be embedded in your daily instruction?

February 28<sup>th</sup>

- Research a new strategy that prepares students to respond to complex texts. Submit your ideas to Ms. Moskos for future monthly ESL PD Newsletter.

Figure A8.8

**Professional Development Workshop**

Teacher's Name \_\_\_\_\_

Name of Workshop Thinking Maps for ELLs

Date Attended 12/17/12

**This is What I Learned:**

- TESOL Standards of Language Proficiency  
 - Level 1 Starting, Level 2 Emerging, Level 3 Developing, Level 4 Expanding, Level 5 Bridging
- Characteristics of each level of proficiency and Thinking Maps that can be applied for each level
- Use predictable routines to reduce anxiety for English Learners by using Flow Maps
- Connecting language acquisition to the real world by using concrete objects to build vocabulary - eg. using flatware, clothing etc
- Use visual images to provide language support - eg. flow maps and bubble maps with words and pictures
- Using interactive read-alouds to motivate students and support understanding  
 - use a variety of maps before reading, during reading + after reading

### Partnership with Parents

School A's population is incredibly diverse. Students and their families speak many different languages – from Spanish to Tibetan – and come from many different cultures. While it is a challenge to meet the needs of such a diverse population, School A opens its doors to families in an attempt to best serve its students.

One way that School A keeps its doors open is through parent outreach and communication, which is frequent and always multilingual. School letters are sent home bilingually in the top languages of the school, and translators are often hired to make phone calls home to students' families in other languages (Comprehensive Education Plan, 2011-2012). In addition to communicating with parents about their children's education and progress, School A makes an effort to provide parents with resources and education as well. To get a sense of parents' needs, the school gives informal surveys that take parents' requests for workshop topics. The school's parent coordinator, as well as coaches and teachers, takes these requests and has facilitated workshops on nutrition, health, content area instruction, and computer instruction (Comprehensive Education Plan, 2011-2012). These workshops are done in multiple languages so that parents can learn from and participate in them regardless of English proficiency. Additionally, the school organizes trips for parents that would help them to "tap into the resources that enrich and compliment [their children's] curriculum." (Comprehensive Education Plan, 2011-2012, p. 28) The school has invited parents to museums including the Hall of Science, Alley Pond Environmental Center, and various Broadway shows. In addition to workshops and trips, the school's parent coordinator teaches beginner and intermediate ESL instruction to parents twice a week in the school building (Comprehensive Education Plan, 2011-2012).

On one occasion, a member of the research team was present for a parent workshop on home language read alouds. According to an administrator, these home language read-aloud workshops are also done in Bengali, Chinese, and Korean and are facilitated by the parent coordinator and a bilingual teacher or paraprofessional. On this occasion, the school organized the workshop for Spanish-speaking parents, who had been sent a letter in the mail in their home language, Spanish, inviting them to participate (Figure A8.9). The workshop was held on a weekday morning at the school and was attended by about 20 parents. The workshop was facilitated by the 1<sup>st</sup> grade TBE teacher, and was given exclusively in Spanish. The teacher, as well as the principal who spoke via translator at the beginning of the workshop, emphasized how important it was for parents to read to their children in *any* language – English or Spanish. She told parents that reading in Spanish was beneficial for students' English and Spanish development and would help them succeed in school. To model ways of reading aloud with children, the teacher did a read aloud of the story "Three Billy Goats Gruff" in Spanish (Figure A8.10). Before she started reading, she showed parents posters that highlighted good questions to ask children while reading and important vocabulary from the story. The questions, written in Spanish, asked:

Who are the characters?  
Where does the story take place?  
What is the problem?  
What is the solution?

With the help of a student from her class, the teacher began the read aloud. Parents, who were given copies of the story in Spanish as well as a packet of reading strategies and activities to use with the story, followed along as the teacher read and listened as she modeled questioning and discussion about the story with the student. The teacher modeled how to discuss unknown words, how to read in different voices, how to encourage children to make predictions, how to use pictures to make sense of the story, and how to help children be active readers. After the read-



aloud, parents were given Spanish-language books and encouraged to visit the school's library and take out additional books in Spanish. Both the librarian and the parent coordinator were there to help parents choose and take out books.

Figure A8.9

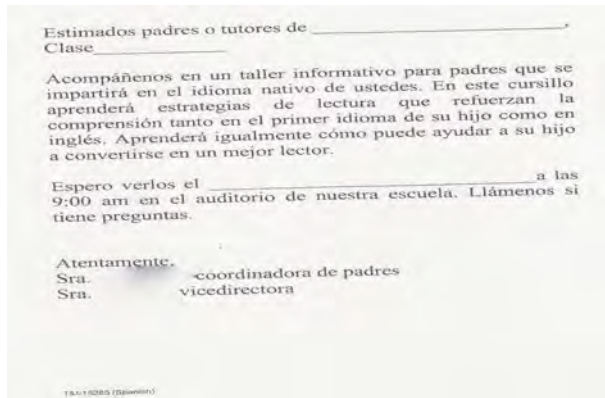
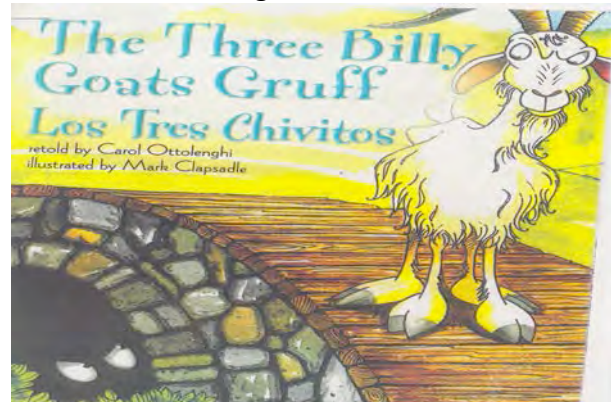


