

**The New York City Department of Education
Office of English Language Learners (ELLs) with the
New York State Spanish Language BETAC at New York
University present**

The New York City Dual Language Symposium

**Thursday, April 12, 2007
8:00 am—3:30 pm**

**NEW YORK UNIVERSITY
KIMMEL CENTER**

NEW YORK UNIVERSITY
Thursday, April 12, 2007

AGENDA

8:00 - 9:00 AM

Registration/Breakfast

9:00 - 10:30 AM

(Eisner & Lubin Auditorium)

Welcome

Carmen Demoleas, Director of Dual Languages,
Office of English Language Learners (ELLs), NYCDOE &
Nellie Mulkay, Director, New York State Spanish Language
BETAC at New York University

Dr. Andrés Alonso, Deputy Chancellor of Teaching & Learning
NYCDOE

Maria Santos, Senior Instructional Manager
Office of ELLs, NYCDOE

Keynote Address

“Dual Language Curriculum Essentials”

Drs. David & Yvonne Freeman,
The University of Texas at Brownsville

10:45 AM - 12:00 PM

Morning Breakout Sessions

12:15 - 1:15 PM

Lunch, Exhibits, and Performance of
“Wake Up Haiti” By the PS/IS 189K Dance Troupe
Principal: Ms. Berthe Faustin; Teacher: Mr. Rolhans Innocent
(Eisner & Lubin Auditorium)

1:30– 3:00 PM

Afternoon Breakout Sessions

Keynote

Dual Language Curriculum Essentials

David and Yvonne Freeman share essentials for Dual Language programs. Examples from effective Dual Language schools are highlighted.

Morning Sessions (10:45 AM -12:00 PM)

A Conversation with the Freemans

(Special Session for Administrators by Invitation Only)

Presenters: David & Yvonne Freeman, *Professors*, University of Texas at Brownsville.

Room: 910

Accountable Talk to Strengthen

Math Instruction and Language Development

This workshop introduces ways to use accountable talk in the classroom to strengthen both math instruction and language development in an ESL or Dual Language classroom. The workshop features hands-on activities and videos (in both Spanish and English) from elementary level classrooms at PS 24 Brooklyn.

Presenters: Rachel Woolley, *Teacher*, and staff PS 24K

Room: 907

Adapting Reading and Writing

Units of Study in a Dual Language Program

Participants learn how to scaffold the components of the balanced literacy model for ELLs and English proficient students in order to develop their literacy and language skills.

Presenters: Cynthia Felix, *ELL Instructional Support Specialist*, Region 8; Nina Ishmael, *Literacy Coach*, and staff PS 94K

Room: 406

Assessment, Instruction and ELLs

This presentation highlights how a school can become involved in alternate forms of assessment using the action research method. Teachers and staff developers at PS 24 demonstrate how action research sheds light on teaching and learning.

Presenters: Mayra Deliz, *Math Coach*, and staff PS 24K.

Room: 905

Dual Language and the Global Economy

This presentation focuses on the benefits of a Dual Language education and how it prepares students to compete in a global economy. The presenter examines the benefits of speaking a second or third language, developing technological literacy and leadership qualities at an early age, and gaining knowledge of and appreciation for a multicultural society.

Presenter: Lissette Colon-Collins, *Director of ELL Parent Outreach*, Office of ELLs

Room: 906

Instructional Models for Reading First ELLs

This workshop familiarizes ELL administrators and educators with the research, programs and requirements of the Language Allocation Policy and mandates of the *Reading First* initiative. Participants receive recommendations on scheduling, planning and instructing according to the different stages of language proficiency for ELLs and look at a comparative analysis of the *Reading First* model in relation to bilingual and Dual Language programs.

Presenters: Ester Quiñones, *Reading First Coordinator*, Region 9; Yasmin Lugo, *Reading First Coordinator*, Region 1; Venesa Kostagos, *Educational Publisher*, Harcourt Publishing

Room: 908

Lifelong Readers, Lifelong Bilinguals

Research shows the positive impact of reading and access to books on first and second language literacy. This session shares with Dual Language teachers, teachers working with ELLs and school librarians the best ways to use the school and classroom library for native and second language literacy.

Presenters: Dr. Rebecca Constantino, *Education Consultant*, Access Books

Room: Auditorium

Planning for Language Goals in Content Areas

The workshop analyzes different units of study and details the language requirements of each unit. The analysis covers language functions, language prompts, vocabulary (both technical and academic); and syntax. The last part of the workshop focuses on developing ELLs' grammar in written samples.

