CUNY-NYSIEB Emergent Bilingual Leadership Team

Planning Resource Packet

2015-2016

Dear CUNY-NYSIEB Lead Scholar,

We created this packet as a tool to assist your Emergent Bilingual Leadership Team (EBLT) in developing their CUNY-NYSIEB Plan to better the education of your emergent bilingual students. Within, you will find a range of documents that can serve a starting point for discussion and planning purposes with your team.

The packet begins with a range of documents to provide you with an overview of the CUNY-NYSIEB vision and non-negotiable principles. It's important that everyone on the EBLT is familiar with this information as it is the foundation for the work. We then provide a variety of documents intended to take stock in current school policies, programs, and practices and to also consider areas to change in each realm. We have also included instructional resources and multicultural literature to support the teaching and learning of emergent bilinguals. Finally, a template for your school's CUNY-NYSIEB Plan is provided, as well as a sample plan to serve as a model. It is the creation of this plan that should be the driving force of your school's EBLT work for the remainder of this school year.

The contents of this packet are not necessarily intended to be used in the order presented, nor are there expectations that the team will use every document. Instead, we provide the different documents as resources to consult and/or complete based on the area(s) your EBLT team is addressing, and on the needs of the school. To that end, you may notice some repetition throughout and may want to think about certain topics in more than one meeting, whereas other areas may not be relevant or only addressed once.

We hope this packet is helpful in guiding the work of your EBLT. We will be there to support you each step of the way and look forward seeing your school's CUNY-NYSIEB Plan come to fruition next year!

Sincerely,

CUNY-NYSIEB Team

Table of Items

CUNY – NYSIEB Vision Statement

Emergent Bilinguals: Emergence, Dynamic Bilingualism, and Dynamic Development

Emergent Bilinguals

CUNY-NYSIEB focuses on improving the education of emergent bilingual students in New York State. These students are often referred to as English Language Learners. In New York State they are designated as such by the Language Assessment Battery-Revised (LAB-R) initially, and the New York State English as a Second Language Achievement Test (NYSESLAT) thereafter.

We refer to these students as *emergent bilinguals* because, in learning English, they are becoming bilingual and thus joining the growing ranks of American bilinguals in New York State and elsewhere. We consider bilingualism as the desired norm for all American students and not as the exceptional quality of a few. That is, we view bilingualism and biliteracy as an asset that all students in New York State should possess to meet the demands of the 21st century. Furthermore, our use of the term emergent bilinguals conceptualizes these students as much more than learners of English only, since they are developing proficiency and literacy in academic English from the base of home language practices. Furthermore, the term emergent bilinguals acknowledges that the education of these students must go beyond simply English language learning, to include a challenging curriculum in the content areas that also meets their social and emotional needs.

Emergence

In focusing on the *emergence* of the students' bilingualism, we are naming our educational philosophy regarding language and literacy development, as well as education. This philosophy holds that bilingual development is not linear but emergent, and that it is dependent on the relationship of students with other people and texts, as well as their relationship with the learning environment. Under this philosophy, educators must provide the affordances and opportunities that are needed for new language practices and understandings to emerge. In this view, a speaker never has a language, but simply uses or performs a language. It is when the right affordances are provided that student languaging emerges, as students also construct new knowledge and understandings.

Dynamic Bilingualism

This emergent view of language and literacy education is consonant with our view that bilingualism is *dynamic*, and not simply additive. In our global world, bilingual practices reflect the language user's adaptation to specific communicative situations and to the communicative resources provided by others. A bilingual speaker is thus never a fully translanguage, in order to make meaning from the complex interactions that are enacted by

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different human beings and texts in our globalized world. Translanguaging refers to the use of a learner's full linguistic repertoire to make sense of the rich content that is being communicated. In this dynamic bilingualism view, new language practices only emerge in interrelationship with old language practices. Together they constitute a flexible linguistic repertoire that bilingual students use in order to meet their communicative and academic needs, including literacy in standard academic English and the learning of challenging new content.

Dynamic Development

The *dynamism* of the fluid language practices performed by emergent bilingual students leads us to shed rigid distinctions between native or first languages and second languages, distinctions that have tended to obscure thinking about bilingualism, bilingual acquisition, and language education. For example, we reject the common proposition that is so common in "second language" acquisition studies that emergent bilingual students have a "first" language that is used solely at home and that, depending on one's position, needs to be shed or maintained, plus a "second" language, namely English, that is used in school.

Instead, we assert that the language practices of American bilingual children include, flexibly and simultaneously, features of languages other than English, as well as English. Our educational philosophy engages bilingual children with their entire range of language practices, including those associated with academic English, as their very own. For bilingual children to successfully perform academically in English, schools support a multilingual context that recognizes the language and cultural practices of bilingual children as an important part of the school's learning community.

CUNY-NYSIEB Non-Negotiable Principles

Carrying out Emergence, Dynamic Bilingualism and Dynamic Development

Schools that adopt the CUNY-NYSIEB dynamic bilingual philosophy to educate emergent bilinguals adhere to two principles and practices: (1) a multilingual ecology for the whole school, and (2) bilingualism as a resource in education.

1. Support of a Multilingual Ecology for the Whole School

Under this philosophy, the entire range of language practices of all children and families are evident in the school's textual landscape, as well as in the interactions of all members of the school community. That is, in addition to English, the other languages of the school are visible and palpable, represented in signs throughout the school, in texts in the library and classrooms, and heard throughout in conversations. Furthermore, the students' language practices and cultural understandings are used in all classrooms as resources for deeper thinking, clearer imagining, greater learning, and academic languaging. This extends beyond the language practices of emergent bilinguals to include those of all students.

2. Use Bilingualism as a Resource in Education

Regardless of program structure; that is, whether the program is called English as a second language (ESL) or bilingual, the home language practices of emergent bilingual students are not only recognized but leveraged as a crucial instructional tool and, to the greatest extent possible, nurtured and developed. The entire linguistic repertoire of emergent bilingual children is used flexibly and strategically in instruction in order to engage the children cognitively, academically, emotionally and creatively. Accordingly, all educators, whether they are general education, ESL or bilingual teachers, build upon the students' home language and cultural practices in instruction in strategic ways, as an essential tool for language learning and education in general.

In embracing these CUNY-NYSIEB principles and practices, schools cast away the monolingual and monocultural ideologies of the past that have limited the ability of schools to meet the academic, emotional and social needs of emergent bilinguals. Instead, schools support the emergence of students' dynamic bilingual development in order to become fully educated.

Principles for School Leaders

Teaching emergent bilinguals requires **STRONG** leadership. Here are a few principles to keep in mind as you lead the charge in successfully educating your school's emergent bilinguals:

S TRATEGIC

Utilize home language practices **strategically** to deepen and extend them, and achieve more accomplished performance in English.

T RANSLANGUAGING

Help your school to incorporate **translanguaging strategies** in every classroom and in every content area.

R ESOURCE

Use bilingualism as a **resource** to deepen students' education and to learn about their lives, communities, and experiences.

O PPORTUNITIES

Bilingual children perform their language practices depending on the situation at hand. Provide **opportunities** for students to use both English AND home language practices in every class.

N EGOTIATE

Emergent bilinguals develop and integrate new language practices into a dynamic bilingual repertoire. Help students **negotiate** this integration by building bridges between home language and new language practices.

G ROW

Make your school into space where all students can **grow** as bilingual people. Help students to see themselves not as 2nd language learners, but as bilingual people at various points of the bilingual continuum. Do this by recognizing and using ALL students' varied and complex language practices and building a **STRONG** multilingual ecology!

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A CUNY-NYSIEB K-12 School

The Overall School

Even before you walk into this school, you can sense that this school is part of the community that surrounds it. There are mothers who wear hijabs and others who wear blue jeans. Most of the mothers and children are speaking in Spanish; but others speak Bengali, Urdu, Tajik or Uzbek, the languages of the surrounding community.

When the students open the school doors, they walk into a lobby with a huge mural. The mural depicts children with gender, racial and ability differences holding hands as they climb stairs. There is a saying in the mural: "You don't have to see the whole staircase; just take the first step" (Martin Luther King). But then, "just take the first step" is written in Spanish, Bengali, Urdu, Tajik and Uzbek, showing the different scripts of these languages. Families contributed to the translations, and when the mural was dedicated, students' families came to the school and taught all the children to say the phrase "just take the first step" in all their languages. Although not every child knows the phrase in all the languages today, all of the children know its meaning, and can say it in at least one other language.

Families are welcomed into the school and family members are a strong presence in the school's leadership team, and at any given time students' families can be found in the school. One can always find parents speaking in different languages in the Parent Coordinator's office, as they work on various multilingual projects. On this particular day, there are two mothers who are translating English picture books into Urdu and producing Urdu text that can then be used to cover the English text. Another two mothers are taping stories and songs in Bengali so that the teachers can play these for the children. Yet another four mothers ——a speaker of Spanish, a speaker of English, a speaker of Tajik, and a speaker of Urdu — are planning lessons for the middle schoolers on "Multilingual Resources in the Community." They are identifying places that the children will visit with their teacher, and developing activities that will engage the children in learning more about the community's languages and cultures.

Many of the teachers in this school are not bilingual, but they all have learned to say a few phrases in these languages. In doing this, they have worked extensively with some of the mothers who are speakers of these languages. In the elementary school grades, the teachers have made it a point to learn a simple song in at least one of the other languages present in the classroom, and children regularly join in the singing. The morning routine in the early grades includes recognition of a language and culture in the classroom. Every two weeks, a family member with a different linguistic background is invited into the classroom for a half hour to introduce a story or song having to do with their cultural backgrounds.

In order to reward multilingualism, the school has given all the children a Language Passport. This Language Passport is a small notebook that the school keeps throughout the children's school career. Children take the Language Passports home twice a year and the families

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record the contact that children have had with languages other than English in the previous six months, including family conversations, visits to other countries, private classes, supplementary classes, and bilingual education classes at the school. At graduation, students whose Language passport shows a record of experiences in languages other than English are rewarded for their efforts with a Seal of Biliteracy.

