

Rhode Island Department of Education
LEP/ELL Advisory Council Meeting
April 5, 2007
Pawtucket School Department
286 Main Street
Pawtucket, RI 02860

Present: Fran Mossberg (University of Pittsburgh/Institute for Learning); Linda Ianetta, Soledad Catanzaro (Providence), Donna Hanley (Providence), Elizabeth Vazquez (Providence), Tabetha Bernstein-Davis (Providence), Gerardine Cannon (Pawtucket), Karen Karten (Woonsocket/subcommittee member), Jaime Aguayo (Community), Robert Gerardi (North Providence/subcommittee member), Fran Collignon (Education Alliance at Brown University), Jose Gonzalez (Providence), Davida Irving (Pawtucket), Erica Acevedo (Progreso Latino), Erin Strnad (Providence), Judah Lakin (Providence), Laurie Grupp (Providence College), Nancy Carnevale (Central Falls), , Julie Nora (International Charter School), Linda Filomeno (Woonsocket), Rona Fennessy, Kenneth Swanson (RIDE) – NOT ON SIGN IN LIST

Absent: Ramon Martinez (Progreso Latino) Elizabeth Alexander (Barrington), Cathy Chatowsky (Pawtucket), Kathy Barden, Susan Rotblatt-Walker (RIDE), , Willis Poole (Rhode Island College), Emily Klein (RIDE), Sara Melin (Providence), Patricia Morris (Central Falls), Maria Lindia (RIDE), , JoAnn Hammadou (University of Rhode Island),
Absent:

- I. Meeting was called to order at 6:15 pm by Nancy Cloud.
 - a. Quiz and answers on laws/English Language Learners (IV on the agenda)
- II. Subcommittee Reports
 - a. Assessment and Instructional Policy– D. Hanley
 - i. Met every two weeks since January Advisory Council meeting
 - ii. Distributed an informational update of subcommittee work
 1. placed on file
 - iii. S. Catanzaro reviewed bullet 2 on the update (Work group devised and recommends the use of an ELL Language and Literacy Card)
 1. PLP does not address other areas of language acquisition
 2. Stages of development are universal
 3. Will not supplant the PLP/subcommittee hopes that this card would be accepted in lieu of a PLP until the student reads on grade level in English or is identified as Developing on the WIDA ACCESS for ELLs in English
 4. Card design was revisited many times
 - iv. Response from Council at large
 1. L. Filomeno - Was there discussion of RIDE's insistence that the PLP be used for all students reading below grade levels, including ELLs (referred to PLP Guidelines published by RIDE)
 - a. Response by J. Nora, subcommittee member – did not want to take away from importance of PLP

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2. L. Filomeno - There had been discussion at an Advisory Council meeting with RIDE last year on the use of two folders, forms for ELLs
 - a. Concerned about the additional paperwork responsibilities a second form will create for teachers of ELLs
 - b. Concerned that some of the information required on the current ELL Literacy and Language Card is redundant and available in other documents/databases (e.g. Home Language Survey questions), does not take into consideration different district systems (e.g. not all districts use Lexile levels for reading)
3. N. Cloud
 - a. We want to have proof that teachers of ELLs measure reading levels, conduct progress monitoring
 - i. Do we want to propose that position?
 - ii. Advisory Council members are encouraged to email D. Hanley with suggestions, discussion
- b. Teacher Quality and Certification – K. Karten
 - i. Recommend a test of English Language Proficiency required of bilingual teachers
 - ii. Recommend - Undergraduate courses leading to endorsement as teacher of English Language Learners
 1. University of Rhode Island offers undergraduate courses in teaching English as a Second Language
 2. At least one course in Language Acquisition and/or Sociocultural Issues for Second Language Learners be required of all teachers
 - iii. Response from Council at large
 - a. N. Cloud – RIDE accreditation visits to colleges and universities are looking for these issues to be addressed; many college courses have these issues infused into several courses, all colleges are being heavily monitored and being cited if there are weaknesses
 - b. N. Cloud - Explanation of protocol for subcommittee work
 - i. suggest that the Council at large be prepared to discuss the recommendations of this subcommittee at the June 21, 2007 meeting
 - ii. to subcommittee – what action do you want the Advisory Council to take?
 - c. J. Nora – are administrators being required to have coursework on ELLs?
 - i. Response from N. Cloud – No, but good question.
 - d. F. Mossberg – regarding the undergraduate endorsement courses, is the subcommittee implying that they recommend these be a requirement for certification?

