

2019-2020 Professional Development



Revised 12/10/19

#24393_ Multilingual Learner (MLL) Network

Course Description: A network of Bilingual and ENL teachers from schools with large populations of ELLs will focus on establishing school wide systems and structures that promote continuous improvement and success for all students. The network will leverage data from Multilingual Learner/English Language Learner Program Quality Review and Reflective Protocol Toolkit to identify areas in need of improvement. The network will make data driven decisions about district and school level practices with the intention of improving student achievement while addressing social/emotional needs of ELLs including all subgroups. The team with support from RBERN will learn and implement best practices and instructional strategies that align to individual school needs and holistic needs within the district.

Instructor: Abel Perez Pherett & Analy Cruz-Phommany

Location: 30 Hart St.

Date(s): 9/18/19, 10/22/19, 11/19/19, 12/16/19, 1/15/20, 2/27/20, 3/16/20, 4/21/20, 5/19/20 and 6/10/20

Time: 3:45 p.m. – 5:45 p.m.

PD Hours: 20

#24463_ TPRS Collegial Circle 2019-20

Course Description: This year our TPRS Collegial Circle will continue to use the presentation/feedback/sharing model to begin each session. If we have enough ENL members this year, we will continue to break out into groups, where ENL will work on their rubric and ways to integrate TPRS and TPR strategies into content areas. Any useful strategies will be shared as on Google Docs. During breakout time, FL teachers will continue to work on contributing to the Google Classroom folder, so that each of us will have the materials necessary to put together our online Spanish 1+ course. Due to last year's attendance issues, the FL group was unable to collate as much data as we wished to write our article for the IJFLT. This year, contribution of data will be key to continuing as a member of the Circle. We will share student work, data, videos made in our classes and the TPRS-based activities that we continue to create. We plan to focus especially on how our students' literacy skills are being improved overall (speaking, reading, writing and listening skills) and how their time with us can help to maximize their performance in other classes. As we have done for the past five years, each teacher will be expected to choose two students to follow throughout the year. Teachers will be asked to write 3 separate reflections to be posted on our new WIKI at PBworks: a pre-assessment reflection due by November, a post-midterm reflection due by March and an end of the year reflection due in June (please see attached sample reflections from members of our TPRS Collegial Circle from previous years).

Instructor: Lisa Piccione

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Location: Edison Tech

Date(s): 9/19/19, 10/24/19, 11/14/19, 12/12/19, 1/16/20, 2/13/20, 3/12/20, 4/16/20

Time: 3:30 p.m. - 6:00 p.m.

PD Hours: 20

Co-teaching & Collaboration for Teaching ELLs

Teachers will provide professional development pertaining to designing cohesive integrated ESOL instruction and scaffolding of Next Generation Common Core Learning Standards, to assist teachers in promoting the development of students' academic English while simultaneously developing students' knowledge of grade-level content concepts. Emphasis on developing parity as teaching partners through an inquiry stance, utilizing co-teaching models effectively, identifying Targets of Measure from the NYSESLAT while planning are goals inherent in this professional learning series.

Location: TBD

Instructor(s) Tracy Cretelle & Sandra Perez

Date(s): 2/6/20, 3/11/20, 3/31/20, 4/22/20

Time: 4:15-6:15

#23449_ Organizing the Annual Parent Night

Course Description: Teachers and administrators will learn what to include in the annual parent information session, how to obtain interpreters for events, what forms need to be completed by schools, what to share with the Dept. of Multi-lingual learners and what community resources can be included.

Location: Jefferson Campus

Instructor(s) Tracy Cretelle & Sandra Perez

Date(s): 3/5/2020

Time: 4:15-6:15

PD Hours: 2 hr. Each

#24662_ ELL_eLearning: RCSD Reads Book Club: Harvest of Empire

Description: In context to culturally responsive lesson development that considers rigor and target skills, this PD asks, "“what culturally responsive approaches work best for students of color?” This culturally

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responsive learning opportunity will allow teachers to **create culturally responsive lessons** according to factual history in the U.S. as documented in Juan Gonzalez’s book, “Harvest of Empire”. Teachers will use their understandings of ELA and Social Studies content as they vet through Gonzalez’s text with the guidance of *discussion questions, target skills* and *Bilingual strategies*. Teachers will use the **Rochester Instructional Learning Framework** as a tool to support their lesson planning and instructional practice to create **two final lessons**. This PD is not created solely for Bilingual and ENL teachers This PD actually takes into consideration general education—content area teachers first with respect to the diverse population of students in their classrooms, such as ENL and culturally diverse students.