Six times a year, the school has a two-hour session on a Friday afternoon called "Getting to know our languages and cultures." Parents with different backgrounds are recruited to come into the school and work with a teacher on a relevant activity. Children from all the programs are randomly assigned to a different language and culture, so that by the end of the year they have had an experience in four to six languages and cultures of the school.

Programs and Practices for Emergent Bilinguals

Students who are developing English, our emergent bilinguals, are in two types of programs, although they're fully integrated to the school culture. Because there are many Spanish-speaking students, the school has a bilingual program in which English and Spanish are taught throughout the children's schooling, meaning students remain in the program even after testing out of official "English Language Learner" status based on their NYSESLAT scores. In this way, students begin to see their bilingualism and biliteracy as enrichment and not remediation. For emergent bilinguals who are not Spanish speaking, the school offers an ESL program for them until they test out of the NYSESLAT, though their language continue to be affirmed and celebrated throughout their schooling experience as described above.

The Bilingual Program

In the bilingual English/Spanish program, from the beginning, both languages are used in instruction in more or less equal measure, although the activities might vary with the children's bilingual proficiency. The activities for those who do not speak English are heavily scaffolded, with graphic organizers, different entry points into the lessons, and the use of much translanguaging. However, all children are expected to perform the same rigorous tasks in both English and Spanish. What differs is the amount of scaffolding that the teacher provides for those who are new to English.

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Elementary Years

This school extends the Reading and Writing Workshop as a Biliteracy Workshop. Mini-lessons are conducted in English and, at a separate time, in Spanish, always using the multimedia that is now readily available through Smart Boards to contextualize the lesson. Yet, the children's active engagement in trying out what they have been taught often means that the other language is used. Sometimes the texts are annotated, flagging vocabulary and expressions and rendering them into the other language through dictionaries, Google translate, and teacher or student collaboration. Discussions about a text written in one language often take place in the other; and listening activities about a text written in one language could lead to students taking notes in the other. Sometimes students read a text in one language and write in the other. That is, the same language is not used in all the communication that occurs in or around writing that is rendered in a single language.

Content areas are taught in either English or Spanish depending on the strengths of the teachers and the materials available though the students receive at least one content area course in Spanish. However, the teachers make great effort to ensure that children are constantly putting all their language practices alongside each other, calling attention to cognates, false cognates, relationships and differences between languages. In addition, they allow for flexibility in student use of language and encourage them to use their entire linguistic repertoire to make meaning even though the expectation is that the final product will be in the language of instruction. The teachers make a conscious effort to ensure that both the English part of the day and Spanish part of the day are aligned with the Common Core State Standards.

Middle Schools Years

For the literacy block, the students are divided by English reading and Spanish reading level. They receive literacy instruction in each language separately though teachers make references to the other language for metalinguistic and cognitive understanding and encourage students to use their entire linguistic repertoire to make meaning. Students switch to literacy instruction in the other language mid-morning. The teachers plan thematic units together that help scaffold instruction for students and students also begin exploring the development of bilingual voices in writing—a skill that will be further developed in their high school years.

In the afternoon, the students are heterogeneously grouped for Math, Science and Social Studies. The choice of language to teach these subjects depends on teacher strength and the materials that are available. But students get at least one subject taught in Spanish. The content courses' informational texts provides students the opportunity to use both English and Spanish in the ways delineated in the Common Core State Standards. Thus, the afternoon extends the use of language, imagination, creativity, and knowledge that the literacy block reinforces. But the emphasis is on educating the children fully and with challenging material.

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High School Years

The high school bilingual program is structured similarly to the middle school program with the difference being that during the literacy block students are put into heterogeneous grade groups (9th and 10th & 11th and 12th) that are divided by their English and Spanish reading level. Students receive their literacy instruction in the morning with half of the morning being taught in English and half of the morning being taught in Spanish. The teachers of both literacy blocks plan instruction together and differentiate based on the literacy levels of the students in the language of instruction. They oftentimes plan units together that both scaffold instruction and allow students to experiment with bilingual writing as an expressive resource. It is not uncommon to see students write bilingual writing pieces that consciously use both languages for stylistic reasons. This type of writing is encouraged by the teachers.

The students then take their content classes in the afternoon, each with a personalized schedule based on their needs. Students who have a higher reading level in Spanish than English take regents courses in Spanish when translated exams are available. They take at least one non-regents course in English, though translanguaging is encouraged. Students who have a higher reading level in English take regents courses in English and take at least one non-regents course in Spanish though they are encouraged to use their entire linguistic repertoire to make meaning in the classroom.

From K-12

From K-12 one of the "specials" students in the bilingual program get is called "Pan-Latino Culture." During this time, students are exposed to different cultural tradition in Latin America, focusing on music, dance, or art. Students work on a music, dance or art project during this time, which they complete after a term. At that time, students put on a performance/show for the entire school community. During this "special," family members are invited to assist the teacher and often end up leading the activity themselves.

The ESL Program

The ESL program has children of different language backgrounds. Although the goal of this program is not to develop biliterate children, the program uses translanguaging as an important scaffold to offer cognitively rich instruction. The teachers may not speak the language of the students but they are comfortable with student-centered instruction where the children's bilingualism is used as a resource. They are also knowledgeable of students' cultural and linguistic backgrounds, and use the parents as a resource. As in bilingual classrooms, newcomers are encouraged to use their home languages in academic ways, while English language and literacy are developed, so that they practice the use of academic language.

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Elementary School Years

In the elementary school there are self-contained classes with teachers who are knowledgeable about the content areas and Common Core State Standards as well as strategies on how to scaffold instruction so that children who are new to English can understand. This includes, of course, grouping the children whenever possible into common language groups so that they can work through their home languages in order to make sense of English instruction. The balanced literacy workshop model is used, but it is extended and scaffolded to adapt it to the needs of emergent bilinguals. For example, the mini-lesson is longer to allow students more time to process the information being taught. Also, there is less time for independent reading, and more time for guided reading. The read-alouds are also longer, encouraging the students to discuss with each other and "turn and talk" using their home languages when English cannot be accessed.

Middle School Years

In the middle school, there are not enough emergent bilinguals to form a self-contained classroom. Therefore, during the literacy block in the morning the ESL teacher for each grade "pulls-out" the students from their classrooms to provide them with small group instruction. This small group instruction is a modified version of the balanced literacy workshop the rest of the middle school students receive. These modifications include a longer mini-lesson, explicit language objectives, and more time for guided reading. In addition, students are encouraged to use their entire linguistic repertoire to make meaning during their classroom interactions and are also encouraged to do independent reading using books written in their home language that are available in the classroom library.

During the content area instruction that occurs in the afternoon, the ESL teacher "pushes in," working alongside the teacher who is also familiar with ESL pedagogy. Both teachers plan lessons together and build in scaffolds and develop translanguaging techniques to ensure that emergent bilinguals are being challenged academically. Based on the content and skills of a particular lesson they will develop a graphic organizer or other scaffold to help all of the students process the information. The ESL teacher will then uses Google translate to translate the graphic organizer into the home languages of emergent bilingual students. During actual class time, flexible grouping is used to ensure that students are able to use their home languages as a bridge to academic content while also encouraging students to use English and integrate with students from other backgrounds.

High School Years

As with the bilingual program, ESL students in the high school are grouped heterogeneously in terms of grade (9th and 10th graders & 11th and 12th graders) and homogenously in terms of both English and home language literacy. Though no formal home language literacy tests exist for many of the languages represented in the school, the school has worked with various community based organizations to develop informal home language assessments that can give a general sense of the home language literacy level of students. Students who

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have low literacy in both English and their home language are placed into a special literacy class designed just for them while others are placed in beginner, intermediate, or advanced classes based on English language proficiency.

In the afternoon students are placed into content classes according to their grade level. The same translanguaging strategies used in the elementary and middle school are used in these content classes as well. Students are placed into common language groups so that students with more knowledge of English can support those students who are newer to English. In addition, teachers will oftentimes use Google translate to translate key documents such as graphic organizers into the home languages of students and will provide textbooks and other informational texts in different languages to help students build background knowledge.

An Integrated School

What is common in these schools, whether they are operating a bilingual or an ESL program, is the conviction that children can only perform academically if they have a high self-esteem, which is always related to the ways in which they view themselves, their families, and their communities, and the ways in which others view them. Thus, the validation of their home language and cultural practices is most important in the education of all children. This conviction has led the leadership team in this school to find ways to create a school context in which the entire range of language practices of all children and families are evident in the school, represented in signs throughout the school, in texts in the library and classrooms, and heard throughout in interactions. Rather than ignore these different home language practices, this school has embraced them for all their students, viewing them as rich resources that educators need to leverage. Emergent bilinguals are thus not isolated, separated, or viewed differently or negatively. Instead, the specialized programs in which they are enrolled provide them with the same rich curriculum as all other students, although taught differently, using their emergent bilingualism as a resource. Whether the students are in the bilingual or ESL program, translanguaging is used and recognized as a discourse strategy of bilingual families that schools can use to ensure that children are challenged academically and develop as proud, creative and knowledgeable bilingual America

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Item A: Emergent Bilingual Leadership Team (EBLT)

Planning Stage - Considerations

Considerations for Emergent Bilingual Leadership Teams (EBLT)	
Why?	School-based leadership group that will study the schools' services to emergent bilinguals, create the CUNY-NYSIEB Plan, and work in the implementation of the plan. This group is developing the school's vision for languages other than English and the programmatic structures for emergent bilinguals.
Who?	Administrator(s), coaches, teachers (bilingual, ESL, general, special education), parents/family members, community members, district leader. Five members is ideal, with opportunities for feedback on whatever is decided from the wider school community.
How Often?	Bi-weekly meetings, particularly at first, then at least monthly
When?	Before, during or after school; consistency of meetings
What?	Study of school services to emergent bilinguals: • School Inventory of Language Education Resources (Item B, Resource Packet) • Multilingual Ecology & Bilingualism as a Resource Surveys (Items C & D, Resource Packet) • Programming Guiding Questions and Language Education Policy (Item I, Resource Packet) CUNY-NYSIEB Plan: • Brainstorm preliminary tasks for each goal • Finalize the Plan • Guide the implementation of the Plan • Evaluate the Plan

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EBLT: Planning Stage - Membership

School's EBLT Membership	
Possible Members	**Reason for Membership**
EBLT Members	

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EBLT: Planning Stage - Meeting Dates

EBLT Meeting Dates	
Dates	**Focus of Meeting**

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EBLT: Planning Stage - Meeting Notes Template

EBLT Meeting Notes Template	
Date	
Members attending	
Focus of Meeting	
Decisions made	
Next meeting's topic and date	
Other	

Item B: Inventory of Language Education Resources

School _____   Grade levels _____

Programming for Emergent Bilingual Students:

Programs for Emergent Bilinguals (Check off all that apply):

o   English as a Second Language Program _____ (Specify type below)

   Push In _____

   Pull Out _____

   Self-Contained (Sheltered/Structured Immersion) _____

o   Bilingual Education Program (specify languages of instruction)
   Transitional Bilingual Education _____
   Two-way Dual Language Bilingual Education _____
   One-way Dual Language Bilingual Education _____
   Bilingual Special Education _____
   Integrated Co-Teaching (ICT) _____
   Other _____

Emergent Bilingual Students:

Number and percentage of emergent bilingual students in your school: _____

Home Language(s): List from most numerous languages (1) to least numerous (12). Indicate the languages for which you have more than 20 students at each grade level by *circling* the language.

