

School Administrators Association of New York State

Vanguard

WINTER 2016
Vol. 45 No. 1

Exploring
Educational
Leadership



ENGLISH LANGUAGE LEARNERS

**IGNITING
EDUCATION
FOR ELLs**



**A CHAMPION OF
EDUCATION
BUILDING SCHOOLS,
CREATING HOPE**



See the newest advances in the most widely used K12 reading and assessment programs.



**Accelerated
Reader 360**

Accelerated Reader 360™, now with leveled nonfiction articles and instructional skills practice activities



STAR 360

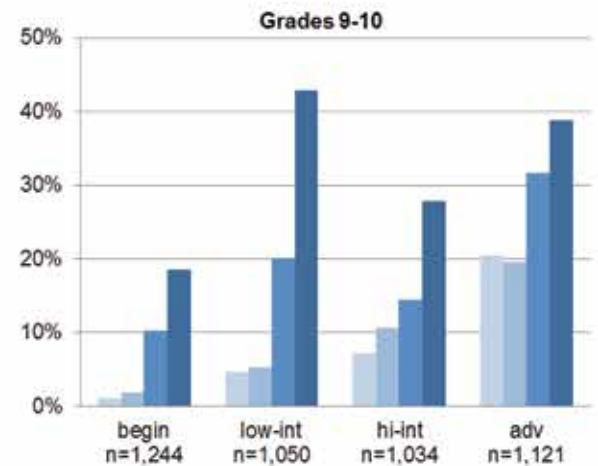
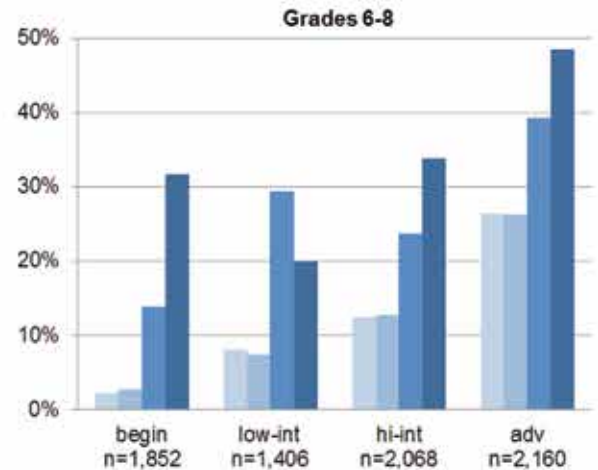
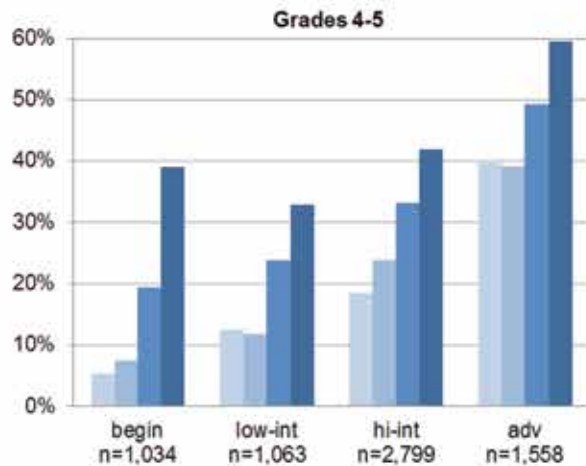
STAR 360™, now with interim and formative assessments for comprehensive insight into student performance

To learn more, visit www.renaissance.com or call (800) 338-4204.

Reading Plus Significantly Raises Achievement for English Language Learners

More Use, More Gains: Percent of ELL Students Raising from Below Satisfactory to Satisfactory or Higher

no Lessons 1-50 lessons 51-100 lessons >100 lessons

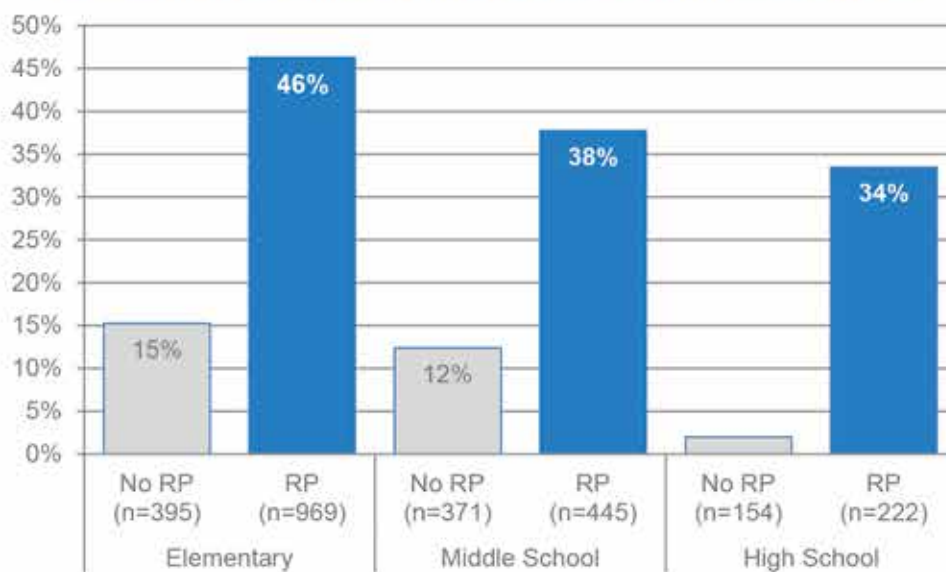


Reading Achievement

Across all grades, more than three times as many ELL students who completed at least 100 Reading Plus lessons (about 30 hours) advanced to satisfactory or higher levels in reading as compared to their peers who did not use the program.



Percent of ELL Students Advancing from Below Satisfactory to Satisfactory or Higher on the FCAT 2.0



For more information or to schedule a pilot, contact:

Jim Leonard

888-203-3775 | jim@TheReadingSolution.com

TheReadingSolution.com



Contents

Igniting Education
for English
Language
Learners | 3
by Kim Smithgall



A Champion of | 9
Education
Building Schools,
Creating Hope
by Paul Grondahl

COLUMNS

President's Message | 1
Book Review | 14
FYI | 15
Trade Talk | 44



formerly *The Journal*

Meeting the Challenge | 19
of CR Part 154
by Dawn Lange

District Resources to Support | 21
English Language Learners
by Karen Greco

Structured Silent Reading Practice: | 23
An Effective Educational Support
for ELL Students
by Alexandra N. Spichtig
and Jeffrey P. Pascoe

Supporting ELL/ENL | 27
Learners
by Laurie Buelvas-Kritas

Listening, Lyrics, Writing, and | 31
Wonder: Successful Instruction
for Long-Term ELLs
by Cynthia McPhail and
Devin Palmesano-Beach

An Opportunity to Serve | 35
in More Ways Than One
by Danny Dehm and Cristie Rydzynski

Using Graphic Novels to | 37
Engage ELLs
by Joellen Maples, Marie Cianca,
and Michael Malloy

Warmly Welcoming | 41
English Language Learners
With or Without Words
by Audrey Rome

Vanguard
WINTER
2016
Vol. 45 No. 1
Practices
from practitioners

This magazine is published
three times a year by the
**School Administrators Association
of New York State**
8 Airport Park Boulevard
Latham, NY 12110
(518) 782-0600
Fax: (518) 782-9552

Managing Editor
Michelle B. Hebert | SAANYS

Editorial Board
Karen Bronson | SAANYS
Peter DeWitt | Educator, Author
Jennifer Drautz | Voorheesville
Christine Foglia | Broadalbin-Perth
Scott McDonald | Cobleskill-Richmondville
Lisa Meade | Corinth
Donald Nickson | SAANYS
Thomas Sands | Retired

Layout & Design
Sharon Caruso | Graphic Designer

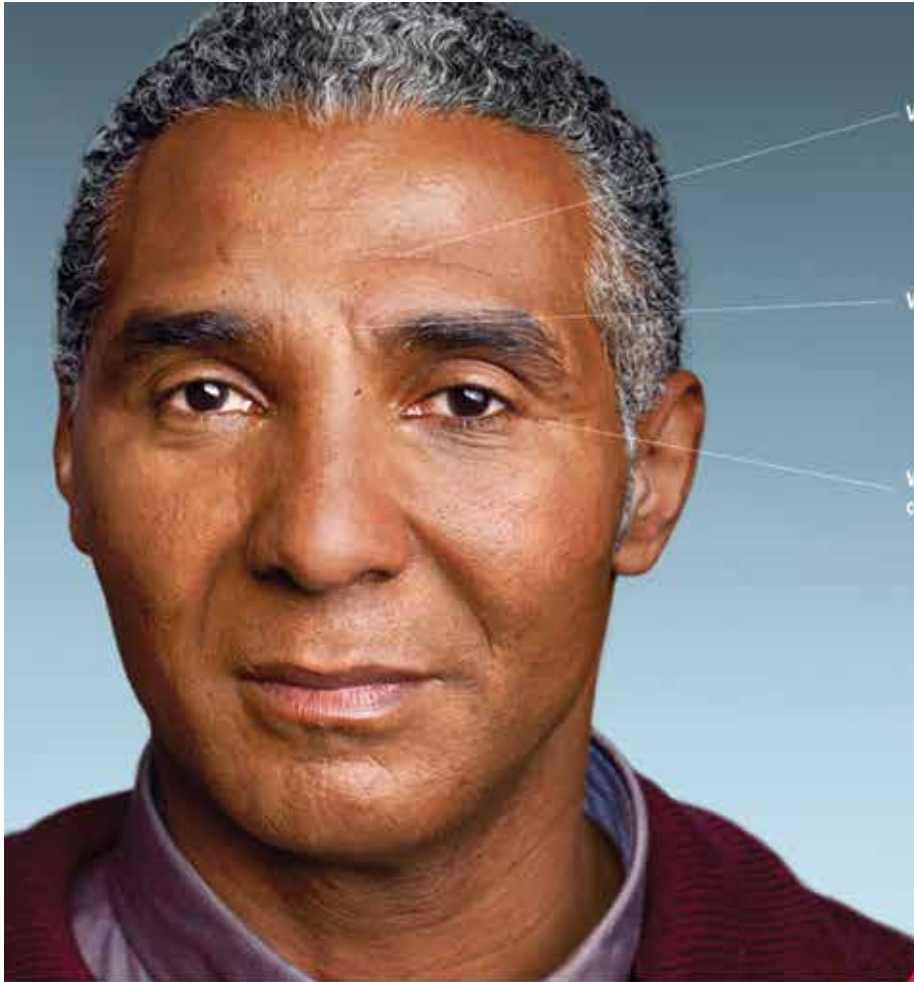
The statements of fact and opinion made
herein do not necessarily imply or reflect
the opinion or philosophy of the
School Administrators Association
of New York State.

Address any correspondence to:
VANGUARD/PRACTICES
8 Airport Park Boulevard
Latham, New York 12110

Advertising does not imply endorsement of
the products contained in this publication.

Corporate Sponsorship
Debbie Taylor | Director of Corporate Svcs.
(518) 782-0600





What if I outlive my money?

What if I can't maintain my lifestyle?

What if I don't see the other What If's coming?

Worry less about tomorrow with retirement solutions from AXA.

AXA can help take some of the anxiety out of retirement planning by breaking down your goals into small, manageable steps. From annuities to IRAs, AXA has a broad selection of retirement solutions that may help you save now and provide retirement income when you retire.

Can we help you take a small step?
Call to schedule an appointment with one of our knowledgeable financial professionals at 866-401-3030, option 5 or email us at SAANYSmembers@axa.us.com.

Advice | Retirement | Life Insurance



"AXA" is the brand name for the AXA Equitable Financial Services, LLC family of companies, including AXA Equitable Life Insurance Company, AXA Advisors, LLC, and AXA Network, LLC. AXA S.A. is a French holding company for a group of international insurance and financial services companies, including AXA Equitable Financial Services, LLC. The obligations of AXA Equitable Life Insurance Company are backed solely by their claims-paying ability.

The named individual offers securities through AXA Advisors, LLC (member SIPC) and, as an agent of AXA Network, LLC and its insurance company subsidiaries, offers the annuity and life insurance products of AXA Equitable Life Insurance Company (NY, NY) and those of other carriers. AXA Network, LLC does business in California as AXA Network Insurance Agency of California, LLC and, in Utah, as AXA Network Agency of Utah, LLC.

GE-91051a (1/14) (Exp. 1/16) G32641

A message from

Dr. John E. McKenna

SAANYS President
2015-16



Meeting the Challenge to Support English Language Learners

According to data released from the New York State Education Department (NYSED), the total number of ELL students now exceeds 213,000 students for the 2015-2016 school year. This number represents an overall increase of nearly 4 percent in the last 5 years with some geographic areas experiencing much higher growth rates in their ELL populations.

In response to the increasing number of ELL students in 2014, the Board of Regents adopted changes to Part 154 of the Commissioners Regulations to set new standards for providing educational services for ELL students. These changes significantly increase school districts responsibilities to serve ELL students' needs and include:

- Identifying and placing English language learners in appropriate educational settings.
- Providing new educational support and transitional services.
- Serving ELLs identified as students with disabilities.
- Planning and reporting on students and their related programming.
- Communicating with ELL families, increasing the need for translators.
- Creating and providing appropriate staff development specific to ELL needs and issues.
- Providing training and time to implement integrated co-teaching practices.

Providing these services are appropriate and necessary, however they must be accompanied with the proper funding and support to make them work and not put districts in financial hardship.

The New York State Educational Conference Board (ECB), which is comprised of seven major educational organizations, including SAANYS, believes strongly that it is crucial to support initiatives related to serving our ELL students, however the ECB has also stated in a recent position paper that "adequate funding and policy changes must accompany the mandated programs in order to ensure successful implementation."

The ECB proposes the following recommendations to support the implementation of effective ELL programming:

- Create an English language learner (ELL) aid category and fund it at \$75 million to ensure districts can deliver the enhanced levels of service necessary for ELL success.
- Adjust funding structures for special services aid and BOCES aid to help offset new costs associated with providing services to ELL students.
- Make regulatory and statutory changes to allow districts flexibility during this time of critical bilingual teacher shortages.
- Add fast-track options for teachers to obtain bilingual extension certification and incentives for individuals in teacher prep programs to become certified to teach ELL students.

SAANYS and the other organizations in the ECB want all of our English language learners to have the best possible learning experiences. We believe that the recommendations we proposed will provide the support necessary for districts to develop the programs and practices necessary to allow all of our students to reach their full potential. To read the full ECB position paper entitled, Urgent Action Necessary to Support English Language Learners, visit saanys.org.

For additional information on this topic and past issues, please visit: <https://saanys.org/professional-learning/vanguard/> and click on Vanguard Extras.



Scan or visit:
<http://q-r.to/bac8CZ>

Grade Assignments
with a Camera!

3 Steps to Grading
Castle Learning Paper
Assignments Faster & Easier

- 1** Add GradeCam to your Castle Learning subscription
- 2** Print Castle Learning assignments with GradeCam style bubble sheets for your students to complete
- 3** Snap a picture with nearly any webcam or document camera and view the results immediately inside Castle Learning.

Call today to add GradeCam!
(800) 345-7606
sales@castlelearning.com

GradeCam™





IGNITING EDUCATION FOR

English Language Learners

By Kim M. Smithgall

There are 213,470 New York students (8.8 percent of the total student population) who are considered English language learners (ELLs) — an increase of 3.8 percent in the last five years alone. These culturally diverse pupils speak more than 190 languages, the most common being Spanish, Chinese, Arabic, Nepali, Karen, Haitian Creole, Urdu, Bengali, and Russian.

The statistics enumerate the changing demographics in today's schools, but the hard data fails to tell the personal stories of these students and the challenges educators are tackling as they welcome ELLs into classrooms across the state and nation.

Try to imagine this: you're 17 years old and you've just arrived at a school in New York after spending the last six years in a refugee camp. Before that, you lived in San Pedro Sula, Honduras, which has the second-highest homicide rate in the world. You haven't been in a formal classroom since first grade; it was simply too dangerous to go to school. While you can converse in Spanish, the lack of formal education means you weren't able to develop the accompanying reading and writing skills. You speak no English.