Location: On-Line course

Instructor: Alexci Reyes

Date(s): Section #36414 - 11/25/19 – 1/31/20

Section #36413 - 2/10/20 – 4/24/20

Time: N/A

PD Hours: 20

#24738_Bilingual Instructional Leadership Team – DATA WISE

Course Description: Team will use Data Wise Protocol with district and school level data of bilingual students. Team in partnership with MLL network will set ambitious and achievable expectations for ELLs and monitor their academic progress. Team will have explicit discussions regarding the use of practical strategies on how to address the English language proficiency levels based on best practice teaching models. Looking closely at instruction, relevant cultural responsive approaches that bridge content area curriculum and state standards, scheduling of ENLs, and implementation of best practice protocols.

Instructor: Analy Cruz_Phommany

Location: TBD

Date(s): 12/11/19, 1/8/20, 2/25/20, 3/11/20, 4/13/20, 5/13/20, 6/16/20

Time: 4:00 p.m. – 5:30 p.m.

PD Hours: 10.5

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#24670_SIFE: Bridging Where They Are and What They Need

Course Description: This group will read and analyze the components of Custodio and O'Loughlin's book regarding SIFE students (Student with Interrupted Formal Education: Bridging Where They Are and What They Need). The knowledge, strategies, and approaches gained from the group will help the District build capacity in working and supporting SIFE students in each participant's building.

Instructor: Andrew Capuano & Jessamine Perez

Location: TBD

Date(s): 2/13/20 – 6/10/20

Time: 4:15 p.m. – 6:15 p.m.

PD Hours: 20

#24756_Biliteracy from the Start

Course Description: Professional development for K-2 teachers “to promote Spanish in the rigorous education of young Latino children to meet literacy standards...it points to the potential of biliteracy in squaring gains for Latino children whose bilingualism develops at they enter U.S. Schools.”

Instructor: Hulda Yau & Alva Vives

Location: BLLA

Date(s): 1/22/20, 2/12/20, 3/18/20, 4/8/20, 4/22/20, 5/6/20, 5/27/20, 6/3/20

Time: 4:15 pm – 5:45 pm

PD Hours: 12

#24663__ ELL_Book Review_Multicultural Literature in the Classroom

Course Description: Teachers will read and demonstrate an understanding of the different genres of children's and YA literature with an emphasis on multicultural and Latino-based literature. Through the vetting process, teachers will gain an understanding and appreciation of the selection process of relevant, diverse cultures through children's & YA literature and share that with students. Critique children's & YA literature and select appropriate books for children at the appropriate grade levels that also reflect the diversity of our students and that can be used throughout the curriculum.

Instructor: Alexci Reyes

Location: TBD

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Date(s): 1/31/20 – 4/17/20

Time: TBD

PD Hours: 15

#24667_NYSESLAT Administration Training

Course Description: The purpose of this training session will be to allow participants to become familiar and apply the content and dimensions of the Writing and Speaking Rubrics from the New York State English as a Second Language Achievement Test (NYSESLAT). By using rubrics to reliably and validly score, the constructed-response items in the Speaking and Writing subtests. Participants will familiarize themselves with the organization of the test in order to plan, facilitate, and schedule the optimal testing experience and environment for their students.

Instructor: Tracy, Cretelle, Sandra Perez

Location: 30 Hart St /TBD

Date(s): 3/18/20

Time: 4:15 p.m. – 6:15 p.m.

PD Hours: 2

Connecting Content & Language for ELLs in the Classroom through Responsive Instruction (still in the approval process)

Course Description: Sessions will provide a total of five one hour sessions of professional development to support the implementation of Next Generation Standards when teaching ELLs in the content classroom. Topics that will be covered are: identification of ELLs (processes and procedures), basics of second language acquisition, co-teaching and collaboration, aligning Next Generation Standards with the targets of measure assessed by the New York State English as a Second Language Achievement Test, Culturally Responsive and Sustainable Practices and differentiation strategies.

Instructor(s): Tracy Cretelle, Sandra Perez, Rosanne Dawson

Location: Wilson Foundation, Rm. 211

Date(s): 01/28/20; 02/11/20; 02/25/20; 3/10/20; 4/21/20

Time: 1:30-2:30 PM

PD hours: 5