1.	5.	9.
2.	6.	10.
3.	7.	11.
4.	8.	12.

Countries of Origin: List from most numerous countries of origin to least numerous.

1.	5.	9.
2.	6.	10.
3.	7.	11.
4.	8.	12.

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Emergent Bilingual Students (Cont.):

Indicate the number of emergent bilingual students in each of the following sub-groups:

- Newcomers (less than 3 years in the U.S.) _____
- SIFE (Low Literacy) _____
- Long-term ELLs (More than 6 years categorized as ELLs) _____
- Students with Disabilities _____

Teachers of Emergent Bilingual Students (ESL or Bilingual teachers):

List the information for as many teachers as you have in each grade:

Grade	Teacher(s)	Certification(s)	Language / Content Proficiency

If you need more space, please attach an additional sheet of paper.

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Multilingual Instructional Resources:

For each grade, indicate if your resources are *Excellent (E)*, *Adequate* **(A)** or *Poor (P)* in both English and the Language Other than English. If you are using a set curriculum or material, please indicate the name:

Grade	Subject	English Resources/Curriculum		Language Other than English Resources/Curriculum	
		E, A or P	Indicate name, if applicable	E, A or P	Indicate name, if applicable
	Language Arts				
	Math				
	Science				
	Social Studies				
	Language Arts				
	Math				
	Science				
	Social Studies				
	Language Arts				
	Math				
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	Science				
	Social Studies				
	Language Arts				
	Math				
	Science				
	Social Studies				

If you need more space, please attach an additional sheet of paper.

Multilingual Ecology:

Consider the visibility and supports for languages other than English in the school.

	Yes	No
Are there *signs inside* the school building in languages other than English? If yes, in which language(s)? _____		
Is there *student written work* in languages other than English displayed in bulletin boards? If yes, in which language(s)? _____		

Are *letters sent home* in languages other than English?
    If yes, in which
    language(s?)_____		

Are languages other than English *visible in classrooms*, in libraries and educational materials, on word walls, etc.? If yes, in which language(s)? _____		

Programming Reflection:

Based on all the areas above, consider what is working well and needs improvement in relation to the education of emergent bilingual students at your school.

Successes of Current Programming:

Challenges of Current Programming:

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Item C: Multilingual Ecology for CUNY-NYSIEB Schools

Consider each criterion listed below as it is presently being enacted in your school. **Use the rating scale of 0-10 to pinpoint the current reality.** Then, begin to consider ways to improve the multilingual ecology across the school.

Criteria	Rating*
1. The languages of your students appear in the visual landscape of the school in signs, bulletin boards, murals.	
2. The languages of your students are given official spaces in public. For example, there are school-wide events such as multilingual spelling bees, bilingual plays and performances, bilingual poetry slams, and student presentations at large assemblies in multiple languages.	
3. Families are involved in helping teachers leverage home language practices in instruction.	
4. Classrooms and the school library have multilingual resources that students can use to read and do research.	
5. Students' home languages are visibly displayed in classrooms (e.g., in classroom materials and resources, displayed student work, word walls etc.)	
6. Home language practices are recognized by all teachers and used for teaching and learning. Teachers use translanguaging strategically.	
7. All bilingual students are encouraged to read and write in languages other than English. Students are encouraged to translanguage in order to make meaning.	
8. All students are encouraged to learn about other languages, and especially the languages, cultures and histories of their community and their classmates.	
9. Students are engaged in community multilingual awareness studies.	
10. Multilingualism is acknowledged in English Language Arts and ESL classes.	
11. There are events that celebrate the cultures and histories of all students.	

Rating Scale*: 0-10
A score of 0-2 indicates a Poor Multilingual Ecology
A score of 3-5 indicates a Developing Multilingual Ecology
A score of 6-8 indicates an Adequate Multilingual Ecology
A score of 9-10 indicates an Outstanding Multilingual Ecology

Item D: Bilingualism as a Resource for Emergent Bilinguals in CUNY-NYSIEB Schools

Consider each criterion listed below as it is presently being enacted in your school. **Use the rating scale of 0-10 to pinpoint the current reality.** Then, begin to consider ways to improve the way bilingualism is perceived and used as a resource in the school.

Criteria	Rating*
1. Teachers provide a rigorous and enriching curriculum in which both English and the home language are used flexibly; that is, by using the home language to support English language development, and vice-versa.	
2. Home language practices in students' learning and development are recognized throughout the students' educational experience, and not just when English is being developed.	
3. Translanguaging is leveraged both as a pedagogical strategy in the development of academic English and/or academic LOTE, as well as in recognizing the discourse of bilinguals.	
4. Bilingual education is provided, where possible.	
5. Every lesson addresses content and language objectives, so as to extend cognitive understandings, as well as academic language development.	
6. Teachers who are responsible for the same students have common planning time.	
7. Teachers are familiar with scaffolding strategies beyond translanguaging, including the use of graphic organizers, different entry points, bridging and schema-building, routines, modeling etc.	
8. All instructional resources and materials are available in the students' home languages.	
9. There is some integrated spaces for instruction with students other than emergent bilinguals, such as in Physical Education, Art, Music, Technology, Specials	
10. In addition to language and content integrated learning, there is some explicit language/vocabulary instruction in each language, as well as across languages (for example, cognate study, comparisons).	
11. Students are encouraged to use their entire linguistic repertoire; that is, to translanguage in making sense of literacy.	
12. Students' bilingualism is celebrated at graduation.	

Rating Scale*: 0-10
A score of 0-2 indicates a Poor use of Bilingualism as a Resource
A score of 3-5 indicates a Developing use of Bilingualism as a Resource
A score of 6-8 indicates an Adequate use of Bilingualism as a Resource
A score of 9-10 indicates an Outstanding use of Bilingualism as a Resource

Item E: Guiding Questions for Programmatic Structures

Program Appropriateness

1. Emergent Bilingual Students:
   a. Do you have a large number of emergent bilinguals who speak one common home language?
      (   ) Yes   (   ) No

   b. Do you have emergent bilinguals who speak many languages other than English?
      (   ) Yes   (   ) No

2. Teachers of Emergent Bilinguals
   a. Do you have teachers of emergent bilinguals with a bilingual extension?
      (   ) Yes   (   ) No

   b. Do you have teachers of emergent bilinguals with TESOL certification?
      (   ) Yes   (   ) No

If you answered **yes to #1a and 2a**, you should offer a **bilingual education program. Go to Item E.2.**

If you answered **yes to #1b and 2b** for students and teachers, you should offer an **ESL program** with home language support. **Go to Item E.3.**

If you answered **yes to #1a, #1b, #2a, #2b**, you should offer **both types of program. Consider Item E.2-E.3.**

If you answered **yes to #1a and b, and no to #2a and b,** you should hire new staff or encourage your current staff to seek a bilingual extension or TESOL certification.

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Item E.1: The School's Language Education Policy

A language education policy is a dynamic action statement that changes as the school evolves, and addresses all decisions to be made about language (such as which language(s) will be used in instruction and how languages are to be taught) – including the CUNY-NYSIEB Plan you will develop. A language policy brings all members of the school together through a coherent and cohesive school-wide vision for emergent bilinguals that is mutually accepted. Most schools already have a language education policy, it's just more often implicit through the programs offered rather than explicit.

Below are some considerations. Please answer them individually, then share with other members of your school community.

About Your School's Current Language Education Policy:

1. Does your school have a mission statement (language policy document) that clearly articulates your school's stance toward languages other than English?
   Yes (   )   No (   )

If yes, what does it state?:

If you answered yes to #1: please complete the chart on the following pages as a tool to reflect on the extent to which programmatic structures for emergent bilinguals at your school are aligned to the explicit language policy.

If you answered no to #1: please complete the chart on the following pages to determine your school's implicit language policy based on the programmatic structures in place

NOTE: Complete the tables below filling out all relevant sections. If you school offers more than one program type (e.g., under "Bilingual Program" the school offers TBE and DL) then you should complete one table for each program.

Analysis of your School's Current Language Education Policy

Bilingual Program	
What are your school's linguistic goals for the emergent bilinguals in this program (e.g., bilingualism, biliteracy)?	
What are your school's linguistic goals for students who are not emergent bilinguals, such as English monolinguals and speakers of a language other than English (LOTE) at home?	
Whom does your bilingual program serve (e.g., emergent bilinguals who speak a certain language, all emergent bilinguals, students who speak a LOTE at home, or all students)?	
What is the formal language allocation policy (LAP) guiding bilingual education at your school?	
To what extent do bilingual teachers across grade levels follow school policy in their distribution of languages?	
Who designed this program and corresponding LAP? Did all constituents (administrators, teachers, students, parents, community members) have input?	