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- i. Requirements for certification have to come from RIDE
- ii. For our positions we need to state our recommendations; don't present as a "wish list", go further/question – Why is there not an undergraduate requirement?, Why is there not a requirement for administrative certification at the graduate level?
- e. T. Bernstein – suggest the subcommittee look at a recommendation on laws governing education of English Language Learners
 - i. F. Collignon – at the graduate level, laws governing education of ELLs is sometimes embedded in other law courses
- f. F. Collignon – we need a seamless way to get ELL issues recognized and addressed
- g. F. Collignon – first year, new teachers of ELLs are frustrated/enter classroom and severely stressed by having to take graduate courses right away
- c. Family Engagement – N. Cloud
 - i. N. Cloud - communication channels already exist to ethnic/language communities; need to identify and document ways to reach out to the community with initiatives, Family Engagement subcommittee/Advisory Council would be the vehicle
 - ii. J. Aguayo – need to simplify information for the public, put all this knowledge into simple language
 - iii. Response from Council at large
 - 1. J. Nora – how can we get information in to the Advisory Council from the community, suggestion – set up a network so schools are responsive to community and community is responsive to schools
- d. Secondary Reform – P. Morris
 - i. P. Morris spoke with PBGR Coordinator in Pawtucket; area of policy is important, discussion of impact on ELLs into all policies
 - ii. Response from Council at large
 - 1. S. Rotblat-Walker – Questions we need to answer include how to award high school credits to ELLs; how to determine credit for English as a Second Language; need to look at design of every course
 - 2. To be placed on June 21, 2007 agenda
- e. N. Cloud reviewed protocol – recommendations from subcommittees need to be brought forth for whole council vote
 - i. K. Swanson – process question/at what point does RIDE and subcommittees and/or Advisory Council communicate on a regular basis?; at what point do we engage offices at RIDE?
 - ii. F. Mossberg – notes to discuss with K. Swanson/Executive Committee of Advisory Council – need dates

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- III. Discussion – how does Advisory Council feel about ensuring that policy documents made available in major languages of Rhode Island and in parent friendly languages on the RIDE website
- a. L. Filomeno – who would pay for the translations?
 - b. S. Walker – RIDE has contracts with Horton Translations for Special Education
 - c. K. Swanson – need to prioritize language needs; need to use “family friendly jargon” – What do we mean?, What do we want?
 - d. F. Mossberg – How can the Family Engagement subcommittee help? Should they contact RIDE?
 - e. K. Swanson – RIDE needs help prioritizing
 - f. J. Nora – forms, test reports important to put in other languages
 - g. K. Swanson – could engage the RIDE Office of Assessment
 - h. J. Nora – cost analysis would be appropriate first step
 - i. J. Aguayo – should not translate documents for sake of translating of documents, important to look at documents for information as to what is going on in education, community needs that kind of information
 - j. K. Swanson – policies are written by attorneys
 - i. NECC (New England Comprehensive Center) is helping develop framework; holding focus groups (e.g. adult education centers)
 - k. F. Collignon have each district identify basic documents (e.g. Home Language Survey); what is already available;
 - l. Suggestion (who?) – RIDE fellow dedicated to dealing with communication between RIDE and families of ELLs
 - m. R. Gerardi – science of education has become complex, literacy dependent, acronyms
 - i. L. Filomeno and K. Karten have lists of common acronyms
 - n. N. Cloud – return to discussion of which documents does Advisory Council feel need to be translated, duplicity among districts
 - o. F. Mossberg – dates of focus groups?
 - p. L. Filomeno/K. Karten – has Woonsocket been invited to have a focus group?
- IV. ELLs and Laws – completed as part of the introduction
- V. Legislative Initiatives – L. Filomeno
- a. J. Nora – she is slated to testify at two hearings
 - b. S. Rotblat-Walker – asked A. Andrade if someone from council could testify, Chair?
 - c. J. Nora – there are other positive bills out there, need a balanced understanding of plus/minus of each bill
 - d. L. Filomeno – important to be vocal on the positive bills than just have “knee-jerk” reactions to negative bills
 - e. N. Cloud – we should all work from a set of talking points, need to make effective arguments