Presenters: Patricia Velasco, *Adjunct Professor*, Teachers College, Columbia University

Room: 802

Afternoon Sessions (1:30—3:00 PM)

Addressing Different Learning Styles Through Methodologies That Work

This workshop assists Dual Language teachers and administrators with developing a sound literacy program in both English and Spanish using technology. Different modalities and learning styles to motivate students to learn in both languages are presented.

Presenters: Maria Ciccone, *Principal*, and staff PS 222 Q

Room: 905

Analyzing Dual Language Student Data from Elementary to Middle school

This workshop presents assessment results from a Dual Language program starting at the elementary level and moving into the middle school level. Academic achievement, second language development and cross-cultural development are highlighted with case studies.

Presenters: Marlene Gonzalez, *Principal*, and staff PS 149Q; Ivan Rodriguez, *Assistant Principal*, and staff IS 145Q.

Room: 802

Guiding Principles for Dual Language Education and Other Online Resources from CAL

Participants are introduced to the Center for Applied Linguistics' (CAL) research-based resources for Dual Language educators, including the *Directory of Two-Way Immersion Programs*, *Two Way Immersion Toolkit*, and *Two-Way SIOP*. Emphasis is placed on the *Guiding Principles for Dual Language Education*, which is used in many NYC schools for reflection and self-evaluation.

Presenter: Julie Sugarman, *Research Associate*, Center for Applied Linguistics

Room: 910

Leadership Trends in Established Dual Language Programs

This session provides research conducted in three well-established NYC Dual Language programs. The presenter highlights patterns of leadership that allow these programs to maintain high quality instruction and attention to bilingualism and biliteracy, but also provide structures for continual growth and change.

Presenter: Victoria Hunt, *Instructor of Bilingual/Bicultural Education*, Teachers College, Columbia University
Room: 906

PS 16 Q: A Growing Dual Language Enrichment Program

Audrey Murphy, Ed.D., presents an overview of her doctoral dissertation on the efficacy of Dual Language programs as a model of instruction for ELLs. Staff from the “Little Blue and Little Red – A Dual Language Enrichment Program” share language goals, assessment tools, and teaching strategies.

Presenters: Dr. Audrey Murphy, *Principal*, and staff, PS 16Q.

Room: 908

Planning for Language Development: It Works!

Identifying language goals is a key component for effective and long-term language growth in Dual Language classrooms. Through modeling and hands-on experiences, the steps for developing language objectives are demonstrated through vertical and horizontal articulation across the grades.

Presenters: Dr. Luisa Costa-Garro, *Professor*, Bank Street College of Education, and staff from the Children’s International Language Academy Ward School, New Rochelle, NY

Room: 406

Rigor!

Developing proficiency in a Dual Language setting requires academic language development in both languages. This workshop highlights the key elements that assure the development of rigor and full proficiency.

Presenter: Elieser De Jesus, *ELL Regional Instructional Specialist*, Region 8

Room: 907



PUBLISHERS’ DISPLAY

Visit the educational publishers on the fourth floor to view instructional materials for Dual Language students.

Biographies

ANDRÉS ALONSO, Deputy Chancellor for Teaching and Learning, brings extensive experience to the position he has held since July. Speaking no English when he arrived in the US from Cuba with his parents at age 12, Dr. Alonso attended New Jersey public schools before graduating Magna Cum Laude from Columbia University. He went on to earn a JD from Harvard Law School and worked at the New York City law firm of Hughes, Hubbard & Reed before changing course to become an educator. From 1987 to 1998, Dr. Alonso taught emotionally disturbed and special education ELLs in Newark, NJ, and was also a staff developer, program coordinator, and mentor teacher. Dr. Alonso was selected to Harvard University's elite Urban Superintendents Program in 1998, where he focused on urban education. He was awarded a doctorate in June 2006. He has been at the NYCDOE since 2003, working closely with the Chancellor on key initiatives ranging from the restructuring of the system to accountability and empowerment.

MARIA CICCONE, the Principal of PS 222 in Queens, has 31 years of experience in education. She has also served as a two-way bilingual coordinator/teacher trainer, district assistant staff developer, and graduate level ESL and bilingual methodology instructor at St. John's University. In 1985 Ms. Ciccone founded the first Spanish two-way bilingual program in CSD 30 at PS 11, Woodside, Queens. She has received the Principal of the Year Award by PDK Chapter, Columbia University.

LISSETTE COLÓN-COLLINS is the Director of ELL Parent Support in the NYCDOE Office of ELLs. In 1993, she began her career as an educator at the William J. Gaynor IS 49 in Brooklyn where she was a teacher for nine years. In August of 2003, she joined the Office of ELLs as a Dual Language Instructional Support Specialist. Mrs. Colon-Collins graduated in 1991 with a Civil Law Degree from the Pontificia Universidad Catolica Madre y Maestra, Santiago, Dominican Republic. She has a master's degree in Bilingual Education from The City College of New York and a sixth-year professional certificate in Education for Supervision and Administration from the College of Staten Island.