Analysis of your School's Current Language Education Policy

ESL Program	
What are your school's linguistic goals for the emergent bilinguals in this program?	
What are your school's linguistic goals for students who are not emergent bilinguals, such as English monolinguals and speakers of a language other than English (LOTE) at home?	
To what extent are students' home languages used in instruction (e.g., only to discipline students, when giving directions, in small group work, in some/all written texts), if at all?	
What is the formal language allocation policy (LAP) guiding ESL programming at your school?	
To what extent do all ESL teachers use students' home languages in instruction? Are these practices consistent across classrooms?	
Who designed this program and corresponding LAP? Did all constituents (administrators, teachers, students, parents, community members) have input?	

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Analysis of your School's Current Language Education Policy

Mainstream Classrooms	
What are your school's linguistic goals for all students in this program?	
To what extent are students' home languages used in instruction (e.g., only to discipline students, when giving directions, in small group work, in some/all written texts), if at all?	
To what extent do all mainstream teachers use students' home languages in instruction? Are these practices consistent across classrooms?	

Analysis of your School's Current Language Education Policy

ICT Classrooms	
What are your school's linguistic goals for all students in this program?	
To what extent are students' home languages used in instruction (e.g., only to discipline students, when giving directions, in small group work, in some/all written texts), if at all?	
To what extent do all ICT teachers use students' home languages in instruction? Are these practices consistent across classrooms?	

Analysis of your School's Current Language Education Policy

Other Types of Classrooms (Please Specify)	
What are your school's linguistic goals for all students in this program?	
To what extent are students' home languages used in instruction (e.g., only to discipline students, when giving directions, in small group work, in some/all written texts), if at all?	
To what extent do all teachers use students' home languages in instruction? Are these practices consistent across classrooms?	

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2. Based on the tables above, **state your school's current Language Education** Policy (and the extent to which it matches official school language policy, if applicable).

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3. What do you see are the **main strengths and weaknesses of your school's current Language Education Policy** (and the extent to which it matches official school language policy, if applicable). Consider the following in your response:
    o How well does the current policy serve emergent bilinguals and all students? Are their home languages supported and extended?
    o To what extent does current programming at your school achieve your linguistic goals for emergent bilinguals (including those not served through bilingual education) and all students? Is this consistent across classrooms and teachers?
    o Does your school's language policy respond to local community needs, interests, and concerns? How do you know?
    o Does your school's language policy promote the development and implementation of educationally-sound, research-based programs for emergent bilinguals?
    o To what extent does your school's current language policy comply with all federal, state, and local policies and accountability requirements?
    o Is your school's language policy understood and supported by all constituents (administrators, teachers, students, parents, community members) and did they have input in its development?

4. Based on your responses above, please write **what you think your school's official Language Education Policy should be**.

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Item E.2: Guiding Questions to Structure Bilingual Education Programs

I. School Vision - Language Education Policy

Consider your responses to Item E.1 before completing Item E.2.

II. Teachers

First reflect on the strengths of the teachers who would be involved in the bilingual education program. For each teacher, answer the following questions:

- Linguistically
  - Is s/he literate in both languages? How do you know?
  - Is s/he able to teach in both languages? How do you know?
- Subject/content wise
  - About which subjects does s/he have more content knowledge?
  - To what extent is s/he prepared to teach the material? How do you know?
  - How comfortable is s/he with the required subject matter?

- Vision
  - Does the teacher understand your school's vision for bilingual programming? Does his/her instruction match this vision?

After you have finished answering the questions for each of the teachers, answer these questions:

- Will you use one teacher, two or more in the bilingual program?
  - Will you use teachers in this way for all of the grades, or for some of the grades? Indicate below, for what grades or levels you will use:
    - One teacher
    - Two or more teachers
- If one teacher, when will s/he use each language in instruction?
  - By morning/afternoon
  - By Day 1/Day 2
  - By Subject
  - By week
- If two or more teachers, how will they divide their teaching responsibilities?
  - By language
  - By subject
  - By content
  If two teachers, will they share the classroom space or not?

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III. Language Allocation

Reflect on how you're planning to allocate teaching in English and teaching in the other language. Tell us how.
- Does your plan provide sufficient support for:
  - Academic English development?
  - Academic development of the other language?
  - Translanguaging
- Are both languages to be used equally in instruction?
- Will you plan achieve the linguistic goals you have set (e.g., bilingualism and biliteracy)?

IV. Resources

Reflect on the instructional resources you have in the **Language Other than English**. List the instructional resources that you have per grade to teach:
- Literacy
- Math
- Science
- Social Studies

After you have finished the reflection, answer: Do you have sufficient or insufficient resources? For which subjects and grades?
- Literacy
- Math
- Science
- Social Studies

Reflect on the instructional resources you have in **English**. List the instructional resources that you have per grade to teach:
- Literacy
- Math
- Science
- Literacy
- Math
- Science
- Social Studies

After you have finished the reflection, answer the following questions:
- Do your resources in both languages support your school's vision for emergent bilinguals and language education policy?
- Are the instructional resources you have of high quality?
- Are they appropriate for students who are learning English?
- Do you have sufficient or insufficient resources?
- For which subjects and grades?

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V. Literacy

Reflect on your general school practices on how children interact/communicate around print. Then answer the following questions:
- Will literacy in the two languages be introduced simultaneously or sequentially?
- Are you planning to make your children biliterate or not?
- How can you adapt the balanced literacy workshop or other literacy approaches for emergent bilingual students in the following areas:
  o Mini-lessons
  o Read-alouds
  o Independent reading
  o Shared reading
  o Guided reading
  o Pre-writing, writing, revising and editing
  o Peer-conferencing and/or response groups
- How will you use translanguaging to support biliterate development?

V. Assessment

- What formative assessments are you using?
- Are formative assessments given in both English and the LOTE?
- Do you have to develop formative assessments? In which areas? In which languages?
- What summative assessments are students required to take?
- How do teachers use data for formative and summative assessments?
- How do you prepare students for summative assessments?
- Are your teachers using the data to identify students as Entering, Emerging, Transitional, Expanding, or Commanding on the NYS New Language and Home Language Progressions?

VI. Differentiation and Grouping

- How will your teachers differentiate instruction in English, Home Language and Content for students at different levels of NYS language and literacy progressions?
- Reflect on best ways to group your students so as to leverage their strength. Will you group students by:
  o Grade always
  o Literacy level always
  o Literacy in English and Spanish for Literacy blocks and grade for content

VII. Family Support

- How are you leveraging support from family?
- Is family invited into classrooms to support instruction?
- What are you doing to communicate with family who don't speak English?

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- How are families and community members involved in decision making and leadership of the school?

Item E.3: Guiding Questions to Structure ESL Programs

I. School Vision - Language Education Policy

Consider your responses to Item E.1 before completing Item E.3.

II. Teachers

First reflect on the strengths of the teachers that will be involved in the ESL program. For each teacher, answer the following questions in a separate piece of paper:
- Linguistically
  - Are they bilingual?
  - Are they strong in content, as well as in English language development?
  - To what extent are the teachers prepared to teach the material? How do you know?
  - How comfortable are they with the required subject matter?

After you have finished answering the questions for each of the ESL teachers, answer these questions:
- One teacher or collaborative team-teaching?
  - Will you have an ESL teacher working in isolation with a whole group or a small group?
  - Will the ESL teacher co-teach with the general education teacher?
  - Does the general education teacher know about English language development? If not, what would I have to do to develop these skills?
  - If there is co-teaching, what roles will each of the teachers have?
- How will you integrate language and content?
  - Does your plan provide sufficient support for academic English development?
  - For content knowledge development?
  - How will translanguaging support language and content integration?

III. Resources

Reflect on the instructional resources you have in **English**. List the instructional resources that you have per grade to teach:
- Literacy
- Math
- Science
- Social Studies

After you have finished the reflection, answer: Do you have sufficient or insufficient resources?
- For which subjects and grades?
- Are they appropriate for students who are learning English?
- Do you have sufficient or insufficient resources?
- For which subjects and grades?
  - Literacy
  - Math

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- o Science
- o Social Studies

Reflect on the instructional resources you have in the **Language Other than English** to support ESL instruction. List the instructional resources that you have per grade to teach:
- Literacy
- Math
- Science
- Social Studies

After you have finished the reflection, answer: Do you have sufficient or insufficient resources?
- For which subjects and grades?
  - o Literacy
  - o Math
  - o Science
  - o Social Studies

IV. Literacy

Reflect on your general school practices in terms of how children interact/communicate around print. Then answer the following questions:
- How will literacy in English be introduced?
- Will oracy and literacy in English be introduced simultaneously or sequentially?
- How can you adapt the balanced literacy workshop or other literacy approaches for emergent bilingual students in the following areas:
  - o Mini-lessons
  - o Read-alouds
  - o Independent reading
  - o Shared reading
  - o Guided reading
  - o Pre-writing, writing, revising and editing
  - o Peer-conferencing and/or response groups
- How can you use translanguaging to support literacy development in English?

V. Assessment

- What formative assessments are you using?
- Do you have to develop formative assessments? In which areas?
- How do teachers use data for formative and summative assessments?
- How do you prepare students for summative assessments?
- What summative assessments are students required to take?
- How do you prepare students for summative assessments?
- Are your teachers using the data to identify students as Entering, Emerging, Transitional, Expanding, or Commanding on the NYS New Language Progressions?
- Are your teachers able to use the data to identify students as Entering, Emerging, Transitional, Expanding or Commanding on the NYS Home Language Progressions?

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VI. Differentiation and Grouping

- How will your teachers differentiate instruction in English and Content for students at different levels of NYS New language and literacy progressions?
- Reflect on best ways to group your students so as to leverage their strengths. Will you group students by:
  - Grade always
  - Literacy level always
  - Literacy in English for literacy blocks and grade for content

VII. Family Support

- How are you leveraging support from parents?
- Are parents invited into classrooms to support instruction?
- What are you doing to communicate with parents who don't speak English?
- How are families and community members involved in decision making and leadership of the school?

Item F: Guiding Questions for Bilingualism in Education

Below are guiding questions to assist you in the creation of your CUNY-NYSIEB Plan to strengthen programming for emergent bilinguals at your school. The questions are divided into different modules. Identify the modules that best align with the tasks you are creating with your EBLT, in collaboration with your CUNY-NYSIEB Support Team. The purpose of these guiding questions is to help you clarify the tasks for your CUNY-NYSIEB Plan.