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- i. Would that be of interest to the Council – talking points (as a “For Your Information”)?
- VI. Visioning for ELLs – K. Swanson
- a. August 3, 2006 /One year later – Where are we on education of English Language Learners?
 - i. Listed many priorities
 - ii. Discussion at RIDE after that meeting – on which can we make substantial progress in 1 year?
 - iii. RIDE heard concern – “We’ve heard this before.”
 - iv. Identified 7 priorities
 - 1. Regulations
 - a. Need to organize in user-friendly language
 - b. Have had contact with RIDE writing team
 - i. What do educational leaders need in terms of ELLs?
 - ii. What do bilingual teachers, ESL teachers, general education teachers need in terms of ELLs?
 - iii. What do low incidence districts need in terms of ELLs?
 - c. Give credence to what is going well
 - 2. Promising Practices
 - a. There was a screening process
 - b. May 21, 2007
 - c. Distributed flyer, brochure
 - 3. Consistency of RIDE memos
 - a. Engaging ELL directors on a monthly basis
 - b. Seek Advisory Council advice
 - 4. Review of certification/endorsement and licensure requirements
 - 5. High School Regulations/Proficiency-based Graduation Requirements
 - a. Issues remain around special education students, English Language Learners, at-risk students
 - b. Need to identify what kinds of hurdles these students face
 - 6. Monitoring
 - a. Revision of 16-54 needs to be passed
 - b. Need to do more than compliance
 - c. Commissioner McWalters wants RIDE monitoring to districts to be one visit (e.g. Special Education, SALT, ELL monitoring all at one time)
 - 7. Focus Groups (parents, community)
 - a. NECC held 6 so far
 - b. Facilitate dialogue
 - c. Will hold 9 more through spring
 - v. Other visions

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1. Meeting with Governor
 2. Emergency Immigrant monies
 - a. These funds could be used to seed
 - i. RIDE's perspective
 - ii. Federal perspective
 3. Urban Collaboration
 - a. Providence, Pawtucket, Central Falls for example
 - i. Specialty strands (e.g. Newcomer)
 - ii. No matter where the student lived, s/he could participate, attend program
 - b. Question: how would money flow
 4. Statewide Institute for Professional Development
 5. Quantitative and qualitative data
 - a. Need to get a more accurate picture of what's going on
 - b. L. Ianetta - Is there a way to that data can be published that shows student and program success?
 - c. L. Filomeno – need to show what former ELLs have attained (e.g. how many who were ELL in elementary school have graduated)
 - d. K.Swanson – may be able to do that through state identification numbers (SASID)
 - e. T. Bernstein – need to update technology systems; one central database
 - i. K. Swanson – eventually one database for all districts; data warehouse that will take information from all districts and report statewide
- b. N. Cloud – can we see what future we'd like to envision
- i. L. Grupp – Vision for teacher preparation
 1. All pre-service teachers need to be prepared to work with at-risk students, ELLs, Special Education
 2. Teachers still say they have “not been trained” to work with certain populations of students
 - ii. D. Irving – Regional Newcomer Program
 1. Concern over funding
 - a. Will monies be available
 - b. How will district allotments be made
 - c. Tuition?
 2. K. Swanson - would need statewide development; maybe a fellow a RIDE to develop
 - iii. J. Nora – Teaching, Standards
 1. Teacher certification in terms of what RIDE wants
 2. More compliance with WIDA standards, how they intersect with GLEs/GSEs

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- VII. Update on Revisions of Chapter 16-54 - S. Rotblat-Walker –
- a. There will be a “report out” meeting at RIDE to take recommendations from March 2 work under advisement
 - b. E. Klein and S. Rotblat-Walker have met with RIDE’s legal team
 - i. Still need to look at some issues
 - ii. Definitions need to be up front
 - iii. Legal team was happy that the work was submitted in a timely fashion
 - iv. Not worried about format
 - c. Next chance for feedback will be forums/public hearings
 - i. No dates set yet
 - ii. Probably November
 - iii. K. Swanson – Regents have established workshops on IDEIA, maybe do same for ELL/16-54/open to public
 - d. Draft will be available to Advisory; be vocal
 - e. Need to keep superintendents informed
 - i. Superintendents have asked them to emphasize what will have budget implications
- VIII. Webpage
- a. Intent to have timely updates
 - i. Running into a bottleneck – how to get things on
 - ii. If you want to submit, change to .pdf so that no changes can be made to your document
 - iii. Will do a walk-through of site once complete
- IX. Adjourn
- a. N. Cloud expressed her thanks to all
 - b. Motion: N. Carnevale
 - i. Second – J. Nora
 - ii. Discussion – none
 - iii. Unanimous
 - c. Meeting adjourned at 8:35pm