On this sunny day in June, as your American classmates are lining up a row of pens and yellow pencils on their desks, the teacher hands out booklets and you encounter a list of questions in English, including this one: "Determine, to the nearest minute, the number of degrees in an angle whose measure is 2.5 radians." Answer the question...and be sure to show your work using "the appropriate formula substitutions, diagrams, graphs, charts, etc...all answers should be written in pen, except for graphs and drawings, which should be done in pencil."

It's the algebra 2/trigonometry Regents exam. How do you think you'll do?

TURNING ON EDUCATION'S AFTERBURNERS

With today's accountability measures, ELLs are required to take some state assessments (math, for example) during regularly scheduled testing periods and be included in district-wide achievement results, even if they've just arrived at their new school. For ELLs who enter school at a younger age, the transition to a new culture might be a bit easier, but the language barrier still presents significant challenges, as all of these students

must learn both a new language and rigorous academic content at the same time — all while meeting the same high standards as their English-speaking peers.

Brendan Gallivan, executive director of English language learners and Languages Other Than English in the Rochester City School District, borrows an analogy he once heard from a teacher to describe the challenges: "You and I are running a race and you get out of the gate and you have your jets on and you get out 20 yards faster than I do. So then I turn my afterburners on and I'm running as fast as you are. When do I catch you?" he asked. "I never catch you. At some point, I have to run faster. I have to learn more, learn faster and work harder. That's where our English language learners are. They're starting slightly behind us, so in order to catch up linguistically and academically, they're going to have to make strides at a higher rate of growth than their English-speaking peers."

This game of catch-up is among the most daunting in the long list of hurdles dotting the ELL pathway to educational success. New mandates/regulations focused on providing ELLs with appropriate and equitable educational opportunities and a shortage of appropriately certified staff also pose significant challenges, along with educators' understanding of student backgrounds and cultures.

NEW REGULATIONS

Recognizing the need to ensure ELLs receive appropriate and equitable educational opportunities,



both the U.S. Department of Education (USDOE) and the New York State Education Department (NYSED) recently clarified previous ELL regulations and enacted new ones. For school districts

in New York, these changes have resulted in substantial increases in responsibilities related to identifying and placing ELLs in appropriate educational settings, providing new ELL services, serving ELLs identified as students with disabilities, communicating with ELL families, and creating and providing ELL-specific staff training. Planning and reporting requirements have increased significantly, as well.

"I am a huge fan of the mandates...they make a lot of sense," Gallivan said. "I'm just not sure that multiple systems were ready for the impact."

Rochester City School District has more than 3,700 ELLs who speak 81 languages in addition to English and Spanish. The district has one of the oldest bilingual programs in the country, and the city itself — like Buffalo, Syracuse, Utica, and Albany — is a refugee resettlement community. Students attend a broad array of schools, including an international academy where 100 percent of enrollees are refugees, another school with 50 percent ELLs and 50 percent English-speaking students, and an international baccalaureate school that is about to name a former ELL valedictorian. Even with this kind of experience successfully serving ELLs, Gallivan and his fellow education professionals are faced with many obstacles.

"We are significantly challenged to staff ESOL [English to Speakers of Other Languages], bilingual and world languages programs, but those were also shortage areas prior to the new regulations," Gallivan commented. "Our university systems, our instructional pipelines weren't ready to meet the new demand. We have great partnerships with our local universities and we're well into their pipeline trying to hire traditional and nontraditional candidates... but there's a deficit of people with language capacities."

EDUCATION FOR EDUCATORS

In her role as coordinator of the Mid-West Regional Bilingual Edu-

cation Resource Network (RBE-RN), Lourdes Roa sees similar teacher shortage trends statewide, along with shortages of interpreters and translators. The need for these services is especially critical, as the new regulations require school districts to communicate with ELL families in their home language. “When you’ve got smaller language groups and schools need translators to help when parents come to school, it’s a tricky thing to get the right language and the right interpreter,” Roa said.

The Mid-West RBE-RN provides ELL-related instructional resources, professional development, and technical assistance to 67 school districts and two BOCES; it’s one of eight such groups in the state. “We’ve got lists of interpreters, but they may or may not always be available; we also provide some ideas for online resources for districts to use,” Roa commented, also indicating that she and her staff would like to develop some trainings for interpreters. At the moment, though, professional development sessions related to instructional strategies to help ELLs absorb academic content are among the most popular. Classroom teachers and content-area teachers (those who teach specific subjects) are especially interested in how to best collaborate and co-teach with ESOL teachers, as well as how to break down curriculum content into manageable pieces (often called “scaffolding”) for ELLs — all while still maintaining rigor.

“We need to make sure students are getting high expectations from well-prepared teachers and that there are equal opportunities,” Roa said. “It has always been a challenge to find bilingual teachers.”

Jacqueline LeRoy, director for Syracuse City School District’s Office of English as a New Language (ENL), World Languages and Bilingual Education, agrees. The district’s ELL population has doubled in the last eight years to 3,300. “Sometimes teachers feel the stress of being underprepared and they feel that they’re at a loss as to how best to meet the needs of their ELLs,” LeRoy said. “It’s an overwhelming response we

hear across the state. Our teachers welcome and embrace our ELL students, but they bring something unfamiliar to the table. Teachers and school leaders are trying to figure out the best mechanisms to put into place.”

To this end, Syracuse makes professional development a priority. “We try to think outside the box in how we provide professional development. We have activities in place beyond inviting teachers to workshops,” LeRoy explained. “We provide embedded support that might happen during the regular school day; so, individuals go to our buildings and support the teachers and attend their team meetings. We have after-school and Saturday professional development sessions and professional learning communities, as well.”

CULTURAL INSIGHTS

Syracuse City School District also employs former refugees as “nationality workers.” These individuals help provide further training and insights to educators. “Sometimes we have grade levels meeting as a team for an hour on a particular day and the nationality workers will share information with teachers, which really helps with understanding cultural differences. For example, different cultures sometimes have different expectations about education and what a parent’s role is in the educational process,” LeRoy said. “The nationality workers can also touch on students’ backgrounds.”

“They help bridge the cultural differences and language barriers that present themselves in a school,” LeRoy said, adding that they are also invaluable as ambassadors and liaisons in the community. “They outreach to parents in the community and help parents understand what is expected of them and how they can lend support to their children.”

Educators agree that the ability and willingness to embrace and understand new cultures is as vital as the ability to adjust instructional methods.

Total ELL Pupils in Selected School Districts	
NYS School District	Number of 2015-16 ELL Students
New York City	131,193
Brentwood (Suffolk County)	5,525
Buffalo	4,865
Rochester	3,759
Syracuse	2,968
Yonkers	2,713
East Ramapo (Rockland County)	2,372
Hempstead (Nassau County)	2,300
Utica	2,050
Other districts	55,725
Statewide Total	213,470

“We are a diverse school and this is a big positive. It provides us with an opportunity to grow,” said Johnson City School District Director of Academic Coaching Michelle Feyerabend. The district has seen a shift recently in its ELL population, with a more even mix of ages, rather than having a majority of younger ELLs, as was the case in the past. The students speak 18 different languages, from Spanish to Pashto, Urdu, and Vietnamese.

With the diversity also comes the chance for misinterpretations of interactions with families. “It’s often just because there are cultural differences,” Feyerabend said. “We just need to get to know the students’ stories and backgrounds.”

Feyerabend helps organize a culture night to celebrate and recognize the different traditions represented in the district. “We hold the event in the community so our families don’t have to worry about transportation,” she explained. “We invite all of our families to show different aspects of their culture through food, crafts, dance, whatever they want to demonstrate. It’s been a beautiful way for us to build relationships with all of our families.”

Feyerabend also stresses the need to empathize with students’ social-emotional needs. “In Johnson City, 86 percent of our ELLs are also economically disadvantaged, so families are struggling to meet basic needs,” she said. “Many students come to us with traumatic backgrounds and/or interrupted education.”

Similar trends are taking place in the Hampton Bays School District. While the district isn't large, 20 percent (425) of its students are ELLs. "It's daunting," said Michelle Marrone, English as a New Language (ENL) teacher and ENL/bilingual liaison at Hampton Bays High School. "Last year we received a significant number of SIFE [Students with Interrupted Formal Education] students. These are students missing two or more years of school. It may be that schools were too far away, or the streets were plagued with gangs and drugs, so it was too dangerous for kids to go to school. In other cases, children had to work to support their families."

For these students, caring and supportive staff and peers are vital. "Our new bilingual social worker has been such an asset for us because a lot of our students come with social and emotional needs," Marrone commented.

The district recently hired a bilingual guidance counselor and bilingual guidance office secretary, as well. For additional support, bilingual students help their newly arrived peers. "Students who have been in the district a good number of years give tours of the building so the new students are comfortable. It's nice because the ELLs know they're speaking with peers who experienced the same thing that they're going through," said Marrone.

OTHER CHALLENGES, STRATEGIES...AND A WISH LIST

Ironically, the most common challenge identified by educators working with ELLs comes down to basics — the lack of high-quality instructional materials in ELLs' first languages. They additionally cite the need for assessments to be available in languages other than English; NYSED officials concur and continue to request state funding to expand the languages used in tests.

"When it comes to finding appropriate material for our students, it's not an easy task," LeRoy said. "We have a large population of Spanish-speaking students, for example, and

we struggle because there are not a lot of texts or digital materials and there aren't a lot of vendors that provide authentic literature for them."

Marrone agreed, saying, "We need instructional materials that are of high interest to high school and middle school students, but aren't watered down. Students don't want to feel that you're making things easier for them and you still need to hit the same goals with ELLs as you do with all students."

Johnson City and other districts are starting to address this challenge by providing ELLs with tablets so they can use apps as instant translators and also to conduct research. "It's empowering for students to have an instant connection with a learning aid without having an adult standing over them micromanaging their education," Feyerabend said.

Another strategy that's been successful in Johnson City is keeping students with the same ELL teacher for two years. This allows teachers to gain, and then pass on, deep knowledge about the students and their learning styles. The district also provides authentic learning experiences, including a summer program where teachers and students from multiple grade levels worked together to plan, plant, and harvest gardens on school property.

Those are the types of real-life learning experiences that could especially benefit ELLs who enter school as adolescents and teens. "We have kids arrive at 16, 17 years of age who are undercredited and they need something different," Gallivan said. "They need an alternate pathway — a vocational pathway and technical education that will prepare them for their next step after U.S. schooling."

Gallivan further suggests the need for more flexibility in how student achievement and districts' adequate yearly progress are measured. For example, a "growth matrix" would be ideal, using the New York State English as a Second Language Achievement Test (NYSESLAT) results to chart the increase in students' abilities over time. These results could be used on their own or combined with proficiency results from other

state assessments to provide a more accurate picture of student achievement — rather than primarily determining student success by scores on exams that may not be in a student's home language and/or for which students may not have been prepared.

LeRoy recommends a differentiated type of accountability system. "It's important to maintain a level of accountability, but somehow we have to take into account where students are with language and what we can do to determine their content knowledge without putting a test in front of them that will frustrate them and won't actually test that knowledge," she suggested. "We could separate out students who have been here one or two years versus students who have been here five years. Or separate out students who enter with interrupted formal education. These students may have had little or no formal education and they're faced with assessments with no background knowledge in the content area. In addition, they may have no literacy in their native language. Taking those things into consideration would lend itself to more accurate use of data when we're developing our programs and then also provide for a more equitable accountability system for schools and educators."

THE BIG PICTURE

On a broader level, LeRoy feels it's important to keep in mind educators' shared responsibilities. "This is a different era in education with the changing demographics. The vision has to be that all educators are educators of English language learners."

And for this, there are reasons to celebrate. Added Gallivan, "Statistics show that when our English language learners become former English language learners, they excel statistically. They graduate at or above their peers."

KIM M. SMITHGALL is an award-winning communications specialist and freelance writer, designer, and photographer.

The Classrooms

As more ELLs enter U.S. schools, educators are implementing a variety of teaching strategies and approaches to meet these pupils' needs, including:

CO-TEACHING:

A collaborative model in which two teachers — one content area or classroom teacher and one certified to teach English to speakers of other languages (ESOL) — team up to provide instruction. This is a powerful approach, as students benefit from an ESOL teacher's expertise in language development and acquisition combined with the classroom/content area teacher's deep knowledge of core academic subjects. This is a preferred approach in New York, though there are challenges with implementation, including logistics. The most effective co-teaching takes dedicated planning time, which doesn't always fit into school schedules. Additionally, co-teaching sometimes means hiring more staff — not always an option in today's fiscal environment and with a shortage of multilingual teachers. Educators who have traditionally worked alone in their classrooms also need professional development to prepare for co-teaching.

SHELTERED INSTRUCTION:

An approach in which teachers modify their use of English to make instruction more easily understood by ELLs. For example, teachers may use visual aids, simplify vocabulary and grammar, use physical activities, modify their speech rate and tone, or relate instruction to a student's personal background. It makes grade-level content more accessible. The strategy is working well in Syracuse, according to LeRoy. "We have models of sheltered instruction where there is an entire classroom of English language learners," she said. "So, for example, global history instruction would be provided to a class of ELLs who are primarily at the entering or emerging levels, meaning they have lower levels of English proficiency. In

this class, we have the social studies teacher and the ENL teacher working together to provide instruction. Other models of sheltered instruction might have a single teacher who has had training in adapting instruction for ELLs.

TRANSITIONAL BILINGUAL PROGRAM:

Sometimes referred to as "early-exit" bilingual education, this approach includes instruction in a student's first language, while also introducing and developing English language skills. The idea is to ensure ELLs receive high-quality instruction in academic areas and are able to transition quickly to all-English programs. Hampton Bays School District employs these types of programs for elementary students. "Students progress in language ability and are able to go into a mainstream program," said Michelle Marrone.

DUAL LANGUAGE PROGRAMS:

These programs serve both ELLs and monolingual English-speaking students together so all participating students become proficient in a second language. In many dual language classrooms, one language is used for instruction for half the day and the second language is used for the other half of the school day. In most cases, the breakdown of students is 50-50 (50 percent ELLs and 50 percent students for whom English is their primary language). This approach is growing in popularity as the emerging global marketplace demands a multilingual workforce and employees who can embrace multiculturalism. Rochester City School District builds on this philosophy, with one of its schools deliberately keeping enrollments at 50 percent ELLs. "This is not a transitional school. Kids go there and stay there. It's become a popular choice among all the schools in Rochester because of its wonderful culture and feeling," said Brendan Gallivan.

ELL RESOURCES FOR EDUCATORS

Links to the Regional Bilingual Education Resource Networks in the state, which provide ELL-related professional development, services and support: <http://www.p12.nysed.gov/biling/bilinged/betac.html>

Syracuse City School District's Office of English as a New Language, World Languages and Bilingual Education's newsletters, which include a wealth of information for educators working with ELLs: <http://www.syracusecityschools.com/districtpage.cfm?pageid=557>

U.S. Department of Education English Learner Toolkit: information, sample tools and resources for identifying English Language Learners, providing ELL services and evaluating ELL programs: <http://www2.ed.gov/about/offices/list/oela/english-learner-toolkit/index.html?src=best-bet>

Blueprint for English Language Learners' Success: details the philosophy that all teachers are teachers of ELLs: <http://www.p12.nysed.gov/biling/docs/>

LUCY CALKINS AND COLLEAGUES

UNITS OF STUDY

Reading ♦ Writing

New!
FROM
Lucy Calkins



Units of Study for Teaching Reading, K-5



Units of Study for Teaching Writing, K-8

Fast becoming essential parts of classroom life in tens of thousands of schools around the world, the *Units of Study for Teaching Reading, K-5* series and the *Units of Study in Opinion/Argument, Information, and Narrative Writing, K-8* series serve as both curricular support and professional development. These two groundbreaking series will:

- ★ provide all the teaching points, minilessons, conferences, and small-group work needed for a comprehensive workshop curriculum
- ★ help teachers assess students' reading and writing work, develop their use of self-monitoring strategies, and set them on trajectories of growth
- ★ give teachers opportunities to teach and to learn teaching through strong scaffolding and on-the-job guidance from Lucy Calkins and her colleagues from the Teachers College Reading and Writing Project.

To learn more and download Samplers, visit unitsofstudy.com



Susan Reynell | 716.998.6850 | sreynell@reynell.net

READING CAN BE EVERY CHILD'S SUPERPOWER!

Scholastic Book Fairs® has the right ingredients for summer reading success!