Module 1: Leadership

Reflect on your own relationship to bilingualism and that of your leadership team. Answer the following questions:
- Dispositions:
  - Do you and your leadership team believe in bilingualism as a resource for teaching and learning? If so, how have you enacted this view of bilingualism in your school? How do you hope to do it moving forward?
- Linguistically
  - Can you and/or your leadership team engage the whole school community, including parents, students, and teachers, using bilingualism as a resource?

Module 2: Multilingual Ecology

Reflect on how **the whole school** reflects a multilingual ecology. Answer the following question:
- How are the language practices of ALL students and families present in all classrooms and across the school?
- How are the bilingual discursive practices of students; that is, their translanguaging, recognized and used in all classrooms?

Reflect on how you're working with families and community partners in the education of emergent bilinguals. Then answer these questions:
- How are you leveraging support from families to engage students academically and socially, as well as to develop their bilingualism?
- How are you leveraging support from community partners in the education of emergent bilinguals for academic, social, emotional and linguistic support?

Module 3: Programmatic Structures for Emergent Bilinguals

Reflect on what it would take to ensure that your programming for emergent bilinguals is focused on **enrichment**, and not remediation
- How will you ensure that programming for emergent bilinguals is rigorous and relevant to their lives?
- How will you celebrate **all** students' bilingual accomplishments **throughout** the schooling experience of the child regardless of program model?

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Reflect on what would be the best way to assign teachers to classrooms. Then answer these questions:

- Will classes be with one teacher, or will there be team-teaching?
  - If team-teaching, will each teacher work in isolation ——with whole class in separate room (such as in ESL pull-out), a small group within one classroom, or individuals within one classroom —— or will two teachers co-teach in the same classroom?
  - Will this arrangement be used for all grades, or for some of the grades? How will you allocate the teachers to each grade?
  - How will you ensure that teachers collaborate and have collaborative planning time?

Module 4: Curricular Structures for Emergent Bilinguals

Reflect on your general school practices on how students interact/communicate with texts. Then answer the following questions:

- What literacy structures (ex: read-alouds, shared reading, guided reading, independent reading, pre-writing/revising/editing, listening, book clubs, peer-conferencing, teacher-conferencing) will be used and when?
- How will the students' emergent bilingualism (both in English and the home language) be used constructively in these events?

Reflect on best ways to group your students so as to leverage their strengths. Then answer the following questions:

- How will you group students? Here are some possible ways of grouping —— Heterogeneously always; By grade always; By literacy level always; By literacy in English and Home language for Literacy blocks and grade for content; By interests

Module 5: Expertise of Teachers of Emergent Bilinguals

Reflect on the strengths of the teachers that work with emergent bilinguals. **For each teacher**, answer the following questions:

- Dispositions
  - Does s/he treat bilingualism as a resource in the classroom?
  - Does s/he advocate for emergent bilingual students?
  - Does s/he understand the value of using bilingualism flexibly; that is, of translanguaging?
- Linguistically
  - Is s/he able to provide opportunities for students to perform bilingually to meet academic standards?
- Subject/content
  - About which subjects does s/he have more content knowledge?
- Certification
  - What certifications does s/he have? Content certification? ESL? Bilingual extension?
- Kinds of students
  - About which students does s/he have more understandings?
    - Younger or older?
    - With dis/abilities?

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- ▪ With low literacy in the home language?
- ▪ New to the language or not?
- Needs
  - o What areas does the teacher express a need for more support?
  - o What areas do you believe the teacher needs support?

Module 6: Instructional Materials for Emergent Bilinguals

Reflect on the instructional resources you have in **English and in languages other than English**. List the instructional resources that you have per grade in classrooms to do:
- Literacy
- Math
- Science
- Social Studies
- Other areas (technology, etc.)

After you have finished the reflection, answer the following questions:
- Are they appropriate for the needs of your emergent bilinguals?
- Do you have sufficient or insufficient resources? For which subjects and grades?

Module 7: Classroom Instruction for Emergent Bilinguals

Reflect on how you're planning to use language practices and content. Answer the following question:
- Does your plan provide ways to use translanguaging strategically in order to bolster both content and language development?
- How will you ensure that there is a space in which both languages are used flexibly and compared strategically?

Module 8: Assessment for Emergent Bilinguals

Reflect on your schools use of assessment data. Then answer these questions:
- What is the existing assessment data available at your school?
- How is your school using this existing assessment data to inform instruction for emergent bilinguals?
- What other assessment data would help inform instruction for emergent bilinguals at your school?
- What are ways of collecting this needed assessment data?

Reflect on the how your students use their linguistic repertoires in demonstrating competency. Then answer these questions:
  - o How are students using **English and their home languages** to perform their understandings in **diagnostic** assessments?
  - o How are students using **English and their home languages** to perform their understandings in **formative** assessments?

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o How are students using **English and their home languages** to perform their understandings in **summative** assessments?

Item G: Dynamic Bilingualism in the Classroom - An Observation Tool for CUNY-NYSIEB Classrooms: Extending Danielson

This Observation Tool **can be used by the principal, assistant principal, or teachers engaged in inter-visitation**. As you visit classrooms, make note of the ways in which the teachers support their students' emergent bilingualism.

Teacher: _____   Class: _____   Grade Level: _____ Date: _____

Domains for Teaching & Home Language Support	Evidence Observed	U=Unsatisfactory B=Basic P=Proficient D=Distinguished	Suggestions for the Teacher[1]
DOMAIN I: PLANNING & PREPARATION			
1a. ***Knowledge of content and pedagogy***. Lesson & Unit Plans reflect connections among concepts, skills and ALL language practices of students			
1b. ***Demonstrating knowledge of students.*** Teacher is familiar with the linguistic and cultural repertoire of students and builds on translanguaging in planning instruction.			
1c. ***Setting Instructional Outcomes.*** Instructional outcomes represent rigorous content and language objectives & take into account the varying language/literacy proficiency of individual students.			
1d. ***Demonstrating knowledge of resources.*** Teacher uses varied multilingual texts that match the students' proficiency levels and interests, as well as supplementary material like bilingual dictionaries and technology.			

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[1] Refer to the *Strategies for Translanguaging* document for ideas.

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1e. *Designing coherent instruction.* Instruction across topics and languages is coherent, links what was learned previously and students' prior knowledge and culture, and allows students choice of multilingual resources and activities, depending on their proficiency levels and interests.			
1f. *Designing student assessment*. Teachers and students use formative assessments that include ALL students' language practices to collect information and provide input.			
DOMAIN 2: THE CLASSROOM ENVIRONMENT			
2a. *Creating an environment of respect and rapport.* Teacher's interactions and students' interactions respect their lives, and build on students' experiences, languages, and funds of knowledge outside the classroom.			
2b. *Establishing a culture for learning.* Teachers have high expectations of ALL students, and students exhibit high interest and respect for learning.			
2c. *Managing classroom procedures.* Teachers form instructional groups based on home language and new language expertise, provide multilingual materials so that students are engaged, and provide supplies so that transitions are smooth and time is used productively.			
2d. *Managing student behavior.* Teachers' and students' expectations of behavior are clear and respectful of each other. Teachers know phrases that reflect the multilingual classroom context.			
2e. *Organizing physical space*. Teachers' classrooms reflect a multilingual ecology and accommodate all students' language practices. There are multilingual word walls and sentence starters.			

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DOMAIN 3: INSTRUCTION			
3a. *Communicating with students.* Teachers capitalize on translanguaging strategies to ensure students' comprehension of rigorous content and enhance language development.			
3b. *Questioning and discussion techniques.* Teachers' questions cause students to think and reflect. Students are allowed/encouraged to support each other in the home language and teachers allow student translanguaging in discussion to promote learning.			
3c. *Engaging students in learning* Students are engaged and working and have choice of using translanguaging to complete rigorous tasks. Teachers structure opportunities for translanguaging (e.g. open-ended activities that allow students to move between languages as it best suits their needs).			
3d. *Using assessment in instruction.* Teachers and students elicit evidence of student understanding by including ALL student language practices and offer feedback.			
3e. *Demonstrating flexibility and responsiveness.* Teachers demonstrate when to make linguistic adjustments to a lesson in language X to ensure student understanding.			
DOMAIN 4: PROFESSIONAL RESPONSIBILITIES			
4a. *Reflecting on teaching.* Teachers' assessment of her/his lesson is thoughtful & has suggestions for how to incorporate translanguaging when appropriate.			

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4b. *Maintaining accurate records.* Teachers have systems of information that track students' progress, involving students in that assessment.			
4c. *Communicating with families.* Teachers engage families who speak LOTEs in the teaching/learning process by engaging them as teacher aides, translators of materials, resources, etc.			
4d. *Participating in a professional community.* Teachers participate in collaborative descriptive inquiry of how to use translanguaging to meet CCSS.			
4e. *Growing and developing professionally.* Teachers participate in learning networks with CUNY-NYSIEB.			
4f. *Showing professionalism.* Teacher is considered a leader in using bilingualism as a resource in the classroom.			

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Item H: Resources for Emergent Bilinguals: Available Online

			Resources for Emergent Bilinguals Available Online	
Name	**Website Address**	**$ Yes or No**	**Description**	**How can it be used in the classroom?**
Starfall	www.starfall.com	FREE	From the website: "Starfall.com opened in September of 2002 as a free public service to teach children to read with phonics. Our systematic phonics approach, in conjunction with **phonemic awareness practice, is perfect for preschool, kindergarten, first grade, second grade, special education, homeschool, and English language development (ELD, ELL, ESL).** Starfall is an educational alternative to other entertainment choices for children."	Emergent bilinguals can use this website for a few minutes a day in the classroom if a computer with internet access is available.
Brainpop	www.brainpop.com www.brainpopesl.com	Limited (free) access to some videos	From the website: "Ideal for both group and one-on-one settings, BrainPOP is used in numerous ways in classrooms, at home, and on mobile devices, from introducing a new lesson or topic to illustrating complex subject matter to reviewing before a test. Content is mapped to Common Core, aligned to academic standards, and easily searchable with our online Standards Tool." There are short video clips related to science, math, ELA, engineering & tech, art, health.	Video clips can be shown throughout all content areas to provide scaffolds for different learners.
Content Area Bilingual Glossaries	http://velazquezpress.com/products/word-word-dictionary-and-glossary-books	$	Word to word glossaries in areas such as math, science and social studies.	For Emergent Bilingual students to use during instruction and often permissible for standardized tests (since only a translation is given, without a definition).
Power My Learning	www.powermylearning.com	FREE	• 1,000+ academic games, interactive simulations, and videos • Easy-to-find activities tagged by subject, grade, and Common Core Standards • "Playlist" feature to sequence activities and individualize learning by student or class • Lesson plans to incorporate activities into instruction • Detailed reports for teachers, parents, and students • Badges and Playpoints to reward student usage • Flexible platform that can be used in school, after-school, at home, or anywhere in between	The games, videos, simulations can be used within lessons, during independent work, assigned for homework (if students have computers and internet access at home), and group work.