Figure A8.10



## Conclusion

School A has high expectations for their emergent bilinguals. They believe that students whose home language is not English have just as much potential in their school as their peers. To ensure that these students meet this potential, and thus meet the school's high expectations, the school provides students with instruction that builds up their English proficiency as they learn important academic content. The teachers and administrators at School A care deeply about their work, constantly seeking out new professional development opportunities that would help them to better serve the emergent bilinguals in their classrooms. Even those teachers who do not work directly with emergent bilinguals receive information about strategies and best practices, which contributes to the inclusive nature of School A. The school's commitment to fostering an awareness of and respect for multilingual and multicultural students sets it apart and has helped students to find success.

## APPENDIX A9

### SCHOOL B

#### Profile

#### New York City Schools

#### School Demographics

School B is an elementary schools with kindergarten through to 5<sup>th</sup> grade. In the school year 2012-13, the school had 842 students. Of the total population of students, 40% are emergent bilinguals. Most of the emergent bilinguals were newcomers that have received services for less than 3 years. The majority of the students speak Chinese, although there were also students that speak Spanish, Urdu, and Bengali, as well as other languages. See Table A9 for more details on the school's demographic information.

Table A9. School B's Demographic Information, 2011-2012\*

Characteristics	Number and/or Percentage
<b>Students in the School</b>	
Total # of students	800-9--
% students receiving free/reduced lunch	90-100%**
<b>Emergent Bilinguals (EBLs) in the School</b>	
% of Student Body	35-45%
By Subgroup:	
% Newcomers (EBLs receiving services for 0-3 years)	35-45%
% Special education	0-5%
% SIFE	0-5%
% EBLs receiving services for 4-6 years	0-5%
% Long-term (receiving services for 6+ years)	0-5%
Languages spoken (by % of EBLs)	
Chinese	75-85%
Spanish	5-10%
Urdu	0-5%
Bengali	0-5%
<b>School Staff</b>	
# Administrators	
# Administrators bilingual in 1 or more of the top 5 languages	0-5**
# Teachers	50-60**
# Teachers bilingual in 1 or more of the top 5 languages	0-5***
# Teachers with ESL certification/extension	5-10***
# Teachers with bilingual certification/extension	0-5
# Support staff bilingual in 1 or more of the top 5 languages	0-5***

Legend: (\*)=All numbers and percentages are presented in a range to ensure the school's confidentiality. Based on information from NYCDOE Comprehensive Education Plan 2012-2013 data, unless noted with (\*\*) = NYSED Report Card, 2011-2012, or (\*\*\*)=Information provided by school interviewees, 2013.

## Program Offerings for Emergent Bilinguals

School B offers freestanding ESL programs for emergent bilinguals. The organization models include push-in co-teaching, collaborative, and self contained. Since the school has a large number of children in early childhood classes that are emergent bilinguals, they currently have three self contained Kindergarten ESL classes, with dual certified teachers in common branch, as well as ESL. In 1<sup>st</sup> through 5<sup>th</sup> grade, the school tries to concentrate most of the emergent bilinguals into two classes per grade. However, each grade also has classes in which the emergent bilinguals are heterogeneously grouped with native English speakers. Six ESL teachers push in, each assigned to a grade level. In addition, these grade levels also offer a pull out model according to proficiency levels (beginner/intermediate and advanced groups).

In the push in model, learning groups are created by grade level and within these groups, sub groups are created, based on students' individual needs. Each ESL teacher is assigned to work with a specific grade. ESL teachers participate in the grade level meetings and plan collaboratively with the other grade teachers. The school also has an ESL coordinator who provides support and coordinates the work of the ESL teachers.

## How P.S. 1 Supports Emergent Bilinguals

School B has made it a priority for all school staff to receive training on strategies that support emergent bilinguals. The school has an ESL coordinator who provides support to ESL teachers and runs a resource room where all teachers can get materials to support their work with emergent bilinguals. The school-wide use of strategies specifically for emergent bilinguals, the ongoing support to teachers, and the availability of appropriate material ensure that emergent bilinguals are at the center of the school's work.

### *Collaboration*

One of the salient aspects of School B is that there are multiple ways in which teachers, administrators, professional developers, students, and parents work together to strengthen the work of the school. School B supports collaborative structures among its teachers. Teachers meet every Wednesday, alternating between working horizontally (in grade teams) and vertically (in cross-grade groups by subject). The vertical groups include teachers from every grade, ESL teachers, and cluster teachers. "We work across grades to make sure that our curriculum is coherent, as well as within the grade." (Teacher #1, Personal Communication, March 21, 2013) Once a month, the teachers also work in inquiry teams. In addition, the ESL teachers and outside providers (speech therapist, art teachers, etc.) meet together in their own inquiry group and look at their data, select the students they are going focus on, and come up jointly with strategies to use with those particular students. (See Professional Development section for more details).

The ESL teachers also work closely with the common branch teachers. Not only do ESL teachers push in and support common branch teachers in their classrooms, but they often co-teach lessons and plan together. During one of the research team observations, a 3<sup>rd</sup> grade teacher co-taught a social studies class with an ESL teacher about life during the colonial times. They had planned



the class together and worked together during a mini-lesson and small group activities to engage and support students in thinking about the topic.