- Introduce students to books that will motivate them to read more.
- Students can participate in the biggest summer reading challenge on the planet and help set a new world record.
- Get FREE materials and tools to plan and promote your summer reading program.
- Give students, parents, and teachers access to an interactive, easy-to-use website offering rewards, expert advice, and exclusive opportunities.

Join the Scholastic Summer Reading Challenge!

To find out more, contact Lynne Fiorica
at 1-800-822-3247, EXT. 2228.

SCHOLASTIC
**SUMMER
READING
CHALLENGE™**

SCHOLASTIC



A CHAMPION OF EDUCATION

Building Schools, Creating Hope

By Paul Grondahl



They call her *Tharamupadoh* in Burmese, “great teacher,” a moniker of respect that honors the daring and pioneering work of Naw Paw Ray. The prize-winning Burmese educator has defied authorities, endured imprisonment, and resisted harassment in order to build schools that provide an education for thousands of persecuted refugee children with no legal standing who struggle to survive along the border of Thailand and Myanmar, formerly known as Burma.

Since 1998, about 2 million Burmese from the Mon, Karen, Karenni, and Shan ethnic minority groups have fled ethnic persecution, sectarian violence, military harassment, economic hardship and political oppression in their homeland. About 500,000 are legal migrants, 150,000 live in refugee camps and the rest eke out an illegal, marginal existence as roving masses of "internally displaced."

Naw Paw Ray, a member of the Karen (pronounced kuh-REN) ethnic



group, was one of those forgotten souls. At 13, she fled with her family into the jungle when soldiers from a military junta targeted the Karen community and set fire to their small village. As they scooped up what few belongings they could carry and ran in terror, the young girl took one last look at the place she called home and watched the small schoolhouse where she studied engulfed in flames.

"It was terrible. I cried and cried. I wanted to be a doctor," she said. Her dream was destroyed and a long nightmare of living in fear, and staying on the run, was just beginning.

Small of stature but possessed of a big heart and limitless ambition, she used her resilience and resourcefulness to succeed as an educator against all odds. Paw Ray, 53, has won international acclaim for founding the Burmese Migrant Workers Education Committee (BMWEC). She opened her first school in a bamboo hut in 1999 for 25 students between the ages of 3 and 12. Today, she operates 24 schools

for about 3,800 students along the Thai-Burmese border and oversees a staff of 180 teachers and 15 administrators who work for her not-for-profit humanitarian organization. She is the subject of a recent documentary, *All You Need Is Love*, narrated by Sigourney Weaver, and among her donors are the director James Cameron (*Titanic*, *Avatar*) and his wife, Suzy Amis, who visited Paw

Ray's schools in Thailand. She has received international recognition for her work and a fellowship from Ashokan, a global humanitarian organization.

Paw Ray was in Albany recently, visiting the oldest of her five children, a 32-year-old

daughter, LueLu Pathaw. LueLu lives with her husband and children in the city's Delaware Avenue neighborhood, which is home to a large Burmese population. About 1,200 Burmese, primarily of the Karen ethnic group, have been resettled in the Albany area since 2005 by the U.S. Committee for Refugees and Immigrants (USCRI). They are among more than 2,500 refugees USCRI has resettled in Albany from two dozen embattled countries that also include Thailand, Congo, Rwanda, Sudan, Iraq, Afghanistan, Nepal, Ethiopia, and Eritrea.



Nearly half of the Albany school district's 1,000 immigrant students are Karen, the largest single

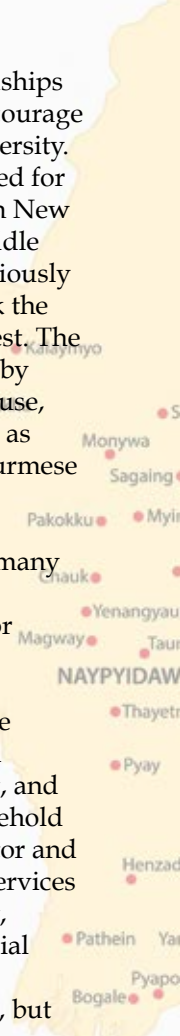
immigrant group, and their language recently surpassed Spanish as the second-most commonly spoken in Albany's schools next to English. The dramatic increase of Karen students and other refugees has strained the district's resources for ENL (English as a new language). Their numbers

"They want so badly to learn, but they never had schools before," Paw Ray said. "I want them to have the education I never had. I pray the fighting will be over one day and they can return to their villages in Burma."

also present educators with an opportunity to discuss the hardships of migrant populations and encourage students to explore cultural diversity. The Albany school district hosted for the first time in January a Karen New Year celebration at Hackett Middle School. The gathering had previously been held in a city park to mark the traditional end of the rice harvest. The Albany community was joined by Karen people from Utica, Syracuse, and other upstate cities, as well as Hartford, Conn., for a day of Burmese food, music, dance and culture.

"The Karen are wonderful people who have overcome so many hardships," said Debbie Taylor, director of corporate services for SAANYS and a volunteer with USCRI. For several years, she has assisted two dozen Burmese refugee families in Albany with transportation, literacy training, and donations of clothing and household items. She has served as a mentor and de facto caseworker to secure services ranging from remedial tutoring, doctor's appointments, and social services.

"They do need a lot of help, but it is very rewarding and I have seen so many success stories," said Taylor, who often meets Burmese refugee families at the airport when they arrive in Albany in winter wearing shorts, tank tops and flip-flops, with few belongings and not knowing any English. The refugees receive a one-time federal government subsidy of \$952 for each adult and child to cover an apartment security deposit, the first month's rent, and basic household supplies. With the efforts of a committed band of volunteers like Taylor, the Burmese refugees have graduated from Albany High School, enrolled at local colleges, landed full-time jobs, saved up and bought their



first homes – in some cases through Habitat for Humanity.

Naw Paw Ray and her daughter are among the success stories. “I don’t remember anything of our time hiding in the forest,” said her daughter, LueLu Pathaw. She grew up in a refugee camp in Thailand and was resettled in Albany through USCRI in 2009. She learned English, raised five children with her husband, earned a GED and works as a health aide at a nursing home. The couple bought a home and LueLu earned an associate’s degree in business at Hudson Valley Community College, where she received a Second Chance Scholarship and made the President’s List. She also works as an interpreter for the Albany school district and has been accepted into the accounting program at the University at Albany.

“She’s amazing, just like her mother,” said Taylor, who’s known the family since they arrived in Albany years ago. She marvels at their rapid assimilation. “Mother and daughter are always smiling when I see them. They are both so positive.” Sadly, Paw Ray’s husband died of cancer a year ago, just a few months after moving in with his daughter LueLu and her family in Albany.

Taylor introduced me to the mother and daughter on a recent evening at the Delaware Avenue branch of the Albany Public Library, near the daughter’s home. Paw Ray had just returned from a fundraising trip for her schools through Pennsylvania, Georgia, Nebraska, Indiana, and Minnesota. She met with educators, religious leaders, and politicians. She returned in early February to her organization’s headquarters in Thailand, following a meeting with a major donor in the Netherlands who provides classroom supplies. The schools are poorly equipped and often only have a few textbooks, which teachers read from while students jot down notes. Teachers write on blackboards primarily, but they have a few computers with Internet connections for high school students. She is seeking more donations to improve classroom technology and to upgrade the facilities. Another

daughter, who lives in Thailand, helps her mother write grant applications.

“It’s getting harder to raise enough funds to keep the schools going,” said Paw Ray, who had to shut down schools in the past two years and let teachers go after a drop in donations from NGOs in the U.S., Canada, and Europe. Paw Ray, a mother of five and grandmother of six, also opened the doors of her home in Thailand to dozens of starving and orphaned children with nowhere else to go.

“The need is so great,” she said. “I feel like I have 15,000 children with all my students. As long as we can feed them, I’ll keep taking more children at my home.”

The schools are a bright spot in an otherwise bleak landscape for Burmese migrant children in the border region of Thailand, known as Mae Sot. More than 80 percent of the kids there live in extreme poverty and have no access to education. Classroom instruction is the best chance for children to rise above the grim reality of human trafficking, being lured into the sex trade, succumbing to drug addiction, or forced into indentured servitude. Her simple, open-air schools are far more than a classroom. They provide food, security, health care, and often shelter for students who are homeless. The classrooms double as kitchens and dormitories, with desks and tables pushed aside to make way for sleeping mats placed on the floor.

Her daughter added softly, “She doesn’t cry in front of me, but I know she does on her own. She works so hard. I’m very proud of her.” She taught at her mother’s schools for a few years before coming to the U.S. She continues to support her mother’s cause from afar, financially and with other assistance.

The relentless optimism of Burmese migrant students and their



unyielding thirst for knowledge are what sustains the mother. “They want so badly to learn, but they never had schools before,” Paw Ray said. “I want them to have the education I never had. I pray the fighting will be over one day and they can return to their villages in Burma.”

In the meantime, she pours her heart and soul into the schools. In the past three years, three of her students have gone on to college in Thailand, helped by a prominent Buddhist monk in Thailand who is underwriting their tuition. “I hope they’ll become teachers and doctors and find good jobs,” she said. “I encourage them to go to the U.S. if they have the chance. There are so many more opportunities there.”

For educators in New York working with refugees and ENL students, Paw Ray has simple advice. “Be patient and kind with them,” she said. “Give them extra help. They will work hard to succeed. They are like all students. They dream of a good life. They just need to be given an opportunity.”

Spoken like a true *Tharamupadoh*, or “great teacher.”

To learn more about Naw Paw Ray’s schools, go to the organization’s website at <http://www.bmwec.org> or their Facebook page at www.facebook.com/BMWEC.BurmeseMigrantWorkersEducationCommittee.

PAUL GRONDAHL is an award-winning reporter at the *Albany Times Union*. A paperback edition of his political biography, *Mayor Corning: Albany Icon, Albany Enigma*, was published in 2007 by SUNY Press.

...because you have better things to do than worry about your mortgage.



**“0”
Bank Closing Cost**

We thank you for your dedication and service.

The Mortgages for Champions Program was developed as a special thank you to the heroes of our community. The Mortgages for Champions Program offers special discounts: No Application Fee, No Processing Fee, No Underwriting Fee and No Commitment Fee.

**Call Today for a
Free Consultation
888-814-8406**

Residential
Home Funding Corp.
MORTGAGES FOR AMERICA
1471 Route 9, Suite 212
Clifton Park, NY 12065



Minimum credit scores and maximum loan limits apply. Not all applicants may qualify. Equal Housing Lender. Some products may not be available in all states. Credit and collateral are subject to approval. This is not a commitment to lend. Program, rates, terms and conditions are subject to change without notice. Other restrictions may apply. All rights reserved. NMLS #34973 . Licensed by NJ Department of Banking and Insurance – License # 9964632 Licensed by The NY Department of Financial Services -- License # B500689

Help your teachers be more effective and efficient.

WriterKEY® is an online application designed to improve the teaching, learning, and assessment of **writing across the curriculum.**

"This is totally breakthrough!" -Forbes



Start your **FREE Trial** today

at www.writerkey.com

WriterKEY
integrates with:



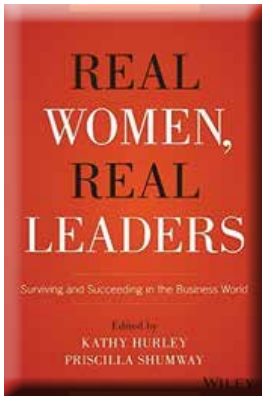
Clever

Amplify is reimagining the way
teachers teach and students learn.



Learn more today at amplify.com

Amplify.



Real Women, Real Leaders

Kathleen Hurley and Priscilla Shumway

When you think of some of the best leaders you've known or aspire to be like, what names come to mind? How many of them are male? How many are female? Is there a difference? In 2010, Sheryl Sandberg presented a TED Talk, "Why We Have Too Few Women Leaders." To date, it has

nearly 6 million views. It's a lecture that has stuck with me long after viewing with its call to women to stop underestimating their own abilities. She states, "No one gets to the corner office by sitting on the side, not at the table, and no one gets the promotion if they don't think they deserve their success, or they don't even understand their own success."

Earlier this year, SAANYS partnered with NYSCATE to offer a book study akin to this topic. In this book, *Real Women, Real Leaders: Surviving and Succeeding in the Business World*, the authors explain, "We strive to share the stories of each contributor in a personal, meaningful way – in a way that will inspire girls and women to not only pursue their dreams but also leverage the skills that they have to be leaders..."

The book is an empowering read that examines specific leadership competencies within each chapter as well as accompanying profiles of women leaders who symbolize each skill:

Inspires and Motivates Others: "Employees who are able to skillfully inspire and motivate others ensure that productivity – and morale – are high, and are able to maintain long term engagement for the team" (14).

Takes Initiative: "People who are adept at taking initiative are generally sought after within an organization, as they are the people that will go beyond their responsibilities and need less direction or direct management than others" (42).

Displays High Integrity and Honesty: "The competency of having high integrity and honesty is defined as having strong moral principles, uprightness, and fairness. In leadership this manifests itself through consistency between words and actions" (71).

Builds Relationships: "Building a strategic network within and outside of an organization is also referred to as building social capital" (95).

Collaboration and Teamwork: "In order to do this, four main functions and roles must be fulfilled with a team: vision, organization, relationship/team process, and connecting to a larger system" (114).

Drive for Results: "Driving for results is the ability to accomplish tasks with excellence, regardless of obstacles present" (133).

Develops Strategic Perspectives: "As women, we must use the existing data to our advantage understanding that, as a gender, we struggle to display strategic perspective, which

allows us to actively plan for the development of the competency" (152).

The book also includes a leadership self-assessment that will help the reader identify skills that she sees as a strength and those that need more development.

Women who are profiled in the book include Kecia Ray, president of the board for ISTE; Deborah Delisle, (past) assistant secretary for elementary and secondary education for USDOE; Jennifer Corriero, executive director of TakingITGlobal; and Judith LaBelle, founding president for Glynwood.

Angela Affronti is an instructional technology integration specialist in Syracuse, NY. She offered the following reflection about this book after participating in the online book study with NYSCATE:

"I enjoyed reading this unique resource that allowed me to see what skills and traits women need to have to be successful leaders. The trait that stands out most to me is building relationships. I have seen that women leaders do have stronger skills when it comes to connecting with staff and making people feel comfortable. This has impacted my practice by realizing that stopping to 'talk' to people and 'listen' is not a waste of my time but a good leadership trait."

I too enjoyed reading this book and the story I connected most to was that of Judith LaBelle. I could identify with her point, "I did my best with whatever opportunities I had." By all accounts, my own story is not what many would have predicted for me as a young girl. My grandmother always pushed me to stick to my dream of going to college and becoming a teacher. She was one of the first real women leaders in my life.

I've been fortunate to meet so many amazing mentors throughout each step in my life and am incredibly grateful to the women (and men) that have believed in me. I think that mentoring, male and female, is incredibly important to any leader's success. If you are in the position to support a female leader, this book will help provide you with another lens in which to see the gifts that she will bring to your organization. If you are a female leader, this book will provide you with an opportunity to boldly reflect upon your own skills in a way that allows you to see them authentically and as real talent...and not just those that you've developed by luck.



BOOK REVIEW BY LISA MEADE

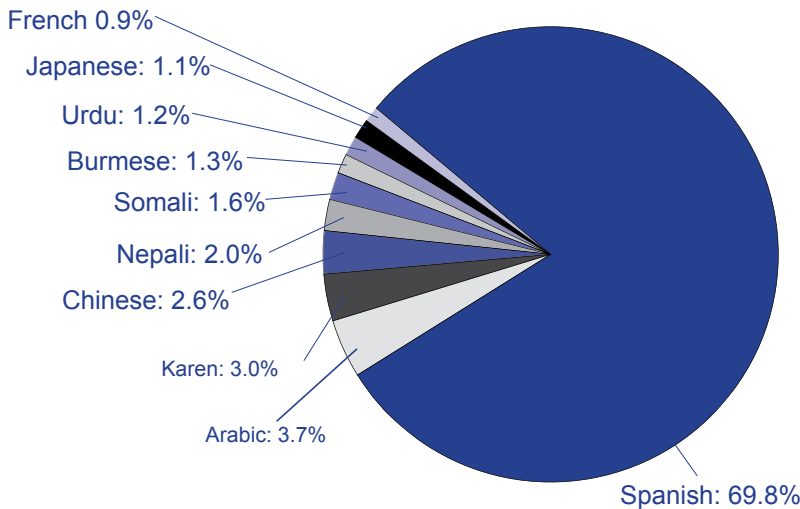
Lisa Meade is middle school principal at Corinth CSD. She is also the 2015 Middle School Principal of the Year for SAANYS/NASSP. You can find her on Twitter at @LisaMeade23.