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Raz Kids	www.raz-kids.com	$ Free samples available	From the website: "The Raz-Kids animated leveled books and interactive quizzes give educators choices. Students listen to books read aloud, read with vocabulary and pronunciation support, and read without support. They read freely in the bookroom. Or, teachers easily limit students to appropriate reading levels and specific books and track student reading progress. Students can practice reading to improve reading comprehension and reading fluency anywhere with Internet access."	Teachers can print group sets of books to use for guided reading with Emergent Bilinguals. Students can also sit at computers with internet access listening and reading books on this website.
Reading A-Z	www.readinga-z.com	$ Free samples available	From the website: "The website has more than 2,500 downloadable books (including English, Spanish, and French versions) and thousands of teaching and learning materials."	Content area teachers can search for books in different languages.
Rosetta Stone	www.rosettastone.com	$	Schools can get school license for various languages.	Teachers can use this program to learn their students' home languages. Parent workshops can include Rosetta Stone time. Important to use multiple languages from the community.
Fountas & Pinnell	www.fountasandpinnellleveledbooks.com	$	From the website: "Fountas & Pinnell Leveled Books is the only website where you will find Books that have been selected, reviewed and approved by Fountas & Pinnell Books that are good for small guided reading lessons and help place students on the F&P Text Level Gradient™ Over 36,000 books that are searchable by level, genre, series or publisher Video clips of what guided reading looks like in real classrooms Professional development information and resources to support your teaching"	Helpful website to level books. Students can help level classroom libraries. Students need to be reading books at their level.
Fountas & Pinnell in Spanish Levels A-N	http://www.heinemann.com/fountasandpinnell/sel_overview.aspx	$	From the website: • 28 brand-new, original student books written in Spanish by native Spanish-speaking authors—not translations or adaptations from English • Illustrated by Hispanic illustrators ensuring authentic, culturally relevant artwork • Each student book carefully developed and leveled by an advisory panel of bilingual literacy experts, under the supervision of Irene Fountas and Gay Su Pinnell • Spanish A-N leveling system developed to parallel the F&P Text Level Gradient™, incorporating text characteristics specific to Spanish for each level	

			• Parallel organization of Spanish student books with English system for genre and content area connections* Field tested by bilingual teachers working with Spanish-speaking students across the U.S. • Optional assessments in Spanish to diagnose strengths and needs particular to Spanish-speaking students • Online Data Management System to automate data collection and facilitate enhanced data sharing and progress monitoring • Embedded training on the Professional Development DVD along with on-site and off-site support provided by Heinemann	
Tell Me How You Talk - Documentary	To request the film: email:christine.helot @alsace.iufm.fr or andrea.young@alsace.iufm.fr. A clip of the film on YouTube: https://www.youtube.com/watch?v=gP5o0fk34jk	$	From website: The project was a language awareness and intercultural project in a small primary school. The project was launched because of the increase of racist incidents in the school. What was done, was to have session led by the parents of the children (many immigrants), the sessions were of each languages, kind of 'a taste of language'. The objectives of the project were " To bring the children into contact with other languages and to sensitise them to the use of languages, to familiarize the children with other cultures through the presentation of festivals, traditions, costumes, geography, and last but not least to promote the acceptance of differences, to learn about others and to attempt to break down stereotypical misconceptions."	Teachers can watch the film or clip of it online to get ideas on how to address similar themes in our own contexts. Teacher teams can watch this film together as a starting point to develop our own language awareness projects.
Media that Matters Film - Immersion	www.immersionfilm.com	FREE	From the website: "Moises, a ten-year-old student, struggles to communicate in his new school with limited access to his native language."	Film can be used in teacher development meetings and in the classroom.
Activities for ESL/ELL students	http://a4esl.org/	FREE		Not to be used in isolated but in the context of the content being studied.
ESL Games	http://www.manythings.org/	FREE		Not to be used in isolated but in the context of the content being studied.
International Children's Library	http://en.childrenslibrary.org/	FREE	Online reading of books in different languages.	Great for classroom reading experiences. Helpful when these books are not available in the classroom.
English Skills	www.harcourtschool.com/menus/trophies/menu.html	FREE	Activities online	
Kids Reads	www.kidsreads.com	FREE		

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Bilingual Resources	www.eduplace.com/bil/	FREE	Spanish Bilingual Resources brings together some of the best Internet Education sites for Spanish bilingual teachers. Our ever-increasing collection can also be used by students and parents.	
Imaginaria (children's literature in Spanish)	www.imaginaria.com.ar/	FREE	From the website: "Imaginaria es una revista online sobre literatura infantil y juvenil, de aparición quincenal. Está dirigida a docentes, padres, bibliotecarios, escritores, ilustradores, especialistas, y a toda persona relacionada con los niños y la lectura. Originada en Buenos Aires, Argentina, se publica desde junio de 1999."	
Thematic Units K-3 Spanish/ English	www.sedl.org/scimath/pasopartners/welcome.html	FREE	From the website: " Integrating Mathematics, Science and Language: An Instructional Program is a two-volume curriculum and resources guide developed by Paso Partners - a partnership of three public schools, an institution of higher education, and SEDL specialists. The resource is designed to help elementary school teachers organize their classrooms and instructional activities in order to increase achievement of Hispanic primary-grade children whose first language is not English. The guide offers a curriculum plan, instructional strategies and activities, suggested teacher and student materials and assessment procedures..."	
Rubrics for Writing and Speaking in English	www.cal.org/twi/rubrics/	FREE	Rubrics for checking the progress of language learners in English and Spanish	
Colorin Colorado	www.colorincolorado.org/	FREE	Bilingual (Spanish/English) website for parents and educators	
Alma Flor Ada Author Website	www.almaflorada.com/	FREE	Information on the author, publications, and lesson ideas.	
Languages Library	www.awesomelibrary.org/Classroom/English/Languages/Languages.html	FREE	Information on languages and lessons.	This website can be used to get to know the students' languages as well as finding resources to enhance lessons.
Flocabulary	www.flocabulary.com	$ and Free Samples	Vocabulary aligned to units of study with accompanying rap songs, worksheets and extension activities. News of the week available for free each Friday as a rap song with video. Teachers (and students) can subscribe online to receive link for "The Week in Rap". This helps with discussions and current events assignments.	Great for middle school - high school language learners.
Cinco Puntos Press	www.cincopuntos.com/index.sstg	FREE	Multicultural books, English/Spanish bilingual sets, audio books	

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Graphic Organizers	www.eduplace.com/graphicorganizer/	FREE	Graphic organizers for lesson planning	
Help! They Don't Speak English Starter Kit	www.escort.org/files/entireelem.pdf	Free	Free pdf	
Picture Dictionary	www.pdictionary.com/	FREE	In English, French, Italian, German and Spanish	
Maya y Miguel	www.pbskids.org/mayaandmiguel/flash.html	FREE	Bilingual (Spanish/English) games and activities	
National Association for Multicultural Education	www.nameorg.org	FREE		
Time for Kids	www.timeforkids.com	$ and Free Samples	Cover story is available in Spanish for each edition.	
Translation Pens	www.wizcomtech.com/eng/catalog/a/q/default.asp http://www.amazon.com/Ectaco-C-Pen-Handheld-Scanner-Portable/dp/B00315HNCY	$	Pens that go over text written in one language and translate the text into a different language.	Emergent Bilinguals can have immediate translations of written materials to facilitate content learning, when resources in additional languages are not available. Teachers can also translate text from other languages to English to see if materials are appropriate for students/instruction.

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Item I: Multicultural Literature

Multicultural Literature					
Title	**Author**	**F&P Level or Grade Level**	**Description from Scholastic and other Sources**	**Topics & Multicultural Issues**	**Suggestions for Classroom Use**
I Love Saturdays y domingos	Alma Flor Ada	L	The depth and the joy of two cultures are conveyed in both Spanish and English in this story of a girl and her two sets of grandparents.	Social Studies (Holidays, Traditions & Celebrations), Relationships & Families (Family Members)	Read aloud, guided reading, multicultural discussions
Gathering the Sun	Alma Flor Ada	Grades K-2	A variety of poems relate the experience of working as Mexican farmworkers and the crops they harvest. From "Beet," "Peaches," and "Cherry Stand" to "Honor," "Pride," and "César Chávez," author Alma Flor Ada, translator Rosa Zubizarreta, and illustrator Simón Silva provide small glimpses of life of those workers and families	Social Studies - Migrant farmworkers	
In the Barrio	Alma Flor Ada	J	Colorful illustrations portray the pride a young Hispanic boy has in his neighborhood.	Latina@, neighborhood	Read Aloud
My Name is Maria Isabel	Alma Flor Ada	M	Third-grader Maria Isabel, born in Puerto Rico and now living in the United States, wants badly to fit in at school; and the teacher's writing assignment "My Greatest Wish" gives her that opportunity.	Fitting In, Importance of name	Read aloud for the beginning of the year to set up the classroom community, realistic fiction read aloud,
My Diary from Here to There/ Mi Diario de Aqui Hasta Alla	Amada Irma Perez	M	Amada's family is leaving Mexico to move to the Los Angeles! What if Amada can't learn English? Will she have any friends? The move is not easy, but in this story told in diary form, Amada learnes that she is stronger than she thinks.		