The school works very closely with their network<sup>30</sup> which brings to the school specialists in math, special education, curriculum, and ELL consultants who provide professional development and who work in the classrooms with teachers, share instructional resources to meet the school's needs, and help schools across the network to collaborate with each other.

Collaboration is also embedded in the work that the school does with the students. Since the school has a large population of newcomers, they have created a buddy system where newcomers are paired with students that speak their home language. They ask them to share stories with each other. One of the teachers explained that, "[The buddies] can tell [the newcomers] 'I know where you are. Don't be afraid, this teacher is going to help you.' They tell each other, 'you have nothing to worry about.'" (Teacher #1, Personal Communication, March 21, 2013) The school fosters a culture where the students understand that they are there to help each other. This is something that the students are able to communicate to the newcomers. The same teacher explains, "[The buddies] understand where the new students are because they were there last year or the year before that." (Teacher 1, Personal Communication, March 21, 2013) This shared experience is what helps the students build a sense of community and support each other in the journey in a new country.

### *Bilingualism as Resource*

The school is very respectful of children's linguistic backgrounds and tries to use them as an asset. The school makes an effort to hire personnel who speak the home language of the students, though the principal explained that it is not always possible to find qualified bilingual staff members who speak both Mandarin and English fluently and are certified in bilingual education. At the moment, the school has three paraprofessionals, one ESL teacher, and one occupational therapist who speak Mandarin.

The school does not have any formal bilingual education program, but the teacher aides who speak Mandarin assist in different classrooms to support students in their home language when needed. School B encourages the use of the students' home languages to facilitate the development of the English language and to help make content more accessible. For example, in the upper grades, the students can use computer glossaries and Google Translate when they need it in order to understand new concepts.

Interviewees mention that the school makes an effort to have books in the students' home languages. While they have many resources in Chinese, the school administration explained that it is hard to get books in some of the other languages that the students speak, such as Bengali, Taro, and Hindi. However, when possible, the students use the internet to access resources in other languages.

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<sup>30</sup> As of spring 2010, all schools in NYC receive their instructional and operational support from a team called a network. Principals can partner with one of nearly 60 networks that best meet the needs of their students and school communities. To learn more about Children First Network 207 go to <http://cfn207.org/our-schools/>

### *Curriculum and Instruction; After-school enrichment*

School B uses the Teachers College Reading and Writing Program for literacy to engage students in an individualized, differentiated approach as they learn to read and write using different genres. They also partner with Mathematics in the City<sup>31</sup>. The school also has a Title III ESL Extended Day Program that provides supplemental academic support for emergent bilinguals from 3<sup>rd</sup> to 5<sup>th</sup> grade. The program meets on Tuesdays and Thursdays for 1½ hours. Students are divided into Beginning, Intermediate, and Advanced classes. They have special classes for newcomers and first time test takers. The program runs from October to May. In the fall, they focus on ELA and social studies skills. In the winter, they focus on ELA and math skills, and in the spring, they focus on ELA and science skills. The program has five classes instructed by certified ESL teachers. The school also offers a zero period (before school) supplemental ESL program for struggling emergent bilinguals in 1<sup>st</sup> and 2<sup>nd</sup> grade.

In order to offer art programs for the students, the school has partnered with the Brooklyn Academy of Music for stringed instrument instruction and CREATE! for a dance residency. Students in 3<sup>rd</sup> and 4<sup>th</sup> grade participate in enrichment activities one period a week and ELL students are offered the opportunity to choose which enrichment activity most interests them within the various cycles.

### *Professional Development*

The administrators of School B stressed that since the school has a high percentage of emergent bilinguals, all the teachers in the building need to participate in training geared towards working with this population, regardless of how many emergent bilinguals they have in their classroom. School B has an ESL coordinator/staff developer who works closely with the classroom teachers and the ESL teachers, providing individual support and professional development on an ongoing basis. In addition, she organizes all the outside consultants that come to the school to provide professional development. During an interview, the ESL coordinator emphasized that she consults with the teachers at the beginning of the year to find out what they want and need in order to determine the kind of professional development to bring into the building. In addition, she described how teachers come into the school's ESL resource center, where she is housed, and consult with her when they need assistance with particular topics or with finding strategies to address the needs of an individual student or a small group of students.

This year, the school is focusing on vocabulary building and academic language in the content areas. For example, during an observation by the research team, the teachers participated in two professional development sessions by grade teams with Maryann Cucchiara. During each session, a grade team observed class and debriefed afterwards. In one of the sessions, the 4<sup>th</sup> and 5<sup>th</sup> grade teachers observed one of the 5<sup>th</sup> grade teachers co-teaching a lesson with the ESL teacher. The focus question for the lesson was: "What authority do governments have over the people?" During this lesson, the teachers showed a short video about how political parties were formed in the United States. The two teachers introduced new vocabulary, using text cards and

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<sup>31</sup> [http://mitccny.org/Welcome\\_to\\_MitC.html](http://mitccny.org/Welcome_to_MitC.html)

images from a smart board and they deconstructed/reconstructed and mapped a "juicy sentence"<sup>32</sup> from the text "Governments Around the World" to scaffold reading in their classroom. The 'juicy sentence' deconstructed during the class was, "In some countries, however, the government itself harms people, such as putting them in prison without trial."