F Y I

Counties with 50 or more unaccompanied minors in fiscal years 2014 and 2015			
County	2014	2015	Total
Bronx	495	174	669
Kings	535	281	816
Nassau	1,446	486	1,932
New York	77	0	77
Orange	74	0	74
Putnam	54	0	54
Queens	902	506	1,408
Rockland	232	124	356
Suffolk	1,600	637	2,237
Westchester	322	221	543
Total	5,737	2,429	8,166

Source: Office of Refugee Resettlement

Top 10 Languages Other Than English Outside of New York City



Source: New York State Education Department

OPINIONS

“The brain is constantly asking, 'Is it safe here?' – If that answer's NO, don't expect much learning..”

– Dr. Ryan B. Jackson



TRENDING IN ED



TRENDING ON...THE TEACHING CHANNEL
Engaging ELLs in Academic Conversations Series



Scan or visit:
<http://bit.ly/1w2giMm>



TRENDING ON...FACEBOOK
Immigrant ELL Student Sings His Way to the Grammys



Scan or visit:
<https://www.facebook.com/YoungNobleGentlemen>



TRENDING ON...YOUTUBE
Engaging Parents of English Language Learners

Watch a kindergarten teacher in Richmond, California, build an inclusive community in his classroom of English Language Learners by encouraging parents to come to his class and participate directly in their kids' learning.

Scan or visit:
<http://bit.ly/20QnXq2>



WHAT'S THIS?



Download a QR code reader app on your smart phone or tablet to launch these videos.



INCREASING EFFICIENCY.
REDUCING COSTS.

Educational Vistas, Inc.



Innovating the Business of Education to Save Time, Money and Improve Performance



StaffTrac™

The Most Comprehensive APPR Management
Program Available

StaffTrac™ is a comprehensive and customizable web-based management system for each district's unique APPR negotiated processes. It provides an integrated platform for scheduling APPR meetings, completing and scoring observations (evaluators may type in evidence by domain or unlimited textboxes), developing and calculating SLOs, and linking teacher and student data from any Student Information System (SIS). StaffTrac™ also includes modules for professional learning and human resources information. All data is maintained over multiple years for easy access, comparisons, and statistical analysis.



DataMate™

The Premier Student Assessment Analysis System
for all State & Local (APPR) Data

DataMate™ is the most effective and efficient way to view assessment data for making informed instructional decisions. Unique capabilities of this program include access to rich, longitudinal student records, electronic portfolios, and online testing, featuring the immediate posting of results to all reports. Comprehensive, powerful, and easy-to-use reports and graphs, such as the KR-20 and KR-21 reliability calculations, illustrate program and student strengths and challenges in ways that teachers, administrators, students, and parents can use to improve teaching and learning. By linking to any student information system (SIS), DataMate™ is kept up-to-date with all changes in student enrollment, course/section, homeroom, and demographic information. Developed by educators, for educators, the look, feel, and flow of this management system "make sense" to staff so that the learning curve is short and the process is natural. DataMate™ also links directly to StaffTrac™, allowing for the easiest way to create SLOs and calculate scores for APPR.



SafeSchoolsNY™

Security, Reporting and Alert System

The Only Complete Management System for
VADIR, DASA, Discipline and School Safety



The #1 VADIR and discipline program for ten years running is now SafeSchoolsNY™. All aspects and requirements for the Dignity for All Students Act (DASA) are also included along with the unique iWitnessNY™ anonymous threat reporting process. By linking directly to any student information system (SIS), student data is always current and accurate. The software includes "one-button" production of State Ed. required reports, valuable district-level reports, auditing, and SVI (School Violence Index) calculation. Sophisticated, automatic email notifications to teachers and administrators keep all stakeholders informed in the process. With powerful mail merge capabilities, parental notifications and letters are created, archived, and available on-demand. Easily upload and organize materials for safety plans, district policies, staff training, character education components, state, county and local services, interventions/strategies, professional development, curriculum and instruction, and all recommended online school climate and safety surveys. SafeSchoolsNY™ is now available under BOCES contract!



Curriculum Developer™

The Most Current Pedagogical Curriculum Model Available

Curriculum Developer™, utilizing our Results-Based Education Model, is the most comprehensive program to provide a proven structure and process for instruction planning. It supports a common district curriculum that is aligned with local expectations and Common Core State Standards (CCSS). This program provides for an aligned curriculum that is student-centered, module and unit-based, and performance-driven. It may be directly linked to the DataMate™ student assessment and reporting system. Curriculum Developer™ now contains our new Common Core Navigator™ – the best way to experience the New York Common Core Curriculum and create a custom subset to meet school, district, and user needs.

Free Demo! **888-999-2554**



Pactices

from practitioners

Supporting English Language Learners | WINTER 2016
Vol. 45 No. 1

THE MORE YOU KNOW
ABOUT THEIR **DIGITAL WORLD**,
THE SAFER YOU CAN KEEP
THEIR **REAL WORLD**.



THE SAFETY OF YOUR STUDENTS AND FACULTY IS PARAMOUNT.
THAT'S WHY OSC WORLD IS OFFERING A PRO-ACTIVE TOOL TO HELP
YOU PROTECT YOUR SCHOOL AND COMMUNITY CALLED DIGITAL FLY™.



Utilizing GeoLocation (Latitude/Longitude/Mapping) to identify targets in a predesignated area, Digital Fly™ searches terms, watch lists, keywords, hashtags, users and groups on Social Media platforms. The data is tracked and analyzed, patterns and movement are identified over time and ranked for potential threats (bullying, weapons, fights, self-harm). When a threat is recognized, an alert is highlighted and sent.

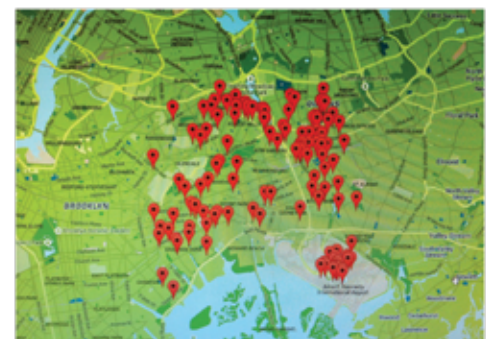
With the peace of mind OSC World's Digital Fly™ provides, you can focus on educating your students, confident that OSC World's Digital Fly™ is watching and listening.

WITH OSC WORLD'S DIGITAL FLY™, YOU CAN:

- Monitor social media in real time
- Receive instant alerts
- Create watch lists
- Access data from any computer
- Rewind for 30 days
- Focus on your students with peace of mind

FEATURES INCLUDE:

- Watch List
- GeoLocation
- Web-Based
- Tip Line
- Real time monitoring
- Alerts
- Analytics
- 24/7 Access



FOR MORE INFORMATION please contact Michel Richez, Executive VP of Business Development, at (516)247-5321 or Michel.Richez@osworld.com.

OSCWORLD.COM

170 EARLE AVENUE • LYNBROOK, NY 11563 • 800.227.0672 • P: 516.247.5300 • F: 516.247.5301

Meeting the Challenge of CR Part 154



By Dawn Lange

Implementing the Blueprint for ELL Success and CR Part 154 is challenging, yet critically important work for school districts across New York State. At Shaker Junior High School, in the North Colonie Central School District, the ENL population has increased, across grade levels, and continues to grow. Although we are working diligently in our district to ensure that we are providing for the social-emotional and academic needs of our ELLs, **we also understand that we are faced with various obstacles that can impede progress, including: school schedule structures that make collaboration difficult and a need for professional development.**

Shaker Junior High School has had very good success in meeting the requirements as put forth in CR Part 154. Our success is due to our school structure, our faculty members' commitment to educating all students, and a supportive administration.

In our building, we have a structure of smaller schools within a larger school. As such we break a total school population of approximately 865 students in grades seven and eight into four halls, with each hall composed of a seventh and an eighth grade block of approximately 108 students each. Each block is composed of the four core content areas. Every block's schedule includes one period daily of "block planning," a period in which all block teachers, hall principal, and guidance counselor meet together. This block planning period is critical, as it provides an opportunity for weekly scheduled collaboration time between the block teachers and the ENL teacher. During this weekly collaboration time, discussions related to our ELLs' academic and social-emotional progress occur. It is also a time during which parent conferences are scheduled to share both content specific progress updates and language acquisition progress updates, and is used for specific content collaboration. In addition to this weekly period, block content teachers and exploratory teachers have opportunities to schedule one to one collaboration periods with the ENL teacher during the ENL teacher's supervision periods. Thoughtful supervision assignments for the ENL teacher, such as hall duty, are necessary to support this flexible use of time for collaboration.

The ENL/ELA co-taught classes have required administrators to think "out of the box" in order to

provide sufficient opportunities for collaborative planning, an essential piece of a successful co-teaching experience. Adaptations have been made with regard to the development of teacher schedules and supervision assignments for both the ENL teacher and ELA co-teachers. In order to provide weekly planning/collaboration time for the co-taught classes, teachers are relieved from supervision one period a week to plan. This requires a commitment on the part of the administration to work common supervision periods into the building schedule for teachers involved in the co-teaching model of instruction. In addition, periodic full-day release time is provided for collaborative unit planning throughout the school year. The use of technology is another aspect that is critical to fostering collaborative planning for instruction. An extensive amount of planning and creation of scaffolded instructional materials for the instruction of our ELLs occurs through the use of Google Docs. As such, teachers can participate in ongoing collaborative work beyond available common periods.

In addition to addressing the structure of building/teacher schedules, emphasis has also been focused on providing professional development for administrators and teachers. The North Colonie Central School District recognizes the need to provide professional development opportunities for faculty members as we engage in the work of implementing CR Part 154. As such, Shaker Junior High School has committed to supporting faculty and administrative participation in various professional development opportunities including participation in the District Leadership Institute Blueprint for ELL Success (central office administrators, building level administrators, and teachers of ENL), participation in co-teaching conferences (administrators, ENL, ELA, and other content specific classroom teachers), and focused faculty meeting presentations addressing the specific instructional and

social-emotional needs of ELLs.

Working with and supporting our families of ELLs is another critical component of assisting our students in attaining the highest level of academic and social-emotional success. At Shaker Junior High School, collaborating with families in the school and community settings is a priority. As such, we have worked to provide resources and opportunities for positive and effective interactions among educators and fellow community members. To facilitate effective communications, the North Colonie School District has recruited translators to assist with both verbal and written means of communications. Our school's ENL teacher serves as a liaison to families holding monthly "round table" discussions, in the evening, for our ELL families during which pertinent information regarding their rights, educational programming, and community supports is shared and discussed. She also facilitates social and cultural activities for the families, fostering relationships among and between families. These types of activities require the commitment of time beyond the regular school day, yet the return is well worth the "sacrifice" with regard to building trusting school and home connections and in engaging families in both the school and community.

Yes, the implementation of CR Part 154 has presented some very real challenges that districts throughout the state (including mine) are confronted with, some of which we have little control over such as the shortage of certified ENL teachers. However, with creative and flexible thinking around building structures and faculty scheduling combined with embedded, district supported professional development, and passionate and supportive administrators and faculty members, systematic steps in the right direction will occur and success is possible.

"The ENL/ELA co-taught classes have required administrators to think "out of the box" in order to provide sufficient opportunities for collaborative planning..."

DAWN M. LANGE is a hall principal at Shaker Junior High School.

District Resources to

Support English Language Learners



By Karen A. Greco

The Williamsville Central School District is a suburban community located approximately 10 miles east of Buffalo, New York. With over 10,000 students in 13 buildings, our school community is representative of students and families from a variety of cultural backgrounds, speaking 32 languages other than English. Our English Language Learners (ELLs) comprise 3 percent of student enrollment, with new students arriving weekly. As a district, we continue to commit resources to ensure we are meeting the needs of all learners.

With the recent revisions to CR Part 154 dramatically changing the instructional requirements for ELLs, our district used this as an opportunity to carefully reflect on our program to ensure equity for all students. Understanding that the acquisition of the English language takes time, often years, we expanded our existing program to ensure consistency for ELLs K-12, making the conscious decision for students to receive Integrated English as a New Language (ENL) in English language arts (ELA). Currently, Integrated ENL/ELA is co-taught by a classroom teacher and a teacher of English to Speakers of Other Languages (ESOL).

For many of our content teachers, this school year was their first opportunity welcoming ELLs into their classrooms. Understanding that while all teachers are teachers of ELLs, we recognized the need to continue to build the capacity of teachers to design and deliver instruction that is culturally and linguistically appropriate for all diverse learners, while ensuring that students are acquiring content knowledge and progressing toward English proficiency (NYSED Blueprint for ELL Success).

Partnering with an outside consultant whose expertise is working with English language learners, we designed a model of professional development that offers sessions

throughout the school year. Each required session of the ENL Co-Teaching Institute brings together classroom teachers and ESOL teachers, with support of building administrators, for a full day of professional development to focus on specialized training carefully aligned to NYSED’s Blueprint for ELL Success. Feedback from teachers attending the Institute indicates they are implementing strategies and scaffolds into instruction, while offering the opportunity to discuss and debrief in a supportive environment. This model has further strengthened the co-teaching relationships established earlier this year and brings ESOL teachers to the forefront as invaluable resources to support ELLs and content instruction.

In addition to required trainings, we continue to offer professional development opportunities to teachers, administrators, and others who serve in roles critical to the success of ELLs. Opportunities such as *Planning for Integrated ENL/ELA*, *New Language Arts Progressions*, *Using Targets of Measurement for Instructional Planning*, and *It’s not ESL Anymore!* represent some of the trainings offered and most often, led by our district’s ESOL teachers. Additionally, our speech language pathologists and CSE chairpersons received training on issues associated with under/over representation of

ELLs in special education in New York State and Williamsville, identifying the stages of language acquisition and alignment to NYS New Language Arts Progressions, distinguishing difference from disability and language acquisition, and opportunities to discuss best practice intervention strategies. While these are a few examples, they do not represent the totality of the opportunities and ongoing commitment to professional development on meetings the needs of ELLs offered.

The commitment to staffing to ensure compliance with instructional require-



ments, while maintaining our district’s high standards for teaching and learning, was by far the largest indicator of the core beliefs of the Williamsville school community. With the newly revised regulations and an increase in ELL enrollment in our district, we recognized the need to increase our staffing. As enrollment increased, so did our need for teachers. Presently, we have 23.8 full-time ESOL teachers. Our teachers are of the highest quality and possess a passion and desire for teaching ELLs. ESOL teachers work collaboratively with classroom teachers, building administrators, and each other to ensure high quality supports are implemented into instruction as well as ensure that a safe and inclusive learning environment that recognizes and respects the languages and cultures of all students is maintained (NYSED Blueprint for ELL Success).

As a district, we recognize and honor the changing face of our global community within our own school community. While professional development and staffing are two invaluable examples of district resources allocated to our ENL program and ELLs in our schools, the wealth of culture and diversity our students and their families bring to us each and every day cannot be underestimated. As district leaders, it is up to us to continue to forge the pathway in reflective practice as a means to continuously refine programs, allocate available resources to ensure and maintain program equity, truly commit to educating all students, and honor and utilize the resources our students provide to us.

KAREN A. GRECO is an instructional specialist for ENL, libraries, LOTE, and social studies in the Williamsville Central School District.



Structured Silent Reading Practice:

An Effective Educational Support for ELL Students



By Alexandra N. Spichtig, PhD
and Jeffrey P. Pascoe, PhD

Designing effective reading instruction for English language learners (ELLs) entails many of the same considerations as designing instruction for students who are struggling or developing readers. All of these **students benefit from a highly structured reading practice environment that is tailored to their current reading ability and learning needs, while also embracing their diverse topical interests.** Effective instruction also provides discrete personalized goals, salient feedback, and educational scaffolds as needed to promote success.



it is important that ELLs' reading practice takes place in an environment that provides support to overcome language barriers, increases word knowledge, and maintains their motivation to succeed.

Further, ongoing monitoring is essential to assure a student is responding to a given curriculum and is held accountable in terms of behavioral and cognitive engagement.