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America Street: A Multicultural Anthology of Stories	Ed. By Anne Mazer	R	This collection of fourteen stories shows several slices of American life through the past century. The characters, many in their teens, represent a variety of ethnic and religious backgrounds.		
Windows into My World: Latino Youth Write Their Lives	ed. Sarah Cortez	Middle School	From book "These short essays written by young men and women from various Latino backgrounds - Mexican American, Puerto Rican, Dominican, Salvadoran - reflect the diversity of growing up Latino in the United States. Whether from a gay or straight, urban or rural, recent immigrant or third-generation perspective, these illuminating pieces of memoir shine a light into the lives of young Hispanic adults."	Many	
Sadako and the Thousand Paper Cranes	Eleanor Coerr	R	Hospitalized with the dreaded atom bomb disease, leukemia, eleven-year-old Sadako races against time to fold one thousand paper cranes to verify the legend that says doing so will make a sick person healthy	General & Life Sciences (Body & Health), Relationships & Families (Family Members, Friends), History (Wars & Conflicts, World History), Character/Virtues (Courage & Survival)	Historical fiction mentor text, Social Studies integration
Manolito Gafotas	Elvira Lindo		From the book: "Manolito Gafotas is one of the most famous characters in the "worldwide world" These kid from Carabanchel is unique, magnificent…Along with him, his brother the Imbecile, and his grandfather, Nicolas, and of course the whole gang, we discover, through his glasses, a vision of the world full of humor"	Relationships, poverty, friendships	study of author's craft, character study
A Day's Work	Eve Bunting	K	When Francisco, a young Mexican American boy, tries to help his grandfather find work, he discovers that even though the old man cannot speak English, he has something even more valuable to teach Francisco.	Relationships & Families (Family Members), Character/Virtues (Leadership & Responsibility)	Realistic Fiction

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Title	Author	Level	Summary	Themes	Uses
Dreaming of America: An Ellis Island Story	Eve Bunting	N	Annie Moore takes care of her two younger brothers on a voyage from Ireland to America, where she becomes the first immigrant to enter the Ellis Island processing center.	Social Studies (Immigration/Emigration), Relationships & Families (Family Members), History (United States History), Character/Virtues (Courage & Survival, Leadership & Responsibility)	Historical Fiction mentor text, immigration unit with Social Studies
Fly Away Home	Eve Bunting	M	A homeless boy who lives in an airport with his father, moving from terminal to terminal and trying not to be noticed, is given hope when he sees a trapped bird find its freedom.	Relationships, Homelessness	Realistic Fiction
Going Home	Eve Bunting	K	Although a Mexican family comes to the United States to work as farm laborers so that their children will have opportunities, the parents still consider Mexico their home.	Social Studies(Immigration/Emigration), Relationships & Families (Family Members)	
Smoky Night	Eve Bunting	P	When riots break out in the streets of their neighborhood, a boy and his mother learn from two cats how to befriend others no matter what their background or nationality.	Animals (Pets), Social Studies (Social Issues & Conditions), Relationships & Families (Family Members, Friends), Character/Virtues (Courage & Survival, Self-Esteem & Respect), Embracing different nationalities	Character Study Reading Unit, Realistic Fiction Writing Unit, Social Issues Unit
The Wall	Eve Bunting	N	A boy and his father come from far away to visit the Vietnam War Memorial in Washington and find the name of the boy's grandfather, who was killed in the conflict.	Social Studies (Landmarks, Monuments & Symbols), Relationships & Families (Family Members), History (Wars & Conflicts, United States History)	Realistic Fiction, Social Studies Integration (Wars, Monuments)
Walking to School	Eve Bunting	K-2	With startling realism and a balanced view, this book shows the problems suffered by a Catholic girl as she walks through a Protestant neighborhood in Northern Ireland.	Religious Tension, Relationships	

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The Circuit: Stories from the Life of a Migrant Child	Francisco Jimenez	Z	Based on the author's life, this collection of stories follows a boy who moves from job to job with his migrant family. These stories describe their struggles as they try to exist with no home, little food, and the threat of deportation.	Social Studies (Immigration/Emigration, Social Issues & Conditions), Relationships & Families (Family Members, Family & Social Structures, School Life), Character/Virtues (Courage & Survival, Self-Esteem & Respect)	
La Mariposa	Francisco Jimenez	N	When Francisco starts school, his classroom has a caterpillar in a jar, and he watches as the caterpillar turns into a butterfly. He is faced with being in a classroom where everyone speaks English while he speaks only Spanish.	Animals (Insects & Spiders), Relationships & Families (Family Members, School Life), Character/Virtues (Manners & Conduct, Self-Esteem & Respect)	Read aloud, character study unit
Baseball in April and Other Stories	Gary Soto	U	This collection of eleven short stories focuses on the everyday adventures of Hispanic young people growing up in Fresno, California.	Latin@ experiences, growing up	Realistic Fiction Writing mentor text, book club, character study unit, analytical reading practices work with themes, students can take short stories and create plays
Cat's Meow	Gary Soto	N	Eight-year-old Graciela, who is part Mexican, is amazed when her cat Pip starts speaking and learns Spanish.	Latin@ experiences, language	Realistic Fiction Writing mentor text,
Neighborhood Odes	Gary Soto	Not Leveled	Twenty-one poems about growing up in an Hispanic neighborhood highlight the delights in such everyday items as sprinklers, the park, the library, and pomegranates.	Latin@ experiences, neighborhood	Poetry mentor text
Novio Boy	Gary Soto	X	Rudy, a Mexican-American boy in the ninth grade, asks out an older girl for an expensive first date. He is very surprised when all of the people who gave him advice and financial support show up at the restaurant during the date.	Relationships & Families (Family Members, Friends, Romantic Relationships), Character/Virtues (Manners & Conduct)	Play

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Taking Sides	Gary Soto	S	Fourteen-year-old Lincoln Mendoza, an aspiring basketball player, must come to terms with his divided loyalties when he moves from the Hispanic inner city to a white suburban neighborhood.	Relationships & Families (Friends), Character/Virtues (Loyalty), Popular Culture (Sports), American, Hispanic, Integrated/Multi-ethnic Settings	Social Issues Book Clubs, Realistic Fiction Writing Mentor Text
La jaula del unicornio	Hilda Perera		An immigrant from Central America finds hope and security as a housekeeper in the home of a prosperous family in Miami. Encouraged by her employer, the woman sends for the daughter she has left behind. Once they are together again, she discovers that she must vie with her employer for the affections of her little daughter.	Immigration, feminism, gender expectations, racism	Character study unit in dual language classroom, social issues unit
Visiting Day	Jacqueline Woodson	M	Filled with vibrant illustrations, this book relates the feelings of a girl whose father is in prison. Follow the girl and Grandma as they see Daddy during their monthly visit.	Relationships, Family, Character Virtues, African American Women, Effects of Parent Incarceration on Children	Character Study Reading Unit, Realistic Fiction Writing Unit, Analytical Reading Practices Reading Unit (Theme Work)
Last Summer with Maizon	Jacqueline Woodson	Q	Eleven-year-old Margaret tries to accept the inevitable changes that come one summer when her father dies and her best friend, Maizon, goes away to a private boarding school.	Relationships, Family, Character Virtues, African American Women, Friendships	Social Issues Book Clubs, Realistic Fiction Writing Mentor Text,
Locomotion	Jacqueline Woodson	V	Eleven-year-old Lonnie Collins Motion, affectionately dubbed Locomotion by his mother, deals with the loss of his parents and the separation from his sister, Lili, by writing poetry.	Relationships & Families (Family Members, Family & Social Structures, School Life), Character/Virtues (Courage & Survival, Loyalty), Language Arts	Poetry mentor text
Miracle's Boys	Jacqueline Woodson	Z	Twelve-year-old Lafayette must deal with the blame his brother Charlie places on him for the death of their mother. Now cared for by his oldest brother, Ty'ree, will Charlie be able to stay out of trouble and deal with his feelings?	Relationships & Families (Family Members, Family & Social Structures), Character/Virtues (Leadership & Responsibility, Loyalty, Self-Esteem & Respect)	Realistic Fiction Writing mentor text, book club, character study unit

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The Other Side	Jacqueline Woodson	M	This book is a moving narrative about the racial tensions that Clover discovers as she wonders why a fence separates the black side of town from the white side. Annie, a white girl, sits on the fence in rain or shine, and Clover becomes friends with her.	Racism, Relationships (Family, Friends), Theme work: children sometimes do not follow in the footsteps of their parents/ sometimes children do not listen to their parents and end up learning a powerful lesson	Realistic Fiction Writing mentor text, book club, character study unit, analytical reading practices work with themes
Jiggy	James A. Spencer Edwards	Grades 5-8	A 13-year-old boy who moves from a poor urban neighborhood to the suburbs		High Interest middle school book
I've Got It Made	James A. Spencer Edwards	Grades 5-8	A boy who finds that sudden wealth can lead to trouble		High Interest middle school book
Patrol Boy	James A. Spencer Edwards	Grades 5-8	The book's hero becomes a gang lookout and has a scary brush with the juvenile detention system that leads to a moral epiphany.		High Interest middle school book
Before we Were Free	Julia Alvarez	X	In the midst of a fight for liberation in the Dominican Republic, twelve-year-old Anita de la Torre learns about love, family, and the cost of being able to fly free.	politics, dictatorship, relationships, growing up	social issues book club, social studies integration
The Journey: Solo	Kateline Gresseau	Grades 6-8			High Interest middle school book
Ida B..and Her Plans to Maximize Fun, Avoid Disaster & (Possibly) Save the World	Katherine Hannigan	S	Ida B just wants her life to go back to the way it was. Her mother has cancer, and Ida B's just started going to a public school after years of home schooling. What Ida B needs is the perfect plan to fix things.	General & Life Sciences (Body & Health, Plants), Social Studies (Food), Relationships & Families (Family Members, School Life), Character/Virtues (Honesty & Compassion, Self-Esteem & Respect)	
The Streets are Free	Kurusa	Grades 3-5	As the city develops around their once small town, the children find they have nowhere to play and band together to demand a playground.	Social Studies (Social Issues & Conditions), Relationships & Families (Friends), Civics & Citizenship, Character/Virtues (Loyalty)	