All of the teachers and student teachers observed the class and took notes using the following prompts: "Noticing", "Wonderings", and "How can I apply this in my classroom?" These notes were shared during a debrief session after the lesson. After the class, all of the 4<sup>th</sup> and 5<sup>th</sup> grade teachers and their student teachers, including the teachers that facilitated the lesson, met with Ms. Cucchiara and the ESL coordinator for an hour to debrief their observations and talk about how to apply and modify the strategies that they observed into their classrooms. Many of the teachers talked about how they can use close reading in their classrooms to scaffold academic reading with emergent bilinguals. During the debrief session, the teachers remarked on how the strategies modeled activated the students' prior knowledge in order to deconstruct the sentence. Many of the students had made connections to experiences from their home countries, as well as to news that they had read in their social studies class, as they were mapping the words in the sentence.

### *Partnership with Parents*

School B is committed to reaching out to parents and to providing venues for families to be involved in the life of the school community. For instance, the school offers ESL workshops for parents "to encourage literacy in the home and promote success of language acquisition and proficiency" (Comprehensive Education Plan, 2011-2012). The school's parent coordinator also conducts regular workshops to inform parents about what their children are learning in school. At the beginning of the year, the school surveyed the parents and caregivers to find out what kinds of workshops they would want to attend. Many family members answered that they wanted to learn about how they could support their children's academics. In response, the school provided workshops in math and reading. They also provided a workshop on positive discipline in the parents' home languages.

The school offers live translation in Mandarin at the PTA meetings and Spanish when needed.. Written translations are also provided weekly in Chinese, Spanish, and Urdu/Hindi to inform parents about upcoming school events and provide "open communication between the home and the school" (Comprehensive Education Plan, 2011-2012.) The school's website includes translated monthly newsletters, school updates, and activities. The school sends translated report cards home to parents in Chinese, Spanish, Korean, Urdu, and Bengali.

In addition, every first Friday of the month, all parents are invited to participate in curriculum activities in their children's classrooms. In May, parents are also invited to participate in curriculum activities one grade above that of their kids, so they have an opportunity to learn about the grade to which their children are moving.

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<sup>32</sup> A juicy sentence is a sentence that a teacher selects from the passage as the focus of an instructional conversation. The sentence has complex structure, holds the essence of the text, or some really pivotal information and has complex academic vocabulary.

## Conclusion

School B's emphasis on teacher development and reflective practices translates into a cohesive program for emergent bilinguals. Collaboration with their network and among teachers, students, and administrators results in a supportive environment for new immigrants. In addition, the school makes an effort to reach out to parents to encourage them to take part in the educational experiences of their children through a range of opportunities. Overall, School B is able to involve multiple stakeholders in a variety of ways to strengthen their work with students.

## APPENDIX A10

### SCHOOL C

### Profile

### New York City Schools

#### School Demographics

School is a K-8 school that has approximately 1300 students. The student body is comprised of a large percentage of students who speak Haitian Creole or Spanish at home and a smaller percentage of students whose home language is English. See Table A10 for more details on the school's demographic information.

Table A10. School C School Demographics, 2011-2012\*

Characteristics	Number and/or Percentage
<b>Students in the School</b>	
Total # of students	1200-1300
% students receiving free/reduced lunch	85-95%**
<b>Emergent Bilinguals (EBLs) in the School</b>	
% of Student Body	20-30%
By Subgroup:	
% Newcomers (EBLs receiving services for 0-3 years):	75-85%
% Special education:	5-10%
% SIFE	20-30%
% EBLs receiving services for 4-6 years:	15-25%
% Long-term (receiving services for 6+ years):	5-10%
Languages spoken (by % of EBLs)	
Spanish	50-60%
Haitian Creole	40-50%
Arabic	0-5%
French	0-5%
<b>School Staff</b>	
# Administrators	0-5
# Teachers	40-50***
# Teachers with ESL certification/extension	0-5***
# Teachers with bilingual certification/extension	10-20***
# Support staff (part- or full-time)	20-30***
# Support staff bilingual in 1 or more of the top 5 languages	10-20***

Legend: (\*)=All numbers and percentages are presented in a range to ensure the school's confidentiality. Based on information from NYCDOE Comprehensive Education Plan 2012-2013 data, unless noted with (\*\*) = NYSED Report Card, 2011-2012, or (\*\*\*)=CUNY-NYSIEB questionnaire, 2011-2012.

#### Program Offering for Emergent Bilinguals

School C hosts a dual language bilingual program from kindergarten through 6<sup>th</sup> grade and a transitional bilingual education program for 7<sup>th</sup> and 8<sup>th</sup> grade. Each of these programs has two strands: English-Haitian Creole and English- Spanish. The school also has an ESL program at all

grade levels, which is made up of those Spanish- and Creole-speaking students whose parents have opted out of the bilingual program as well as students from other language backgrounds (i.e. Arabic). Students in the ESL program are placed in mainstream classrooms and receive pull-out ESL instruction. Teachers at School C “loop” with their students, which means that they teach the same students for two straight years. In the 2012-2013 there were four bilingual (two in each language strand), one monolingual, and one gifted and talented kindergarten classes, two bilingual (one in each language strand), two monolingual, and one gifted and talented class in 1<sup>st</sup> through 6<sup>th</sup> grade, and two bilingual, two monolingual (separated into single-gender sections), and one gifted and talented class in 7<sup>th</sup> and 8<sup>th</sup> grade.