The ultimate goal of reading practice (i.e., the effective application of reading as a tool for learning) is the same for everyone, regardless of background or initial level of English proficiency. To achieve this goal, students need effective practice to develop higher levels of reading automaticity and fluency. *Automaticity*, or the ability to instantly recognize an ever-expanding assortment of words, is prerequisite to being able to dedicate sufficient cognitive resources toward comprehension strategies and constructing meaning. Students also must develop *reading stamina*; that is, the ability to persist in attending to longer and more challenging texts, adjusting their reading in relation to the demands of the texts, and maintaining good comprehension. These reading behaviors are the foundations of "close reading" as defined in national standards, within which students are expected to focus their attention on complex text, integrate each new idea with what has come before (and with preexisting background knowledge), and build a coherent conception of what the text is saying.

ELL students often require more reading practice than their native English speaking peers since ELLs must develop automaticity and reading stamina with English language texts while drawing upon a limited knowledge base of English vocabulary and grammar. Given these challenges,

SUPPORT FOR ELLs IN A LARGE URBAN SCHOOL DISTRICT

It is possible to demonstrate that structured silent reading practice has a significant effect on the state test scores of ELL students. To measure this, we examined the amount of reading practice students engaged in during the school year, as well as associated changes in achievement scores on the reading portion of the Florida Comprehensive Assessment Test 2.0 (FCAT). The FCAT is similar to New York State's English Language Arts (ELA) Test in that both tests yield a scale score and a performance level.

All of the ELL students we studied were enrolled in one large school district (466 schools) that used the Comprehensive English Language Learning Assessment (CELLA) to document language proficiency. This assessment is similar to New York State's NYSESLAT in that it assigns students to one of five ELL English proficiency levels: (1) beginning, (2) low intermediate, (3) high intermediate, (4) advanced, and (5) fluent. Florida students on level 5 no longer require services and exit the English for Speakers of Other Languages (ESOL)

program.

District records indicated that there were more than 71,000 ELL students in grades 4-10 who had valid 2013 and 2014 FCAT scores. More than 21,000 of these students were on ELL levels 1-4 and were receiving ESOL services. The rest had received ESOL services previously but no longer did so because they had attained English proficiency. Nearly 88 percent of these students were Hispanic, and nearly 85 percent were eligible for free or reduced price lunch.

All of the schools in the district were provided access to a suite of programs that could be used in their curriculum or to provide supplemental services. One of these programs was Reading Plus – a highly structured, web-based silent reading program. The Reading Plus program provides an extensive library of carefully leveled informational and literary texts that meet text complexity recommendations outlined in national standards, and include STEM, social science, and literary content. Selections on each reading level are written to include critical academic vocabulary appropriate for students reading on that level. The program uses adaptive scaffolds to facilitate each student's development of silent reading proficiency. Text is presented in a guided window format to model efficient silent reading behavior. Reading selection length, syntactic and semantic complexity, and required background knowledge are also carefully controlled. The program builds stamina and encourages comprehension monitoring by challenging students to focus closely on content so that they can respond correctly to comprehension tasks that follow.

MEASURING THE IMPACT OF SILENT READING PRACTICE

For our analyses, we grouped students into three grade bands: elementary school (grades 4-5), middle school (grades 6-8), and high school (grades 9-10). We then



looked at each student’s 2013 and 2014 FCAT scores, English proficiency level, and how many Reading Plus lessons they had completed. On average, each Reading Plus lesson lasted about 15 minutes. In the figures and discussion below, the ELL groups include only students on English proficiency levels 1-4 (students who were receiving ESOL services).

Scale Score Gains: ELL students tended to make larger FCAT score gains than non-ELL students. Superimposed on this pattern were the effects of silent reading practice. In every case, students who completed more Reading Plus lessons achieved significantly larger scale score gains on the FCAT ($p < .001$). This was true in all grade bands and on all English proficiency levels. These patterns can be seen in Figure 1, which compares students who did not engage in structured silent reading practice to those who completed at least 100 Reading Plus lessons (about 30 hours) over the school year.

PERFORMANCE LEVEL GAINS:

Florida’s key learning gains criteria are met when students achieve and maintain scores in the range of FCAT Level 3 (satisfactory) or above, or increase their scores by one or more FCAT levels. Figure 2 shows that the percentage of students who moved from a less-than-satisfactory performance level to a satisfactory level tended to be somewhat lower among ELL students as compared to non-ELL students. In

all cases, however, the percentage of ELL students reaching satisfactory performance was much greater (by 25-30 percent) among those who engaged in at least 100 Reading Plus lessons as compared to students who did not engage in any Reading Plus practice.

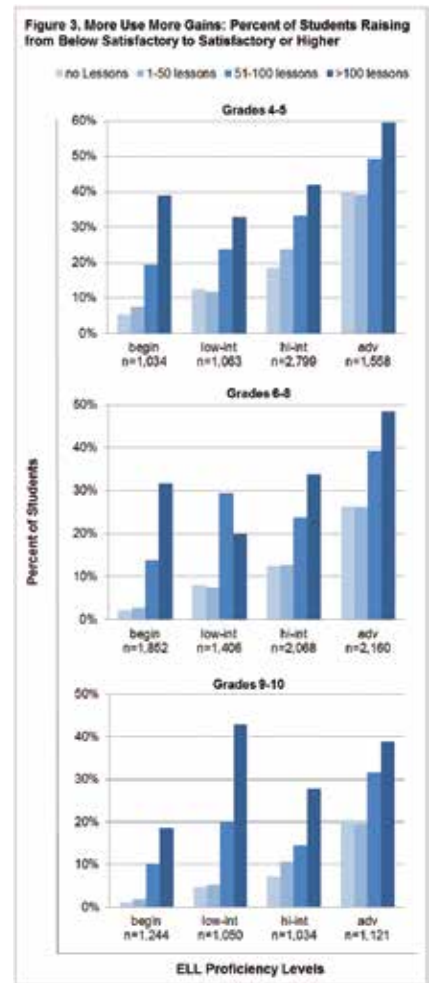
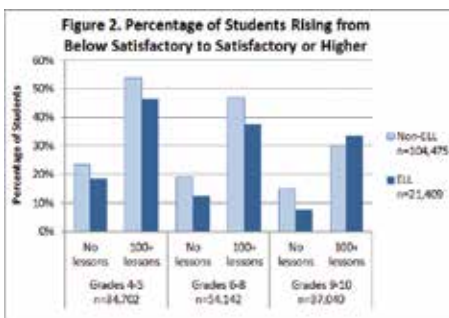
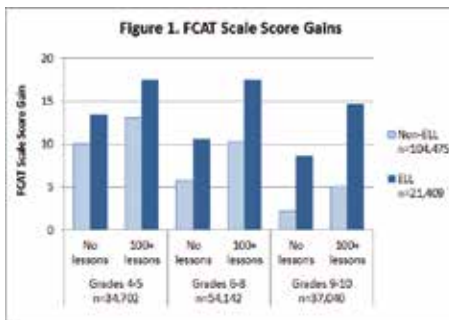
Figure 3 provides a closer look at performance level gains, showing the effects of differing amounts of silent reading practice as well as a breakdown by English proficiency levels. Readily apparent is the tendency for higher percentages of students who used Reading Plus more frequently to advance from below satisfactory to a satisfactory performance level or higher. Additionally, this pattern was evident across all English proficiency levels, including the lowest ELL levels, and in all grade bands. In the lowest two English proficiency groups, for example, the percentage of students advancing to satisfactory levels on the FCAT ranged from 19 to 43 percent if they engaged in Reading Plus practice compared to just 1-12 percent if they did not. In the highest two English proficiency groups the percent of students advancing to proficiency ranged from 28 to 60 percent if they used Reading Plus compared to 7-40 percent if they did not.

FCAT scale score gains also were largest among students who used Reading Plus more frequently. In nearly every case, scale score gains among these students were 1.5 times to 2 times as large as those measured in students who did not use the program. This was true in every grade band.

WHAT WE LEARNED

Structured silent reading practice is required to develop reading fluency, comprehension, and stamina. While most ELL students are able to decode text, students who are learning English as a second language must often devote a disproportionate share of their cognitive resources to recognizing words rather than understanding what they are reading. Carefully calibrated silent reading practice that utilizes a structured text display approach, together with appropriately leveled texts and comprehension tasks, clearly helps ELL students to expand their word knowledge skills and close the

reading proficiency gap in English. Within Reading Plus, we found that students who engaged in just 30 hours of silent reading practice achieved increased reading rates and demonstrated an improved ability to comprehend more complex text over the course of a school year. Critically, there also was a generalization of this learning as evidenced by higher score gains and an increased likelihood of level advancement on the Florida state assessment. These observations provide compelling evidence that structured silent reading practice is a highly effective educational support for developing reading proficiency in ELL students.



ALEXANDRA N. SPICHTIG is the chief research officer at Reading Plus, Winooski, Vermont. email: alex@readingplus.com.

JEFFREY P. PASCOE is a research scientist at Reading Plus, Winooski, Vermont. jeffrey.pascoe@readingplus.com.



Creating Successful Readers

**Build Foundational Reading Skills
for Students of All Abilities,
Grades PK - 5**

- Personalized data-driven learning
- Explicit, systematic instruction
- Research-proven methodology

For additional information, contact:

Jason Arnold

jarnold@lexialearning.com

518-524-2291



As a member of SAANYS, you could receive exclusive savings on auto and home insurance from Liberty Mutual.¹

Along with valuable savings, you'll enjoy access to benefits like 24-Hour Claims Assistance.



For a free quote, call 1-888-828-4689
or visit www.libertymutual.com/SAANYS
Client # 121580

This organization receives financial support for offering this auto and home benefits program.

¹ Discounts and savings are available where state laws and regulations allow, and may vary by state. To the extent permitted by law, applicants are individually underwritten; not all applicants may qualify.
Auto coverage provided and underwritten by Liberty County Mutual Insurance Company, 2100 Walnut Hill Lane, Irving, TX.
Home coverage provided and underwritten by Liberty Insurance Corporation, 175 Berkeley Street, Boston, MA 02116.
©2015 Liberty Mutual Insurance

Supporting

ELL/ENL Learners



By Laurie Buelvas-Kritas

General education students need to become aware of the overwhelming circumstances faced by ESL and ENL students. In order to appropriately accommodate the large influx of students who are here due to the aftermath of the civil war in El Salvador and violent crime waves happening in several Central American countries, it is necessary to provide these students with harm reduction services. These services help strengthen the students' capacity to cope with the effects of negative peer pressure leading to risky behavior, and empower teachers, parents, and caregivers with resources to support positive parenting/child rearing interventions.

Families themselves tend to be overwhelmed by the academic and emotional needs of the children they have newly accepted into their homes also. As a school-related resource, educating the teachers first will be essential for the implementation of any awareness initiative. In all fairness to school personnel, a clearly defined goal is essential, in order to alleviate undue burdens on school staff who may have high classroom sizes and limited means of finding more school related services for a high-needs population of non-English-speaking students.

- A **first tier of support** can be provided to the students through small group intervention at the school. This tier will be key in identifying the needs of the students, who may need additional school-related academic support services through PPS, ESL, and the guidance department.
- A **school committee** can be named to work with this group of students who have overarching needs that cannot be addressed through typical or routine school resources with the collaboration of an interdisciplinary team of professionals addressing the needs of typical and nontypical Spanish-speaking high school students. Although it is helpful if the members speak Spanish or the language of choice, it is not absolutely necessary.

“Often times, when the adults can show and model cultural competence and acceptance the students will usually follow suit.”

A caring supportive teacher or school staff member can always assist with guidance from trained personnel. There are English-speaking teachers who go the extra mile for ENL/ESL students on a daily basis. Personal and respectful, cross-cultural contact

around academic concerns can be very effective in promoting student integration into the general population. Incentives need to be offered to the staff to secure ongoing participation.

- **Interdisciplinary and cross-cultural supports** will also be key to addressing ENL/ESL needs. The message should be that everyone accepts the students and supports their learning process which may also promote individual student integration into the mainstream community.
- Individual staff members have also requested **more professional development** on learning key Spanish phrases to help in communicating with parents. Bilingual form letters could be very useful in facilitating school to home communications concerning student homework assignments, absences, and a short behavioral checklist to aid the teacher in reporting to the family when issues occur in the classroom. A paragraph in English and a paragraph in Spanish could go a long way toward informing parents concerning absences, projects, and homework assignments. Robotic phone calls or text messages in Spanish can be implemented to report challenging behaviors to the parents as needed. Teachers have consistently requested help in communicating with Spanish-speaking parents before academic concerns become failures.
- As a bilingual social worker, I have collaborated with ESL departments in various districts to form partnerships across disciplines with stakeholder participation representatives of the various invested parties who impact the students’ daily lives. Once the stakeholders are identified and willing to participate in the integration of ENL students into the mainstream, various activities can be planned together. This core group can then educate

the staff via staff development presentations, or a PowerPoint can be delivered by the administration to educate the staff.

- **High visibility events** can be helpful in displaying the talents of the ENL students such as nonverbal talent demonstration opportunities. An example is playing a musical instrument on stage for a music program depending on the strengths of each non-English-speaking community. Talent shows planned with the ESL department are great opportunities to invite the parents to join the school community. Any occasion to provide culturally respectful inclusion is usually respected if the presentation is delivered in a spirit of mutually beneficial support. Displaying the artwork, or written or translated work, of ESL/ENL students could help mainstream students become familiar with the ENL students themselves. Encouraging sports programs displaying the talents of ENL students provides more opportunities for community integration. The administration can encourage all disciplines to design one community integration method for their departments to increase cultural competence, with the goal being greater student integration school-wide.
- Establishing and presenting a **core group of helping individuals** to the staff, students, and families with opportunities for follow-up support and encouragement from the school community clearly allows for students and families to refer to these individuals as their school guides, as needed, for information and support throughout the school year. It will be vitally important that this group be cross-cultural in order to address the social isolation ENL learners may come across as social integration takes hold in the community. ENL students tend to isolate with their own close group of friends out of necessity and

fear that they are vulnerable and may be easily victimized or taken advantage of due to their vulnerable status.

- The self-esteem issues faced by ENL-ESL high school students can eventually lead to a high dropout rate and other risky behaviors as learners do not achieve their goals in the mainstream English-speaking environment. Soliciting the support of high-achieving bilingual students or Spanish-class students who may be interested in practicing Spanish may help to encourage connections. The offering of community service credits may help students to help themselves with the support of a staff member from the core group or volunteer bilingual teachers. Encouraging mentoring with bilingual adults will also provide a network of supportive individuals in Big Brothers Big Sisters and

community agencies who work with the identified population.

- Understanding the level of emotional hardship, crisis, and need will help to address the personal circumstances of each student. A careful case evaluation of each student will help develop a case history that can be used as an assessment tool to identify necessary services to address identified needs. Mental health workers, counselors, psychologists, or social workers should have access to this information for the students in the school district since unidentified critical needs may create negative conditions for the general population of students. As the community and school become more aware and familiar with the influx of students from Central America, the issues they face should become less alarming to most members of the school community. Often times, when the

adults can show and model cultural competence and acceptance the students will usually follow suit. It should be understood that this community is facing tremendous economic, political, and racial backlash at this time and may feel very threatened due to immigration status concerns. Approaching the new immigrant community with greater awareness helps to develop mutually supportiv understanding and guarantees a more successful encounter. Hospitality and support can go much further than apathy and indifference. A community working together has a much greater chance at achieving the individual goals of all of its members.

LAURIE BUELVAS-KRITAS, LCSW-R, EDM, is the bilingual school social worker of Roosevelt UFSD.



**Education is changing.
So are we.**

You are an agent of change. Harness data to improve instruction and shape the future of the learning cycle.