DR. REBECCA CONSTANTINO has published widely on ELL instruction, language minority use of the library and the efficacy of

the school and classroom library. Her most recent book addresses library use in the language minority community. She has been recognized nationally on the Oprah Winfrey show, NBC news and National Public Radio.

LUISA COSTA-GARRO, PhD, is on the graduate faculty at Bank Street College of Education. Dr. Costa-Garro is a linguist and consultant in language acquisition and development and comprehensive literacy in two languages. She coordinates the Bank Street Language Series to support second language teaching and learning.

ELIESER DE JESUS has worked in Bilingual and ESL services for the NYCDOE for the past 20 years. He has served as a Dual Language Teacher, Magnet Coordinator, Science Coordinator, Staff Developer, Director of Bilingual/ESL Services and presently, he is an ELL Regional Instructional Specialist for instruction and compliance. In addition, he has taught in several local universities as an adjunct professor.

MAYRA DELIZ is a math coach at the Dual Language School for International Studies, PS 24. As a member of PS 24's professional development team, her experience as a Dual Language teacher and math coach enhances the staff development she provides. In addition Ms. Deliz has collaborated extensively on action research with Robert Parker from The Education Alliance at Brown University, and worked closely with Myriam (Mimi) Met of the National Foreign Language Center at the University of Maryland.

CARMEN DEMOLEAS, Director of Dual Language in the NYCDOE Office of ELLs began her career in 1974 as a Bilingual educator at PS 140/PS 314 in Brooklyn, where she was a teacher for 23 years. She has served as a science cluster teacher for Dual Language classes, a Dual Language teacher, Dual Language Coordinator, and Dual Language Instructional Support Specialist. She has a Masters in Bilingual and Urban Education from the Brooklyn campus at Long Island University and a certificate in Education for Supervision and Administration from the City College of New York.

CYNTHIA J. FELIX, an ELL Instructional Support Specialist for Region 8, has been an educator since 1989. She has served as a classroom teacher, Bilingual/ESL Director in the Chancellor's District and District 1, Citywide Title VII Program Director, and Citywide Director of Parent Involvement.

DRS. YVONNE AND DAVID FREEMAN are professors (bilingual education and reading/ESL, respectively) at the University of Texas at Brownsville. Both study and teach literacy education for ELLs. In addition to providing staff development to school districts across the country, they present regularly at international, national, and state conferences. The Freemans have published books, articles and book chapters jointly and separately on topics such as second language teaching, biliteracy, bilingual education, and second language acquisition. Their newest book is the second edition of *Teaching Reading and Writing in Spanish and English in Bilingual and Dual Language Classrooms*. Their other books include: *Dual Language Essentials for Teachers and Administrators*; *Essential Linguistics: What You Need to Know to Teach Reading, ESL, Spelling, Phonics, and Grammar*; *Closing the Achievement Gap: How to Reach Limited Formal Schooling and Long-Term English Learners*; the second edition of *Between Worlds: Access to Second Language Acquisition*, which received the Mildenerger Award from the Modern Language Association for outstanding research in the field of foreign and second language teaching; *La enseñanza de la lectura y la escritura en español en el aula bilingüe*; and, *ESL/EFL Teaching: Principles for Success*. In addition to their other publications, the Freemans are authors of Harcourt Achieve/Rigby's ESL programs, *On Our Way to English* and *Literacy by Design*.

MARLENE GONZALEZ is the principal of PS 149Q in Jackson Heights, Queens. Under her leadership, PS 149Q has transformed from a struggling school to one focused on helping all students reach their potential. Test scores have risen dramatically during her tenure. Also, PS 149Q features an innovative Dual Language Program which has been recognized as a Collaborative Community of Practice Site by the Department of Education. PS 149 is a TODOS school, the third school in the United States to offer a variety of programs that meet the needs of ELLs and mainstream students.

VICTORIA HUNT is an instructor and Doctoral Candidate for the Bilingual/Bicultural Program at Teachers College, Columbia University. Research interests include Leadership in Dual Language Programs and effective instruction for ELLs. She is also a professional development consultant. She previously taught for ten years at PS 165 (Region 10) as a Dual Language teacher and Professional Development school liaison.

NINA ISHMAEL has been the literacy coach at PS 94 for the last four years, and has served as a classroom teacher for fourteen years. She has participated in various study groups at Teachers College Reading and Writing Project and is a lead Literacy Instructor at the Region 8 Summer Institutes for Reading & Writing.