The goal of the dual language bilingual program is to support students’ bilingualism and biliteracy in English and Spanish or Creole. The expectation is that by the end of 6<sup>th</sup> grade, students are completely bilingual. The focus of the program in 7<sup>th</sup> and 8<sup>th</sup> grade is on English, so the school offers those students from the dual language bilingual program the opportunity to enter the TBE program, where students’ home languages are still utilized to support English development. As one teacher put it, “At some point, we expect a transition; every year, as we go, we are moving one step closer [to English proficiency.]” (Teacher #1, Personal Communication, June 14, 2013)

Once emergent bilinguals pass the NYSESLAT, parents can choose to keep their children in the bilingual program (either dual language or TBE) or move them into mainstream classrooms. According to several school personnel interviewed, most parents of students in the dual language bilingual program choose to keep their children in the programs because they want their children to develop both languages and to be with teachers that understand their language and culture. Additionally, when their children get to 7<sup>th</sup> grade, most parents choose to keep their children in the TBE program where their home languages are maintained and used for support.

Because of the population of the school, the dual language program is neither a two-way or one-way program. With the exception of a few Creole-speaking and Spanish-speaking parents who chose not to enroll their children in the dual language program, students from those language backgrounds – whether they are identified as emergent bilingual or not – enter the dual language program. In addition, a few non-Spanish or non-Creole speaking students also enter the dual language program.

Several years ago, when the school first started its bilingual program, it had two bilingual classrooms per language strand with 50% English-dominant students and 50% Spanish- or Creole-dominant students. Students alternated teachers and languages every other day. Administrators interviewed mentioned that the model became complicated when the population started to become more homogenous in terms of language backgrounds and there was more pressure to teach English. The administrators and the teachers decided to change the model, so that students in K through 5<sup>th</sup> grade have one bilingual teacher who teaches all subjects in both languages and in 5<sup>th</sup> through 8<sup>th</sup> grade, students are taught different subjects by different teachers in English with home language support. Currently, for students in the dual language bilingual program, ELA is taught in English (with teachers using students’ home languages for clarification), NLA is taught in the home language (using English for clarification), and science, social studies and math are taught in either (or both) language(s), with the teacher making the



decision of which language to use as the primary language. For example, if a teacher decides to teach a science lesson in Creole, he or she would start the class by giving an introduction to the topic in English, conduct the lesson in Creole, and then summarize the content of the lesson in English. The teacher would then try to conduct the next lesson in English with an introduction and summary in Creole. This enables students to learn content in both languages, building both their bilingualism and biliteracy. In the TBE program, all subjects are taught in English with the home language used for clarification, with the exception of NLA that is taught in Spanish or Creole.

## How School C Supports Emergent Bilinguals

School C truly believes in educating the whole child. From their flexibility with students' home languages, to after-school programs that support each and every study, to their collaborations with the community to their commitment, it is clear that School C sees itself as a second home for its students. This is particularly important for emergent bilinguals for several reasons. First, emergent bilinguals' multiple languages are treated as resources. Rather than view students through a deficit lens – focusing on what they *do not* have – School C celebrates and fosters students' bilingualism and home language practices by utilizing them in both the classroom and the school as a whole. Teachers, too, utilize their multiple languages, which sends an important signal to students that languages other than English are valuable, important, and welcome. Second, emergent bilinguals often require support that “traditional” education does not provide. School C has taken up the challenge of offering the support that students need through varied and differentiated programs and partnerships such as the Saturday program for SIFE students. Lastly, School C recognizes that families of emergent bilinguals face particular challenges in a new city. These challenges can impact students' ability to focus and learn in school. As such, School C tries to support students' families as much as they support the students themselves. They do this through partnerships with community organizations, by holding classes for parents at the school itself, and by employing a bilingual Parent Coordinator who can work directly with students' families.

### Collaboration

According to one teacher (and part time administrator) interviewed, there is a strong sense of collegiality among teachers at School C. This shared sense of responsibility and pride in the school is achieved through constant collaboration. This collaboration is not always formal or mandated by the school. For example, that same teacher stated that during the course of the day, teachers constantly meet on their own time to plan and discuss classroom issues. He said that this kind of collaboration is “something informal, not school directed...[teachers] know as professionals that this is something they have to do.” (Teacher #1, Personal Communication, June 14, 2013) He also stated that teachers at School C “linger until 6, 7:00 pm...there is [also] texting, emailing, [and] sharing of lesson plans” among teachers constantly (Teacher #1, Personal Communication, June 14, 2013).

In addition to more informal collaboration, all the dual language bilingual teachers bilingual teachers (in both language strands) meet formally with the ELL coordinator one period a week. The meetings are a time to check in about what is going on in the classroom, to discuss new

research, for teachers who have gone to external PD to share what they have learned, and for the ELL coordinator to provide some new PD to the team. In addition, there are weekly grade-level meetings where bilingual teachers and mainstream teachers meet together to discuss grade-level issues, lesson planning, and specific instructional strategies. Over the past few months, teachers have been working together to analyze student data and look at specific instructional strategies for improving the quality of students' work. A 4<sup>th</sup> grade Creole-English dual language teacher mentioned that all the 4<sup>th</sup> grade teachers looked at their data and noticed that students needed to use more nouns to have richer descriptions in their writing. When the research team observed her classroom, she was doing a lesson on how to make writing more detailed by including more nouns.

Another important collaborative effort is the school's Translation Team, made up of bilingual members of the School C staff. The team, which has both Spanish and Haitian Creole teachers, works with both school administrators and individual teachers to translate all necessary documents into both languages. The team has translated exams, readings, activities, and other materials for teachers, ensuring that language does not stand in the way of students demonstrating what they know and can do. According to one teacher on the team, the team is currently discussing the Common Core State Standards, translating the materials they have into both Spanish and Creole. Members of the team also serve as oral translators for school events and meetings. For example, because the Parent Coordinator is a Spanish speaker, those parents who attend meetings or workshops and speak Creole cannot communicate with her. Thus, a member of the Translation Team attends these meetings, providing parents with the ability to talk with both the Parent Coordinator and other members of the school staff.