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Dragonwings	Laurence Yep	W	When he moves from his native China to San Francisco, eight-year-old Moon Shadow has to adjust to a new country and a relationship with the father he has never met.	Social Studies (Immigration/Emigration), Relationships & Families (Family Members, Family & Social Structures), History (United States History), Character/Virtues (Courage & Survival, Loyalty)	
Speak	Laurie Halse Anderson	Middle School - High School	From book "an extraordinary and multi-award-winning first novel about a girl who chooses not to speak rather than give voice to the truth, Speak has garnered rapt attention from readers and educators.	Relationships, rape,	character study, social issues, author's craft
Amelia's Road	Linda Jacobs Altman	M	Tired of moving around so much, Amelia, the daughter of migrant farm workers, dreams of a stable home.	Relationships, Migrant Workers, Latin@ Families,	Character Study Reading Unit, Realistic Fiction Writing Unit, Analytical Reading Practices Reading Unit (Theme Work)
The Color of My Words	Lynn Joseph	Grades 6-8	In this poignant tale, twelve-year-old Ana Rosa learns that her many-colored words are not only powerful enough to entertain the whole village but are also capable of creating the destructive force that leads to the death of her beloved brother, Guario.	Relationships, Father/Daughter, Siblings, Power of Writing, Economy & Tourism, Social Unrest	Realistic Fiction mentor text, social issues book clubs, whole class read aloud, poetry (chapters begin with a poem)
Amazing Grace	Mary Hoffman	J	Although a classmate says that Grace cannot play Peter Pan in the school play because she is black, Grace discovers that she can do anything she sets her mind to do.	gender expectations, race,	guided reading, read aloud
Boundless Grace	Mary Hoffman	M	When she visits her father and his new family in Africa, Grace is not sure she can love two families. In time, though, Grace learns that a family can be whatever--and wherever--she decides to make it in this sequel to "Amazing Grace."	relationships	

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Title	Author		Description		
The Keeping Quilt	Patricia Polacco	M	A family's quilt ties together the lives of four generations of an immigrant Jewish family, remaining a symbol of their enduring love and faith.	Social Studies (Immigration/Emigration), Relationships & Families (Family Members)	
Thank You Mr. Falker	Patricia Polacco	M	At first, Trisha loves school, but her difficulty learning to read makes her feel dumb until, in the fifth grade, a new teacher helps her understand and overcome her problem.	Relationships & Families (Family Members, Friends, School Life), Character/Virtues (Honesty & Compassion, Self-Esteem & Respect)	
Pink and Say	Patricia Polacco	S	Say Curtis describes his meeting with Pinkus Aylee, a black soldier, during the Civil War, and their capture by Southern troops.	Social Studies (Prejudice & Racism), Relationships & Families (Friends), History (Wars & Conflicts, Slavery, United States History), Character/Virtues (Courage & Survival, Honesty & Compassion)	
Seedfolks	Paul Fleischman	S	One by one, a number of people of varying ages and backgrounds transform a trash-filled inner-city lot into a productive and beautiful garden, and in doing so, the gardeners are themselves transformed.	African American, American, Asian Origin, Hispanic, Integrated/Multi-ethnic Settings, General & Life Sciences (Plants), Social Studies, Relationships & Families (Friends), Character/Virtues	Can be used as whole class read aloud with a science & social studies social action projects where students transform an area in their community
Muslim Child	Rukhsana Khan	R	General & Life Sciences (Body & Health), Relationships & Families (Family Members, Friends), History (Wars & Conflicts, World History), Character/Virtues (Courage & Survival)	Social Studies (Holidays, Traditions & Celebrations, Religions), Relationships & Families (Family Members, Friends), Character/Virtues (Leadership & Responsibility, Loyalty, Manners & Conduct)	

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The Skin I'm In	Sharon G. Flake	Middle School	From book "Maleeka suffers every day from the taunts of the other kids in her class. If they're not getting at her about her homemade clothes or her good grades, it's about her dark skin. When a new teacher, whose face is blotched with a startling white patch, shows up at their school, Maleeka can see there is bound to be trouble for her, too. But the new teacher's attitude surprises Maleeka. Miss Saunders loves the skin she's in. Can Maleeka learn to do the same?"	Racism, friendships, relationships, growing up	character study, social issues, author's craft
145th Street Short Stories	Walter Dean Myers	Middle School	On 145th Street, kids try to block out many negative things that could keep them from succeeding. Police officers are sometimes rough with them and gang members try to cause trouble. Drugs are available and accidents happen. How do many of the people and especially the youth who live on 145th Street continue to stay on the right track	Urban youth	
Bad Boy: a Memoir	Walter Dean Myers	Y	Walter Dean Myers describes his turbulent adolescence in Harlem in the 1940s and 1950s and the influences that led him to become an aspiring writer.	Relationships & Families (Family Members, Friends, School Life), Character/Virtues (Self-Esteem & Respect), Language Arts	
Dope Sick	Walter Dean Myers	Middle School	During a drug deal with an undercover cop in New York, seventeen-year-old Lil J flees into an apartment building where he meets a seemingly magical man who uses a TV set to review past events in Lil J's life during which Lil J could have made better choices.	Urban youth, drugs	High Interest middle school book
Fast Sam, Cool Clyde, and Stuff	Walter Dean Myers		New to 116th Street in New York, a boy soon makes friends and begins a year of unusual experiences.	Social Studies (Prejudice & Racism), Relationships & Families (Family Members, Friends), Character/Virtues	
Harlem	Walter Dean Myers	R	In this award-winning book, a poem celebrates the people, sights, and sounds of Harlem.	Social Studies, History (United States History), Geography (Communities & Neighborhoods)	Poetry unit, community walk reflections (if in the Harlem neighborhood)

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I've Seen the Promised Land	Walter Dean Myers	T	Award winning author, Walter Dean Myers, relates the inspiring story of Dr. Martin Luther King Jr.'s life of service to his people, and his belief that blacks could gain equality, justice, and freedom through non-violent protests. This eloquently written text, with its stirring artwork, is an excellent first introduction to young readers	Social Studies (Civil & Human Rights, Prejudice & Racism, Social Issues & Conditions), History (United States History), Civics & Citizenship (Laws & Politics, US Constitution & Historic Documents, Work & Careers), Character/Virtues (Courage & Survival, Equity & Justice, Leadership & Responsibility)	
Malcolm X: By Any Means Necessary	Walter Dean Myers	Z	This biography traces the life of an outstanding African American leader, describes his involvement with the Nation of Islam, and reveals his changing philosophy and ideals.	Social Studies (Civil & Human Rights, Prejudice & Racism, Social Issues & Conditions), History (United States History), Civics & Citizenship (Laws & Politics, Presidents & Leaders), Character/Virtues (Leadership & Responsibility)	
Zora Hurston & the Chinaberry Tree	William Miller	L	This book recounts how the young Zora Hurston's memories of how her mother encouraged her to climb a chinaberry tree, to listen, and to dream enabled her to cope with her mother's death.	Relationships, Family, Character Virtues, African American Women, Gender Expectations	Character Study Reading Unit, Realistic Fiction Writing Unit, Analytical Reading Practices Reading Unit (Theme Work)
The Name Jar	Yansook Choi	L	Unhei has just arrived from Korea and she doesn't want to be different from American kids. While her classmates are helping her choose an American name, Unhei realizes that being proud of her name and culture has rewards.	Social Studies (Immigration/Emigration), Relationships & Families (Friends, School Life), Character/Virtues (Self-Esteem & Respect)	Community building, character study

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Item J: CUNY-NYSIEB Plan
October 2015 – June 2016

The CUNY-NYSIEB Plan lays out your school's tasks, school point person and CUNY-NYSIEB supports for each of the two goals for your school's work with CUNY-NYSIEB:

- Goal 1: Your school will support a multilingual ecology for the whole school
- Goal 2: Your school will use bilingualism as a resource in education

Members of your school's Emergent Bilingual Leadership Team (EBLT) in collaboration with your CUNY-NYSIEB Support Team will create two versions of the Plan:

- First version: Will be finalized after the second Leadership Seminar in mid-October 2015 and will include, for each goal, the tasks, school's point person and supports from CUNY-NYSIEB at least from October 2015 through January 2016.
- Second version: Will be finalized in mid-December 2015 and will include all those areas but from January (revised) through June 2016.

This CUNY-NYSIEB Plan should be used to guide the implementation of the work of CUNY-NYSIEB at your school. If there are revisions to the work, the plan should be updated.

The implementation of this Plan will be a joint venue between the school personnel (members of the EBLT and other personnel) as well as the CUNY-NYSIEB Support Team. During the visits, the Support Team will ask the members of the EBLT for an update on the implementation of the tasks.

Between the end of May and mid-June 2016, members of the EBLT with the Support Team will evaluate the implementation of the CUNY-NYSIEB Plan.

Please use the templates below to create the Plans for each of the two Goals. EBLT members and the Support Teams should keep a word version of the latest version of this Plan to remind them of the work.

CUNY-NYSIEB Plan for Cohort 4 Schools
October 2015 – June 2016

Name of School:

Date of this draft:

CUNY-NYSIEB Goal 1: The school will support a multilingual ecology for the whole school.

Timeline	Tasks to be Done	School Point Person for Each Task	Supports from CUNY-NYSIEB
October 2015	• Add tasks •	• Add point person •	• Add supports •
November	• Add tasks •		
December	• •		
January 2016	• •		
February	• •		
March	• •		
April	• •		
May	• •		
June	• •		

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CUNY-NYSIEB Plan for Cohort 4 Schools
October 2015 – June 2016

Name of School:
Date of this draft:
CUNY-NYSIEB Goal 2: The school will use bilingualism as a resource in education.

Timeline	Tasks to be Done	School Point Person for Each Task	Supports from CUNY-NYSIEB
October 2015	• Add tasks •	• Add point person •	• Add supports •
November	• Add tasks •		
December	• •		
January 2016	• •		
February	• •		
March	• •		
April	• •		
May	• •		
June	• •		