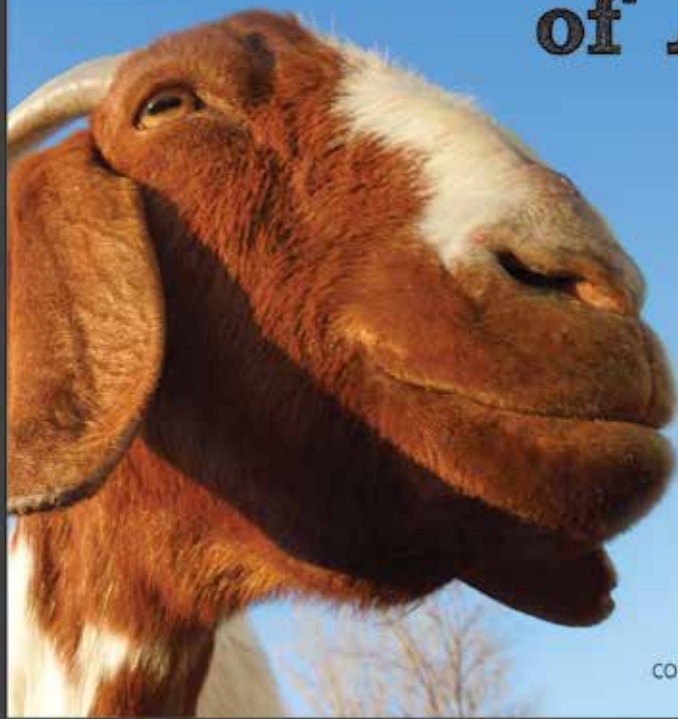
engrade

Engrade unifies the digital learning ecosystem, bringing together the data, curriculum, and assessments into a single-sign on, cloud-based platform.

Learn more at engrade.com



Track student learning of ANY standard.



NAS.S.1.1

Identify and demonstrate
a knowledge of animals.

↪ even this one



WWW.MASTERYCONNECT.COM/ANIMALS

COMPETENCY-BASED LEARNING | DATA-DRIVEN INSTRUCTION | ASSESSMENT SOLUTIONS

Blended by Design



Diagnostic and Monitoring | Whole Class and Small Group Instruction | Personalized Learning

A complete blended learning program with components
that work together seamlessly as well as separately.



For more information
contact your local
sales representative:

Patrick Auguste
518-424-5533
PAuguste@calinc.com

Jennifer Fosegan
585-590-4200
JFosegan@calinc.com

Lisa Cattaruzza
203-848-8435
LCattaruzza@calinc.com

i-Ready.com/TakeTheTour
Curriculum Associates

Listening, Lyrics, Writing, and Wonder: Successful Instruction for Long-Term English Language Learners



By Cynthia McPhail, PhD
Devin Palmesano-Beach

It is notoriously difficult to improve the proficiency level of students who are declared to be long-term English language learners (ELLs). After all, the nature of the classification means that **the students typically have received seven years or more of ESOL** (English to Speakers of Other Languages) services. What could alter a student's proficiency trajectory after that length of time? Long-term ELLs tend to be below grade level in reading and writing and have difficulty passing standardized tests and exit exams (Freeman & Freeman, 2009).

Students in this category make up almost 60 percent of the secondary ELLs overall and are likely the least understood (Olson, 2010). The situation becomes even more challenging when a school has enough students in this category to make up a class of 20 seventh and eighth graders, about half of whom were born in the U.S. That's the situation we faced at a high school in upstate New York in the fall of 2014.

The school was a recipient of a School Improvement Grant (SIG). These grants are intended to be used to improve student achievement in Title I schools. These schools, identified as priority schools, are frequently some of New York State's lowest-achieving schools (2015, NYSED). The funds created the opportunity for extended day programs. A teacher approached the administration to request funding to support the development of an intensive English class for long-term ELLs. The resultant class was co-taught daily by two teachers, and a professor who visited two times a week. We, the authors, are the teacher who requested the funds and the college professor.

A school administrator suggested creating a seventh/eighth grade class so that younger students at the high school, which runs from seventh through twelfth grade, could potentially change their trajectory early on. Students were selected on the basis of three criteria:

- 1) long-term ELL status, which was defined as receiving ESOL services for more than three years,
- 2) no classification as being a student with learning disabilities and
- 3) not being a participant in the bilingual program.

One of the challenges of our situation was that we had no curriculum and no particular set of resources. Everything had to be created from scratch. But this very same point

was also a benefit. The lack of pre-packaged materials allowed us to focus on what we knew were motivating resources and effective teaching techniques.

Because the students had received ESOL services from a range of three to nine years (the average being seven) and their reading abilities were, on average, delayed by at least 2½ years, we focused on reading comprehension, expressive reading, listening skills, and writing conventions. Through support from the Frontier Center for Urban Education at Nazareth College in Rochester, NY, we purchased a class set of the book *Wonder*, by R. J. Palacio – a book whose reading level would be challenging for some, but accessible with appropriate support, especially because of the high interest level. We also read lyrics from songs. All other resources were original and self-created.

While important for monolingual English speakers, the relationship between oral language and literacy “is critical for language learners” (Herrera, Perez and Escamilla, 2010, p. 8, emphasis in original). If you've ever listened to a student read a story aloud, and the experience was painful due to errors and/or a lack of any expression, imagine how the student must feel. The sound of his voice is a physical manifestation of his level of comprehension and his internal voice during silent reading.

“In order to read something with appropriate expression that reflects the author's purpose and meaning, the reader must have some degree of comprehension of the passage itself” (Rasinski, 2014, p. 4).

In our class, we modeled fluent reading, and students were held accountable for following along through tracking by pointing, chorally responding, or identifying the next word. Within the context of a

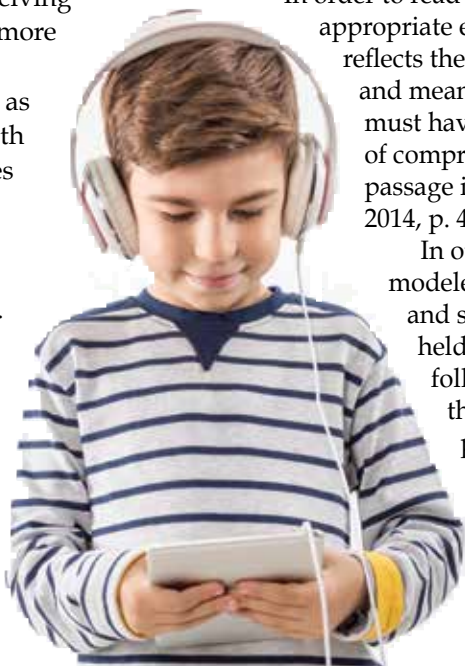
readers' workshop and small group stations, mini lessons addressed: identification of dialogue, identification of speakers, and identification of the characters' manner of speaking. Students read aloud in small groups. The professor read the narrative text and students read characters' words in a modified reader's theater format (McPhail, 2008). Gradually all parts, including narration, were read by students. Students received feedback about the quality of their expression and their ability to intuit characters' intent. They also returned to the text to identify the features that indicated the manner in which they should read aloud.

During the week, both classroom teachers led students in guided reading experiences, focusing on comprehension as well as schema building. Key vocabulary was identified and explained, various levels of comprehension questions were discussed, and additional fluent reading was modeled.

Each Friday, the students would complete a dictation exercise that was based on ideas for an imaginary story that the students and professor co-constructed. Exercises were approximately 120 words long. Students' dictation responses were analyzed to find patterns of errors in spelling, punctuation and grammar. For example, when dictation passages required writing the past tense morpheme, -ed, students often left it off. Occasional discrete matched pair exercises verified that students weren't writing what they weren't hearing.

Consequently, a weekly presentation on Mondays highlighted what students were doing well and the areas that were in need of attention. Students were given a written copy of the dictation passage with intentional errors that reflected those that were addressed in the presentation. Students had to find and fix the errors, and their work was immediately corrected. The following Friday, students repeated the same error-finding exercise to encourage sustained reinforcement.

Reading, listening, and writing skills were further enhanced through analyzing lyrics to pop songs. Students had to find evidence in the lyrics to



prove the meaning of the song. To model, the teacher made a claim about a song and students had to find evidence to prove it. Students made their own claims and had to prove them with evidence from the lyrics. They then wrote TEAL essays with these evidence-based claims (topic sentence, evidence, analysis, link). The TEAL acronym was a district-wide initiative to use common language for essay writing across disciplines. It also scaffolded successful essay writing for English language arts.

Long-term ELLs “can benefit from use of different pedagogical structures, but only when teachers provide extra support and give them enough time” (Soto, 2013). Our class provided this extra support so that within half a year, the class reading average increased from 5.6 to 6.2 on the QRI (Qualitative Reading Inventory). One might expect that most students should show at least half a year’s growth between September and December, but this rarely is the case for long-term ELLs.

Our experience supports the claims that:

- Materials such as high interest narrative books and popular songs can be motivating and effective for English language learners.

- Explicit listening and writing practice through dictation and discrete matched pair exercises can indicate ways in which students’ language has fossilized.
- Curricular freedom allows instruction to match students’ particular needs by responding to analyses of errors.
- A focus on reading with expression can impact students’ level of comprehension.

- Specific instruction in writing conventions can be woven into other literacy activities.

CYNTHIA MCPHAIL, PhD, is the professor and director of TESOL certifications programs and bilingual extension program of Nazareth College in Rochester.

DEVIN PALMESANO-BEACH is a classroom teacher.

REFERENCES

Freeman, D., and Freeman, Y. *Academic language for English language learners and struggling readers: How to help students succeed across content areas.* Portsmouth, NH: Heinemann, 2009.

Herrera, S., Perez, D., and Escamilla, K. *Teaching reading to English language learners: Differentiated literacies.* Boston, MA: Allyn & Bacon, 2010.

McPhail, C. Reader’s theater for reading improvement. *Essential Teacher, Compleat Links*, 5(3). Retrieved from [New York State Education Department. School improvement grants 1003\(g\). Retrieved from \[Olson, L. *Reparable harm: Fulfilling the unkept promise of educational opportunity for long-term English learners.* Long Beach, CA: Californians Together, 2010.\]\(http://www.p12.nysed.gov/turnaround/SchoolImprovementGrants1003g.html, 2015.</p>
</div>
<div data-bbox=\)](http://www.tesol.org/read-and-publish/journals/other-serial-publications/compleat-links/compleat-links-volume-5-issue-3-%28september-2008%29/reader-s-theater-for-reading-improvement, 2008.</p>
</div>
<div data-bbox=)

Rasinski, T. Fluency matters. *International Electronic Journal of Elementary Education*, 7(1), 3-12, 2014.

Soto, M. *Long term English language learners: Who are they? How can teachers help?*, 2013.



FREE CTE RESOURCES

Supporting Career and Technical Education (CTE) educators across New York State in the areas of data collection, academic integration with CTE, CTE program approval, CTE best practices, expanding CTE programs and student leadership participation, and building relationships to strengthen CTE

nysctecenter.org | @nysctecenter

DON'T FORGET!



GROWING CTE TOGETHER

NYS Statewide CTE Conference

June 28-29, 2016 | The Desmond in Albany, NY

Register at nysacte.org

When you're part of NYSIR... you're part of something bigger.



A community of more than 350 school districts and BOCES across New York, sharing superior insurance coverage, responsive claims service, stable pricing... and a little something extra. A sense of confidence based on common experience.



NYSIR. WE'RE ALL IN THIS TOGETHER.

FOR MORE INFORMATION, VISIT NYSIR.ORG OR CALL THE OFFICE OF THE EXECUTIVE DIRECTOR AT 1.516.393.2320.



Are all your students, including ELLs, ready for the extensive changes to the SAT® test? Cambridge has the resources to prepare your students and teachers right now!



- Student **ScoreCelerator** Workshops prepare your students for data-analysis reading and non-calculator math.
- Teacher **Test DeMystifier** Workshops provide coverage of new content including evidence-based reading, two words in context, heart of algebra, passport to advanced math and much more.
- **Diagnostic tests and reports** expose students to new test format and timing while identifying major and minor skill gaps.
- **Customized lesson plans** connect students' data with instruction using our supplemental curriculum to plug identified skill gaps. Huge test score increases for ELL and great scores for everyone!

Call or email Mary Parks to schedule a meeting or workshop.

An Opportunity to Serve in **More Ways Than One**



By Danny Dehm
Cristie Rydzynski

When instructional excellence includes a ‘heart’ for serving the children we are responsible for, magic occurs. While all of the ELL teachers in the Victor Central School District demonstrate both elements in their daily work, it was Cristie Rydzynski who posed and planned the first ELL Thanksgiving dinner for the families in our district three years ago. This event simultaneously welcomes and enhances family engagement for both our guests from various communities around the world and those who serve and are accustomed to American traditions.

The school climate overall and the increased appreciation for the increasing global school community that we have are enriched with appreciation and gratitude. It is my pleasure to introduce you to Cristie, a teacher leader who is making a positive difference, who describes how this event fosters a dynamic social and emotional experience for our ELL students, their families, as well as those who serve.

- Danny Dehm, Principal

AN OPPORTUNITY TO SERVE IN MORE WAYS THAN ONE

Victor Central Schools is no different from many of the schools in New York when it comes to the increasing ELL population. Over the past five years our population has more than doubled, continues to grow, and includes students from five different continents. The ELL students and families have brought rich cultures and traditions from more than 20 countries around the world to our community and have come speaking over 15 languages. Successfully supporting the needs of our quickly growing ELL population has been our focus, and through this focus an amazing opportunity to serve evolved.

In June of 2013, we began work on developing a plan for hosting an ELL Thanksgiving dinner for our families. The original proposal was a simple one: host a dinner in the evening for our ELL families serving a traditional Thanksgiving meal. Our rationale for the event was that many of our ELL families come with little understanding of U.S. culture and traditions and are unfamiliar with how our educational system works. We would help them to learn about Thanksgiving, an American holiday, and we would help to alleviate any apprehensions they may have about coming into our schools. All ELL students and families in the district would be invited to attend and we would hold the dinner in November the week before Thanksgiving. A date was chosen and the Victor Primary School (VPS) auditorium would be where the event would be held. It all seemed so simple, but at the time we truly did not envision

the outpouring of support that was to come and the tremendous impact the event would have on both our families and staff here at VCS.

As the date grew closer, the questions of where would all the food and supplies come from, who would prepare the food, and how would our families be served began to enter our minds. We decided to post food and volunteer sign-ups in VPS, and in just days they were completely filled up! The other schools on our campus collected donations for turkeys and many of the clubs and teams in VCS gave monetary donations and volunteered to help set up for the event. Students from the high school volunteered to play piano and sing at the dinner. Younger students made beautiful signs for the food and for the tables. Our food services staff volunteered to stay on that evening in the kitchen, and beautiful table and room decorations began to show up. Our custodial staff offered to help clean up after the event. Our ELL families began to RSVP that they would all be coming and an air of excitement and anticipation began to grow.

In class we began to talk all about Thanksgiving with the students and shared with them what we were thankful for. One by one they began to share what they were thankful for and these truly authentic sentiments were so heartfelt. They ranged from being thankful for chocolate to being thankful for living in the USA and being safe.

We decided to make a video presentation of our students to share at the dinner. We would now have a



traditional Thanksgiving meal and a student presentation. Everything had fallen into place.

The day of the dinner finally arrived and the outpouring of donations and volunteers from our staff and students was amazing. Volunteers decorating, cooking, serving, and cleaning filled the VPS auditorium and kitchen. Many of our families came with traditional foods from their cultures to share with all. Laughter, smiles, and true happiness filled the room as we were able to talk with and serve our ELL families. The video brought laughter and tears to all in the room. Our families were so truly grateful for everything, and our students and staff were so moved by the stories and sharings that took place that evening.