### *Leadership*

According to one teacher, a large portion of the school's success can be attributed to the administration. The principal, herself a native of Haiti, is multilingual and began her career as a bilingual classroom teacher. These two facts, according to the teacher, have helped the principal understand "what it takes to develop true bilingualism." (Teacher #1, Personal Communication, June 14, 2013)

### *Bilingualism as Resource*

School C encourages both students and teachers to take pride in their bilingualism. From the bright, inviting multilingual signs that greet students as they arrive to the morning announcements given by the principal in both English and students' home languages to the student work in English, Spanish, and Creole that line the hallways, everyone who walks into School C is aware that all languages are welcome.

School C has a rich multilingual ecology, with all school signs and murals in the languages of the school – Spanish, Haitian Creole, French, and English (Figures A10.1-A10.3). Additionally, the research team observed that many of the adults in the building – including the principal – are multilingual and speak Spanish and Creole amongst themselves in the hallways, in the office, and in classrooms.

Figure A10.1



Figure A10.2



Figure A10.3



When asked what the school's greatest strength was, one teacher and part-time administrator said, "[What makes us successful is] realizing that the kids come to us with a language already; we're not telling them 'you have got to speak English'... We have kids who want to move into English right away and those who are more confident with Spanish or Creole. We give [both groups of students] space in the classroom...if [the teachers] are discussing any subject, and [students] want to [use] Spanish, [they] do so." (Teacher #1, Personal Communication, June 14, 2013) He also stressed that all students, despite their level of English proficiency, have the choice to speak Spanish or Creole in the classroom. He said, there is "no pressure because they know they will succeed...they have a zone of comfort, a home away from home" regarding their languages (Teacher #1, Personal Communication, June 14, 2013). In many of the classes visited by the research time, both students and teachers moved fluidly among their languages. Some teachers presented material in English and then summarized or clarified in a home language. Others encourage students to translate what they have read or heard in one language into the other language. Still others use students' home languages to have personal conversations, using the language that is comfortable for students to both discipline and compliment them.

Due to this translanguaging, students at School C are able to use all of their linguistic resources to make meaning. In a 5<sup>th</sup> grade Spanish bilingual classroom, students were working with a complex poem by Emily Dickenson. Students were annotating their poems with questions, predictions, connections, and overall analyzing the poem's meaning. Those students who were at the beginning levels of English proficiency, had the English text but were writing their comments/questions in Spanish. One boy even used English sentence starters and then finished the sentence in Spanish (Figure A10.4). The teacher also brought students' attention to Spanish-English cognates, encouraging them to "think of Spanish" when they encountered a new work that had a Spanish cognate. The teacher's fostering of students' multiple languages was visible in the student work up on the walls, written in Spanish and English, as well as the multilingual signs and posters in the classroom and the multilingual independent reading library (Figures A10.5-A10.7).