VENESA KOSTAGOS is the Eastern Regional Bilingual Consultant for Harcourt School Publishers. Ms. Kostagos studied Early Childhood Education, with a concentration in Latin American Studies at New York University. She has taught at the primary level and is also familiar with non-traditional settings, having instructed in self-contained, Sheltered ESL model classrooms at the intermediate level. As a consultant for Harcourt School Publishers, Ms. Kostagos assists with curriculum design, staff development and product development for the Northeast Region of the United States.

YASMIN LUGO is the Reading First Coordinator for Regions 1 and 2. She has served as a K-4 Literacy Coach, third and fourth grade bilingual teacher, and worked as an advisor and US history and geography teacher at the English Immersion and Spanish Writing Residential High School in Ramey Base, Puerto Rico. She holds a BA from New York University, ESL certification from the University of Puerto Rico, San German Campus, and an MS Ed. in School Administration and Supervision from Bank Street College of Education.

NELLIE MULKAY is the Director and Senior Instructional Specialist of the NYU Spanish Bilingual/ESL Technical Assistance Center (BETAC). Prior to this position, Ms. Mulkay directed the Lehman College Spanish BETAC from 2004-2006. She worked for the NYCDOE for 34 years, serving as a teacher, professional developer, educational administrator, building supervisor and school and district leader. She holds degrees in biology, science education, administration and supervision, and Spanish Literature. Ms. Mulkay is an Adjunct Professor at Touro College School where she teaches graduate education courses.

DR. AUDREY MURPHY is Principal of PS 16Q in Region 4, which is an America's Choice Demonstration Site and a NYC Region 4 EXCEL School. She holds a BA in Spanish, a Masters in Bilingual Education and a Professional Diploma in Supervision and Administration from St. John's University. She recently completed her doctoral dissertation in Administration and Supervision with a focus on Dual Language Instruction.

ESTER QUIÑONES is the Reading First Coordinator in Region 9, NYC. She began her NYCDOE career in East Harlem, and has served as a Regional coach, Summer School reading program supervisor, and as a Cooperating Teacher for Hunter College graduate students. She received a Masters in Elementary Education and Administration and Supervision Certificate from CUNY Hunter. She also holds permanent NYS licensure in Elementary Education Pre K-6 and School and District Administration and Supervision.

IVAN RODRIGUEZ is the director of the International Bridge Academy at IS 145. A native of Puerto Rico, he started his career there and then moved on to work in Chile and Ecuador. He has been in New York City for the past 14 years. As director of the Bridge Academy, he has been instrumental in instituting numerous innovative structural and curricular changes that have helped IS 145's large population of ELLs achieve greater levels of success.

MARÍA SANTOS is the Senior Instructional Manager for the NYCDOE's Office of ELLs. Since 2003, she has led the Office by ensuring that *Children First* reforms are raising the academic gains of ELLs through quality teaching and learning citywide. Before coming to New York City, Ms. Santos designed and developed strategic initiatives and resources for numerous national and state organizations and urban districts, providing organizational guidance and setting trends in the educational agenda nationwide. She spent 20 years in the San Francisco Unified School District (SFUSD) as a teacher, middle school principal, supervisor, and Associate Superintendent. As Associate Superintendent, she supervised the development of major instructional improvement initiatives which helped to increase the academic performance of all student populations for six consecutive years. She gained SFUSD the recognition of an Exemplary Site by the US Department of Education's National Award Program for Professional Development. Ms. Santos graduated cum laude from the University of Puerto Rico with a BS in 1976. In California, she gained her California Secondary Single Subject Credential in 1984, her California Educational Administration Credential in 1989, and a Masters in Educational Administration from San Francisco State University in 1990.

JULIE SUGARMAN has been involved in Dual Language research, technical assistance, and program evaluation at the Center for Applied Linguistics for seven years. With Liz Howard, she is the

author of *Realizing the Vision of Two-Way Immersion* (2007). She has presented at numerous national conferences and is working toward a PhD in second language education.

PATRICIA VELASCO has worked as a staff developer for the Reading and Writing Project and is also an Adjunct Professor at Teachers College, Columbia University. Her main interests are the development of language objectives (vocabulary, syntactic development and discourse) in ELLs with low literacy backgrounds.

RACHEL WOOLLEY is a second grade Dual Language teacher at PS 24 in Sunset Park, Brooklyn. She teaches half of each day in English and half in Spanish, participates in City College's Math in the City workshops, and is an avid reader of literature on math instruction and language development.

LISA ZUCCALMAGLIO is Assistant Principal at Public School 16 in Corona, Queens. She has an MS in Education from Fordham University and a Masters in Leadership from Bank Street College.

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