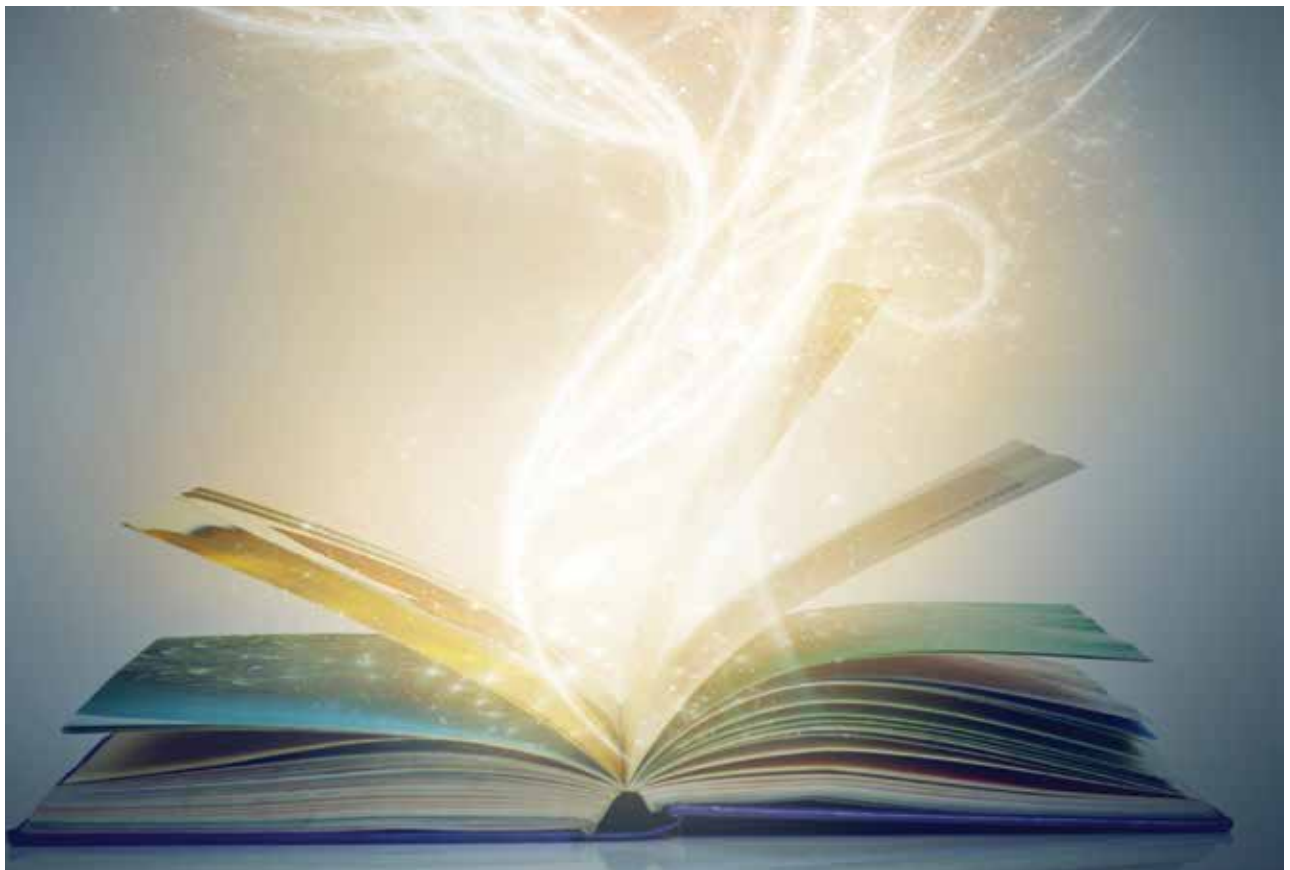
On November 17, 2015, we celebrated our third ELL Thanksgiving dinner, and the spirit of serving and sharing has continued to surround this event. Our ELL families look forward to the dinner and ask for the date at the beginning of the school year so they can mark their calendars. Staff and students throughout the district look forward to the event as well. We could not have known how far reaching this would be when we proposed it three years ago - it has truly been more than we ever expected.



DANNY DEHM is the principal of Victor Primary School.

CRISTIE RYDZYNSKI is an ELL teacher at Victor Primary School.

Using Graphic Novels to Engage English Language Learners



By Joellen Maples
Marie Cianca
Michael Malloy

Seen in America's schools and elsewhere, the United States is experiencing a dramatic change in demographics. The national population, which was approximately 300 million in the year 2005, is expected to be more than 360 million by the year 2030 (Doorn and Schumm, 2013). As a result, the United States has experienced, and will continue to experience, a profound increase in racial and ethnic diversity.

In 2007, it was estimated that 21 percent of elementary and secondary school students spoke a language other than English at home (Doorn and Schumm, 2013). However, teacher demographics have remained largely unchanged, showing little deviation from white, middle class, and female (Zumwalt and Craig, 2005). In addition, many teachers have not received significant training in how

to address the needs of an increasingly diverse student population.

School administrators know that training programs for preservice and in-service teachers have failed to keep pace with changing student demographics. As a result, teachers have limited preparation for meeting the unique needs of ELL students (Durgunoğlu and Hughes, 2010; Polat, 2010). Teachers, especially those at the secondary level, also report a lack of connection with ELL students (Tan, 2011).

Understandably, teachers who have limited information will be much less effective in their instruction. Furthermore, the instructional needs of teachers will continue to increase with the rise of diversity in the classroom.

There are immediate ways to diminish this instructional gap. The use of graphic novels to include immigration narratives in the classroom is an innovative way to reach ELL students and address their unique needs. Such culturally relevant literature provides a mirror for ELL students to see themselves and also become engaged through language and literacy strategies. This article

explores the benefits of using graphic novels that represent the immigrant experience for ELL and general education students.

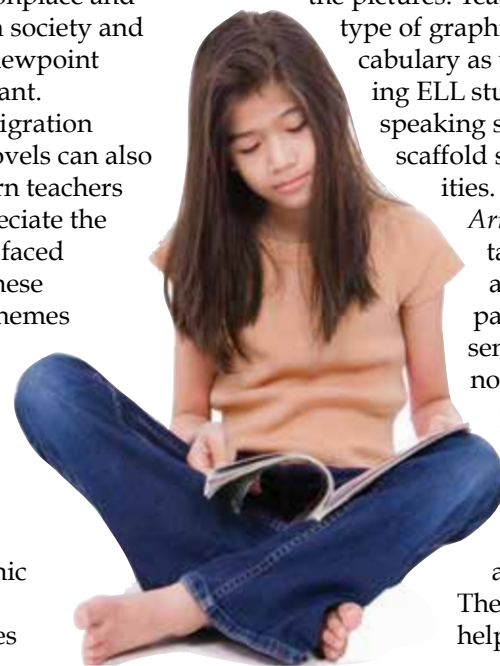
The use of graphic novels for struggling readers, including ELL students, is well documented (Bitz, 2004; Gavigan, 2012; Schwarz, 2002). In response, a growing set of graphic novel titles focuses on immigration narratives. *American Born Chinese* (Yang, 2007), *The Arrival* (Tan, 2007), *Vietnamerica: A Family's Journey* (Tran, 2010), *Escape to Gold Mountain* (Wong, 2012), and *The Four Immigrants Manga* (Kiyama, 1998) represent a small sampling of immigrant themed graphic novels that discuss the challenges faced by immigrants, the pressures to assimilate into larger American culture, and the desire to maintain a unique cultural heritage. The content and format of these works provide an ideal platform for considering the unique experiences of immigrants. Additionally, the art and illustrations in graphic novels help struggling readers understand the story, downplaying the students' difficulty with reading in English. The immigration narratives themselves illustrate the very human issues at play as individuals, families, and communities wrestle with issues of cultural assimilation and retention of native traditions.

Along with helping ELL students, graphic novels help other students disrupt the commonplace and consider American society and culture from the viewpoint of a recent immigrant. Furthermore, immigration themed graphic novels can also help American-born teachers and students appreciate the unique challenges faced by immigrants. These novels introduce themes of assimilation and inequity in sociopolitical and economic status between native born populations and immigrants. Graphic novels are ideal classroom resources

as they force readers to consider the plight of recent immigrants to the United States. As a genre, graphic novels are often more accessible to struggling readers and can be used to investigate themes of social justice. They can help students reflect on their own perceptions about culture, as well (Brozo and Mayville, 2012; Chun, 2009; Schwarz, 2002).

The Arrival (Tan, 2007) is an excellent first time graphic novel for teachers who wish to help their ELL students. *The Arrival* is mainly a wordless graphic novel that tells the story of a man who leaves his family to immigrate to a strange new land. Through *The Arrival*, Tan captures loneliness and difficulty, chronicling the main character's journey as he learns a new language and adapts to life in a foreign country. Along the way, the man meets other immigrants who share similar struggles. At the end of the story, the man's family joins him in his new home. This story sparks empathy from students who are not ELL students and is relatable to students who are new to the U.S. Not only does culturally relevant content provide a springboard for understanding, but the wordless nature of this graphic novel provides an opportunity for ELL students to practice their new language and literacy skills.

With a wordless graphic novel, students have no choice but to "read" the pictures. Teachers may use this type of graphic novel to teach vocabulary as well as writing. Pairing ELL students with English-speaking students may help to scaffold such literacy activities. While reading *The Arrival*, students can take post-it notes and, as they look at each page, they can write a sentence on the post-it note and stick it on the page of the wordless graphic novel. As they make their way through the graphic novel, they are writing the story. The post-it activity can help ELL students learn



writing skills and also spark conversation between English-speaking students and ELL students about the journey of immigration. This type of engagement can build an understanding of the immigration experience and dismantle any stereotypes that students may have had. The activity also makes students practice dialogue, develop sequence, and create action in their stories.

In addition to developing literacy skills through wordless graphic novels like *The Arrival*, using graphic novels also spans across the Common Core standards, reaching all grade levels. Gavigan (2012) suggests that graphic novels fit well within the Common Core standards:

Grade 2, Reading Standard 7:

Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting or plot.

Grade 5, Reading Standard

7: Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).

Grades 6-12, Standard 10: Range, Quality, and Complexity of Student Reading: Includes the sub-genres of adventure stories, historical fiction, mysteries, myths, science fiction, realistic fiction, allegories, parodies, satire, and graphic novels (p. 21).

Finally, another literacy activity that teachers can implement after reading this graphic novel is to ask their students to write their own immigration narrative “graphic novel” to give a better understanding of their experiences. Students can use comic creation programs online to design a comic. For ELL students, creating a comic may be less intimidating than writing a formal essay. A comic creation site recommended by teachers is Bitstrips. Accessible through Facebook or its own website, Bitstrips uniquely allows students to create characters in their own likeness and the likenesses of their family members. ELL students can then easily share their comics with their classmates,

telling the story of their immigration to the United States. Going a step further, teachers could even bind these stories into small books to share with family members of ELL students upon completion. The graphic novel serves as an accessible and nonthreatening piece of literature to establish basic literacy skills with students, to help ELL students make connections, and to help non-ELL students develop an understanding about their peers’ immigration narratives. All of these outcomes will assist both teachers and students as they face increasing diversity in school and in the world around them.

Principals, assistant principals, and instructional directors can help build inclusive experiences for ELLs and other students. Administrators can work with school librarians to ensure that graphic novels such as the ones suggested are available in the school library. Class sets of graphic novels with immigration narratives can also be ordered to encourage teachers to use these strategies in English language arts classes as well as social studies classes. Currently in some schools, interested teachers are piloting lessons using graphic novels to gain experience and engage students. They are seeking to involve other classes, offer workshops to other teachers, and begin a dialogue that embraces a more purposeful strategy for engaging English language learners. Finally, school administrators can begin to assess the level of educators’ understanding about ELL students in their districts for the purpose of being more inclusive, better prepared, and more focused on strategies that engage ELL students with teachers and other students. Graphic novels such as *The Arrival* can begin this process and immediately give ELL students a clear voice in the classroom.

JOELLEN MAPLES, PhD, is an associate professor in the literacy department at St. John Fisher College.

MARIE CIANCA, EdD, is an associate professor in the executive leadership program at St. John Fisher College.

MIKE MALLOY is the assistant principal of Brighton Middle School in Rochester.

REFERENCES

- Bitz, M. (2004). The Comic Book Project: Forging Alternative Pathways to Literacy. *Journal of Adolescent & Adult Literacy*, 47(7), 574-586.
- Brozo, W. G., and Mayville, M. (2012). Reforming Secondary Disciplinary Instruction with Graphic Novels. *New England Reading Association Journal*, 48(1), 11.
- Chun, C. W. (2009). Critical Literacies and Graphic Novels for English-Language Learners: Teaching "Maus." *Journal of Adolescent & Adult Literacy*, 53(2), 144-153.
- Doorn, K., and Schumm, J. S. (2013). Attitudes of Pre-service Teachers Regarding Linguistic Diversity in the General Education Classroom. *Journal of Reading Education*, 38(3).
- Durgunoglu, A. Y., and Hughes, T. (2010). How Prepared are the US Preservice Teachers to Teach English Language Learners? *International Journal of Teaching & Learning in Higher Education*, 22(1).
- Gavigan, K. (2012). Sequentially SmART – Using Graphic Novels Across the K-12 Curriculum. *Teacher Librarian*, 39(5), 20-25.
- Kiyama, H. Y. (1998). *The Four Immigrants Manga: A Japanese Experience in San Francisco, 1904-1924*. Stone Bridge Press, Inc.
- Polat, N. (2010). A Comparative Analysis of Pre and Inservice Teacher Beliefs About Readiness and Self-Competency: Revisiting Teacher Education for ELLs. *System*, 38(2), 228-244.
- Schwarz, G. (2002). Graphic Novels for Multiple Literacies. *Journal of Adolescent & Adult Literacy*, 46(3), 262-265.
- Tan, S. (2011). Mathematics and Science Teachers’ Beliefs and Practices Regarding the Teaching of Language in Content Learning. *Language Teaching Research*, 15(3), 325-342.
- Tan, S. (2007). *The Arrival*. New York: Arthur A. Levine Books.
- Tran, G. B. (2010). *Vietnam: A Family's Journey*. Random House LLC.
- Wong, D. H. (2012). *Escape to Gold Mountain: A Graphic History of the Chinese in North America*. Arsenal Pulp Press.
- Zumwalt, K., and Craig, E. (2005). Teachers’ Characteristics: Research on the Demographic Profile. *Studying Teacher Education: The Report of the AERA Panel on Research and Teacher Education*, 111-156.



PEGwriting®

We know that for teachers, time is a valuable commodity. Our industry-leading formative writing assessment program, PEG Writing®, lets teachers manage the writing practice process from start to finish in a single, easy-to-use, online platform.

Intuitive collaboration with students and teachers. Individualized automatic feedback for each student. Real-time student progress reports.

All in one place. All at the same time. Anytime. PEG Writing from Measurement Incorporated®.

To learn more, contact us.

**We give teachers
time to do what
they do best.**

MI MEASUREMENT
INCORPORATED

1-855-830-1390
pegwriting.com
info@pegwriting.com



schooltool™

THE Student Management System

Committed to NYS

- ★ Designed for changing requirements ★
- ★ Strong BOCES partnerships ★
- ★ Over 300 NYS schools ★

Committed to YOU

- ★ Mobile access for parents & staff ★
- ★ Dashboards for data-driven decisions ★
- ★ Powerful & intuitive interface ★

Powered by
mindex
TECHNOLOGIES, INC.
A NYS Company

schooltool.com
(585) 424-3590

Warmly Welcoming English Language Learners

With or Without Words



By Audrey Rome

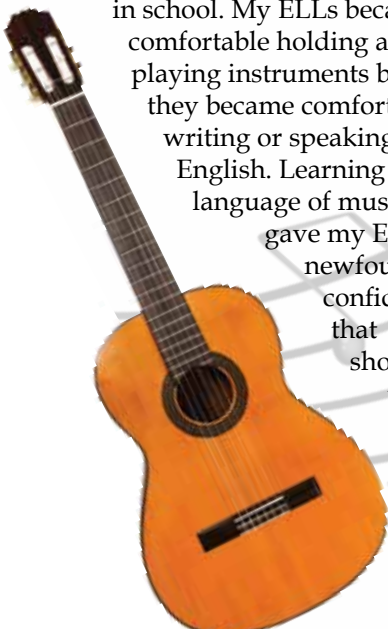
Throughout the past six years working in my current district, I have experienced our region's change in demographics quite drastically in my very own classroom, as many fellow educators and administrators have. We are teaching larger populations of English language learners (ELLs) and we are faced with the struggle of communicating with these students. However, I have learned and continue to learn that **the struggles these students are facing are far more challenging than our own difficulty of a language barrier.**

Regardless of our broken translations or frantic scramble to use Google Translate or Rosetta Stone, the most important thing we can do to service our ELLs is to make them feel welcomed, safe, and comfortable in our classrooms. Many of our students have had such difficult immigration journeys and personal struggles that all they want is a place to feel settled and somewhere they can establish a routine where they know what to expect, who to see, and how to succeed.

I am a high school band and guitar teacher. I proudly majored in music education – I even used to skip my college Spanish class to get more time practicing piano for performances! Who knew that those Spanish classes would be more valuable to my career than nit-picking dynamics in Chopin etudes?

I panicked teaching ELLs at first, because music notation is already a new language. I had so many unanswered and extremely urgent questions. How could I possibly explain expression markings written in Italian if I then have to translate them into English, Spanish, and Creole? How could I explain string names on the guitar when an “A” in English could be confused with an “E” in Spanish?