Figure A10.4

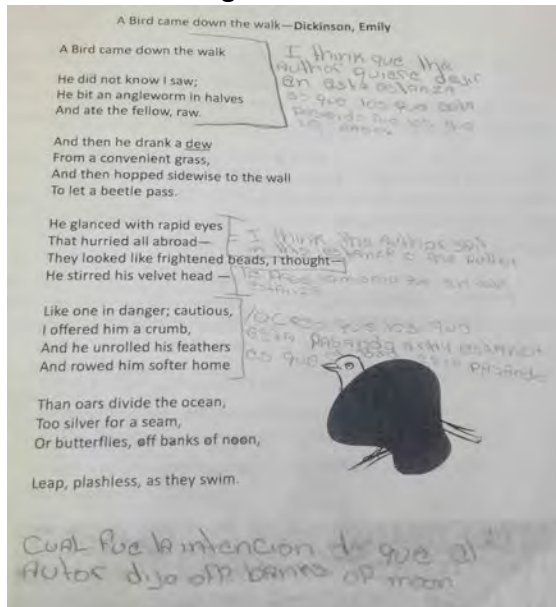


Figure A10.5

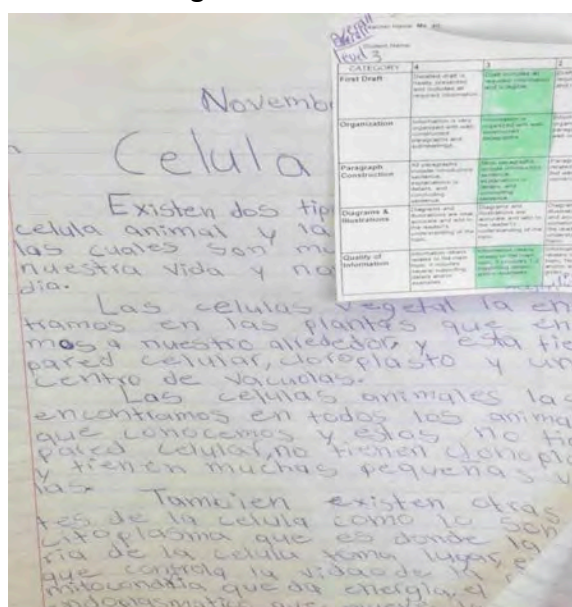


Figure A10.6

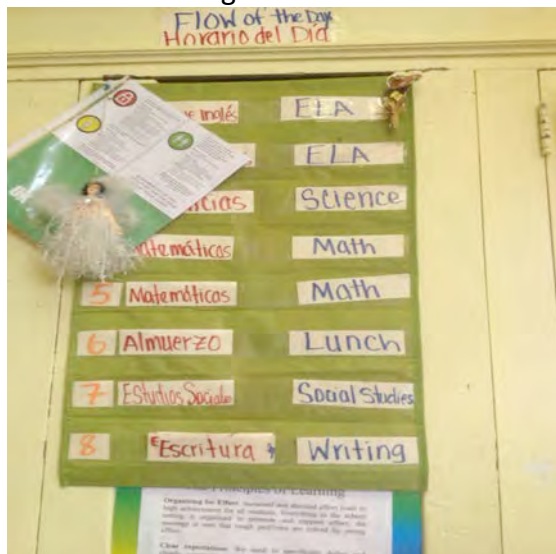


Figure A10.7



In a 6<sup>th</sup> grade Haitian-Creole dual language classroom, the classroom teacher – who speaks French, Haitian Creole, and English – began her lesson in math. Both teacher and students moved fluidly between English and Creole throughout the lesson. The teacher had students summarize an earlier lesson, saying, “Someone tell me in English what we learned this morning.” After the student had successfully summarized, she said, “Now someone tell me in Creole.” She also had students answer in whatever language they chose and then had other students translate what the speaker said into the other language. The lesson plan was projected on the board for students in English, but the teacher had students orally translate important parts into Creole. Later, when students started doing group work on several math problems, they spoke mostly in English, but some had discussions and negotiated answers in Creole.



School C formally encourages students to take pride in their own multilingualism through certain curricular choices. For example, in a 6<sup>th</sup> grade bilingual Spanish class, students had recently completed a writing assignment on bilingualism itself. The writing assignment, entitled “Why is bilingual education important to you?” asked students to write about their own experiences with bilingual education and with being bilingual people (Figure A10. 8). This assignment, part of a Social Studies unit, asked students to think metacognitively about their own language use, validated students’ own bilingualism, and had them think deeply about an educational topic that has been threatened in our society. The student work was written in English and in Spanish. Another choice made by the school that fosters multilingualism is the addition of Latin to the curriculum. Starting in 5<sup>th</sup> grade, all students – in both the bilingual and the monolingual programs – begin taking Latin. Students receive Latin in order to aid in vocabulary acquisition – the school believes that learning Latin roots, and comparing them to English, Creole, and Spanish, will aid students in deconstructing and better understanding complex vocabulary. As one teacher put it, “Students are exposed to different language throughout the years, [and] at the 5<sup>th</sup> grade level, they start receiving Latin, which makes the connection among their languages.” (Teacher #1, Personal Communication, June 14, 2013) In one 6<sup>th</sup> grade class, students received a Latin lesson that focused on gods and goddesses and asked students to contrast their Greek and Roman names. The lesson was taught in Creole, though the reading about the gods and goddesses was in English. Additionally, the teacher took notes in English, Creole, and Latin as he pointed out Latin root words and compared them to English and Creole (Figure A10. 9).

Figure A10.8

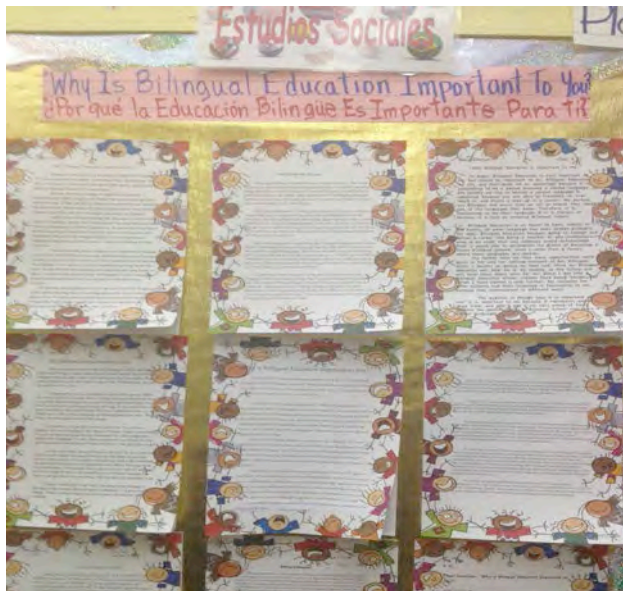
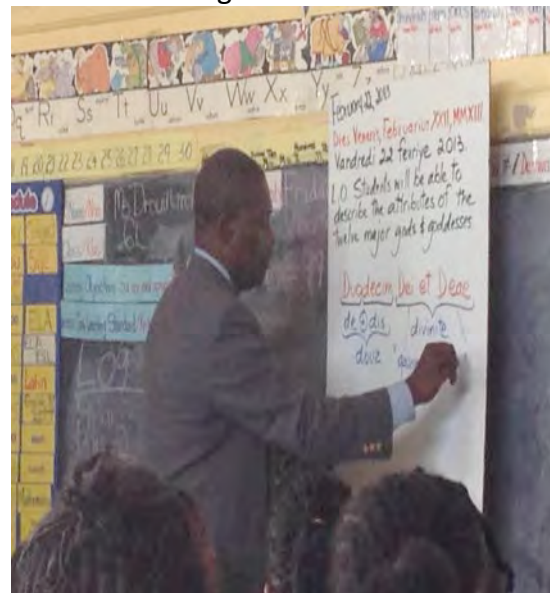