Over time, I began to realize that I was very fortunate to have these students in my class, because I was the person responsible for making them feel comfortable in school. My ELLs became comfortable holding and playing instruments before they became comfortable writing or speaking in English. Learning the language of music gave my ELLs a newfound confidence that showed in their



academics in other content areas. I even had some of my most shy ELLs voluntarily attend a performance-based educational excursion where they played guitar publicly at a local book store!

Music is the language we all share in my classroom, and we are all learning new languages together. Take a moment to step away from your daily classroom curriculum and think about the actual class content as a new language. Music notation, chemistry terms, math formulas, physical education exercises, historical eras in social studies, art mediums, and forms of poetry are new languages to all of our learners, even if they are fluent in English. Truly, it’s important to recognize that everyone in the classroom is constantly learning more of the language they are immersed in – that includes us as instructors!

My translations in both speaking and writing are never near perfect, but they are improving. Furthermore, I will confidently tell you that if you put in the energy and effort to reach your ELLs, they will not be anywhere near as critical of you as you will be of yourself. In fact, when students pick up on your dedication to communicate with them, they will show their appreciation in immeasurable ways.

My bilingual and trilingual students will help me translate to new ELLs – they conjugate verbs much faster than I would (this saves a LOT of class time)! Additionally, one question on my Guitar final exam last semester asked students for constructive criticism. What can Ms. Rome do to improve this class? ¿Qué puede hacer la Sra. Rome para mejorar esta clase? One of my ELLs

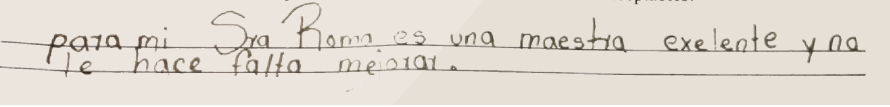


responded, “Para mi Sra. Roma es una maestro exelente y no le hace falta mejorar” (“For me Ms. Rome is an excellent teacher and does not need to improve”). Of course, I will beg to differ with this student, as I know I have much to improve on every day. However, this student’s evident appreciation of my efforts is one of the many rewards of being an educator.

In your greatest frustrations to translate your exam or classroom tasks, keep in mind that a smile and a warm welcome serves as a universal language. Sometimes, a seemingly small gesture of inviting students to a place they can be comfortable is the first and most important step in their journey as lifelong learners and achievers.

AUDREY ROME is an instrumental music teacher at Roslyn and Roosevelt Union Free School Districts.

4. ¿Cómo puede la Sra Roma mejorar esta clase? "Nada" y "No sé" no son aceptables!



Make EVERY TEACHER A **STAR!**

With a constellation of WEB-BASED
TEACHER GROWTH TOOLS

OBSERVER **TAB**®

Coaching, Mentoring and Teacher Development

Perfect for
Mobile
Devices!

ObserverTab, LLC

PO Box 10, Bronxville, NY 10708 800-975-5001 www.ObserverTab.com



PC University Distributors, Inc.
99 West Hawthorne Ave.-Ste 521
Valley Stream, NY 11580
www.pcuniversity.com

Tel 516-596-1500 Fax 526-596-1515
Toll Free Tel 888-728-0001 Fax 888-763-0266

Email: sales@pcuniversity.com

Your One Stop Technology Solutions Provider

Hardware • Software • Printers • Interactive Classroom Displays • Projectors • Networking

Technical Services

iPad & Tablet Repair, Google License Manager, Chromebooks, Audio Visual Installation, IT Management

PC University has been awarded the following on the NY Statewide Technology Contracts

Acer America – Contract # PT65141
Bretford Furniture – Contract # PC63325
Bretford Carts – Contract # PT65492
D-Link – Contract # PT65079
Epson Printer / Scanner – Contract # PT66604
Extreme Networks – Contract # PT64449
HP Printer / Scanner – Contract # PT66605

HP Microcomputer - Contract # PT65350
Kodak Alaris - Contract # PT66606
Lexmark - Contract # PT65960 / PT66609
LG- Ericsson USA - Contract # PT64302
Okidata – Contract # PT65959 / PT66610
Oklahoma Sound - Contract # PC66315
Promethean - Contract # PC65627

Ricoh USA Inc. – Contract # PT66612
Samsung Printers – Contract # PT66613
Seneca Data – Contract # PT65146
Toshiba Microcomputers - Contract # PT65366
Tripp Lite - Contract # PT63990
Xerox - Contract # PT66616

Call PC University Distributors, Inc. for academic or quantity discount prices at
516-596-1500 sales@pcuniversity.com



AMPLIFY

Andre Cepeda
347-342-2859
acepeda@amplify.com
amplify.com

Amplify is reimagining the way teachers teach and students learn in K-12 education. Their products and services lead the way in data-driven instruction and set the standard for next-generation digital curriculum and assessment. With headquarters in Brooklyn, New York, Amplify is led by digital education experts and has provided innovative technology to the K-12 market for more than a decade. As a pioneer of mobile assessments and instructional analytics, they have supported more than 200,000 educators and 3 million students in all 50 states as they begin their digital transition.

Amplify.

AXA

Jackie Fabitore-Matheny
703-298-3570
jacqueline.fabitore-matheny@axa.us.com
axa.com/myretirementgoal

For over 154 years, AXA has been a leader in the financial services industry, offering clients an array of retirement products and services to help meet their needs, as well as to assist them through changing life situations.

AXA is pleased to be working with SAANYS as a business partner to work with members statewide. With representation in more than 700 schools throughout NY, this new partnership provides offices around the state for members' convenience when seeking to take advantage of the financial services available to them. Reach out to your local AXA rep to discuss how they can help you with all of your planning needs.



redefining / standards®

BOSE

800-277-5014
bose.com

BOSE is pleased to offer savings on most products to educators, staff and members of educational associations. Receive savings on most Bose products, including music systems, surround sound systems, headphones and solutions for today's most popular portable music devices. Savings are available for both personal and school purchases. Call us today at 1-800-277-5014. Please direct all inquiries to the educator's program.



CAMBRIDGE EDUCATIONAL SERVICES

Janey Park
847-299-2930
jpark@cambridgeed.com
cambridgeed.com

Improve student test scores on the NEW 2015 PSAT, 2015 ACT, and the 2016 SAT exams using Cambridge's online or print supplemental curriculum, data reports, and teacher training. Motivation workshops assist with systemic efforts for greater student achievement and increased scholarships.



CASTLE SOFTWARE, INC.

Scott Fischer
(800) 345-7606 ext. 107
sfischer@castlelearning.com
castlelearning.com

Castle Learning Online is an Internet-based review, testing, and assessment tool that supports classroom instruction. The site provides a K-12 Common Core-aligned question database that houses over 150,000 questions encompassing math, English, science, social studies, Spanish, and French. The resource can also be used by elective teachers through the development of personal content creation for the support of their curriculums. All users can access their accounts from school and/or home with any Internet-connected device; this allows for the extension of the classroom with built-in instructional feedback for the end user. Over 70 percent of the public school districts in NYS make Castle Learning Online available to their teachers, students, parents, and administrators.



CURRICULUM ASSOCIATES

Don Masters
800-225-0248
dmasters@cainc.com
curriculumassociates.com

Curriculum Associates publishes research-based, affordable programs to help make classrooms better places for students and teachers. Our newest programs - i-Ready Diagnostic & Instruction and Ready New York CCLS - are widely used throughout New York to help grow student achievement.



EDUCATIONAL VISTAS, INC.

Scott B. Crowder
(518) 344-7022
scrowder@edvistas.com
edvistas.com

The NYS leader in integrated web-based educational management systems, EVI currently provides hundreds of districts with powerful products and services. In areas such as APPR, VADIR, DASA, AIS/RTI, Assessment/Data, ZIS, and Curriculum Management (CD), EdVistas' software solutions help schools meet mandates and realize data-driven decision making!



IMAGINE LEARNING

Beth Ann Walck
585-872-0481
beth.walck@imaginelearning.com
imaginelearning.com

Imagine Learning is an award-winning language and literacy software program that features interactive activities, videos, and games. It's research-based, instructionally differentiated, and incredibly fun to use.



LIBERTY MUTUAL INSURANCE

Matt Brisk
518-782-2541 ext. 51761 cell: 518-937-6798
Matthew.Brisk@LibertyMutual.com
LibertyMutual.com/saanys

Special Offer on Auto and Home Insurance

As a SAANYS member, you could receive exclusive savings on Liberty Mutual Auto and Home Insurance.¹ We offer personalized coverage, multi-car and multi-policy discounts, 24-hour claims assistance, and more. Liberty Mutual is trusted countrywide for quality coverage and exceptional service. Visit libertymutual.com/saanys or call 1-800-225-8281 for a free quote. ¹Discounts and savings are available where state laws and regulations allow, and may vary by state. Certain discounts apply to specific coverages only. To the extent permitted by law, applicants are individually underwritten; not all applicants may qualify. Please consult a Liberty Mutual sales representative for additional information.





MCGRAW-HILL EDUCATION

LaVonne Patane
585-441-4192
Lavonne.patane@mheducation.com
Mheducation.com/prek-12

McGraw-Hill Education is a learning science company. We help educators and students drive results by delivering technology that harness an understanding of how the mind works to make each learning moment more engaging, efficient and effective. We bring a unique combination of high-quality content and personalized technology that's been proven effective - woven together with an understanding of the science of learning.



MEASUREMENT INC.

Thomas Kelsh
518-427-9840
tkelsh@measinc.com
measurementinc.com

Measurement Inc. provides educational testing and assessment technologies; program evaluation, research, and measurement; school improvement services, including: leadership development; data analysis and decision making; and, support in designing, implementing, and sustaining a multi-tiered system of student support.



OSC WORLD

Mike Richez
516-247-5321
michel.richez@osworld.com
osworld.com

Digital fly monitors social media (Twitter, Instagram) in real time to alert schools when potential harmful content is made. Using GeoLocation (latitude/longitude mapping) and filtered terms/acronyms, data is tracked, analyzed, and ranked for potential threats (bullying, fights, weapons, self-harm) assisting in keeping students and staff safe.



THE READING SOLUTION

Elliott Reinert
781-259-1803
Elliott@thereadingsolution.com
thereadingsolution.com

The Reading Solution experience represents the highest quality of blended teacher training and reading content and reading software available today. Research - peer review - published and outcome proven effective in enhancing the reading ability of all of your students, pre-K through college. NY state representatives of Lexia Reading and Reading Plus.



RENAISSANCE LEARNING

Pam Marklow
800-338-4204
answers@renlearn.com
renlearn.com

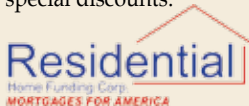
Renaissance Learning is the world's leading provider of computer-based assessment technology for PreK-12 schools. Adopted by more than 70,000 North American schools, Renaissance Learning's software provides daily formative assessment and periodic progress monitoring technology for reading, math, and writing.



RESIDENTIAL HOME FUNDING CORP.

Richard Melnyk
518-429-3633
rmelnyk@rhfunding.com
rhfunding.com

Our mission is simple. Residential Home Funding Corp.'s goal is to be the lender of choice for our customers by providing both diversified and competitive mortgage financing options with excellent customer service. With a diverse customer base that includes first-time home buyers as well as high net worth individuals, Residential Home Funding Corp. can provide the appropriate financing to meet any customer's specific needs. The Mortgage for Champions Program was developed as a special thank-you to the heroes of our community and offers special discounts.



SMART TECHNOLOGIES, INC.

Randy Welch
603-680-4353
randywelch@smarttech.com
smarttech.com

SMART Technologies Inc. is a leading provider of technology solutions that enable inspired collaboration in the classroom. SMART products create more engaged learners, and help them develop essential skills and prepare for the future.



THE BREAKTHROUGH COACH

Jill Pancoast
904-280-3052
jpancoast@the-breakthrough-coach.com
the-breakthrough-coach.com

The Breakthrough Coach consulting team works with education leaders to adopt proven business management techniques to the educational environment at both the building and district levels.



ZANER-BLOSER AND THE SUPERKIDS READING PROGRAM

Tracy DiDio
518-466-3497
tracy.didio@zaner-bloser.com

Christian Standerwick
917-202-6290
christian.standerwick@zaner-bloser.com
zaner-bloser.com

SuperKids reading program is a core reading program designed for kindergarten through second grade that looks like no other and works like no other, with a cast of characters that children love. Happily Ever After is a motivating, literature-based reading readiness program.



eSD GURU

Districts around the state are using eSD® GURU,

an interactive dashboard that presents real-time data in meaningful ways, to provide their staff with insight into student, building, and district performance.

Are you ready to utilize your district data to inform instruction and policy?

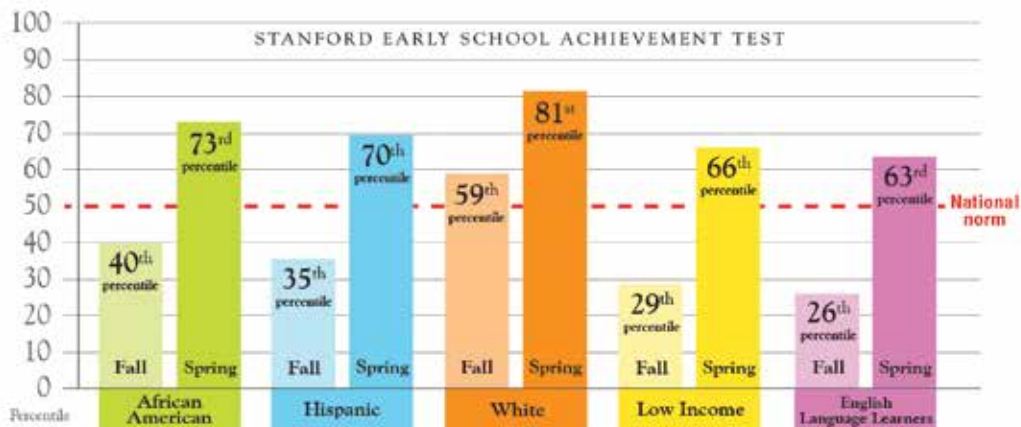


Contact us today for a demonstration, and learn how eSD® GURU simplifies the delivery of actionable data.
 (631) 218-5280 • sales@eschooldata.com • www.eschooldata.com

The Superkids® Reading Program

These scores can be yours!

Look what happened after *just one year* with the Superkids Reading Program.



In a nationwide study, 3,200 students' reading skills were tested at the beginning and end of kindergarten. The demographic mix of the students tested reflects the population in America's schools.

To learn more about Superkids or Zaner-Bloser's other reading and language arts programs, contact:

Tracy DiDio (P: 518.466.3497 E: Tracy.Didio@zaner-bloser.com)

Christian Standerwick (P: 917.202.6290 E: Christian.Standerwick@zaner-bloser.com)

Empower
EDUCATORS.
Inspire *learning.*

Follett is your ally in education. We provide a unique combination of educational content and practical solutions so you can meet today's educational standards and prepare your students for a bright, successful future.

Follett

To empower educators and inspire learning, visit FollettLearning.com

© 2014 Follett School Solutions, Inc. 11273A 9/14

LEARNING

SHOULD

NEVER

STOP

**THINK
STRETCH**

STAYBRILLIANT.

The ThinkStretch Summer Learning Program works with schools, parents and students to help students retain knowledge over the long summer break. With grade-specific activities, a parent guide, and medals to honor successful students, ThinkStretch is built to help students thrive and hit the ground running in the fall.



2 MONTHS
 THE AMOUNT OF READING
 AND MATH SKILL LOST OVER
 THE SUMMER.
 — (Cooper, 1996)

GET YOUR FREE SAMPLE NOW.
THINKSTRETCH.COM



8 Airport Park Boulevard
Latham, NY 12110

saanys.org

PRE-SORT STANDARD
US POSTAGE

PAID
PERMIT NO. 730
ALBANY, NY

Instruction & data working together for **better student outcomes**



Individualized Digital Instruction

Imagine Learning[®] unlocks the power of adaptive technology so that students receive truly individualized language and literacy instruction. Plus, teachers can use interactive data tools that offer targeted intervention whenever individual students need more help.



Focused language & literacy instruction

Learn more at imaginelearning.com



Math Facts that Click

Big Brainz[™] was developed to help all students quickly gain math-fact fluency through engaging, highly visual game-based software. The result? Automatic recall of single-digit addition, subtraction, multiplication, and division facts—and a greater love for math in general.



Math-fact fluency solution

Learn more at imaginelearning.com/bigbrainz