Figure A10.9



### *Curriculum and Instruction; After-school Enrichment*

School C realizes that some emergent bilinguals will require additional support outside the classroom. This is especially true of students with interrupted formal education (SIFE). To address the needs of these students (about 50-60 students per year), School C has created a Saturday SIFE program, which runs from October to June of each year, that focuses on

developing and supporting students' core academic language in both English and the home language (Arabic, Haitian Creole, and Spanish). This development and support are achieved through alternative teaching methods. Students are taught by an art teacher, and go to the theatre, visit museums, and participate in projects. As one teacher put it, these students learn through being "exposed to different [resources] in the city." (Teacher #1, Personal Communication, June 14, 2013)

In addition to academic support, School C offers after-school programs that provide fun opportunities for students to develop their extracurricular hobbies. According to the 2011-2012 Comprehensive Education Plan, some of the after-school club offerings include debate, band, guitar, choir, dance, wrestling and Double-Dutch jump roping. The school also partners with outside organizations to provide students with even more enriching opportunities. Some examples of successful partnerships include The Arista Junior Honor Society<sup>33</sup>, which rewards academic excellence for 7<sup>th</sup> and 8<sup>th</sup> graders, The Lorraine Monroe Leadership Institute<sup>34</sup>, which conducts a youth mentoring program that culminates in an annual student leadership conference, and The Boys Scouts of America<sup>35</sup>, which conducts weekly programs to promote responsible citizenship, character development, and self-reliance (Comprehensive Education Plan, 2011-2012).

### *Professional Development*

Teachers at School C receive rigorous professional development through both internal sources (network coaches, bilingual and ESL staff members, administrators) and external sources (partnerships with outside agencies, participation in various workshops, and attendance to conferences). While much of the internal professional development takes place within teacher teams (see the Collaboration Section), School C has devoted itself to providing teachers with opportunities to expand their practice through new learning experiences. This is achieved through various partnerships and professional opportunities that enable teachers to be informed, active professionals in their field. According to the 2011-2012 Comprehensive Education Plan, all teachers who work with emergent bilinguals – bilingual, ESL, ELA, and some specialist teachers – receive training from WestEd's Quality Teaching for English Learners (QTEL)<sup>36</sup>, which provides teachers with myriad strategies for adapting their teaching to better meet the needs of emergent bilinguals. Teachers and other personnel who work with Haitian students also attend workshops given by The New York State Haitian Bilingual/ESL Technical Assistance Center (HABETAC) at Brooklyn College<sup>37</sup>. Additionally, the school provides teachers with training in the Great Books Program and its Shared Inquiry method of discussing texts<sup>38</sup>. This program, which helps students to become more successful independent readers, is particularly helpful for emergent bilinguals, many of whom struggle academically. By providing targeted reading instruction through high-interest independent reading, teachers are both preparing emergent bilinguals for academic success and encouraging them to be life-long readers.

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<sup>33</sup> <http://www.nhs.us/> - Arista is part of the National Honor Society.

<sup>34</sup> <http://www.tccgrp.com/results/lorrainemonroe.php>

<sup>35</sup> <http://www.scouting.org/>

<sup>36</sup> <http://qtel.wested.org>

<sup>37</sup> <http://depthome.brooklyn.cuny.edu/habetac/Mission%20Statement%20--%20Misyon.html>

<sup>38</sup> <http://www.greatbooks.org/>



According to one teacher, many students at the school choose their own books, with some beginners reading books in their home languages. When teachers are trained in specific reading strategies, they are better equipped to help emergent bilinguals engage with literacy in both their home and new languages.

### *Partnership with Parents*

As mentioned earlier, the Parent Coordinator at School C is a Spanish speaker, so she is able to communicate with Spanish-speaking parents in their home language. Additionally, also already mentioned, members of the Translation Team who speak Haitian Creole attend parent meetings, workshops, and events in order to help Creole-speaking parents communicate with the Parent Coordinator and other staff members. In addition to oral translation, the school sends home all written communication in English, Spanish, and Creole. According to one teacher, the Parent Coordinator organizes many workshops for students' families, some of which are academic and others which are personal. The school is highly aware of the challenges facing parents, and plans its events accordingly. The teacher interviewed said, "Some parents work two or three jobs...so we try to have activities in the morning and the evening to give everyone the chance [to participate.]" (Teacher #1, Personal Communication, June 14, 2013) Some of these workshops and activities include computer classes, evening ESL and citizenship classes in partnership with HAUP<sup>39</sup> (The Haitians Americans United for Progress), a non-profit organization that serves the low-income Haitian community, and other workshops that address "parenting skills, understanding educational accountability grade-level curriculum and assessment expectations, literacy, accessing community and support services, and technology training to build parents' capacity to help their children at home" (Comprehensive Education Plan, 2011-12).

### **Conclusion**

By celebrating students' languages, cultures, and families within the school, School C opens its doors to students' full selves. School C recognizes that students are more than just academic learners – they are real people with complex lives, language practices, and learning styles. By inviting students to bring their lives, languages, and real personalities into the classroom, School C becomes a second home for students. For emergent bilinguals, whose home language and culture are often different from those of the classroom, this is especially important. When emergent bilinguals feel at home – and feel that who they are is valued and respected – they become more open to learning. It is this connection between home, school, and the community – as well as a strong staff and administration – that makes School C so successful with emergent bilinguals.

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<sup>39</sup> <http://www.haupinc.org/>